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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



Facilitator Guide



Sector
Management, Entrepreneurship
and Professional Skills

Sub-Sector
Private Security, Personal Security

Occupation
CCTV Video Footage Auditor

Reference ID: MEP/Q7204, Version 2.0
NSQF level: 4

CCTV Video Footage Auditor



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Management & Entrepreneurship and Professional Skills Council (MEPSC)

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Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”



Acknowledgements

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The preparation of this facilitator guide would not have been possible without the Management and Entrepreneurship Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This facilitator guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this Guide

This Facilitator Guide is designed for providing skill training and /or upgrading the knowledge level of the Trainees to take up the job of a “CCTV Video Footage Auditor” in the Management and Entrepreneurship Sector.

This Facilitator Guide is designed based on the Qualification Pack (QP) under the National Skill Qualification framework (NSQF) and it comprises of the following National Occupational Standards (NOS)/topics and additional topics.

1. MEP/N7225: Audit CCTV video footage
2. MEP/N7226: Reporting and documentation
3. MEP/N7227: Back up CCTV video footage
4. MEP/N0216: Use computers to store, retrieve, and communicate information
5. MEP/N9912: Apply principles of professional practice at the workplace
6. MEP/N9915: Communicate with visitors and colleagues effectively
7. MEP/N9903: Apply health and safety practices at the workplace
8. DGT/VSQ/N0102: Employability Skills

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes



Exercise

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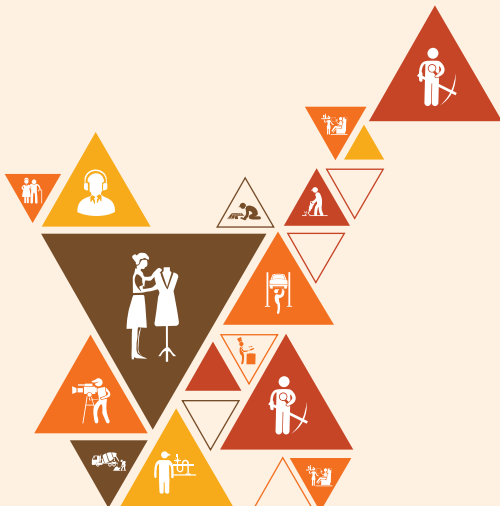


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1. Introduction to the Training Program

Unit 1.1 - Introduction to the Job Role



Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Understand the importance of auditing CCTV video footage, reporting audit findings/incidents in a standardized format, and backing up CCTV video footage at multiple locations.
2. Understand the need for the job role of a CCTV Video Footage Auditor and the primary responsibilities.
3. Understand the employment opportunities in various verticals.

Unit 1.1: Introduction to the Job Role

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand why is it important to audit CCTV video footage.
2. Understand why is it important to report audit findings/incidents in a standardized format.
3. Understand why is it important to back up CCTV video footage at multiple locations.
4. Understand why the job role of a CCTV Video Footage Auditor is imperative and the primary responsibilities associated with this job role.
5. Understand the various industry verticals which can offer employment opportunities to
6. CCTV Video Footage Auditors.

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

This is the first session of the program.

Introduce yourself, the program and its purpose in detail. Welcome the trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to break the ice between everyone and get the trainees interested in the class.

Say

Good morning, participants and a very warm welcome to this training program for the job role of 'CCTV Video Footage Auditor'.

Do

- Start by welcoming all the participants to the training program and conveying a message of encouragement.
- Thank all the participants for joining and being a part of this training program
- Introduce yourself briefly to participants, your name and background, and your role in the training program,
- Explain the rules of the game you are going to play as an "Ice Breaker".

Note

- Please ensure that while introducing yourself, you share at least one piece of personal information, such as your hobbies, likes, dislikes etc., with the participants. This will facilitate participation and exchange in many ways.

- Take a keen interest in understanding the needs and aspirations of the participants before actually conducting the training

Ask

Ask the trainees the following question:

MEPSC leads skill development initiatives in which key segments?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Say

Before we start the training, let us spend some time introducing and knowing each other. We shall play a game. Each of us will tell the class his or her name, hometown, hobbies and special quality about himself/herself, starting with the 1st letter of his / her name. I will start with mine.

Remember to:

- Discourage any queries related to one's financial status, gender orientation or religious bias during the game
- Try recognizing each trainee by their name because it is not recommended for a trainer to ask the name of a trainee during every interaction

Activity

- Arrange the class in a semi-circle/circle.
- Say your name aloud and start playing the game with your name.
- Say, "Now, each of one you shall continue with the game with your names, till the last person in the circle/ semi-circle participates".
- Listen to and watch the trainees while they play the game.
- Ask questions and clarify if you are unable to understand or hear a trainee.

Activity	Duration	Resources used
Ice Breaker	60 minutes	Pen, Notebook, Writing Pad, etc.

Say

Did you all enjoy this activity? I hope you all had a good time during this icebreaker session. Now we are all well acquainted with each other. This will help us go ahead with our training session.

Note



In this unit, we will discuss about the job role of a CCTV Video Footage Auditor, their scope of work and their required proficiencies.

Say



Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about the importance of auditing CCTV video footage and the need for the job role of a CCTV Video Footage Auditor.

Ask



Ask the trainees the following questions:

1. Define what is auditing and what does it mean from the perspective of CCTV video footage?
2. What are the benefits of auditing CCTV video footage?
3. Why audit findings/incidents need to be reported in a standardized format?
4. Why is it important to back up CCTV video footage at multiple locations?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate



In this session, discuss the following points:

- Importance of auditing CCTV video footage
- Importance of reporting audit findings/incidents in a standardized format
- Importance of backing up CCTV video footage at multiple locations
- Need for a CCTV video footage auditor
- Job description for a CCTV video footage auditor
- Employment opportunities for a CCTV video footage auditor

Say



Let us participate in an activity to explore the unit a little more. We are now going to be part of an interesting session.

Activity

- This session will have a video activity.
- You will play a video.
- The video will give a brief idea about the three missing pieces of CCTV.
- The YouTube link for the video is: Hindi - <https://www.youtube.com/watch?v=SehkECMqdn4>
- English - <https://www.youtube.com/watch?v=JpQyknCRbqY>
- The trainees will watch the video.
- They can note down pointers from the video that they may find relevant.
- In case of any queries or confusions, trainees will write those down in their notebooks.
- After the videos end, the trainees can ask questions of you.
- The trainees will raise their hands, and you will pick up the trainees who will place their questions.
- The answering session will be in the form of a discussion where either you or any of the trainees knowing the answer can give the answers.

Activity	Duration	Resources used
Video Activity	20 minutes	Participant Handbook, Pen, Writing Pad, Whiteboard, Flipchart, Markers, Laptop, Overhead Projector, Laser Pointer

Activity

- In this activity, you will divide the class into 2 groups.
- The trainees will have to provide a broad explanation on the following topics.
 - Importance of auditing CCTV video footage
 - Importance of reporting audit findings/incidents in a standardized format
 - Importance of backing up CCTV video footage at multiple locations
- It is important that the trainees present their answers rich in information.
- You will take 15 minutes to evaluate the answers of the trainees.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades.

Activity	Duration	Resources used
Writing Activity	30 minutes	Chair, Table, Notebook, Pen, Pencil, Eraser, Participant Handbook, Whiteboard, Marker, etc.

Say

Did you find the activity interesting? I hope you all enjoyed the session thoroughly.

Do

- Conduct a doubt clarification session, if needed.
- Jot down the crucial points on the whiteboard as the trainees speak.

Notes for Facilitation

- Ask the participants if they have any questions.
- Encourage other participants to answer.

Answers to Exercises for PHB**Multiple Choice**

1. d. All of these
2. c. Kaizen
3. b. Institutional library
4. a. Backing up CCTV video footage
5. a. Situational awareness



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2. Audit CCTV video footage

Unit 2.1 – Auditing live and recorded CCTV video footage

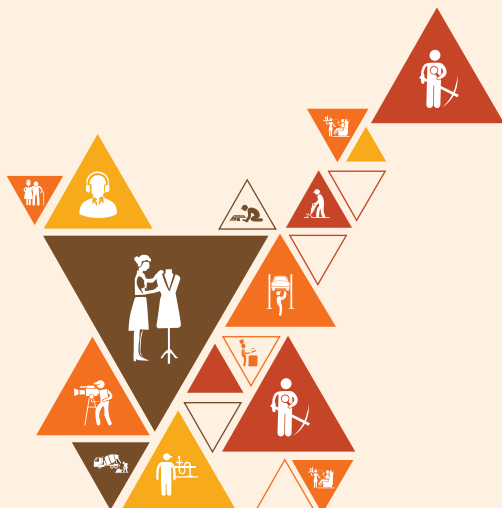
Unit 2.2 - Forensic analysis of CCTV video footage

Unit 2.3 – Investigation of video footages from multiple cameras

Unit 2.4 - Detection of various issues from the CCTV video footage being audited

Unit 2.5 - Tagging of audit findings/incidents

Unit 2.6 – Consolidate and categorize library of audit findings /incidents that have been tagged



MEP/N7225

Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Audit CCTV video footage.
2. Carry out forensic analysis of CCTV video footage.
3. Investigate video footages from multiple cameras.
4. Detect various issues from the CCTV video footage being audited.
5. Tag audit findings/incidents.
6. Consolidate and categorize library of audit findings/incidents that have been tagged.

Unit 2.1: Auditing live and recorded CCTV video footage

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Audit live and recorded CCTV video footage

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about how to audit live and recorded video footage.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about how to audit live and recorded CCTV video footage.

Ask

Ask the trainees the following questions:

- How will you access a live CCTV video feed for the purpose of auditing?
- How will you access recorded video for the purpose of auditing?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following points:

- Auditing a live CCTV video feed
- Auditing recorded video

Say

Let us now participate in a practical session to learn how to audit live and recorded CCTV video footage.

Activity

- Ask each of the trainees to demonstrate auditing of a live CCTV video feed as well as recorded video.
- Evaluate them with respect to whether they have carried out the auditing activity correctly.

Activity	Duration	Resources used
Auditing of live and recorded CCTV video footage	60 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do

- Guide the trainees throughout the activity
- Ensure that all trainees participate in the activity.

Notes for Facilitation

- Answer all the queries/doubts raised by the trainees in the class
- Encourage other trainees to answer problems and boost peer learning in the class

Unit 2.2: Forensic analysis of CCTV video footage

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Conduct a forensic analysis of CCTV video footage.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about how to carry out a forensic analysis of CCTV video footage.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about how to carry out a forensic analysis of CCTV video footage.

Ask

Ask the trainees the following question:

- What is forensic analysis? Explain in the context of CCTV video footage.

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following point:

- Forensic analysis of CCTV video footage.

Say

Let us now participate in a practical session to learn how to carry out forensic analysis of CCTV video footage.

Activity

- Ask each of the trainees to demonstrate forensic analysis of CCTV video footage.
- Evaluate them with respect to whether they have carried out the forensic analysis correctly.

Activity	Duration	Resources used
Forensic analysis of CCTV video footage	30 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do

- Ensure that all the trainees participate in the activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 2.3: Investigation of video footages from multiple cameras

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Investigate video footages from multiple cameras simultaneously.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about how to carry out an investigation of video footages from multiple cameras.

Ask

Ask the trainees the following questions:

- Why is it important to investigate video footages from multiple cameras?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following point:

- Investigating using images depicting multiple cameras
- Investigating using frames extracted from multiple videos

Say

Let us now participate in a practical session to learn how to investigate video footages from multiple cameras.

Activity

- Ask each of the trainees to demonstrate investigation of video footages from multiple cameras.
- Evaluate them with respect to whether they have carried out the investigation correctly.

Activity	Duration	Resources used
Investigation of video footages from multiple cameras	60 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 2.4: Detection of various issues from the CCTV video footage being audited

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Detect various issues while carrying out the audit of the CCTV video footage.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit we will discuss about how to detect various issues from the CCTV video footage being audited.

Say

In this session, we will discuss how various issues can be detected from the CCTV video footage being audited.

Ask

Ask the trainees the following question:

- What are the various issues that can be discovered by auditing CCTV video footage as a SOP?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following points:

- Issues that can be discovered in various industry verticals by auditing CCTV video footage as an SOP
- How to detect issues from live and/or recorded CCTV video footage that is audited

Say

Let us now participate in a practical session to understand how to detect various issues while carrying out the audit of the CCTV video footage.

Activity

- Ask each of the trainees to demonstrate detection of various issues from the CCTV video footage being audited.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Detection of various issues from the CCTV video footage being audited	60 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do

- Ensure that all the trainees participate in the activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 2.5: Tagging of audit findings/incidents

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Add a tag to one or more audit findings/incidents using an apt description

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools.

Note

In this unit we will discuss about the tagging of audit findings/incidents.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about the tagging of audit findings/incidents.

Ask

Ask the trainees the following questions:

- Why is it important to tag audit findings/incidents?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following points:

- Tagging of audit findings/incidents

Say

Let us now participate in a practical session to understand tagging of audit findings/incidents.

Activity

- Ask each of the trainees to demonstrate tagging of audit findings/incidents.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Tagging of audit findings/incidents	20 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do

- Ensure that all the trainees participate in the activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 2.6: Consolidate and categorize library of audit findings incidents that have been tagged

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Consolidate and categorize library of tags that have been added to audit findings/incidents.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about consolidating and categorizing library of audit findings incidents that have been tagged.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about consolidating and categorizing library of audit findings incidents that have been tagged.

Ask

Ask the trainees the following question:

- Why is it useful to consolidate and categorize library of audit findings/incidents that have been tagged? Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following point:

- Consolidate and categorize library of audit findings incidents that have been tagged

Say

- Let us now participate in a practical session to understand how to consolidate and categorize library of audit findings incidents that have been tagged.

Activity

- Ask each of the trainees to demonstrate consolidation and categorization of library of audit findings incidents that have been tagged.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Consolidation and categorization of library of audit findings incidents that have been tagged	20 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do

- Ensure that all the trainees participate in the activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Answers to Exercises for PHB

Multiple Choice

1. a. Zero Trust
2. d. All of these
3. d. All of these
4. d. Collage
5. a. Trends and patterns

Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Report unusual occurrences/abnormalities/exceptions detected in a standardized manner.
2. Report 'patterns' based on historical data gathered through systematic audit/incident reports.
3. Use gender neutral statements in communication and reports.
4. Operate different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how).
5. Hand over the audit finding/incident reports to the reliever in the next shift and briefing him/her accordingly.

Unit 3.1: Reporting unusual occurrences/abnormalities/exceptions detected in a standardized manner

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Report on a daily basis in a standardized manner at pre-defined intervals, any unusual occurrences/abnormalities /exceptions that are detected.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about reporting unusual occurrences/abnormalities/exceptions detected in a standardized manner.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about reporting unusual occurrences/abnormalities/exceptions detected in a standardized manner.

Ask

Ask the trainees the following questions:

- Why is it imperative to report unusual occurrences/abnormalities/exceptions detected in a standardized manner?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following points:

- Reporting unusual occurrences/abnormalities/exceptions detected in a standardized manner.

Say



- Let us now participate in a practical session to understand how to report unusual occurrences/abnormalities/exceptions detected in a standardized manner.

Activity



- Ask each of the trainees to demonstrate reporting unusual occurrences/abnormalities/exceptions detected in a standardized manner.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Reporting unusual occurrences/abnormalities/exceptions detected in a standardized manner.	40 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do



- Ensure that all the trainees participate in the activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation



- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 3.2: Reporting 'patterns' based on historical data gathered through systematic audit/incident reports

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Report 'patterns' derived from historical data collected from systematic audit/incident reports.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about reporting 'patterns' based on historical data gathered through systematic audit/incident reports.

Say

Good morning and welcome back to this training program for the job role of a "CCTV Video Footage Auditor". Today we will discuss about reporting 'patterns' based on historical data gathered through systematic audit/incident reports.

Ask

Ask the trainees the following questions:

- What benefit does one derive from reporting 'patterns' based on historical data gathered through systematic audit/incident reports?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) and discuss the following point:

- Reporting 'patterns' based on historical data gathered through systematic audit/incident reports.

Say

Let us now participate in a practical session to understand how to report 'patterns' based on historical data gathered through systematic audit/incident reports.

Practical

- Ask each of the trainees to demonstrate reporting of 'patterns' based on historical data gathered through systematic audit/incident reports.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Reporting of 'patterns' based on historical data gathered through systematic audit/incident reports.	30 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed.

Do

- Ensure that all the trainees participate in the activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 3.3: Using gender neutral statements in communication and reports

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Use statements in communication and reports that are gender neutral.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about using gender neutral statements in communication and reports.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about using gender neutral statements in communication and reports.

Ask

Ask the trainees the following questions:

- Why is it important to use gender neutral statements in communication and reports?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Using gender neutral statements in communication and reports

Say

Let us participate in a group discussion to understand this unit better.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on using gender neutral statements in communication and reports
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarizing the consequences of not using gender neutral statements in communication and reports

Activity	Duration	Resources used
Group discussion	40 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ensure that all the trainees participate in the discussion.
- Provide each trainee with constructive feedback.

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Unit 3.4: Operating different tools to document reports of the audit findings/incidents covering the 5Ws and 1H

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Operate different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how), in a standardized format.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office, and/or the similar tool to document reports of audit findings/incidents covering the 5Ws and 1H, installed pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about operating different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how), in a standardized format.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about operating different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how), in a standardized format.

Ask

Ask the trainees the following question:

- Why is it important to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how)?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software/MS Excel/Similar tool) and discuss the following points:

- Importance of documenting reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how).
- Operation of different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how).

Say

Let us now participate in a practical session to understand how to operate different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how).

Practical

- Ask each of the trainees to demonstrate operation of different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how).
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Operation of different tools to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who, and how).	40 minutes per trainee	Participant handbook, a computer with the auditing software and MS Office installed and/or the similar tool to document reports of audit findings/incidents covering the 5Ws and 1H.

Do

- Ensure that all the trainees participate in the activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 3.5: Handing over the audit finding/incident reports to the reliever in the next shift and briefing him/her accordingly

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Hand over reports of audit findings/incidents to the reliever in the next shift and brief him/her accordingly.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about handing over reports of audit findings/incidents to the reliever in the next shift and brief him/her accordingly.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about handing over reports of audit findings/incidents to the reliever in the next shift and brief him/her accordingly.

Ask

Ask the trainees the following question:

- What is a shift handover process and why is it important?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Hand over reports of audit findings/incidents to the reliever in the next shift and brief him/her accordingly.

Say

Let us participate in a role-play activity to understand this unit better

Activity

- Trainees should role-play the scenario wherein one trainee acts as one who is handing over the audit/incident reports and another participant acts as the reliever in the next shift who is accepting the same and vice-versa.
- The reliever should be briefed in detail about the audit/incident reports.
- You will analyze the trainees closely and appreciate the ones demonstrating their given roles with finesse

Activity	Duration	Resources used
Handing over reports of audit findings/incidents to the reliever in the next shift and brief him/her accordingly.	60 minutes	Participant Handbook, Wide Screen or Laptop, overhead Screen, Projector, Internet Connection, etc.

Do

- Ensure that all trainees participate in the role-play activity.
- Ensure a friendly atmosphere during the activity.
- Guide the trainees in identifying key points.

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Answers to Exercises for PHB

Multiple Choice

1. d. All of these
2. c. Patterns
3. a. Gender
4. b. 5 Ws and 1H
5. a. Reliever

Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Back up CCTV video footage using different tools.
2. Ensure that CCTV video footage is stored at multiple locations.
3. Retrieve and share requested data from backup with authorized person(s).
4. Follow approval processes before sharing data and information.
5. Maintain security and confidentiality of backup.
6. Identify processes for optimization of material utilization.
7. Reuse backup and archived space in storage medium according to organizational policy.
8. Ensure that appliances and equipment are switched off when not in use.

Unit 4.1: Backing up CCTV video footage using different tools

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Use different tools to back up CCTV video footage

Resources to be Used

Participant handbook, a computer with auditing software/relevant tool to backup CCTV video footage and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about backup of CCTV video footage.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about backup of CCTV video footage.

Ask

Ask the trainees the following question:

- Why is it important to back up CCTV video footage?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate and discuss the following points:

- Importance of backing up CCTV video footage
- How to back up CCTV video footage

Say

Let us now participate in a practical session to learn how to back up CCTV video footage.

Activity

- Ask each of the trainees to demonstrate backup of CCTV video footage.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Backing up CCTV video footage	30 minutes per trainee	Participant handbook, a computer with the auditing software/relevant tool to back up CCTV video footage and MS Office installed.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 4.2: Ensuring that CCTV video footage is stored at multiple locations

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Ensure to store CCTV video footage at multiple locations

Resources to be Used

Participant handbook, a computer with auditing software/relevant tool to backup CCTV video footage and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about ensuring to store CCTV video footage at multiple locations.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about ensuring to store CCTV video footage at multiple locations.

Ask

Ask the trainees the following question:

- Why is it important to store CCTV video footage at multiple locations?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software/relevant tool) and discuss the following point:

- How to ensure that CCTV video footage is stored at multiple locations.

Say

Let us now participate in a practical session to learn how to ensure that CCTV video footage is stored at multiple locations.

Activity

- Ask each of the trainees to demonstrate storage of CCTV video footage at multiple locations.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Ensuring that CCTV video footage is stored at multiple locations	20 minutes per trainee	Participant handbook, a computer with the auditing software/relevant tool to back up CCTV video footage and MS Office installed.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 4.3: Retrieving and sharing requested data from backup with authorized person(s)

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Retrieve and share requested data from backup with authorized person(s)

Resources to be Used

Participant handbook, a computer with auditing software/relevant tool to backup CCTV video footage and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about retrieving and sharing requested data from backup with authorized person(s).

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about retrieving and sharing requested data from backup with authorized person(s).

Ask

Ask the trainees the following question:

- What precautions should be taken prior to retrieving and sharing requested data from backup?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Say

Let us now participate in a role-play session to learn how to retrieve and share requested data from backup with authorized person(s).

Activity

- Trainees should role-play the scenario as follows:
 - i. A set of trainees act as authorized persons of an organization/ officials of the Police/Law Enforcement Agency who request for data from the backup.
 - ii. A set of trainees act as unauthorized persons/outsideers who request for data from the backup.
 - iii. A set of trainees act as the authorities of an organization who will give the due approvals to share the data.
 - iv. A set of trainees act as ones who will retrieve and share the data from the backup with authorized persons after due approvals.
- Trainees can reverse the above roles amongst themselves.
- You will analyze the trainees closely and appreciate the ones demonstrating their given roles with finesse.

Activity	Duration	Resources used
Retrieving and sharing requested data from backup with authorized person(s).	60 minutes	Participant handbook, a computer with the auditing software/relevant tool to back up CCTV video footage and MS Office installed.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 4.4: Following of approval processes before sharing data and information

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Follow approval processes before sharing data and information.

Resources to be Used

Participant handbook, a computer with auditing software/relevant tool to backup CCTV video footage and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about following approval processes before sharing data and information.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about following approval processes before sharing data and information.

Ask

Ask the trainees the following question:

- Why is it important to follow approval processes before sharing data and information?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Following approval processes before sharing data and information.

Say

Let us now participate in a role-play session to learn how to follow approval processes before sharing data and information.

Activity

- Trainees should role-play the scenario as follows:
 - i. A set of trainees act as authorized persons of an organization/ officials of the Police/Law Enforcement Agency who request for data from the backup.
 - ii. A set of trainees act as unauthorized persons/outsideers who request for data from the backup.
 - iii. A set of trainees act as the authorities of an organization who will give the due approvals to share the data.
 - iv. A set of trainees act as ones who will retrieve and share the data from the backup with authorized persons after due approvals.
- Trainees can reverse the above roles amongst themselves.
- You will analyze the trainees closely and appreciate the ones demonstrating their given roles with finesse.

Activity	Duration	Resources used
Following approval processes before sharing data and information.	60 minutes	Participant handbook, a computer with the auditing software/relevant tool to back up CCTV video footage and MS Office installed.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 4.5: Maintaining security and confidentiality of backup

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Ensure that security and confidentiality of backup is maintained.

Resources to be Used

Participant handbook, a computer with auditing software/relevant tool to backup CCTV video footage and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about ensuring that security and confidentiality of backup is maintained.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about ensuring that security and confidentiality of backup is maintained.

Ask

Ask the trainees the following question:

- Why is it imperative to maintain security and confidentiality of backup?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the relevant tool) and discuss the following point:

- Maintaining security and confidentiality of backup.

Say

Let us now participate in a practical session to learn how to maintain security and confidentiality of backup.

Activity

- Ask each of the trainees to demonstrate maintenance of security and confidentiality of backup.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Maintaining security and confidentiality of backup	20 minutes per trainee	Participant handbook, a computer with the auditing software, the relevant tool for programming the relevant security and confidentiality mechanisms for the backup. and MS Office installed.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 4.6: Identification of processes for optimization of material utilization

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify processes which can optimize utilization of material.

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about identifying processes which can optimize utilization of material.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about identifying processes which can optimize utilization of material.

Ask

Ask the trainees the following question:

- Why is it important to carry out optimization of material utilization?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the relevant method/tool) and discuss the following point:

- Identification of processes which can optimize material utilization.

Say

Let us now participate in a practical session to learn how to identify processes which can optimize utilization of material.

Activity

- Ask each of the trainees to demonstrate identification of processes which can optimize utilization of material.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Identification of processes which can optimize utilization of material.	20 minutes per trainee	Participant handbook, the relevant method/tool to identify processes for optimization of material utilization.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 4.7: Reusing backup and archived space in storage medium according to organizational policy

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Reuse backup and archived space in storage medium according to organizational policy

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about reusing backup and archived space in storage medium according to organizational policy.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about reusing backup and archived space in storage medium according to organizational policy.

Ask

Ask the trainees the following question:

- Why is backup and archived space in a storage medium reused?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the relevant method/tool) and discuss the following point:

- Reusing backup and archived space in storage medium according to organizational policy.

Say

Let us now participate in a practical session to learn how to reuse backup and archived space in storage medium according to organizational policy.

Activity

- Ask each of the trainees to demonstrate reuse of backup and archived space in storage medium according to organizational policy.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Reusing backup and archived space in storage medium according to organizational policy.	20 minutes per trainee	Participant handbook, the relevant method/tool to reuse backup and archived space in storage medium according to organizational policy.

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Unit 4.8: Ensuring appliances and equipment are switched off when not in use

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Ensure that appliances and equipment are switched off when not in use

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about ensuring that appliances and equipment are switched off when not in use

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about ensuring that appliances and equipment are switched off when not in use.

Ask

Ask the trainees the following question:

- Why should appliances and equipment be switched off when not in use?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Ensuring that appliances and equipment are switched off when not in use.

Say

Let us now participate in a group discussion to understand how to ensure that appliances and equipment are switched off when not in use.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on why should appliances and equipment be switched off when not in use.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the consequences of not ensuring that appliances and equipment

Activity	Duration	Resources used
Ensuring that appliances and equipment are switched off when not in use.	20 minutes per trainee	Participant handbook

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage teamwork and active participation
- Answer all the doubts raised by the trainees in the class

Answers to Exercises for PHB

Multiple Choice

1. d. All of these
2. d. All of these
3. a. Cloud services
4. b. Confidentiality
5. b. Archived



5. Using computer to store, retrieve and communicate CCTV video footage information

Unit 5.1 - Understanding the required computer proficiency for the job role of a CCTV

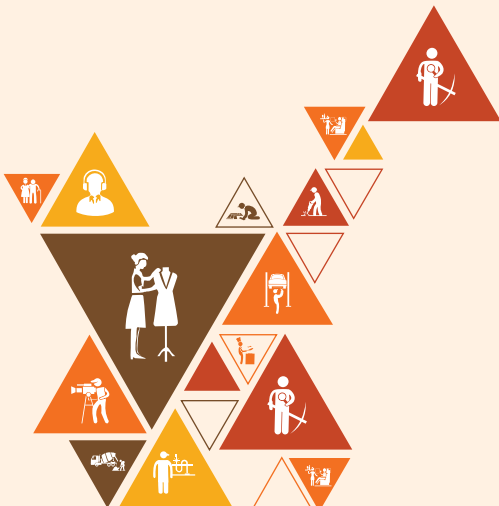
video footage auditor

Unit 5.2 - Understanding the various computer applications required for the job role of a CCTV video footage auditor

Unit 5.3 - Understanding how to use computer to store, retrieve, and communicate CCTV video footage information

Unit 5.4 - Knowing computer ergonomics

Unit 5.5 - The cyber security guidelines and basic troubleshooting



Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Understand the required computer proficiency for the job role of a CCTV video footage auditor.
2. Understand the various computer applications required for the job role of a CCTV video footage auditor.
3. Understand how to use computer to store, retrieve, and communicate CCTV video footage information.
4. Understand computer ergonomics.
5. Understand cyber-security guidelines and basic troubleshooting of a computer.

Unit 5.1: Understanding the required computer proficiency for the job role of a CCTV Video Footage Auditor

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the basic computer skills required for the job role of a CCTV video footage auditor

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the required computer proficiency for the job role of a CCTV Video Footage Auditor

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about the required computer proficiency for the job role of a CCTV Video Footage Auditor

Ask

Ask the trainees the following questions:

- What are the basic computer skills that are required by a CCTV Video Footage Auditor?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Required computer proficiency for the job role of a CCTV Video Footage Auditor

Say

- Let us participate in a group discussion in order to understand the required computer proficiency for the job role of a CCTV Video Footage Auditor.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on the required computer proficiency for the job role of a CCTV Video Footage Auditor
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the required computer proficiency

Activity	Duration	Resources used
Understanding the required computer proficiency for the job role of a CCTV Video Footage Auditor.	30 minutes	Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 5.2: Understand the various computer applications required the job role of a CCTV Video Footage Auditor

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand the computer applications that are needed in order to perform the job role of a CCTV

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the various computer applications that are needed in order to perform the job role of a CCTV Video Footage Auditor.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about the various computer applications that are needed in order to perform the job role of a CCTV Video Footage Auditor.

Ask

Ask the trainees the following questions:

- What are the various computer applications required for the job role of a CCTV Video Footage Auditor? Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Various computer applications required for the job role of a CCTV Video Footage Auditor.

Say

Let us participate in a group discussion in order to understand the various computer applications required for the job role of a CCTV Video Footage Auditor.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on the various computer applications required for the job role of a CCTV Video Footage Auditor.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the various computer applications required for the job role of a CCTV Video Footage Auditor.

Activity	Duration	Resources used
Understanding the various computer applications required for the job role of a CCTV Video Footage Auditor.	40 minutes	Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 5.3: Understanding how to use computer to store, retrieve, and communicate CCTV video footage information

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand storage, retrieval and communication of CCTV video footage information using computers.

Resources to be Used

Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about storage, retrieval and communication of CCTV video footage information using computers.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about storage, retrieval and communication of CCTV video footage information using computers.

Ask

Ask the trainees the following questions:

- Where is CCTV video footage stored, and in which format?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) discuss the following point:

- Storage, retrieval and communication of CCTV video footage information using computers.

Say

Let us participate in a practical session in order to understand the storage, retrieval and communication of CCTV video footage information using computers.

Activity

- Ask each of the trainees to demonstrate storage, retrieval and communication of CCTV video footage information using computers.
- Evaluate them with respect to whether they have carried out the activity correctly.

Activity	Duration	Resources used
Understanding the storage, retrieval and communication of CCTV video footage information using computers.	30 minutes per trainee	Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the activity
- Ensure a friendly atmosphere during the activity
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 5.4: Understanding computer ergonomics

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Understand computer ergonomics

Resources to be Used

Participant handbook, pen, writing pad, a computer, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about computer ergonomics.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about computer ergonomics.

Ask

Ask the trainees the following questions:

- What do you understand by computer ergonomics?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Computer ergonomics

Say

Let us participate in a group discussion to understand computer ergonomics.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on computer ergonomics.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the various facets of computer ergonomics.

Activity	Duration	Resources used
Understanding computer ergonomics	40 minutes	Participant handbook, a computer, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 5.5: Cyber Security Guidelines and Basic Troubleshooting

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the Importance of cybersecurity
2. Demonstrate basic computer trouble shooting procedures

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss the importance of cybersecurity, basic computer troubleshooting procedures.

Say

Good morning and welcome back to this training program, “Receptionist”. Today we will discuss the importance of cyber security, basic computer troubleshooting procedures.

Ask

Ask the trainees the following questions:

- What is cyber security?
- What are the basic computer troubleshooting procedures?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Cyber Security
- Basic protection guidelines against cyber attacks
- Basic Computer Troubleshooting
 - Slow execution
 - Noise from the computer
 - Slow internet browsing
 - PC continually freezes
 - Printer not printing
 - Blue Screen of Death (BSOD)
- The basic operations every receptionist should follow while repairing the printer

Say

Let us participate in an extempore activity to understand this unit better.

Activity

- In this activity, you will give two topics to the trainees.
- The first topic in this session will be Cyber Security.
- The second topic on which the trainees will prepare their extempore will be Basic protection guidelines against cyber attacks
- You will randomly pick up trainees and separate them into two groups.
- Ensure that the trainees are equal in number.
- Allot the trainees 2 minutes to prepare the topic that you will give them.
- After the time is up, you will call out any trainee and ask him or her to speak on the topic for 5 minutes.
- The trainee with the simple explanation but rich in content will be appreciated with accolades.

Activity	Duration	Resources used
Extempore	40 minutes	Participant handbook, white-board, notebook, writing pad, pen, pencil, marker, etc.

Do

- Conduct a doubt clarification session if needed.
- Encourage the non-participating trainees to open up and speak

Notes for Facilitation

- Encourage other participants to answer it and encourage peer learning in the class
- Answer all the doubts in case any to the participants

Answers to Exercises for PHB

Multiple Choice

1. d. All of these
2. d. Do all of these activities
3. a. True



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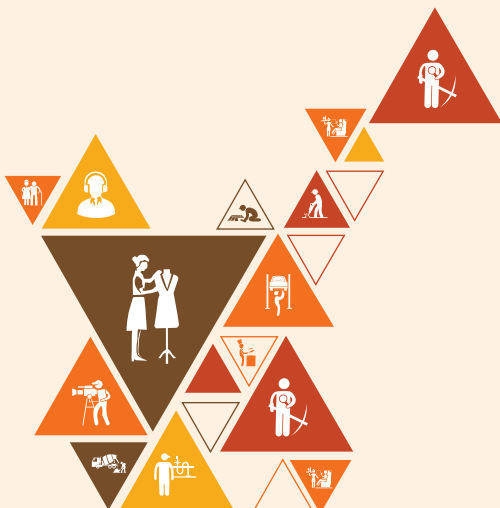


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6. Maintain Professional Image and Etiquettes

Unit 6.1 – Professional Image and Etiquettes



MEP/N9912

Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Demonstrate appropriate professional appearance for the workplace
2. Develop personal and professional goals and objectives
3. Illustrate a professional practice plan for achievement of goals
4. Explain the process of continuous learning
5. Identify and deal with inappropriate behaviour at the workplace

Unit 6.1: Professional Image and Etiquettes

Unit Objectives

By the end of this unit, the participants will be able to:

1. Demonstrate appropriate professional appearance
2. Demonstrate the habit of interacting professionally with stakeholders
3. Identify personal and professional goals and objectives
4. Develop a professional practice plan for achieving goals
5. Identify the development opportunities to support continuous learning

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand how to maintain etiquettes and a positive professional image at the workplace.

Say

Good morning and welcome back to this training program, “Secretary”. In today’s session, we will discuss the importance of professional appearance and behaviour.

Ask

In this session, ask the participants the following questions:

- How can you maintain a positive image in the workplace?
- What are the various components of effective communication?
- What are the various advantages of a continuous learning process?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- A professional appearance is essential not only in an interview but also in internal and external meetings, particularly when dealing with clients face to face.

- Assessors would need to display an appropriate professional appearance for the workplace by adhering to proper grooming and dress code.
- Grooming refers to what people do to keep themselves clean and make their face, hair, and skin look nice.
- Personal grooming refers to art that helps individuals to clean and maintain their body parts. It relates to cleaning and maintaining every body part for a pleasing appearance. It includes Fingernails, Facial Hair (men), Hair, Body, Teeth, etc.
- Stakeholders are the individuals or organisations, whom assessors have to interact daily for carrying out their responsibilities. Assessors, as an integrated part of professional interaction, must communicate effectively with their stakeholders.
- Effective Communication - Effective Communication is a two-way information sharing process that involves one party sending a message easily understood by the receiving party.
- The various components of effective communication are:
 - Active Listening
 - Clarity and Concision
 - Politeness and Precision
 - Staying open to feedback
 - Confidence
 - Empathy
 - Respect
 - The right tone, voice, and pitch
- Professional goals are related to what you want to accomplish with your education and your career. In contrast, personal goals are generally more connected with your health, happiness, relationships, and well-being.
- Personal Development Goals - A personal goal can be described as an objective that people set for themselves and push themselves to achieve. One of the soundest and apt decisions you can make for yourself is to strive towards continuous self-development. Some of the things that we all want for ourselves include: enhancing the quality of our lives, achieving more, becoming better people, and being a better version of ourselves. That is why we set personal development goals in our lives
- Professional Goals - Professional goals, or career goals, are targets that guide your career.
- SWOT Analysis is a valuable technique that helps you analyse your strengths and weaknesses. A personal SWOT analysis can do the same for an individual in pursuit of their career goals. It provides insights based on your personality strengths and weaknesses, what challenges you see ahead of you, and what opportunities are present around you now and in the future.
 - Strengths are the traits or skills that set you apart from others.
 - Weaknesses are the areas in which you need to improve and the things that will set you back in your career
 - Opportunities are the factors you can take advantage of to pursue a promotion, find a new job or determine a career direction.
 - Threats are the factors that could hurt your chances to attain your goals
- Continuous learning, also known as constant learning, is the concept of constantly expanding your knowledge to gain new skills and expertise. For businesses, continuous learning encourages employees to steadily learn by providing them with the tools that facilitate this learning.

Say

Let us participate in an interesting activity which will help us understand our strength and weakness. This will also help us develop our professional goals or objectives.

Activity

- This will be an individual activity
- Ask the trainees to perform a personal SWOT analysis identifying their strengths, weaknesses, opportunities and threats
- Based on the evaluation, ask them to develop their professional goals and objectives

Activity	Duration	Resources used
Perform SWOT analysis & develop professional goal or plan	75 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Help the student to access themselves
- Explain the steps to write professional goals
- Help them identify the various opportunities and threats in their professional arena

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to Exercises for PHB

MCQ

1. **d. All of the above**
2. **d. All of the above**

Descriptive

1. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and so a SWOT Analysis is a technique for assessing these four aspects of your business.
2. Continuous learning, also known as constant learning, is the concept of always expanding your knowledge to gain new skills and expertise. For businesses, continuous learning is about encouraging employees to steadily learn by providing them with the tools that facilitate this learning.
3. A personal goal can be described as an objective that people set for themselves and push themselves to achieve. At times, the goal could be small (a deadline for a project) and at other times it may be much larger (earning a promotion).



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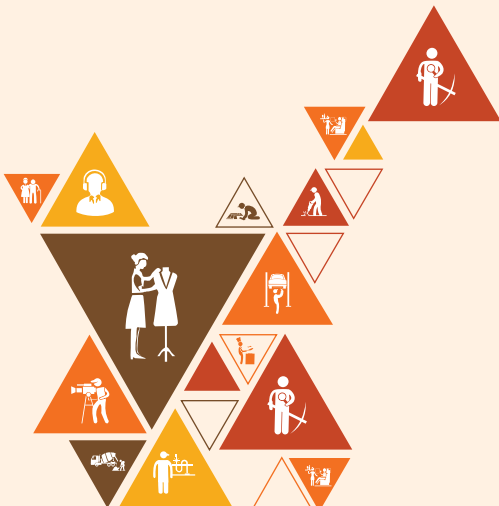


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7. Working in a Disciplined and Ethical Manner

Unit 7.1 – Working in a Disciplined and Ethical Manner



MEP/N9903

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Identify potential ethical issues in the workplace and discuss the issue with the relevant authority.
2. Demonstrate ethical code of practice
3. Practise working in a disciplined and ethical manner
4. Identify and deal with inappropriate behaviour towards self or others in a professional manner.

Unit 7.1: Working in a Disciplined and Ethical Manner

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify potential ethical issues in the workplace
2. Illustrate the ethical code of practice
3. Demonstrate the process of dealing with unethical conduct and inappropriate behaviour

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools as recommended for the job role.

Note

This session of the programme will help the trainees understand how to work in a disciplined and ethical manner within the workplace.

Ask

In this session, ask the participants the following questions:

- Mention a few potential ethical issues.
- What could lead to biases in an assessment?
- What are the various ways to deal with inappropriate behaviour at the workplace?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Ethics, in simple words, is the judgment that helps one in distinguishing right from wrong. An assessor may foresee or detect potential ethical issues in the assessment area.
- Examples of ethical issues:
 - Unfair means like cheating or other malpractices committed in exams by the learner
 - Manipulating or forging the score obtained by learners from the assessor's end
 - Sexual harassment either by the staff or by learners
 - Misuse of funds provided for assessment purpose
 - Misuse of the centre property by learners and staff members
- Ethical Code of Practice
 - Discipline in the workplace

- Promotes Appropriate Behaviour
- Efficiency
- Ensures Safety ○Fairness
- Asset Protection
- Productivity and Teamwork
- Assessment bias is present whenever one or more items on a test offend or unfairly penalise students because of those students' characteristics such as race, gender, socioeconomic status, or religion
- Example of biased assessment –
 - Suppose a high stakes math test that must be passed contained many word problems based on competitive sports examples that many more boys than girls were familiar with. The girls may have lower performance than the boys because they are less familiar with the sports contexts of the word problems, not because they are less skilled in math.
- Some examples of unethical conduct in the workplace include:
 - Speaking ill about colleagues behind their back, usually badmouthing them
 - Taking office supplies home like paper, notebooks, pens, sharpies
 - Taking time off by lying about being sick
 - Abusive behaviour that often involves race, gender or ethnic origin prejudices
 - Work hours/Time-sheet manipulation
 - Surfing the internet for personal reasons when you should be working
- Step of Dealing with Unethical Behaviour in the Workplace:
 - Scrutinise the alleged unethical behaviour
 - Accumulate Proof
 - File a Claim with Human Resources
 - Fill out the Reports
 - Keep it confidential

Say

Let us participate in an interesting activity to understand how to deal with inappropriate behaviour at the workplace.

Activity

- This will be an individual activity
- Provide the trainees with a hypothetical situation as below:
- You have been facing discriminatory attitude at the workplace in the form of excessive long working hours and unequal pay.
- Draft a report highlighting the issues to the HR

Activity	Duration	Resources used
Draft sample report	45 mins	Notebook, pen, whiteboard, marker, etc.

Do

- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session
- Discuss the Do's and Don'ts at workplace with the trainees

Notes for Facilitation

- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to Exercises for PHB

True/False

1. a. True
2. a. True
3. b. False

Descriptive

1. Step of dealing with unethical behaviour in the workplace:
 - Scrutinise the alleged unethical behaviour
 - Accumulate Proof
 - File a Claim with Human Resources
 - Fill out the Reports
 - Maintain confidentiality
2. Assessors must stay aware of and alert others on the grave consequences of biased assessments. A biased assessment may result in:
 - Wrong and invalid decisions regarding learners' competencies and skills
 - Invalid evaluation of learners' evidence
 - Penalty, of varying severity, for the Assessor accused of demonstrating such bias (for example, official suspension from NSDC)



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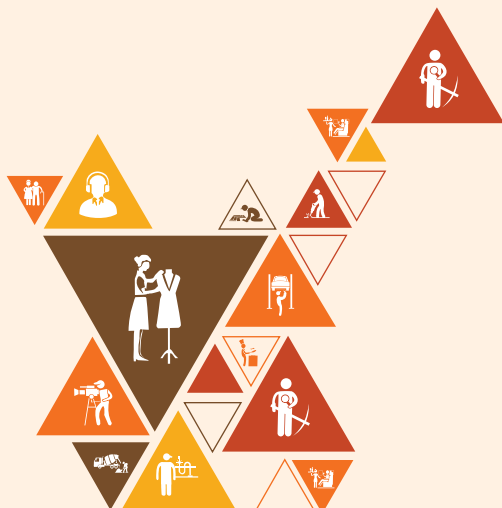


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8. Organizational Structure

Unit 8.1 - Organizational Structure and HR policies



MEP/N7109 &
MEP/N7110

Key Learning Outcomes



By the end of this module, the participants will be able to:

1. Analyze assessment body's policies and procedures
2. Demonstrate proper disposal procedure and waste management
3. Demonstrate etiquettes at the workplace
4. Practise working in a disciplined and ethical manner
5. Identify the organisational structure

Unit 8.1: Organizational Structure and HR policies

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Analyse the assessment body's policies and procedures
2. Demonstrate proper disposal procedures and waste management
3. Explain the importance of organisational record-management systems, reporting requirements, and HR policies

Resources to be Used

Writing pad, participant handbook, pen, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, etc.

Note

This session of the programme will help the trainees understand how to work in a disciplined and ethical manner within the workplace.

Ask

In this session, ask the participants the following questions:

- Mention a few of the disposal procedures.
- What are the different categories of waste?
- What are the benefits of a good record management system?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, we will discuss the following points:

- Assessors must be aware of and update themselves on the policies, norms, and procedures laid down by the training institute, assessment centre, Assessment agency, and the PIA (Project Implementation Agency), as applicable.
- Assessors must inspect the assessment area and inform the Housekeeping staff about dirt accumulation, untidy places, pests, and spillages.
- Assessors must learn and abide by the record management systems laid down and followed by the institute/centre. Confidentiality and the use of appropriate Versioning are the preliminary requirements in an effective record management system.
- Assessors, like employees, must be aware of all Human Resource policies and norms as applicable for the institute and their job role.
- A few common HR policies include:

- Abiding by the assessment schedule diligently and staying punctual
- Following the Leave Management policy of the organization
- Staying aware of and abiding by the POSH (Prevention of Sexual Harassment) policies
- Following the prescribed dress code of the institute
- Abiding by the Confidentiality disclosure policies laid down by the organization

Say



Let us participate in an interesting activity to understand how to manage organizational reporting systems.

Activity



- This will be a practice activity session
- Provide the trainees with unassorted data
- Ask them to sort the data into groups, eliminate redundant data entry
- Ask them to generate graphs, pie charts based on the data

Activity	Duration	Resources used
Data analysis	60 mins	Notebook, pen, whiteboard, marker, etc.

Do



- Jot down the crucial points on the whiteboard
- Share your inputs and insight with the students
- Ensure that all students participate in the practise activity session
- Help the students understand a similar pattern in the data and group them

Notes for Facilitation



- Ask the participants if they have any questions
- Encourage peer learning in the class
- Answer all the doubts, if any, to the participants

Answers to Exercises for PHB

1. d. All of the above
2. c. Deep burial or Incineration
3. d. All of the above
4. d. All of the above
5. The Sexual Harassment Policy has been formed to prohibit, prevent or deter the commission of acts of sexual harassment at workplace and to provide the procedure for the redressal of complaints pertaining to sexual harassment and to comply the provisions of The Sexual Harassment of Women at Workplace



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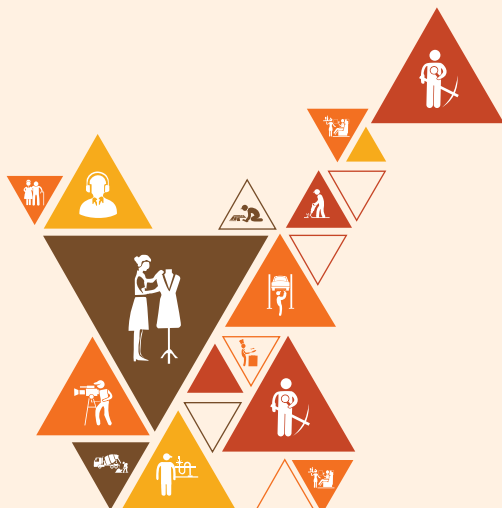


9. Communicating with Colleagues and Visitors

Unit 9.1 - Communication and its Importance

Unit 9.2 - Communicating with Superiors, Peers and Subordinate

Unit 9.3 - Communicating with Visitors



MEP/N9915

Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Explain how to seek and obtain clarification about job-related requirements, performance indicators and incentives from reporting superior
2. Classify the importance and ways of managing interpersonal conflict effectively
3. Describe the importance of effective communication in the workplace
4. Explain the value and importance of active listening and assertive communication
5. Demonstrate responsible and disciplined behaviours at the workplace such as punctuality, completing tasks as per given time and standards, not gossiping and idling time, honesty, etc.
6. Summarize the importance of avoiding casual expletives and unpleasant terms while communicating in professional circles
7. Describe proper meeting and greeting techniques
8. Demonstrate sensitivity towards gender, cultural and social differences
9. Demonstrate appropriate non-verbal communication and etiquette towards customers
10. Demonstrate clear verbal communication and active listening
11. Explain how to provide clear and accurate information to visitors as per their requirement while following organisation policies for information access and confidentiality

Unit 9.1: Communication and its Importance

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate effective communication skills
2. Describe 7C's of communication
3. Explain barriers to effective communication

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit, we will discuss effective communication skills, 7C's of communication, and the barriers to effective communication.

Say

Good morning and welcome back to this training program, "Receptionist". Today we shall learn an important unit regarding effective communication skills, 7C's of communication, and the barriers to effective communication.

Ask

Ask the trainees the following questions:

- Do you know about communication skills?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- What is Communication
- Communication process
- The different categories of communication
- Elements in visual communication
- C's of Communication
- Barriers of Effective Communication

Say

Let us participate in an activity to understand this unit better.

Activity

- Divide the class into 3 groups
- Ask each group to select any of the topics from below and make a chart paper presentation o
What is Communication
 - o The different categories of communication
 - o Barriers of Effective Communication
- You will take 15 minutes to evaluate the correctness of the presentation.
- The group which can present their answers in the best way within 20 minutes will be awarded appreciation and accolades

Activity	Duration	Resources used
Chart paper activity	45 minutes	Chair, table, notebook, pen, pencil, eraser, participant handbook, chart paper, sketch pen, ruler, whiteboard, marker, etc.

Do

- Ask the students to write the answer in tabular format
- Ensure that all the trainees participate in the activity

Notes for Facilitation

- Encourage peer learning
- Ensure that all the trainees answer every question listed in the participant Handbook

Unit 9.2: Communicating with Superiors, Peers and Subordinate

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate effective communication with supervisors and colleagues
2. Identify various communication channels

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit,, we will demonstrate effective communication with supervisors and colleagues and various communication channels,

Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding effective communication with supervisors and colleagues and various communication channels,

Ask

Ask the trainees the following questions:

- Do you know about various communication channels?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- How to Communicate with Superiors and colleagues
- Communication Channels

Say



Let us participate in a group discussion to explore the unit a little more.

Activity



- Divide the class into two groups
- Conduct a group discussion in the class on How to Communicate with Superiors and colleagues.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of looking at footages and pass on the message to the on-field security guards

Activity	Duration	Resources used
Group discussion	40 minutes	Participant handbook, wide screen or laptop, overhead screen, projector, internet connection, etc.

Do



- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation



- Encourage peer learning
- Answer all the doubts raised by the trainees in the class
- Discuss the proper combination technique in group discussion

Unit 9.3: Meeting and Greeting Visitors

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate proper meeting and greeting techniques
2. Explain the purpose of dealing with visitors promptly and courteously
3. Demonstrate proper business etiquette when dealing with visitors and clients

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools proper business etiquette when dealing with visitors and clients

Note

In this unit,, we will discuss proper meeting and greeting techniques, the purpose of dealing with visitors promptly and courteously,

Say

Good morning and welcome back to this training program, “Receptionist”. Today we shall learn an important unit regarding a proper meeting and greeting techniques, the purpose of dealing with visitors promptly and courteously,

Ask

Ask the trainees the following questions:

- What are proper meeting and greeting techniques?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Greeting Visitors and Clients
- Understand procedures for meeting and welcoming visitors
- Purpose of Dealing with Visitors Promptly and Courteously
- Business Etiquette

Say

Let us participate in a role-play to explore the unit a little more.

Activity

- Divide the class into four groups.
- All the groups will enact the roles that you will give them.
- This role-play session will be based on Greeting Visitors and Clients.
- Amongst the 4 two groups will showcase the correct communication procedures at the reception desk.
- The other two groups will showcase the correct communication procedures while handling the telephone calls.
- You will provide the necessary tools required for the task.
- The trainees who will give the instructions will create a list before the session starts
- The trainees who are giving instruction needs to be loud and clear
- The trainees who are receiving instruction need to listen to all the instructions carefully and act accordingly
- The group that can complete their task first and accurately will be declared the winner and appreciated in the class with accolades.

Activity	Duration	Resources used
Role Play - on Greeting Visitors and Clients	40 minutes	Cordless microphones (if required), notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, overhead projector, white screen, etc.

Do

- Provide each trainee with constructive feedback
- Ensure that each role-play meets the session objectives

Notes for Facilitation

- Ask the trainees if they have any questions
- Answer all the questions/doubts raised by the trainees in the class
- Encourage other trainees to answer queries/questions and boost peer learning in the class

Answers to Exercises for PHB



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10. Addressing Occupational Safety and Health Issues

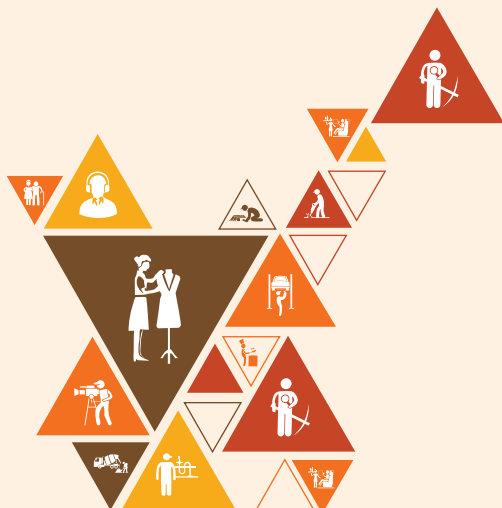
Unit 10.1 - Identifying the various Risks and Hazards that can lead to Occupational Safety and Health Issues

Unit 10.2 - Escape Routes during Emergencies

Unit 10.3 - Importance of Good Health, Hygiene, and Habits

Unit 10.4 - Types of Fire, Fire Fighting Equipment, First Aid

Unit 10.5 - Various Personal Protective Equipment



MEP/N9903

Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Identify the Various Risks and Hazards that can lead to Occupational Safety and Health Issues
2. Discuss the importance of good health and hygiene practices
3. Demonstrate how to undertake physical activities
4. Discuss fire extinguishers and first aid
5. Identify various PPE, clothing, methods

Unit 10.1: Identifying the various Risks and Hazards that can lead to Occupational Safety and Health Issues

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify the Various Risks and Hazards that can lead to Occupational Safety and Health Issues

Resources to be Used

Participant Handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss identifying the various Risks and Hazards that can lead to Occupational Safety and Health Issues.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we will discuss about identifying the various Risks and Hazards that can lead to Occupational Safety and Health Issues.

Ask

Ask the trainees the following questions:

- What is Occupational Safety and Health?
- What are the potential hazards in a workplace that can lead to occupational safety and health issues?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, demonstrate (using the auditing software) discuss the following point:

- Identification of the Various Risks and Hazards that can lead to Occupational Safety and Health Issues

Say

Let us participate in a group discussion in order to understand how to identify the various Risks and Hazards that can lead to Occupational Safety and Health Issues.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on how to identify the various Risks and Hazards that can lead to Occupational Safety and Health Issues.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the key points on how to identify the various Risks and Hazards that can lead to Occupational Safety and Health Issues.

Activity	Duration	Resources used
Identifying the various Risks and Hazards that can lead to Occupational Safety and Health Issues.	40 minutes	Participant handbook, a computer with auditing software and MS Office installed, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 10.2: Escape routes during emergencies

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Elaborate the escape routes during emergencies

Resources to be Used

Participant handbook, pen, writing pad, a computer, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the escape routes during emergencies.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about escape routes during emergencies.

Ask

Ask the trainees the following questions:

- What is Occupational Safety and Health?
- What are the potential hazards in a workplace that can lead to occupational safety and health issues?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Escape routes during emergencies

Say

Let us participate in a group discussion to understand escape routes during emergencies.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on escape routes during emergencies.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the nuances of escape routes during emergencies.

Activity	Duration	Resources used
Understanding escape routes during emergencies	40 minutes	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 10.3: Importance of Good Health, Hygiene, and Habits

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Practice health and safe hygiene practices
2. Discuss the ill effects of alcohol, drugs and sexually transmitted diseases
3. Describe the physical activities required for the surveillance team

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the importance of Good Health, Hygiene, and Habits.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about the importance of Good Health, Hygiene, and Habits.

Ask

Ask the trainees the following questions:

- What benefit does a workplace hygiene policy provide?
- What are the adverse effects of drug/alcohol/sexually transmitted diseases?
- Why is it important to undertake physical activities?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Importance of Good Health, Hygiene, and Habits.

Say

- Let us participate in a group discussion to understand the importance of Good Health, Hygiene, and Habits.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on the importance of Good Health, Hygiene, and Habits.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the importance of Good Health, Hygiene, and Habits.

Activity	Duration	Resources used
Understanding the importance of Good Health, Hygiene, and Habits.	40 minutes	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 10.4: Types of Fire, Fire Fighting Equipment, First Aid

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify the types of fire
2. Explain various firefighting techniques
3. Demonstrate basic first aid techniques

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the types of fire, fire fighting equipment, first aid.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about the types of fire, fire fighting equipment, first aid.

Ask

Ask the trainees the following questions:

- What are the different types of fire?
- What are the different fire fighting techniques?
- What is the importance of first aid?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Types of fire, firefighting equipment, first aid.

Say

- Let us participate in a group discussion to understand the types of fire, fire fighting equipment, first aid.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on the types of fire, fire fighting equipment, first aid.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the types of fire, fire fighting equipment, first aid.

Activity	Duration	Resources used
Understanding the types of fire, fire fighting equipment, first aid	40 minutes	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class

Unit 10.5: Various Personal Protective Equipment

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Demonstrate different personal protective equipment used by Security Personnel

Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer, equipment and tools

Note

In this unit we will discuss about the various Personal Protective Equipment.

Say

Good morning and welcome back to this training program for the job role of a “CCTV Video Footage Auditor”. Today we shall learn about the various Personal Protective Equipment.

Ask

Ask the trainees the following questions:

- What are the various Personal Protective Equipment used by Security Personnel?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following point:

- Various Personal Protective Equipment.

Say

- Let us participate in a group discussion to understand the various Personal Protective Equipment.

Activity

- Divide the class into two groups
- Conduct a group discussion in the class on the various Personal Protective Equipment.
- Ask the participants what they have learnt from this exercise
- Ask if they have any questions related to what they have talked about so far
- Close the discussion by summarising the types of various Personal Protective Equipment

Activity	Duration	Resources used
Understanding the various Personal Protective Equipment	40 minutes	Participant handbook, pen, writing pad, whiteboard, flipchart, markers, overhead projector, laser pointer, equipment and tools

Do

- Ensure that all the trainees participate in the group discussion
- Ensure a friendly atmosphere during the group discussion
- Guide the students in identifying key points

Notes for Facilitation

- Encourage peer learning
- Answer all the doubts raised by the trainees in the class



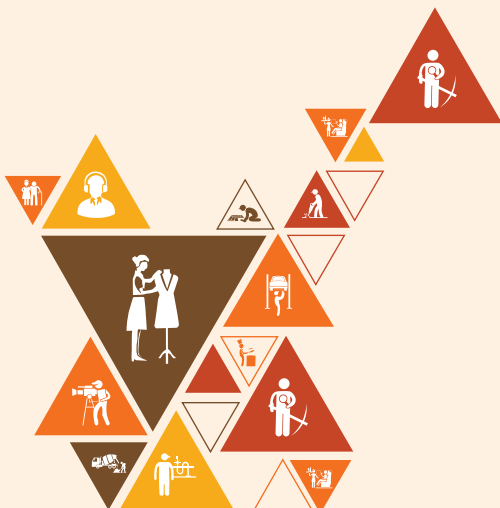
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& ENTREPRENEURSHIP



11. Employability skills



DGT/VSQ/N0102

Scan the QR codes or click on the link to watch the related videos



<https://eskillindia.org/NewEmployability>



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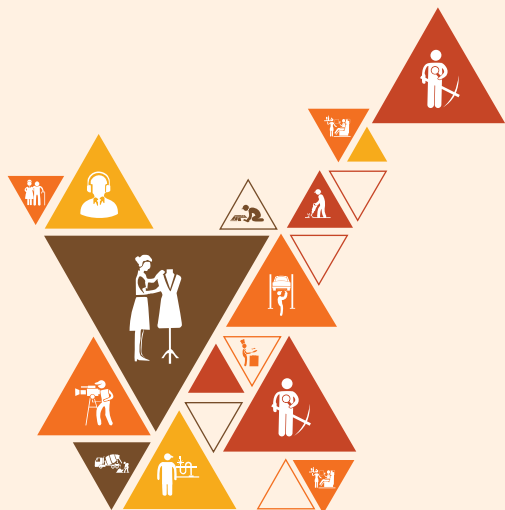
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& ENTREPRENEURSHIP



12. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	CCTV Video Footage Auditor		
Qualification Pack Name & Ref. ID	MEP/ Q7204, V2.0		
Version No.	1.0	Version Update Date	
Pre-requisites to Training (if any)	<p>8th Class Pass + ITI (2 years) or 10th Class Pass and 2 years' experience in CCTV systems or</p> <p>10th Class Pass + ITI (1 year after Class 10th) and 1 year experience in CCTV systems or</p> <p>10th Class Pass + ITI (2 years after Class 10th) or 10th Class Pass and pursuing continuous regular schooling or 3-year Diploma (after class 10th) and no experience required or</p> <p>12th Class Pass and 6 months experience in CCTV systems.</p>		
Training Outcomes	<p>After completing this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate how to audit CCTV video footage. 2. Prepare a report of audit findings/incidents in a standardized format. 3. Demonstrate how to back up CCTV video footage. 4. Demonstrate how to use computers to store, retrieve, and communicate information. 5. Apply principles of professional practice at the workplace. 6. Communicate with visitors and colleagues effectively. 7. Apply relevant health and safety practices at the workplace. 		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction	Introduction to the training program	<ul style="list-style-type: none"> • Discuss the Skill India Mission. • Explain the role and responsibilities of a CCTV Video Footage Auditor. • Discuss the various industry verticals in which the job role of a CCTV Video Footage Auditor is applicable. • Discuss the scope of the sector, sub-sector, and the available employment opportunities. 	Bridge Module	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, projector, white board/ flip chart, marker and duster	4 Theory (4:00) Practical (0:00)

2	Audit CCTV video footage		<ul style="list-style-type: none"> • Demonstrate auditing of CCTV video footage in order to detect exceptions, process violations, abnormalities, performance lapses, behavioral patterns, potential threats, risks and so on, and to create a well categorized institutional library for future reference. • Demonstrate tagging of audit findings/incidents. • Demonstrate creation of a well-categorized institutional library of audit findings/incidents that have been tagged. 	MEP/ N7225 PC1, PC2, PC3, PC4, PC5, PC6,	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer with auditing software and MS Office installed, projector, white board/ flip chart, marker and duster	156 Theory (60:00) Practical (96:00)
3	Reporting and documentation		<ul style="list-style-type: none"> • Create a sample report of audit findings/incidents, in a standardized format. 	MEP/N7226 PC1, PC2, PC3, PC4, PC5	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer with auditing software and MS Office installed, projector, white board/ flip chart, marker and duster	47 Theory (17:00) Practical (30:00)
4	Backup CCTV video footage		<ul style="list-style-type: none"> • Demonstrate the process of backing up CCTV video footage at multiple locations. • Apply material and energy conservation practices. 	MEP/ N7227 PC1, PC2 PC3, PC4 PC5, PC6 PC7, PC8	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer with auditing software and MS Office installed, projector, white board/ flip chart, marker and duster	47 Theory (17:00) Practical (30:00)

5	Use computers to store, retrieve and communicate information		<ul style="list-style-type: none"> Demonstrate storage, retrieval and communication of information using computers 	MEP/N0216 PC1, PC2 PC3, PC4 PC5, PC6 PC7, PC8 PC9, PC10 PC11, P12 PC13	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, printer, projector, white board/ flip chart, marker and duster Internet connection and online training platform	52 Theory (20:00) Practical (32:00)
6	Communicate with clients and colleagues effectively	Dealing with Emergency Situations	<ul style="list-style-type: none"> Explain and demonstrate effective communication with clients and colleagues. 	MEP/N9915 PC1, PC2 PC3, PC4 PC5, PC6 PC7, PC8 PC9, PC10 PC11, P12 PC12, P13 PC14, P15 PC16, P17 PC18, P19 PC20, P21 PC22, P23 PC24, P25	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, printer, projector, white board/ flip chart, marker and duster Internet connection and online training platform	28 Theory (08:00) Practical (20:00)
7	Apply principles of professional practice at the workplace		<ul style="list-style-type: none"> Display various aspects of professional behaviour. Prepare a professional development plan. Discuss how to report unethical conduct and inappropriate behavior to the authorized person. 	MEP/N9912 PC1, PC2 PC3, PC4 PC5, PC6 PC7, PC8 PC9, PC10 PC11, P12 PC12, P13 PC14, P15 PC16, P17 PC18, P19 PC20, P21 PC22, P23 PC24, P25 PC26, P27 PC28, P29 PC30	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, printer, projector, white board/ flip chart, marker and duster Internet connection and online training platform	32 Theory (12:00) Practical (20:00)

8	Workplace Health and Safety		<ul style="list-style-type: none"> Apply health and safety practices at the workplace. 	MEP/N9903 PC1, PC2 PC3, PC4 PC5, PC6 PC7, PC8 PC9, PC10 PC11, P12 PC12, P13 PC14, P15 PC16, P17 PC18, P19 PC20, P21 PC22	Classroom lecture/ PowerPoint Presentation/ Question and Answer	Computer, printer, projector, white board/ flip chart, marker and duster Internet connection and online training platform	24 Theory (08:00) Practical (16:00)
Total							Total Duration 390:00 Theory Duration 146:00 Practical Duration 244:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF PARTICIPANTS

Assessment Criteria for Office Assistant	
Job Role	CCTV Video Footage Auditor
Qualification Pack	MEP/ Q7204, V2.0
Sector Skill Council	Management & Entrepreneurship and Professional Skills Council

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Management & Entrepreneurship and Professional Skills Council . Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
MEP/N7225 Audit CCTV video footage	PC1. operate the requisite software for CCTV video footage auditing, in operation at the said establishment	100		10	15
	PC2. carry out forensic analysis of the CCTV video footage using the requisite software			5	10
	PC3. investigate video footages from multiple CCTV cameras at a time using the requisite software			5	10
	PC4. detect threats, risks, hazards, emergencies, and other kinds of exceptions, process violations/standard operating procedures being flouted/compliance issues, abnormal/suspicious behaviour/ activity, behavioural patterns/body language, health and safety issues, issues with camera/video feed, issues pertaining to specific scenarios, from the CCTV footage being audited			10	15
	PC5. tag audit findings/incidents			5	5
	PC6. operate the requisite software to create a well categorized institutional library of audit findings/incidents that have been tagged			5	5
	NOS Total		100	40	60

MEP/N226 Reporting and documentation	PC1. report unusual occurrences /abnormalities/exceptions detected, at pre-defined intervals in a standardized manner on a daily basis	100	3	2	1
	PC2. report 'patterns' based on historical data gathered through systematic audit/incident reports		3	2	1
	PC3. use gender neutral statements in communication and reports		3	2	1
	PC4. operate the requisite software to document reports of the audit findings/incidents covering the 5 Ws and 1 H (what, when, where, why, who and how), in a standardized format		3	2	1
	PC5. hand over the reports of the audit findings/incidents to the reliever in the next shift and brief him/her accordingly		3	2	1
	NOS Total		100	35	65
MEP/N7227 Backup CCTV video footage	PC1. operate the requisite software for CCTV video footage backup, in operation at the said establishment	100		10	21
	PC2. ensure that CCTV video footage is stored at multiple locations (external hard drive, computer, cloud storage etc.)			10	15
	PC3. retrieve and share requested data from the backup with authorized person(s)			5	10
	PC4. follow approval processes before sharing data and information			5	5
	PC5. maintain security and confidentiality of the backup			5	5
	PC6. identify processes where material utilization can be optimized			3	6
	PC7. reuse back-up and archived space in storage medium according to organisational policy			1	2
	PC8. ensure appliances and equipment are switched off when not in use			1	2
	Total		100	1	2

MEP/N0216 Use computers to store, retrieve and communicate information	PC1. identify the operating system, information storage system and applications/software used for data storage and retrieval	100		3	4
	PC2. navigate computer drives, directories, folders and software applications to access specified file locations and search for specified file types, files and data using various options			4	8
	PC3. follow the organisational access control and data security policies to access data and information			4	6
	PC4. input, edit and save specified data or information in the form of letter, report or table using word-processor and spreadsheet applications			4	5
	PC5. perform basic designing, formatting, referencing and re-viewing activities in a word- processor application for the presentation of information			3	4
	PC6. use basic formulas and data tools and techniques for presenting the data using spread-sheet application			3	4
	PC7. follow organisational policy for naming stored files, maintaining backups and version control			4	5
	PC8. share information from computers using printed letters, reports or data sheets as specified			3	4
	PC9. communicate information using email applications as per organisational access control policy while following data security norms			3	4
	PC10. follow electrical safety precautions while using computers			3	4
	PC11. follow ergonomic guidelines specified for working on computers			3	4
	PC12. follow cyber security guidelines while storing, retrieving or communicating information online (through the internet)			2	4
	PC13. seek assistance of IT help-desk as per organisational policy in case of computer related problems			2	3
	NOS Total	100		41	59
MEP/N9912 Apply principles of professional practice at the workplace	PC1. display appropriate professional appearance for the workplace	40		1	2
	PC2. interact with team members, clients, vendors, visitors and other stakeholders in a Professional manner			1	2
	PC3. develop personal and professional goals and objectives			1	2
	PC4. identify strengths and weaknesses in relation to goals and objectives			1	2
	PC5. evaluate own capacity to meet goals and objectives			1	2
	PC6. determine personal development needs to perform role as per desired standards			1	2
	PC7. develop a professional development plan to enhance professional capabilities			1	3
	PC8. document a professional practice plan designed to support the achievement of goals			1	2
	PC9. select and implement development opportunities to support continuous learning and maintain currency of professional practice			1	2
	PC10. research developments and trends impacting on professional practice and integrate information into work performance			1	2

PC11. invite peers and others to observe, and provide feed-back, on own performance and practices			1	2
PC12. use feedback from colleagues and clients to identify and introduce, improvements in work performance			1	2
PC13. perform tasks to the required workplace standard			2	3
PC14. complete duties accurately, systematically and within required timeframes			1	2
PC15. follow organisational policies			1	2
PC16. protect the rights of the client and organisation when delivering services			1	3
PC17. ensure services are delivered equally to all clients regardless of personal and cultural beliefs			1	2
PC18. recognise potential ethical issues in the workplace and discuss with an appropriate person			2	2
PC19. recognise unethical conduct and report to an appropriate person			1	2
PC20. operate within an agreed ethical code of practice			2	2
PC21. apply organisational guidelines and legal requirements on disclosure and confidentiality			1	2
PC22. identify and obtain clarity regarding organisational, team and own goals			1	2
PC23. prioritise tasks at work as per organisational, team and own goals			2	3
PC24. plan to meet team performance targets and standards			2	2
PC25. monitor own and team performance as per agreed plan			1	2
PC26. share all relevant information with stakeholders in agreed formats and as per agreed timelines			1	2
PC27. work collaboratively with colleagues through sharing information and ideas and working together on agreed outcomes			2	2
PC28. recognise, avoid and/or address any conflict of interest			1	2
PC29. use of conflict resolution and negotiation skills to identify critical points, issues, concerns and problems, identify options for changing behaviours			1	2
PC30. recognise and respond to inappropriate behaviour towards self or others in a professional manner and as per organisational policy Inappropriate behaviour: violence, inappropriate language, verbal or physical abuse or bullying, insensitive verbal or physical behaviour in terms of cultural, racial, disability and gender-based insensitivities, dominant or overbearing behaviour, disruptive behaviour, non-compliance with safety instructions, unethical behaviour			1	2
	100		36	64





MEP/N9915 Communicate with visitors and colleagues effectively	PC1. seek clarification about job related requirements, performance indicators and incentives from reporting superior			2	3
	PC2. record and report work output, exceptions and any anticipated reasons for delays to supervisor as per organisational requirements			2	2
	PC3. escalate grievances and problems to appropriate authority			2	2
	PC4. receive feedback on performance output and quality			2	3
	PC5. report to appropriate authority unethical and inappropriate behaviour at the workplace			2	3
	PC6. receive information and instructions from colleagues asking clarification where required			1	2
	PC7. accurately pass on information to authorized persons within agreed time and confirm its receipt			1	2
	PC8. give information to others at a pace and in a clear and specific manner			2	2
	PC9. assist others to maximize effectiveness and efficiency in carrying out tasks			1	2
	PC10. display appropriate communication etiquette at work (Communication etiquette: do not use abusive language; use appropriate titles and terms of respect; do not eat or chew while talking (vice versa) etc.)			2	3
	PC11. display active listening skills while interacting with others at work			2	3
	PC12. use appropriate tone, pitch and language to convey politeness, assertiveness, care and professionalism as applicable			2	3
	PC13. demonstrate responsible and disciplined behaviours at the workplace (Disciplined behaviours: e.g. punctuality; completing tasks as per given time and standards; not gossiping and idling time; eliminating waste, honesty, etc.)			2	3
	PC14. follow organisational protocol to resolve conflicts at the work place			1	2
	PC15. meet and greet visitors promptly, treating them politely and making them feel welcome			1	2
	PC16. provide clear and accurate information visitors as per their requirement, while following organisation policies for information access and confidentiality			1	2
	PC17. communicate with the visitors in a polite, professional and friendly manner			1	2
	PC18. use feedback to clarify communicated message			2	3
	PC19. communicate respecting the gender, cultural and social differences such as modes of greeting, formality, etc.			2	3
	PC20. identify customer dissatisfaction, reason for dissatisfaction and address them as per standard procedures			1	2
	PC21. maintain proper body language, dress code, gestures and etiquette towards customers and visitors			1	2
	PC22. engage in active listening with visitors and customers on phone			2	3





	PC23. avoid negative questions and statements for clear communication			2	2
	PC24. inform the customers and visitors on delays, any issues or problems before hand and also on the developments in-volving them			2	2
	PC25. respond to voice messages, e-mails, etc. of customer immediately			1	2
		Total	100	40	60
MEP/N9903 Apply health and safety practices at the workplace	PC1. identify, control and report health and safety issues relating to immediate work environment according to procedures			2	2
	PC2. work safely and apply health and safety practices in the training and assessment environment including using appropriate personal protective equipment (PPE) where required			2	2
	PC3. follow procedures and instructions for dealing with hazards, within the scope of responsibilities and competencies			2	2
	PC4. document and report all hazards, accidents and near-miss incidents as per set process			2	2
	PC5. document safety records according to organisational policies			1	3
	PC6. maintain the work area in a clean and tidy condition			1	3
	PC7. maintain personal hygiene			1	3
	PC8. report hygiene related concerns promptly to the relevant authority			2	2
	PC9. demonstrate how to free a person from electrocution			2	2
	PC10. administer appropriate first aid to victims wherever required e.g. in case of bleeding, burns, choking, electric shock, poisoning etc.			2	3
	PC11. demonstrate basic techniques of bandaging			1	3
	PC12. respond promptly and appropriately to an accident situation or medical emergency in real or simulated environments			2	3
	PC13. perform and organize loss minimization or rescue activity during an accident in real or simulated environments			2	3
	PC14. administer first aid to victims in case of a heart attack or cardiac arrest due to electric shock, before the arrival of emergency services in real or simulated cases			2	3
	PC15. demonstrate the artificial respiration and the CPR Process			2	3
	PC16. participate in emergency procedures (Emergency procedures: raising alarm, safe/efficient, evacuation, correct means of escape, correct assembly point, roll call, correct re-turn to work)			2	3
	PC17. complete a written accident/incident report or dictate a report to another person, and send report to person responsible (Incident Report includes details of: name, date/time of incident, date/time of report, location, environment conditions, persons involved, sequence of events, injuries sustained, damage sustained, actions taken, witnesses, supervisor/manager notified)			2	3
	PC18. demonstrate correct method to move injured people and others during an emergency			2	3
	PC19. use the various appropriate fire extinguishers on different types of fires correctly			2	3
	PC20. demonstrate rescue techniques applied during fire hazard			2	3




	PC21. demonstrate good housekeeping in order to prevent fire hazards			2	3
	PC22. demonstrate the correct use of a fire extinguisher			2	3
		Total	100	40	60



Annexure III

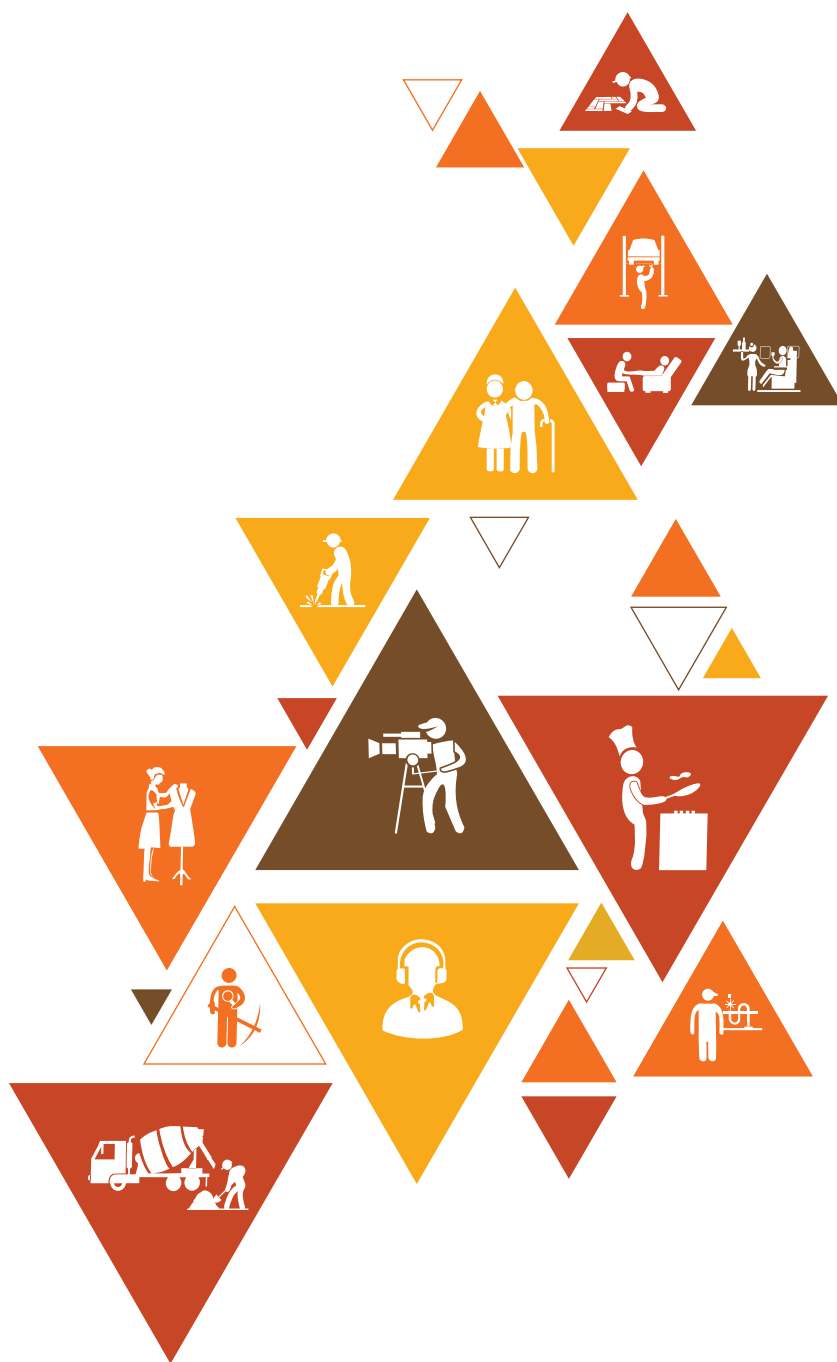
List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.2 Need for a CCTV Video Footage Auditor	6	https://www.youtube.com/watch?v=JpQykn-CRbqY&t=6s	 <p>'3 missing pieces of CCTV explained in 3 minutes'</p>
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.2 Need for a CCTV Video Footage Auditor	6	https://bit.ly/3RhOXAl	 <p>Article -Why is CCTV failing? authored by Dr. Craig Donald (2020)</p>
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.5 Proficiencies	10	https://bit.ly/3CSzinh	 <p>Whitepaper - 'Assessing the Impact of CCTV' – authored by Martin Gill and Angela Spriggs from the University of Leicester UK (2005)</p>
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.5 Proficiencies	10	https://bit.ly/3pLMhgz	 <p>Whitepaper - "Not the Usual Suspects": A Study of Factors Reducing the Effectiveness of CCTV authored by Hina Keval and Martina Angela Sasse from the University College London (2008)</p>

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.5 Proficiencies	10	https://cnet.co/3QYU-vzO	 <p>Article - 'Military is awash in data from drones' (2010)</p>
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.5 Proficiencies	10	https://bit.ly/3Rg309x	 <p>Paper - The Future of Air Force Motion Imagery Exploitation published by the RAND Corporation (2012)</p>
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.6 Employment opportunities	11	https://bit.ly/3AUuM-mx	 <p>Order by the Bombay High Court to maintain a daily register of CCTV functioning (2020)</p>
1. Introduction to the Training Program	Unit 1.1 - Introduction to the Job Role	1.1.6 Employment opportunities	11	https://bit.ly/3e31Y2i	 <p>Paper - Impact of CCTV surveillance on Crime – authored by Shri Rohit Malpani IPS and Madhav Chablani (2021)</p>

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2. Audit CCTV video footage	Unit 2.1 - CCTV video footage auditing and its operation	2.1.1 Audit live and recorded CCTV video footage	19	https://bit.ly/3QWs45K	 <p>whitepaper – ‘Applying psychological science to the CCTV review process – A review of cognitive and ergonomic literature’ published by the University of Portsmouth (UK) (2008)</p>
3. Reporting and documentation	Unit 3.1 - Reporting unusual occurrences/abnormalities/exceptions detected, at pre-defined intervals in a standardized manner on a daily basis	3.1.1 Reporting unusual occurrences/abnormalities/exceptions detected, at pre-defined intervals in a standardized manner on a daily basis	37	https://bit.ly/3AvwJ7A	 <p>Whitepaper – Police Reporting 2004 – Cpl. Timothy P. Marta, School of Law Enforcement Supervision (US), and Dr. Michael Kleine, Criminal Justice Institute (US).</p>
4. Back up CCTV video footage	Unit 4.1 – Backing up CCTV video footage using different tools	4.1.1 Back up CCTV video footage using different tools	49	https://bit.ly/3TpTnH2	 <p>Article – How long should you retain your recorded CCTV video? authored by Dr. Craig Donald (2008)</p>

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4. Back up CCTV video footage	Unit 4.2 - Ensuring that CCTV video footage is stored at multiple locations	4.2.1 Ensure that CCTV video footage is stored at multiple locations	52	https://bit.ly/3RgIkhM	 <p>Paper – Storage of recorded CCTV images – A guidance document published by the Centre for Protection of National Infrastructure (2016)</p>
9. Communicating with Colleagues and Visitors	UNIT 9.2: Communicating with Superiors, Peers and Subordinate	9.2.1 How to Communicate with Superiors and colleagues?	107	https://youtu.be/U3R-LaGl3w3I	 <p>Communicate Better with Your Colleagues</p>





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