CCTV: Making It Work

Training Practices For CCTV Operators

C Diffley and E Wallace

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Management Summary

This document provides guidance for the Police Service and local authorities (L.A.) on training CCTV operators. The guidance concentrates on the training requirements of operators who monitor public areas such as town centres and have a high level of interaction with police staff and procedures. The material in this document may also be of value to those who are training in other areas where the post holder monitors CCTV pictures e.g., in the Prison Service. Pilot trials with several police forces have confirmed its value, even to those with previous experience of training CCTV operators.

This document:

- discusses the importance of training, highlighting the specific requirements of public area CCTV operators;
- gives step-by-step instructions on taking a competence-based approach to training. This may be tailored to the specific requirements of individual systems;
- lists examples of competencies an operator may need to carry out his or her job effectively (Appendix A);
- provides advice on identifying operator training needs using a comprehensive checklist (Appendix B) of relevant skills and knowledge. This checklist also provides a framework for recording and monitoring training needs and provisions
- gives advice on methods of designing, delivering and evaluating training programmes and providing operators with continuous development;
- provides examples of good practice and a self-check questionnaire. These will allow assessment of how well operators are being trained and how training can be improved.

This publication is one of a series of PSDB documents providing advice on good practice for improving CCTV system performance. These publications are listed in the introduction.

The customers for the work on which this document is based are the Police Force CCTV Liaison Officers' Forum (which reports to the ACPO Crime Prevention Sub-Committee) and the Crime Prevention Agency of the Home Office.

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1 INTRODUCTION

1.1 Project customers

The customers for PSDB's CCTV Effectiveness programme, which started in 1993, are the Police Force CCTV Liaison Officers' Forum (which reports to the ACPO Crime Prevention Sub-Committee) and the Crime Prevention Agency of the Home Office. This programme concluded at the end of 1996/97 and was followed by a one year programme called 'CCTV- Making It Work'. This publication is a product of these two programmes and is part of a series which includes:

- *Recruitment and Selection of CCTV Operators;*
- *Operational Requirements Manual;*
- *CCTV Control Room Ergonomics;*
- *Police Interaction with CCTV;*
- *CCTV Technical Testing; and*
- *CCTV User Picture Detail Requirements.*

1.2. Background

This document provides guidance for the Police Service and local authorities on the training of CCTV operators.

CCTV system operators are the link between the system technology and its effective use. An operator's performance will largely determine the level of service provided by the system. The operators of public area CCTV systems are fast becoming integral players in town centre management, for crime prevention, incident scene management and in investigation teams.

Appropriate selection and recruitment practices teamed with targeted training, are needed to ensure that operators are proficient at their job: maximising system effectiveness and limiting its misuse. Targeted training will not only improve the quality of service provided, but will also increase staff satisfaction and may help to reduce absenteeism and staff turnover.

Public area CCTV operators have specific training needs over and above those of operators of private or commercial systems. Both the police and local authorities have valuable contributions to make in ensuring public area CCTV operators are trained appropriately. This guidance is based on the findings of a PSDB survey of police and local authority training practices, a number of workshops held at PSDB and general good practice principles applied to CCTV. It takes account of current industry standards and qualifications.

1.3 Why is public area CCTV operator training important?

It is important that an operator of any type of CCTV system can demonstrate the competence needed to carry out his or her work. The need for a consistently high performance from a public area CCTV operator, however, may be even greater.

1.3.1 What makes the public area CCTV operator different?

PSDB research has shown that the public area operator's job demands are more complex and of a higher level of difficulty than most other CCTV operator's jobs. Consequently, these operators have a number of specific training needs which differ from those of other kinds of CCTV operators. A public area CCTV operator's job, for example, requires:

- **more interaction with police officers and procedures.** The police need to be able to include the public area CCTV system in their operational planning (and police officer training arrangements) to make maximum use of the services the system can provide. To do this, to their satisfaction, the police must be able to rely on a consistent level of performance from the CCTV system staff;

- **more use of proactive, in addition to reactive monitoring of CCTV camera images.** Practical evidence gathering activities require the operator to target viewing, predict and seek out offences and offenders. He or she will often have to make use of privileged information and make safety critical decisions without supervision. An operator in this position needs to be dependable and responsible for her or his actions; and

- **greater responsibility for care of the public.** The operator may help to ensure the public's safety and security without victimisation or challenging civil liberties. To maintain public support for CCTV, an operator needs to be accountable for her or his actions. It is imperative that the operator receives clear direction on what the system is and is not to be used for and how to and how not to use it.

1.4 Taking a competence-based approach to training

1.4.1 What is competence?

A person is said to be competent at their job if he or she has the ability to perform its component work activities consistently to the expected level of performance (NCVQ 1996).

Work activities can be broken down into tasks, duties and responsibilities which need to be carried out. These may then be described in terms of behaviours and actions which can be demonstrated, standards of performance that should be reached and any special conditions. Work activities described in this way are termed competencies.

1.4.2 Why take a competence-based approach to training?

Many benefits may accrue from taking a competency-based approach to training, For example, competence can be:

- measured. Assessing what competence an individual has and lacks is a relatively straight-forward process;
- related directly to the tasks carried out in the job. Consequently, training solutions can be designed to meet the needs of the operator and the system together; and
- used as a criterion for performance appraisals, helping to target an operator's continuous development.

1.4.3 How can training help operators to be competent at their job?

When an individual demonstrates competence in a work activity (i.e. achieves the desired outcomes to the required standard of performance), he or she is also demonstrating possession of underpinning knowledge, skill, understanding and personal effectiveness needed for that competence.

Training alone can not provide an operator with competence. It can, however, provide the underpinning knowledge and understanding of concepts, procedures and techniques and an opportunity to develop skills needed to be competent. This may then be applied and practised in the workplace to help the operator gain competence.

1.4.4 Using the SITO / City & Guilds National Vocational Qualification (NVQ) 7268

National Vocational Qualifications (NVQs) provide a framework for a competence-based approach to training in different occupational areas. The NVQ process of workplace accreditation certifies achievement of national standards of performance. It also provides an hierarchical structure of qualifications which can be used as goals for training and development. A successful candidate is provided with nationally recognised evidence of the ability to carry out work activities competently. This helps in transferring competence between jobs.

The Security, Safety and Loss Prevention level 2 NVQ (SITO / City & Guilds 7268) has been developed to provide a set of competence standards for guards working in different sectors of the security industry. It includes units of competence relevant to CCTV operators. These units provide for many of a public area CCTV operator's competence requirements, but not all.

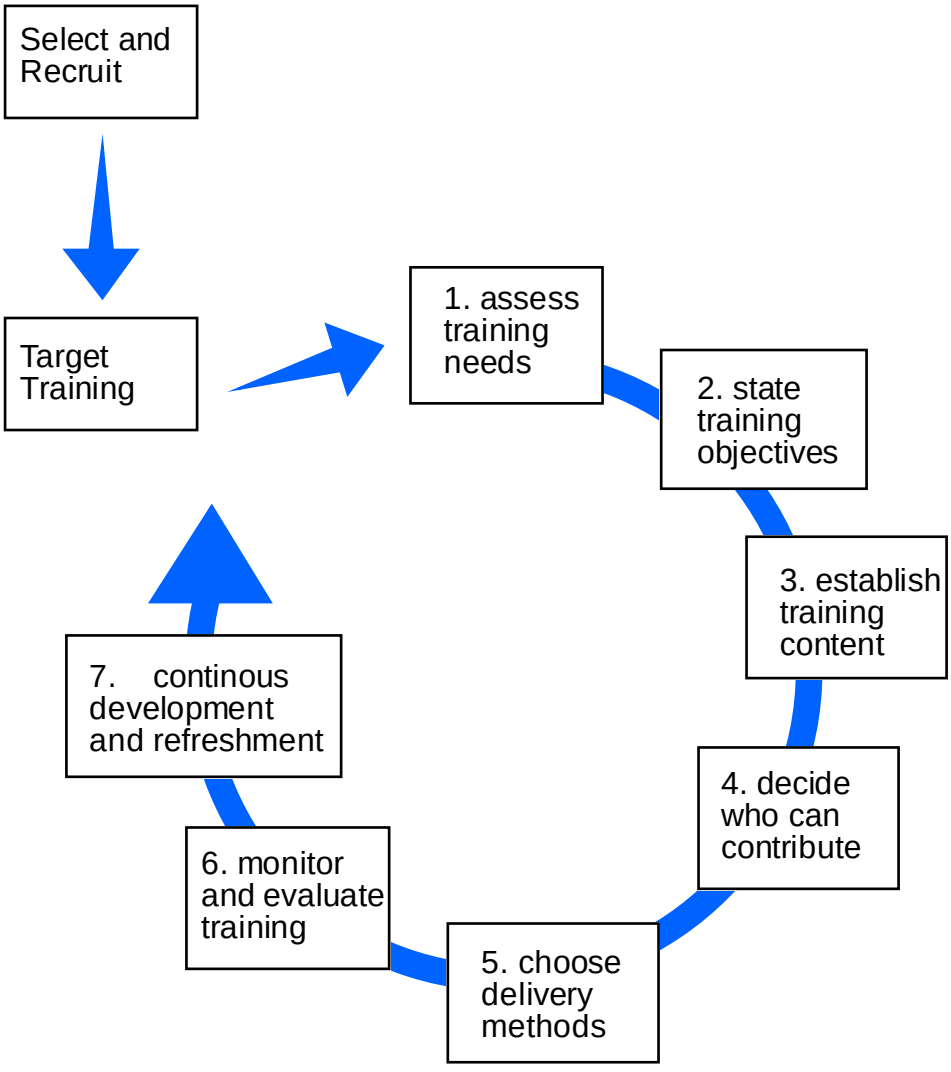
This guidance includes descriptions of additional competence required by public area CCTV operators (shown in Appendix A). These can be used to supplement the NVQ 7268 standards. The training needs checklist (shown in Appendix B. Page 22) covers the underpinning skills, knowledge and understanding needed by both the NVQ 7268 and this additional competence.

2 A SYSTEMATIC APPROACH TO TRAINING

This section provides step-by-step instructions for taking a systematic approach to operator training by following the well known training cycle. The training cycle steps are illustrated below (figure 1).

These instructions are designed to provide good practice guidance for training. They may be used to help you to be more informed when choosing and evaluating outside training services or training the operators yourself. In either case, it is recommended that professional assistance is sought from an occupational psychologist or training specialist.

FIGURE 1 ***Illustration of the Training Cycle Steps***



2.1 Step 1: assess training needs

Operator training needs may be assessed by following the procedures outlined below:

- establish operator work activities;
- establish operator competence requirements; and
- identify training needs (a training checklist is provided in Appendix B to help you do this).

2.1.1 Establish operator work activities

An operator's job may be broken down into the component work activities he or she has to competently carry out. These are described in terms of the operator tasks and duties and responsibilities he or she undertakes in order for the system to operate effectively. To provide targeted training, it is essential that the specific activities carried out by an operator in your particular CCTV system are analysed. These activities should be specified in the operator's job description (see Wallace and Diffley 1998).

Examples of tasks and duties public area CCTV operators are commonly required to perform and the responsibilities they have to undertake are listed below:

Tasks and duties

- prepare and maintain CCTV/control room equipment for operational use;
- monitor CCTV camera images in operational use;
- operate CCTV camera controls/equipment in CCTV control room;
- operate other equipment in CCTV control room;
- maintain a CCTV storage and viewing system and preserve evidence;
- carry out administrative tasks;
- communicate with others;
- attend court; and
- other duties.

The above tasks and duties will include working as a team with police staff.

Responsibilities

- conduct one's self in a suitable manner;
- work according to relevant legislation, codes of practice and policies; and
- work according to Health and Safety Regulations.

2.1.2 Establish operator competence requirements

Work activities should be written in outcome terms and the 'breaking down' process should stop at a level where the outcome could be achieved by a single operator. Each description at this level is referred to as a 'unit of competence'.

Example unit of competence

'Monitor CCTV camera images in operational use' is an unit of competence. It describes a work activity which may be carried out by a single operator in behavioural terms.

The next stage of the process is to consider the question 'what would an operator be expected to be able to do in order to achieve the desired outcome?'. This may be answered by further breaking down the operator's tasks into sub-tasks and again describing them in behavioural terms. Descriptions at this level are termed 'elements of competence'.

For each element of competence, performance criteria should be established. Performance criteria outline what an operator will have to achieve for his or her performance to be considered acceptable, when assessed. They detail the following:

- standards of performance;
- contexts in which the operator will be performing the tasks (this is termed the 'range'); and
- any special conditions under which the operator will be working.

The example provided below explains the concept of units and elements of competence further.

Example elements of competence

The unit of competence 'Monitor CCTV camera images in operational use' may be broken down into 2 elements of competence. They are:

- Monitor CCTV camera images in operational use, pro-actively; and
- Monitor CCTV camera images in operational use, re-actively.

Examples of associated performance criteria for demonstration of these elements of competence are given in Appendix A, Table A1 and A2 (pages 20 and 21).

The first element covers some of the specialist competence requirements of public area CCTV operators, suggested by PSDB. It concentrates on practical evidence gathering and its use is recommended in addition to SITO NVQ 7268 requirements. The second element of competence is part of the SITO NVQ 7268.

2.1.3 Identify Training Needs

To be able to demonstrate competence to specified performance criteria, the operator will require underpinning knowledge and understanding of information and concepts and skills in carrying out techniques. Any relevant knowledge, skills or understanding the operator cannot prove he or she has, either through demonstration of competence or examination, will be a training need.

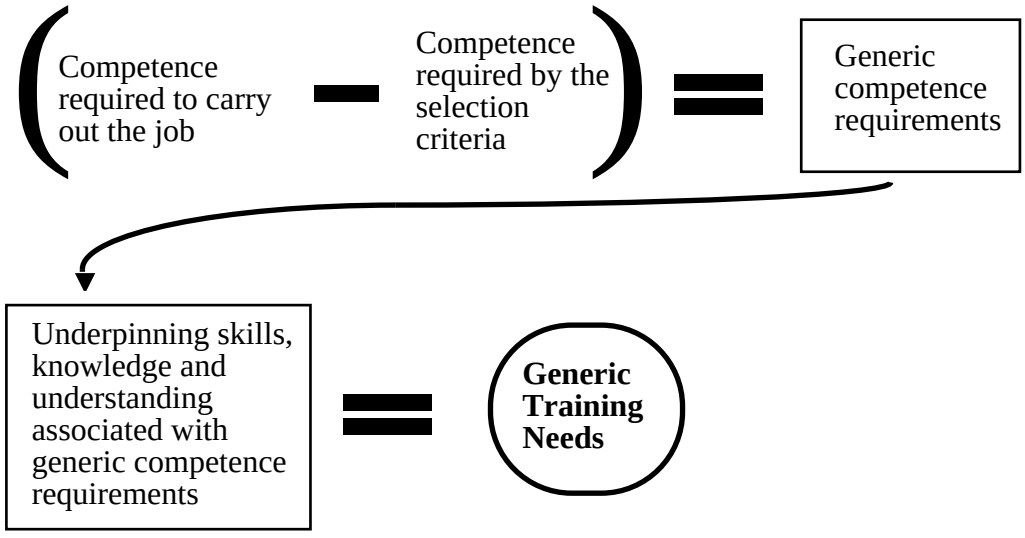
The first stage in identifying training needs is to decide whether a generic or tailored approach will be taken.

Generic training needs

A generic approach to identifying training needs concentrates on the needs of the job more than the needs of the individual. It leads to training programmes designed to provide all operators with a set knowledge, skills and understanding base. Of the two options, this is the easiest approach to take and can be more cost effective as all operators are provided with the same training, usually at the same time.

The generic training needs are identified competence requirements minus the competencies demonstrated at selection. Selection criteria define the competencies it is reasonable to expect a job applicant to bring to the job (see Wallace and Diffley 1998). If good selection practices have been followed, it will be reasonable to assume that all new recruits can meet these criteria and demonstrate the required competence. They will, therefore, already possess any associated knowledge, skills and understanding. Generic training needs can then be identified by carrying out the calculation shown in figure 2 below:

FIGURE 2 ***Calculation for Generic Training Needs***



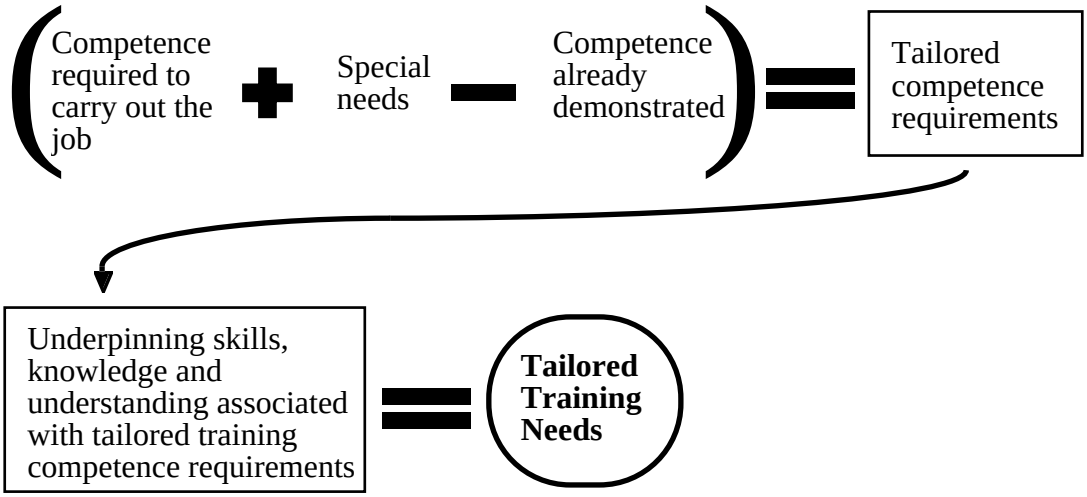
Tailored training for individuals

A tailored approach to identifying training needs considers the requirements of the individual. Individuals may have unique requirements and these need to be taken into account when deciding the training content and level of difficulty.

A new recruit, for example, may have past experience or qualifications and have already demonstrated competence needed in the job. Similarly, through experience, an operator may have developed relevant skills and acquired knowledge, even though he or she has

not received formal training. It would be de-motivating and a waste of resources for these operators to repeat training topics in which they are already competent. Alternatively, an operator may have special needs, for example, he or she may be disabled and have to adapt the way they use equipment and procedures. These factors will effect an operator's training needs. Tailored training needs can be identified by carrying out the calculation illustrated in figure 3.

FIGURE 3 ***Calculation for Tailored Training Needs***



This approach to identifying training needs will be especially appropriate in the following situations:

- when an operator is recruited on an individual basis rather than in a group when the system is first set up; and
- when producing individual training specifications for an operator's continuous development (see section 2.7).

Using the checklist to identify training needs

The checklist in Appendix B provides examples of underpinning knowledge, skills and understanding that may be needed by public area CCTV operators. These are suggestions and operators are not expected to need training in all the items listed. The key point is that the particular needs of each system should be met in identifying competence requirements.

What if a competence-based approach has not been taken?

You may find that even though an operator has no proven competence in an area, he or she does have relevant knowledge, understanding or even skills. In such circumstances the checklist may still be used to identify training needs. Skills, knowledge and understanding required for identified competencies may be marked in column 1 of the checklist. Relevant skills, knowledge or understanding which the operator already has may be noted in column 2. Any discrepancies between column 1 and column 2 may be identified in column 3. Column 3, therefore, will show an operator's outstanding training needs. Further guidance on using the checklist is provided in the summary boxes for subsequent training steps.

SUMMARY: Step 1

Establish work activities: tasks, duties and responsibilities the operator needs to be able to carry out competently

Establish competence requirements - Units and Elements of Competence with associated Performance Criteria

Identify training needs by:

- choosing between a generic or tailored approach;
- identifying underpinning skills, knowledge and understanding requirements. *These may be recorded in column 1 of the checklist;*
- establishing any relevant skills, knowledge and understanding operators have shown they already possess (through competence demonstration or examination).*These may be recorded in column 2 of the checklist;* and
- identifying necessary skills, knowledge and understanding the operator is lacking. *Note the discrepancies between column 1 and 2 of the checklist. These may be recorded in column 3 of the checklist.*

2.2 Step 2: state the training objectives

2.2.1 Planning stages of a training programme

It is unlikely that all of the operator's training will be completed in one session (see section 2.5.3). Establishing what an operator needs to know and when will help to decide the content of progressive stages of training and appropriate training objectives. To decide this it is useful to differentiate between operator competence which is essential to the operator's effective working and competence which is desirable.

Competence which is essential to the operator's work will need to be demonstrated before the trainee starts work or works without supervision, depending on the nature of the competence. If the operator does not possess essential competence at recruitment, the corresponding training needs should constitute the training received at induction. Desirable competence is the 'icing on the cake' which the operator can develop at a later date, through continuous development (see section 2.7.).

2.2.2 Writing training objectives

Training objectives help in the planning of training programmes. They detail the purpose of the training or stages of training by stating what will be expected from the trainee on completion of the training. They help ensure:

- operators and managers can prepare for and make the best use of training received;
- a trainee can judge his or her own progress during training; and
- effectiveness of training can be evaluated against pre-set job performance criteria.

Training objectives should include the following detail:

- what trainees will be expected to demonstrate they are able to do (performance);
- conditions under which the performance must be demonstrated; and
- the standard they will have to reach to confirm adequate learning has taken place.

Example Training Objective

Performance:	Promptly and correctly identify view displayed on screen
Condition:	Given a bank of monitors displaying *n* different camera views
Standard:	Operator can instantly correctly name the street being viewed by each camera

Training objectives should be designed to:

- focus on identified training needs and relate to system objectives and training policy;
- allow operators to build on their knowledge moving from known to unknown;
- take account of training delivery methods, including the timing of training; and
- be flexible to changes in the system and indications of trainees reaching objectives.

SUMMARY: Step 2

State training objectives for each stage of the programme of training.

2.3 Step 3: establish the training content

The training objectives will define which competence a training programme will need to address. The corresponding underpinning skills, knowledge and understanding requirements will form the training content.

As some training needs are common to more than one unit of competence, it can be better to design the training course content accordingly, ie grouping together units and elements of competence where there is overlap in the skills, knowledge and understanding required.

SUMMARY: Step 3.

Establish the training content for each stage of operators' programme of training

Column 3 on the checklist will indicate the knowledge, skills and understanding requirements and any overlap that may be met through training. Column 4 can be used to record which items are covered in different stages of the training programme.

2.4 Step 4: decide who can contribute: police input

An operator may provide a range of services to and interact with a number of different people. These people, the CCTV users, may include police officers, other security providers (such as shop security guards and other CCTV systems' operators) and municipal service providers (such as town centre maintenance teams). Different CCTV users often have diverse service requirements. They may, for example, require differing levels of picture detail such as close ups or overviews. Input into operator training from CCTV users can help ensure the operator knows what is required and create a team approach to public security and safety.

Police officers are the main users of public area CCTV images. The police can therefore have a valuable contribution to make to public area CCTV operator training. Police input into public area CCTV operator training is recommended by the Association of Chief Police Officers (ACPO) and PSDB research has shown that police officers are participating in the majority of CCTV operator training programmes.

Police officers may offer a wealth of expertise and experience of the CCTV coverage area, providing information on such issues as:

- crime prevention and detection initiatives;
- local knowledge and intelligence;
- handling and care of evidential material; and
- police activities and procedures, including police communication networks.

2.4.1 Which police officers can contribute?

This will depend on which of the operators' training needs are being met. PSDB research has shown that in the vast majority of systems where operators are formally trained, crime prevention officers have contributed to operator training. About half of these officers were also police CCTV liaison officers. Representatives of local intelligence units, crime and drug squads and beat/response officers have also been seen to provide useful inputs into operator training.

SUMMARY: Step 4

Arrange for police input into operator training. *Areas of training the police may usefully contribute towards are highlighted by grey shading in the left hand column of the checklist.*

2.5 Step 5: choose delivery methods

Arranging suitable methods of training delivery will include choosing appropriate:

- instructional techniques;
- instructors, trainers and speakers;
- training duration;
- supporting documents; and
- training time tables.

2.5.1 Instructional techniques

The choice of instructional technique will depend on the types of information and skills that need to be taught to meet the training objectives. It should facilitate explanation, demonstration and supervised practice of concepts, procedures and techniques.

A combination of techniques will be most appropriate for CCTV operators. This might include: lecture style training, demonstration, practice sessions and on-the-job instruction. Other methods, shown to be used successfully, include workshops and self learning packages. Table 1 lists delivery style options and their applicability.

TABLE 1 ***Instructional Technique Options***

Style	Description	Advantages and Disadvantages
Lecture Style	Information conveyed to an audience by talking. This instructional technique needs to be supported by others so the operator can learn techniques and procedures and develop skills.	Advantages: • Good for conveying information and explanations to a large number of people in a short space of time. Disadvantages: • May not suit all learning styles, e.g. some people are happier listening to new ideas, whilst others prefer to see them visually or discuss them. • Difficult to judge individual's levels of understanding and operator has no control over the pace of lecture.

On-the-Job	Form of demonstration.
	
	Operator observes more experienced colleagues and attempts to copy, or
	
	Operator works alongside more experienced colleagues who provide advice and demonstration when needed.
	
	Sole reliance on this method of training is not advised.
		Advantages:
		• Can be good for learning techniques and procedures.
		
		Disadvantages:
		• Can lead to poor operator performance because:
		  • operator may learn bad habits which are difficult to unlearn;
		  • colleague may explain processes badly;
		  • the learning environment is typically poor;
		  • training rarely follows a structured progression;
		  • operator is not prepared for novel situations, only learning what he or she experiences as a trainee;
		  • evaluation of training is difficult.

Demon-stration	Practical display to show principles or actions. Volunteers asked to attempt demonstration, whilst others spot mistakes.	Advantages: • Important for teaching procedures and techniques. Disadvantage: • Individuals may be intimidated by their mistakes being observed by others and not participate.

Practice Sessions	Should immediately follow demonstration. Allows learning by doing.
	
	Operator practices processes under supervision and is provided with guidance.
	
	Should take place in as realistic a setting as possible. This may require using simulation exercises, for example, pre-recorded street incident scenarios may be played back on stand alone equipment.
		Advantages:
		• Essential for operator training.
		• Reinforces procedures and techniques learnt and helps in acquiring skills
		• Allows operator to build confidence in his or her ability before working on speed, accuracy and style.
		• Can provide a good learning environment e.g.:
		  • opportunity to work at own pace;
		  • supervision, help and feedback when needed;
		  • opportunity to ask questions;
		  • use of equipment where operator can repeat exercises and make mistakes without damaging the system effectiveness.
		
		Disadvantages: None.

TABLE 1 ***Instructional Technique Options (cont)***

Style	Description	Advantages and Disadvantages
Workshop	Operators work in groups to master tasks, solve problems or discuss issues, typical of those they would experience in the workplace. For example, to practise giving descriptions, pairs of operators may be asked to describe unknown objects/people to each other. Group work is carefully supervised to provide extra guidance when needed.	Advantages: • High motivation can result from the opportunity to solve problems, discuss issues with peers and learn from each other. • Especially suitable where team work is required by the job and where development of interpersonal skills is needed. • Practical work helps people understand complicated concepts and reasoning behind decision making. Disadvantages: • Learning relies to a great extent on other group members. • Group work needs careful facilitation.
Computer-based learning	Information is imparted to the operator using a computer programme. May include interactive learning where the operator can manipulate the programme as with a CD ROM. It is important that the programme provides the operator with feedback and help and the opportunity to monitor his or her progress.	Advantages: • Good where set concepts and techniques have to be communicated. • Operator can work at own pace. • Often more interesting and entertaining than other training methods. Disadvantages: • Can be costly to create tailored training courses and 'off-the-shelf' courses may not be completely applicable. • Care needs to be taken with the transferability of learning to the workplace. For example, the operator may learn to manipulate cameras using a keyboard, but need to use a joystick at work.

Self-learn Training Packages	Training manual explaining processes, procedures and concepts.
	
	This method needs to be supported by other instructional techniques which demonstrate and allow skills development.
		Advantages:
		• Operator has all relevant information and a reference document: especially good for critical procedures.
		• Operator can work at own pace.
		• Reduces training costs such as the instructor's time.
		
		Disadvantages:
		• Loses the social aspect of training and team work.
		• It is difficult:
		  • for the operator to remain motivated;
		  • to monitor operator's development; and
		  • for operator to obtain feedback and get help.

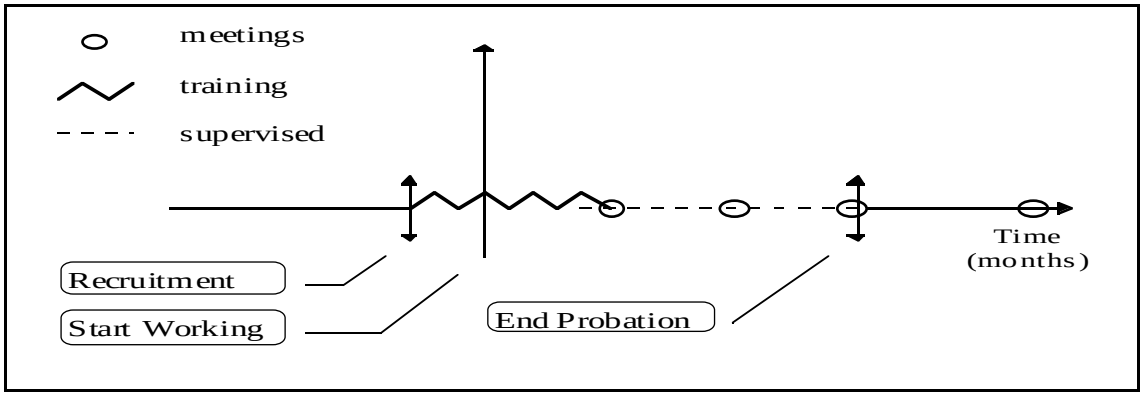
2.5.2 Instructors, trainers and speakers

It is important to consider who is best placed to give instruction on a training programme. PSDB found that most training provided to public area operators was delivered using a combination of three or four sources. The most frequently used combination was the in-house training department, the operator's supervisor and a police representative (see section 2.4). In addition, more experienced colleagues were employed, who may have valuable knowledge to share. However, it is important that they have competence in coaching and providing instruction if they are used as a source of training. Sole reliance on more experienced colleagues to train staff is not advised.

2.5.3 Training duration

The training duration will be dependent on available resources, training objectives, and content and chosen instructional techniques. PSDB found that the majority of public area CCTV systems surveyed provide five days or less actual training instruction. The training period, however, was often seen as longer. A number of systems were reported to allocate the operator a 'probationary period'. During this time the operator is considered to be still learning and is provided with close supervision and guidance. An example training timeline using a probationary period is provided below (Figure 4).

FIGURE 4 ***An Example Training Time Line***



(Adapted from personal correspondence with Ch. Insp. J. Ansell. Thames Valley Police. 1996)

Before starting work, each new recruit is allocated time to receive induction training and become familiar with system operations. Before being allowed to operate the system, the operator's performance is assessed to ensure he or she possesses necessary competence (see section 2.6). Training is continued whilst he or she is actually working, and activities are closely supervised. A series of feedback meetings help with continuous development (see section 2.7). At the end of the probationary period, the operator's performance is again formally assessed. At this time there is an opportunity to terminate the operator's contract if progress is unsatisfactory. The operator's work continues to be monitored throughout his or her employment.

2.5.4 Provision of supporting documents

Supporting documents are needed to help the operator when learning and also when he or she is operating the system. They are especially useful in providing guidance when novel or critical situations arise. CCTV operators may find the following supporting documents useful:

- operational procedures manuals, training manuals and codes of practice;
- mnemonics such as camera view maps, flash cards and action flow charts; and
- staff update notes, for example, providing information of results and new application of equipment.

2.5.5 Training time tables

Once the training objectives, content, instructional techniques and duration have been decided upon, a training time table may be drawn up. This should detail the areas which will be covered, when and by whom. Factors that should be considered include:

- group dynamics - e.g.: activities to help 'break the ice' and introduce trainees to each other and to instructors;
- attention spans and patterns - e.g.: most people find it difficult to concentrate in lectures for longer than 45 minutes or take in new complex information towards the end of the day.

An extract from an example training time table is provided below (Figure 5).

FIGURE 5 ***An Example Extract From A Training Time Table***

Date	Time	Content	Trainer
Day 1:	0900-0930	Welcome	GB/AS/MR
Monday 26.9.97	0930-1000	History of Project	Supt. B/ PB /MB
	1010-1100	Council induction	Local Authority Rep.
	1100-1130	Coffee/discussion	
	1130-1230	Town walkabout	GB/AS
	1230-1330	LUNCH	

(Extracted from Christchurch CCTV System Training Programme 1997, with permission from PC G. Ball, Dorset Police)

SUMMARY: Step 5

Identify most appropriate training delivery methods: instructional technique, instructors, training duration and time table. Provide supporting documents.

2.6 Step 6: monitor and evaluate training

Monitoring and evaluating the effectiveness of training may provide important information for decisions on the selection, value and modification of training programmes.

Ineffective training may be caused by a number of factors. It may be, for example, a result of the trainee's level of motivation or concentration. It may, on the other hand, be because the training programme was poorly designed and unsuited to the trainee's learning styles or mental capacity.

To take account of all these causal factors, the evaluation process should include a number of different measures repeated at intervals: before, during and after the training. Monitoring and evaluating the effectiveness of a training programme in this way will also help identify when refresher and upgrading training is required. Table 2, summarises the range of measures the evaluation process may include.

TABLE 2 ***Measures For Evaluating and Monitoring the Effectiveness of Training***

Type of Measure	Measure	Example Question Being Asked	Timing	Suggested Measurement Tool
Reaction	• Trainees have a positive reaction to the course and consider the course appropriate.	• Was the course enjoyable? • Did it motivate the operator and encourage learning? • Was the course content at the correct pace and level of depth etc.?	• During and after the course.	• Questionnaire of attitudes and opinions of course content, style and delivery.
Learning	• Trainees learn the course content. • Training content provides the knowledge intended.	• Was the course content applicable in covering the knowledge needed to meet the training objectives? • Did operators learn what they were intended to? • Can the operator meet the performance criteria specified in the training objectives?	• During and after the course.	• Written examination of knowledge and demonstration of techniques and procedures. • This may include intermediate testing to provide feedback to the trainees on their own learning and progression.
Behaviour	• Training helps operator gain competence. • Learning can be transferred to the work place. • The operator's job performance improves as a result of training.	• Is learning retained and applied in the workplace? • Has the operator had an opportunity to practise learning and develop competence in the workplace? • Does learning result in a change in behaviour. Has it enabled the operator to achieve desired outcomes to the specified standards of performance? • When is refresher training needed?	• On-the-job performanc e. • At intervals after training to assess retention levels (should include measuring at > 3 months). • Can be combined with use of probation period.	• Assessing behaviour and demonstration of competence against performance criteria. • Opinions of police officers, colleagues and supervisors may provide useful information. • Competence must be demonstrated and assessed under conditions as close as possible to normal practice (NCVQ 1988).
Results	• Training results in increased operational effectiveness .	• What are the benefits of training? • Has training helped increase the number of organisational objectives being met? • Was the course value for money?	• Comparison before and after training.	• system objectives • number of incidents detected; • absenteeism and staff turnover; • costs; • morale and job satisfaction.

(Adapted from Kirkpatrick 1967)

SUMMARY: Step 6

Monitor and evaluate training effectiveness from different perspectives.

Column 5 on the checklist may be used to record when training has been evaluated.

2.7 Step 7: provide for continuous development and refreshment

2.7.1 Continuous development using individual training specifications

Training should not be a 'one off' activity. Provision can be made for continuous development using individual training specifications and learning plans.

Individual training specifications detail the competence an operator is lacking and any outstanding training needs he or she may have (see section 2.1.3). Learning plans set out targets for the operator's development over time. Targets should be:

- related directly to the operator's training needs and the needs of the organisation;
- developed through consultation with each operator; and
- achievable and realistic, but challenging to the operator.

A programme of activities may then be negotiated to provide the operator with learning opportunities necessary for meeting targets. The operator's progress should be monitored. To facilitate this, learning plans can be included in the operator's appraisal system.

Use of training specifications and learning plans has several benefits to offer the CCTV system. It can encourage an operator to take a degree of responsibility for her or his development and help to promote a challenging working environment; heightening the operator's sense of achievement and job satisfaction. The system will benefit as the operator trains to be more competent and works with greater enthusiasm. Training research suggests that providing opportunities for continuous development may increase employee loyalty and reduce staff turnover rates.

PSDB research has shown the following examples of continuous development opportunities are being provided to public area CCTV operators:

- regular group meetings, providing the opportunity for system staff to discuss problems and successes and highlight areas to be included in future training;
- regular meetings with police officers, e.g. to discuss how successful operators are being at meeting officer's requirements from the system, such as picture detail and the provision of intelligence updates;
- external seminars and workshops to provide information on specific issues;
- technical updating on new equipment; and
- structured programmes of development such as National Vocational Qualifications.

2.7.2 Refresher training

The operator's performance should be continuously monitored and refresher training provided when necessary. This can benefit system effectiveness by helping to ensure operators' competence is updated in line with changes or additions to the system and that operators do not become rusty at their work.

SUMMARY: Step 7

Provide continuous development and refresher training opportunities.

Column 6 on the checklistmay be used to record provision of refresher training.

3 TRAINING GOOD PRACTICE CHECK

Is good practice being followed?

The following list can be used by managers, supervisors or training providers to assess how well operators are being trained and how their training can be improved.

or *X*

- **Operator training needs have been identified.**
- **Training objectives have been stated for stages of the training programme, in line with training needs and the overall organisation objectives.**
- **Training content has been established in line with training objectives.**
- **Police input has been incorporated into training.**
- **Suitable delivery of training has been arranged, including:**
  - **instructional techniques;**
  - **instructors, trainers and speakers;**
  - **training duration;**
  - **training time table;** and
  - **provision of supporting documents.**
- **Provisions have been made for the evaluation of the training effectiveness using a combination of measures.**
- **Arrangements have been made to monitor the operator's performance and provide opportunities for continuous development and refresher training.**

4 CONCLUSION

A competence-based approach to training can help ensure CCTV operators are provided with targeted training for their job, tailored to the specific requirements of the CCTV system in which they work. This publication aims to provide good practice guidance for taking a competence-based approach to training CCTV operators, using a comprehensive checklist of relevant skills, knowledge and understanding, provided in Appendix B.

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APPENDIX A. UNITS OF COMPETENCE

TABLE A1 ***Pro-active Monitoring Element of Competence Example, Performance Criteria and Knowledge and Understanding Suggestions.***

This element of competence is concerned with practical evidence gathering and reducing the element of luck in CCTV monitoring and detection.

Element of competence	Performance Criteria	Descriptions of Operators Job (context)	Checklist Reference
Monitor CCTV camera images in operational use, pro-actively. **Range** Using: Intelligence such as crime statistics and use of viewing area; Contact points such as police officers, L.A. employees; Pan, Tilt and Zoom (PTZ) and fixed cameras during single and multiple incidents.	Information is correctly interpreted to assist effective choice of camera views and targets.	Operators may use information (e.g. police intelligence) to identify areas to examine and to ignore. This may include where, when and what types of incidents are more likely to occur (e.g. crime, offender and victim type). The positioning of images on the monitors can also be used as prompts and cues.	(2.2) (2.3) (3.1) (3.3) (3.4) (3.5.3) (3.5.4)
	Persons, vehicles or objects are promptly located in the viewing areas through searches carried out using cameras.	When requested by authorities the operator can locate targets in the area of view using the cameras. This includes the use of structured searches and making use of town architectural design, such as choke points (e.g. street crossing) where there is greater chance of targets being detected. Operators will also have to consider variables such as the type of target (e.g. adult or child), time delay since last sighting and speed of travel.	(3.6) (3.8) (3.9) (5.2) (5.3)
	Persons or property vulnerable to an incident arising are promptly and correctly recognised and necessary action is taken and reported.	Offences may be pre-empted by the operator taking appropriate action when vulnerable persons or unattended property are recognised. These situations may also be used to organise operator viewing and increase the likelihood of incident detection (e.g. vulnerable situations may be displayed on monitor banks and recorded whilst the operator attends other incidents).	
	Movement of persons or vehicles within viewing area is tracked using cameras within codes of practice.	Targets may be tracked around a viewing area using a combination of cameras and knowledge of the town. This will include anticipating events, making effective use of tours, patrols and using several cameras in tandem (orchestrating).	
	CCTV equipment is used to obtain and record appropriate picture detail.	CCTV users may have different picture detail needs: police controllers need wide angled views and investigators need close-ups. Operators may aid the collection and increase the utility of evidence by recording appropriate detail.	
	Relevant camera views are transmitted to secondary monitoring systems.	Operators may identify views for secondary monitoring and will need to know what and when it is appropriate to transmit pictures.	
	Past footage is scanned to identify targets and incidents.	Operators may be asked by investigators or others to review past footage (e.g. scan for targets), or help others use play back equipment. This may include making stills, customising information and controlling the release of data.	

TABLE A2 ***Reactive Monitoring Element of Competence Example, Performance Criteria (taken from NVQ 7268) and Knowledge and Understanding Suggestions.***

Element of Competence	Performance Criteria	Descriptions of Operator's Job	Checklist Reference
Monitor CCTV camera images in operational use, re-actively. **Range** Using: Multiplex systems, PTZ and static cameras; real and time lapse recorders; for single and multiple incidents; conversing with police staff, L.A. staff and colleagues, other CCTV systems' staff, supervisor and possibly appearing in court.	View displayed on screen is promptly and correctly identified.	Operators need to be able to locate an incident using camera numbers and area knowledge to initiate appropriate incident response and keep accurate records.	(2.1) (2.2) (2.3) (3.2)
	Recognition of criminal and non-criminal activity is correctly made and where necessary appropriate action is taken and reported.	The operator will need to be able to distinguish between behaviour and incidents he or she should and should not pay further attention to or inform authorities about.	(3.3) (3.5.2) (3.5.3.2,3 & 6) (3.5.4)
	Automatic camera and screen sequencing is used to optimum advantage.	The probability of detection and recording of incidents may be increased by use of pre-set camera patrols and parking positions often targeted on 'hot spots' and multiple camera views displayed to the operator in sequence.	(3.6) (3.8) (3.9) (5.1) (5.2) (5.3)
	Equipment is used to its full operational capacity to monitor and record the incident.	Operators will need to monitor and record incidents appropriately (e.g. correct recording mode choice and focusing of camera lens) During an incident, for example, operators and responding police officers may work as a team to increase the amount of evidence collected. This may include operators recording officers holding up confiscated articles.	
	An accurate interpretation of events is reported promptly and calmly to the appropriate authorities.	Operators may provide a 'one-off' report to police or assist during an incident by, for example, providing commentary on a situation as it evolves, informing if perpetrators have hidden weapons or left a scene. This may be a time of high adrenaline, yet operators must remain calm and professional.	
	Multiple incidents are correctly prioritised.	Operators need to prioritise incidents in terms of the order in which they will attend to them, record them or report them.	
	Incident in progress is monitored continually to conclusion.	Operators should know when to and not to stop monitoring and recording an incident so they don't miss vital evidence.	
	Incident log is accurately and legibly completed within required time-scales.	Incident logs will help with proof of evidence if operators are asked to be witnesses, at shift handover to inform other operators of events and when evaluating system effectiveness.	
	Confidentiality of information is maintained at all times.	Inappropriate release of information may be damaging. It may lead to loss of the system's credibility and public support and interference with police investigations.	
	Requests from outside agencies are responded to promptly.	Operators may be asked to view and/or record particular events and incidents. They may work as a team with the staff of other security agencies such as the police and shop watch schemes.	

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APPENDIX B.

CCTV Operator Training Checklist

1	2	3	4	5	6
Requirement of Competence	Operators Already Possess	Outstanding Training Needs	Training Course Content	Training Evaluated	Refresher Training Provided

Areas of training the police may usefully contribute towards are highlighted by grey shading in the left hand column.

1 General

					no./ date	date	date
1	background to CCTV and its use						
2	theory of public surveillance						
3	familiarity with control room layout and facilities						
4	introduction to the control room manager and her or his role						
5	introduction to the corporation						
6	lessons learned from other systems						
7	conditions of service:						
1	training, appraisal and promotion structures						
2	pay systems						
3	conditions and procedures for leave, illness and holidays						
4	security screening processes						

2 Use of Equipment

2.1	**Prepare and maintain equipment for operational use**						
1	familiarity with equipment functions						
2	procedures for system maintenance checks: internal and external e.g., time and date, camera operation, picture resolution and colour						
3	desired monitor screen settings						
4	procedures for removal of equipment from control room						
5	procedures for recording faults and malfunctions						
6	procedures for arranging equipment repairs						
7	system equipment terminology						
8	how to recognise optimum functioning of the system equipment, including system capabilities and limitations						
2.2	**Operate CCTV camera controls/equipment**						
1	how to obtain desired picture detail using cameras & recorders						
2	how to program automatic camera patrols and parking positions						
3	how to program privacy zones						
4	how to operate recording equipment						
5	how to operate playback station						
6	how to operate screen printout equipment						

		1	2	3	4	6	7
7	how to adjust monitor screen settings						
8	effects of lighting on camera performance and picture quality						
9	how to operate tape erasing equipment						
10	how to operate camera control equipment, including PTZ						
11	how to transmit images to secondary monitoring systems						
12	where to find information and guidance on operating the equipment						
2.3	**Operate other equipment in the CCTV control room**						
1	how to use the telephone(s)						
2	how to operate fax machines						
3	how to operate computers and computer packages						
4	how to operate the keyboard						
5	how to operate the touch screens						
6	how to operate the radio						
7	familiarisation with police control room equipment						

3 System Operation

3.1	**Monitor Task 1: Proactive monitoring of CCTV images**						
1	characteristics of social interaction within groups and societies						
2	techniques for surveillance planning						
3	crime pattern analysis techniques						
4	characteristics of different types of crime and victims of crime						
5	how to predict incidents using information of identified crime trends time, type and location						
6	benefits of and methods for targeting viewing (e.g., time and offence type)						
7	techniques for carrying searches and locating targets, e.g. using descriptions						
8	methods of tracking persons or vehicles around a viewing area						
9	use of screen print outs and photo library to target viewing and identify suspects						
10	indicators of vulnerable persons or property						
11	indicators of suspicious behaviour, including interpreting body language						
12	procedures for operating the playback station						
13	how to effectively scan past footage						
14	use and non use of stereotyping						
15	signs of incident progression and the likelihood of incident escalation						
3.2	**Monitor Task 2: Reactive Monitoring of CCTV images**						
1	methods of achieving effective observation (observation skills)						
2	methods of searching a scene for evidence using the CCTV cameras						
3	picture detail needs of police officers (before, during and after an incident)						
4	characteristics of effective CCTV evidence						
5	the role and uses of video evidence						
6	procedures for incident handling						
7	procedures for videoing incidents						
8	procedures for handling major incidents (e.g., terrorism) and emergencies (e.g., contingency plans)						

		1	2	3	4	6	7
9	factors affecting choice of recording equipment used (e.g., real and time lapse recorders, including effect on end picture detail)						
10	factors determining when to make screen print outs						
11	procedures for the production of the screen print out						
12	procedures for carrying out video patrols (e.g., patrol objectives, when and where to look)						
13	programming camera patrol, parking and privacy zones procedures						
14	procedures for making back-up video copies						
15	procedures for making working copies						
16	determinants for prioritising events (e.g., reporting, recording and attention allocation)						
17	where to find information and guidance on standard operating procedures (e.g., SOP Manual)						
3.3	**Area Knowledge**						
1	uses of viewing area (e.g. at different times of day or special events)						
2	typical behaviour and movement patterns of persons and vehicles in area (e.g. general, according to times of day/week/year or location)						
3	desirable and non desirable behaviour in viewing area (e.g., drugs, alcohol and solvent abuse, public disorder, violence and related disorder)						
4	possible reasons behind behaviour patterns (e.g., to justify atypical/ suspicious behaviour)						
5	geography and planning of viewing area (e.g., choke points)						
6	geography of camera views, individual camera coverage, capabilities and limitations						
7	landmarks and common terminology for locations in viewing area						
8	key areas to view within viewing area (e.g., hot spots/high risk areas)						
9	crime patterns and trends in the area (time and type)						
10	crime prevention initiatives operating in area (e.g., shop, pub and neighbourhood watch schemes)						
11	negative and positive displacement effects of CCTV and other crime reduction initiatives						
3.4	**Interacting with police staff and activities**						
1	police procedures and practices for:						
1	response to and direction of an incident (e.g. time guarantees)						
2	direction of responding staff and communication procedures						
3	use of CCTV during an arrest						
4	use of CCTV in the collection of evidence						
5	operator radio use (e.g.. two-way communication or listen only)						
6	use of CCTV video evidence						
7	pursuit situations and their use of CCTV						
8	for ‘Back-up’ and officer's use of CCTV						
9	use of secondary monitoring system (including indication of when and what to transmit to systems)						
2	police control room operations and functions						
3	visit to police station (e.g. police control room)						
4	police organisation, structure and set-up						
5	work experience shadowing police officer(s) on operational duty						
6	police area of coverage (force coverage and beat(s) coverage)						
7	joint operational procedures between CCTV systems and police staff						

		1	2	3	4	6	7
3.5	**Carrying out administrative tasks**						
1	procedures for form management (including archiving and filing)						
2	procedures for maintaining records and logs						
3	types of logs in use and information they should contain, including:						
1	tape logs						
2	screen printout logs						
3	evidence logs						
4	maintenance and/or fault logs						
5	visitors logs						
6	incident logs						
7	incident review log						
8	recorder logs (real time/event and multiplex)						
9	playback station logs						
10	camera patrol logs						
4	Codes of practice, including:						
1	system functions and objectives (see section 5.3)						
2	the principles of and need for independent inspection						
3	procedures for independent inspection						
4	discipline procedures and rules						
5	complaints/grievances procedures						
6	accountability and auditing systems						
3.6	**Communicating with others**						
1	reporting procedures (including witness statements)						
2	contact points (e.g., for response to incidents, other security agencies)						
3	describing persons, vehicles, objects and incidents						
4	reading information from the screens (e.g., signs in area of view)						
5	police terminology (including phonetic alphabet)						
6	the need to and how to give clear instructions (e.g., appropriate pace and detail)						
8	how to verbally navigate someone around the viewing area						
9	the need to and how to listen effectively						
10	the need to and how to write clearly and precisely						
11	the need to and how to speak clearly						
12	who has access to what information (what is and is not confidential)						
13	procedures for communicating details (or not) to the media						
14	procedures for communicating and interaction with the following:						
1	other security agencies (e.g. transport CCTV systems, pub watch)						
2	L.A. employees (e.g. town centre maintenance staff)						
3	public (e.g. customer care and relations)						
4	commerce and the business community						
5	police staff						
15	procedures for use of the telephone and location of contact numbers						
16	procedures for use of radio (e.g. discipline and call signs (if used)						
3.7	**Other duties**						
1	other control room procedures (manual)						
2	shift patterns						
3	control room access control and security						
4	shift handover procedures						
5	procedures for dealing with visitors						

		1	2	3	4	6	7
3.8	**Conducting oneself in a suitable manner**						
1	role and responsibility of the public area CCTV operator						
2	the need for and how to help ensure personal security and safety						
3	how to conduct oneself off duty (loyalty and association)						
4	methods to help maintain concentration (e.g., attention spans and taking breaks)						
5	the need for and how to maintain operator integrity and accountability (e.g., confidentiality and discipline)						
6	how to work effectively as a team and the importance of doing so						
7	appropriate standards for dress and personal presentation						
8	methods of behaving professionally during emergency & stressful incidents						
9	methods of time management and action planning						
3.9	**Working according to Health and Safety Regulations**						
1	special arrangements for disabilities						
2	personal responsibility for the health and safety of self and others						
3	employer's responsibility for health and safety						
4	first aid procedures						
5	health and safety relating to Visual Display Units (e.g., Display Screen Equipment Regulations 1992)						
6	what is good practice for organising the workstation (e.g., arranging equipment and lighting to help minimise strain & fatigue)						
7	procedures for breaks and resting eyes						
8	Health and Safety at Work Act 1974						
9	emergency procedures (e.g., bombs, fire and terrorist threats)						
10	how to manage stress and where to get help (e.g., counselling and support)						

4 Recorded Material Management

		1	2	3	4	6	7
4.1	**Maintaining CCTV storage and viewing systems and preserving evidence**						
1	procedures for storage of screen print outs						
2	types of tapes						
3	tape identification and coding systems						
4	life expectancy of tapes						
5	required conditions for tape storage						
6	procedures for tape storage and library systems						
7	procedures for tape cleaning and disposal						
8	methods of logging tapes						
9	company and statutory retention policy for tapes						
10	rotational sequence of tapes and procedures for tape rotation						
11	procedures for tape changeover						
12	procedures for missing tapes						
13	procedures for custody of tapes containing evidence (e.g., tag & seal)						
14	procedures controlling stored information (e.g., access & handovers)						
15	who has authorisation to access taped footage and print outs						
16	the need for continuity and chain of evidence						
17	procedures for maintaining continuity of evidence						
18	how to demonstrate continuity of evidence						

5 Legal Issues

		1	2	3	4	6	7
5.1	**Attending court**						
1	the role of the Crown Protection Service (CPS)						
2	types of courts and their different roles (e.g. crown and magistrates)						
3	familiarisation with court processes						
4	system procedures for court attendance						
5	how to prepare evidence for court						
6	how to and procedures for the use of aide memoirs in court						
7	how to give evidence in court and what will it be like?						
8	visit to courts buildings						
9	how exhibits are used in court						
5.2	**Policy issues**						
1	CCTV policy and objectives (e.g., L.A. and Police) including what cameras are to be (not to be) used for in accordance with prescribed uses and objectives of CCTV system						
2	principles of community safety						
3	principles of public protection						
4	reasons for confidentiality						
5	police policy for secondary monitoring (e.g. when to hand over camera controls)						
6	effects of restriction of public behaviour in public space (e.g. why the town centre is not just a place for consumerism)						
7	police policy for response to incidents detected by CCTV						
8	police policy for operator radio use						
9	ACPO guidance on video identification of suspects and witnesses						
10	ACPO guidance on the release of information to the media						
5.3	**The Law and CCTV**						
1	overview of legal process (from apprehension to sentencing)						
2	principles of civil liberties						
3	what constitutes victimisation						
4	people's rights of privacy						
5	Civil law and offences (e.g. theft, damage, burglary, robbery, trespass, arson and non-criminal)						
6	Official Secrets Act 1989 (e.g. what is it and what signing it means in terms of personal conduct)						
7	Data Protection Act 1984 and its implications for system operation						
8	Criminal Justice Act 1991 and its implications for system operation						
9	Sex Discrimination Act 1975 and Race Relations Act 1976 and their implications for system operation						
10	Criminal Procedure and Investigation Act 1996 and its implications for the disclosure of evidence						
11	Police and Criminal Evidence Act 1987 and its implications for system operation						

6 Additional Requirements

1							
2							
3							
4							
5							

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