

# **Level 3 Diploma in Policing (Police Community Support Officers) (3971-13)**

**November 2016 Version 2.0**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Justice
<b>City &amp; Guilds number</b>	3971
<b>Age group approved</b>	16 +
<b>Entry requirements</b>	Where learners have previously achieved the Level 3 Certificate in Knowledge of Policing, they will be able to gain Recognition of Prior Learning for some assessment criteria.
<b>Assessment types</b>	Portfolio
<b>Approvals</b>	Fast track approval
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Diploma in Policing (Police Community Support Officers)	170	500	3971-13	603/0488/1

# Contents

<b>Qualification at a glance</b>	<b>2</b>
<b>Contents</b>	<b>3</b>
<b>1 Introduction</b>	<b>4</b>
Structure	5
Total Qualification Time	5
<b>2 Centre requirements</b>	<b>6</b>
Approval	6
Assessors and Internal Quality Assurer	6
Continuing Professional Development (CPD)	8
Learner entry requirements	8
<b>3 Delivering the qualification</b>	<b>9</b>
Initial assessment and induction	9
Recording documents	9
<b>4 Assessment</b>	<b>10</b>
Summary of assessment methods	10
Assessment strategy	10
<b>5 Units</b>	<b>11</b>
Availability of units	11
Structure of the units	11
<b>Unit 311 Support victims, witnesses and vulnerable people</b>	<b>12</b>
<b>Unit 312 Handle information and intelligence that can support law enforcement</b>	<b>19</b>
<b>Unit 313 Provide an initial response to policing incidents</b>	<b>23</b>
<b>Unit 314 Apply an Evidence-Based Approach to Community Issues</b>	<b>29</b>
<b>Unit 315 Engage and Communicate with the Community</b>	<b>36</b>
<b>Unit 401 Manage conflict situations in policing</b>	<b>44</b>
<b>Appendix 1 Relationships to other qualifications</b>	<b>50</b>
<b>Appendix 2 Sources of general information</b>	<b>51</b>

# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	
Who is the qualification for?	For individuals who work alongside the Police, patrolling the local area and dealing with minor incidents and offences.
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the Police Service.
Who did we develop the qualification with?	It was developed in association with Skills for Justice, the Sector Skills Council for Justice, Community Safety and Legal Services sectors.
What opportunities for progression are there?	This qualification creates a number of opportunities for progression. Learners may progress: <ul style="list-style-type: none"><li data-bbox="730 929 973 963">• to Police Officer</li><li data-bbox="730 1003 1390 1187">• into other policing qualifications for example the 3791-23 Level 3 Diploma In Policing (learners who successfully achieve the 3791-13 will be able to gain recognition of prior learning for some assessment criteria):</li></ul>

Document version and date	Change detail	Section
V2 November 2016	Changed 'range' title to 'indicative content'	Individual units

## Structure

To achieve the Level 3 Diploma in Policing (Police Community Support Officer) learners must complete the six mandatory units:

C&G unit number	Unit title	GLH
311	Support victims, witnesses and vulnerable people	30
312	Handle information and intelligence that can support law enforcement	30
313	Provide an initial response to policing incidents	30
314	Apply an Evidence-Based Approach to Community Issues	20
315	Engage and Communicate with the Community	20
401	Manage conflict situations in policing	40

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma in Policing (Police Community Officers)	170	500

## 2 Centre requirements

### Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the standard Qualification Approval Process.

If your Centre is approved to offer the qualification Level 3 Certificate in Policing (Police Community Support officer) (3935-03) ) you can apply for the new Level 3 Diploma in Policing (Police Community Support Officers) (3971-13) using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification[s] before designing a course programme.

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

Centre staff may undertake more than one role, eg. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

### Assessors and Internal Quality Assurer

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

## Assessors

All assessors must:

- Be qualified as an assessor by having the relevant qualifications or have been trained to assess through a programme that meets the 'Police Sector Standard for the Training of Assessors', 'Assessor Standard'. Assessor training approved and monitored by an awarding organisation would also be acceptable, for example those that lead to formal accreditation of recognised assessor qualifications such as the L3 Certificate in Assessing Vocational Achievement. Those carrying out assessment whilst working towards a qualification must have a lead assessor's sign-off for their work until they achieve the qualification.
- Have the role of assessor identified within their role profile, where assessment forms part of an individual's role.
- Be occupationally competent in the unit (subject areas) they are assessing. For knowledge-based qualifications they must be occupationally knowledgeable.
- Be familiar with the units that relate to the qualification and must be familiar with the correct application of current working practices and technologies within the area of work.
- Have knowledge and/or competence in the assessment methodology they are utilising.
- Have an appropriate induction to qualifications and the standards that they are assessing provided to them by the centre, including how to identify and deal with plagiarism. Assessors must have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of assessors must be made available to the assessor.
- Engage in continuous professional development activities to maintain their:
  - Occupational competence and/or knowledge (eg. by attending role specific seminars, exercises and refresher events).
  - Professional competence and/or knowledge (eg. through regular assessor standardisation meetings).

Assessors are **not** required to occupy a position in the organisation more senior than that of the learner they are assessing.

## Internal Quality Assurance (IQA)

All IQAs must:

- Be qualified as an IQA by having the relevant qualifications or have been trained through a programme that meets the 'Police Sector Standard for the Training of Internal Verifiers', 'Internal Verifier Standard' Where centres use trained IQAs, they must provide evidence of the training undertaken to awarding organisations.
- Be occupationally knowledgeable, displaying sufficient operational knowledge and experience. Due to the risk critical nature of the work and the legal implications of the assessment process, IQAs must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards.

- Sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are 'occupationally competent' or in the case of knowledge based qualifications 'occupationally knowledgeable' within the area they are assessing.
- Have an appropriate induction to qualifications and the standards that they are verifying provided to them by the centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal quality assurer must be made available to the external quality assurer.
- Engage in continuous professional development activities to maintain their:
  - Occupational knowledge to keep up-to-date with developments relating to the changes taking place in the policing sector.
  - Professional competence as an internal assurer by (eg. by attending regular internal assurer standardisation meetings).

### **Continuing Professional Development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Without evidence of formal qualifications, learners must demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualification[s].

### **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as this qualifications is not approved for under 16s.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification[s], their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

Learners must:

- have a completed portfolio of evidence for each unit
- complete the six mandatory units

Assessment Type

Unit	Title	Assessment method	Where to obtain assessment materials
311	Support victims, witnesses and vulnerable people		
312	Handle information and intelligence that can support law enforcement		
313	Provide an initial response to policing incidents	Portfolio of evidence	N/A
314	Apply an evidence-based approach to community issues		
315	Engage and communicate with the community		
401	Manage conflict situations in policing		

### Assessment strategy

#### Recognition of Prior Learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

RPL is allowed and is also sector specific.

#### Technology

Technology will play a greater part in supporting valid assessment. The introduction of greater use of mobile phones (with cameras), body worn video and more sophisticated CCTV can all add to the range of assessment opportunities.

## 5 Units

### Availability of units

Unit content is available in this handbook.

### Structure of the units

The following units each have:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria

Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (eg. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the indicative content.

<b>Unit level:</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit is about providing initial support to those affected by offending or anti-social behaviour (victims and witnesses) and those who may be particularly vulnerable to becoming a victim of crime or anti-social behaviour. This initial support may be practical (eg. relating to safety and security, compensation claims, paperwork) or emotional (eg. listening, reassurance). The learner must also assess the individual's need for further support, and identify and discuss possible sources of such support. Of key importance throughout is the ability to communicate effectively to encourage individuals to express their own feelings and needs
<b>Endorsed by</b>	College of Policing – Professional Body for Policing (England and Wales) Skills for Justice - The Sector Skills Council for Justice

### Learning outcome

The learner will:

- 1 understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support

### Assessment criteria

The learner can:

- 1.1 define the duty of care that Police Officers have in relation to providing support to the public
- 1.2 explain how crime impacts on victims, witnesses and the vulnerable
- 1.3 summarise the factors which may cause someone to be particularly vulnerable and require support
- 1.4 explain why vulnerable people are more likely to become victims of technology-enabled crime, and require advice, support or a protective policing intervention
- 1.5 explain how technology can be used to enable perpetrators to target vulnerable people
- 1.6 explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them
- 1.7 explain how behaviour can often be an indicator of a need for support rather than a policing enforcement intervention
- 1.8 explain how to address the needs of victims, witnesses and vulnerable people

- 1.9 explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour
- 1.10 explain how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims, witnesses and vulnerable people
- 1.11 summarise the sources of advice and support that may be accessed to assist meeting individuals' needs
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### **Indicative content**

- (AC1.1) • Ethics and Values
- Duty of care
  - Policing by Consent
  - Building Public Trust and Confidence
  - Upholding the Law
- (AC1.2) • Ethics and Values
- Social, Community Issues and Neighbourhood Policing
  - Code of Practice for Victims of Crime (MoJ)
  - Victims and Witnesses
  - Develop Effective Relationships with Members of the Community and other Agencies
- (AC1.3) • Public Protection, including:
- Adults at Risk (Vulnerable Adults)
  - Domestic Abuse
  - Hate Crime
  - Prostitution
  - Missing Persons
  - Forced Marriage
  - Honour-Based Violence
  - Stalking and Harassment
  - Child Abuse
  - Child Sexual Exploitation
  - Female Genital Mutilation
  - Sexual Offences
  - Human Trafficking
  - Mental Ill Health
  - Equality Act 2010 – Protected Characteristics
- (AC1.4) • Young children
- unaware
- Individuals with protected characteristics
- Vulnerable Adults ie:
- Not technologically aware
  - Bereaved/emotionally vulnerable
- (AC1.5) • Stalking, harassment and bullying
- Grooming
  - Trolling
  - Abusive, racist inflammatory language and articles
  - Image trafficking
  - Advance-Fee scams
-

- Fraud
- Phishing

- (AC1.6)
- Public Protection
    - Introduction to Public Protection
    - Adults at Risk
    - Child Abuse
    - Child Sexual Exploitation
  - Ethics and Values
    - Victims and witnesses

- (AC1.7)
- Public Protection
    - Adults at Risk
    - Child Abuse
    - Child Sexual Exploitation

- (AC1.8)
- Ethics and Values
    - Victims and witnesses
  - Public Protection
    - Introduction to Public Protection

- (AC1.9)
- Public Protection
    - CSE
    - Child Abuse

Legislation:

- Section 1 – The Children and Young Persons Act 1933
- Section 46 – The Children’s Act 1989

- (AC1.10)
- Ethics and Values
    - Victims and Witnesses
  - Public Protection

- (AC1.11)
- Public Protection
  - Ethics and Values
  - Victims and Witnesses
  - Community Policing

Sources may include:

- PPU
- External Agencies
- Social Services
- Community
- Colleagues

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## Learning outcome

The learner will:

- 2 be able to communicate effectively with victims, witnesses and vulnerable people

## Assessment criteria

The learner can:

- 2.1 communicate with individuals, taking account of:
  - 2.1a pace of communication
  - 2.1b their level of understanding
  - 2.1c their preferred form of communication
- 2.2 encourage individuals to express their own views about their immediate needs by creating an appropriate environment, actively listening and using appropriate:
  - 2.2a body language
  - 2.2b position
  - 2.2c tone of voice
- 2.3 explain to individuals own organisation's policy in respect of:
  - 2.3a confidentiality
  - 2.3b who will have access to information provided by individuals
  - 2.3c how the information will be recorded and stored
- 2.4 maintain the appropriate level of contact with individuals

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## Indicative content

- (AC2.1)
  - Ethics and Values
  - Personal Safety and Risk Management
    - PSP Communication
- (AC2.2)
  - Personal Safety and Risk Management
    - PSP Communication
- (AC2.3)
  - Information and Intelligence
  - Handling Information and Intelligence
  - Management of Police Information (MOPI)
  - Local force policy
- (AC2.4)
  - Ethics and Values

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## Learning outcome

The learner will:

- 3 be able to provide initial support to victims, witnesses and vulnerable people

## Assessment criteria

The learner can:

- 3.1 establish initial support that is appropriate to individuals' needs and wishes
- 3.2 explain clearly to individuals the range of support services available, providing details of how to access these services
- 3.3 produce records in line with organisational requirements of:
  - 3.3a the individuals' immediate needs
  - 3.3b the initial support provided to them

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## Indicative content

- (AC3.1)
- Crime and Investigation
    - Responding to Incidents
  - Ethics and Values
    - Victims and Witnesses

- (AC3.2)
- Public Protection
  - Ethics and Values
  - Victims and Witnesses
  - Community Policing

Sources of support:

- PPU
- External Agencies
- Social Services
- Community
- Colleagues

- (AC3.3)
- Crime and Investigation
    - Conducting Investigations (Documentation)

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## Learning outcome

The learner will:

- 4 be able to assess the needs and wishes of victims, witnesses and the vulnerable for further support

## Assessment criteria

The learner can:

- 4.1 discuss with individuals the nature and extent of their further needs, helping them to identify their priorities and how they could be addressed
- 4.2 produce records in line with organisational requirements of:
  - 4.2a the individuals' needs and wishes
  - 4.2b the agreements reached with them
  - 4.2c the resulting actions taken

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## Indicative content

- (AC4.1)
  - Personal Safety and Risk Management
    - PSP Communication
  - Ethics and Values
    - Victims and Witnesses
- (AC4.2)
  - Public Protection
  - Ethics and Values
    - Victims and Witnesses

## **Unit 311**

# **Support victims, witnesses and vulnerable people**

## Supporting Information

### ***Unit guidance***

#### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

#### **Workplace Assessment**

Competence must be practically demonstrated on two occasions in the workplace.

## Unit 312

# Handle information and intelligence that can support law enforcement

<b>Unit level</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit is about gathering information and intelligence to assist and support law enforcement objectives. The learner will need to be able to work in accordance with the requirements of the National Intelligence Model (NIM) and principles of managing police information used across the service. They must identify, analyse and evaluate information for relevance to police investigations and law enforcement objectives from a variety of situations and sources including human and technical, and conduct an initial analysis, assessment and grading of that information
<b>Endorsed by</b>	College of Policing – Professional Body for Policing (England and Wales) Skills for Justice - The Sector Skills Council for Justice

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### Learning outcome

The learner will:

- 1 understand legal and organisational requirements related to handling information and intelligence that can support law enforcement

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to handling information and intelligence
- 1.2 explain the types and sources of information which can support law enforcement objectives
- 1.3 explain the ways in which technologies can add to targeted police information and intelligence
- 1.4 explain how the National Intelligence Model (NIM) is used within the police service

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## Indicative content

- (AC1.1)
- Management of Police Information (MOPI)
  - Data Protection Act 1998 (DPA)
  - Freedom of Information Act 2000 (FOI)
  - Criminal Procedure and Investigations Act 1996 (CPIA)
  - Regulation of Investigatory Powers Act 2000 (RIPA)
  - Handle Information and Intelligence
- Force Policy:
- Local force systems and protocols
- (AC1.2) Considerations:
- Community
  - PNC / PND
  - Social Media
  - Open Source
  - Force Records
  - Other Investigations
  - External Agencies
  - Colleagues
  - Victims
  - Witnesses
- (AC1.3)
- Information and Intelligence
    - Open Source
    - Social Media
  - Information Management and ICT
    - PNC / PND
- Force:
- Local force systems
- (AC1.4)
- Information and Intelligence
    - NIM – National Intelligence Model
    - Management of Police Information (MOPI)
    - Obtain, Evaluate and Submit Information and Intelligence

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## Learning outcome

The learner will:

- 2 be able to handle information and intelligence that can support law enforcement

## Assessment criteria

The learner can:

- 2.1 gather information and intelligence using appropriate systems and protocols
- 2.2 take measures to ensure that security, integrity and confidentiality of information gathered is maintained
- 2.3 record information and intelligence using appropriate systems and protocols
- 2.4 analyse information and intelligence for relevance and value to investigations
- 2.5 submit information and intelligence in line with organisational systems, authorisations and protocols

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## Indicative content

- (AC2.1) • Information and Intelligence
- NIM – National Intelligence Model
  - Management of Police Information (MOPI)
  - Obtain, Evaluate and Submit Information and Intelligence

- (AC2.2) • Information and Intelligence
- NIM – National Intelligence Model
  - Management of Police Information (MOPI)
  - Obtain, Evaluate and Submit Information and Intelligence

Legislation:

- Data Protection Act 1998

- (AC2.3) • Information and Intelligence
- Ethics and Values
    - Case file management
  - Information Management and ICT
    - PNC / PND
  - Crime and Investigation
    - Conduct Investigations (Investigate Documentation)

- (AC2.4) • Information and Intelligence
- National Intelligence Model
  - Grading of Information
  - Handling Information and Intelligence

- (AC2.5) • Information and Intelligence
- Disclosure
  - Unauthorised disclosure
  - Ethics and Values
    - Case file management

## **Unit 312**

# **Handle information and intelligence that can support law enforcement**

## Supporting Information

### ***Unit guidance***

#### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

#### **Workplace Assessment**

Competence must be practically demonstrated on three occasions, of which at least two must be in the work place.

## Unit 313

## Provide an initial response to policing incidents

<b>Unit level</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit covers providing an initial response to incidents including crime, non-crime and road-related incidents. Police Officers (Constables and PCSOs) have the authority to exercise an extensive range of police powers with autonomy across many potentially volatile situations. The initial response to incidents and control of these sometimes potentially critical situations is a paramount aspect of the Police Officer's role. The learner will need to be able to gather information on the incident, analyse the information to establish its nature and plan their actions accordingly. In the case of a major or critical incident, when first on the scene, they will need to take control of the incident until relieved by an appropriate person
<b>Endorsed by</b>	College of Policing – Professional Body (England and Wales) Skills Council for Justice – Sector Skills Council for Policing

### Learning outcome

The learner will:

- 1 understand legal and organisational requirements related to responding to incidents

### Assessment criteria

The learner can:

- 1.1 explain the duty of care that Police Officers have to the public when responding to incidents
- 1.2 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to responding to incidents
- 1.3 explain why different incidents require different initial responses
- 1.4 explain the procedures for responses involving different individuals, including vulnerable people
- 1.5 explain the system of grading responses to incidents

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## Indicative content

- (AC1.1) • Ethics and Values
- Duty of Care
  - Code of Ethics
  - Professional Standards
- (AC1.2) Legislation:
- Health and Safety at Work Act 1974
  - Equality Act 2010
  - Human Rights Act 1998
  - European Convention on Human Rights 1999 - 2000
  - Ethics and Values
  - Public Protection
  - Personal Safety and Risk Management
    - Personal Safety
    - Health and Safety
- (AC1.3) • Considerations:
- Criminal (various)
  - Roads Policing
  - Non-Crime (various)
  - Major / Critical
  - Priority / Volume
- Respond to Incidents and Conduct Investigations
- (AC1.4) • Respond to Incidents and Conduct Investigations
- Public Protection
    - Adults at Risk (Vulnerable Adults)
    - Domestic Abuse
    - Hate Crime
    - Prostitution
    - Missing Persons
    - Forced Marriage
    - Honour-Based Violence
    - Stalking and Harassment
    - Child Abuse
    - Child Sexual Exploitation
    - Female Genital Mutilation
    - Sexual Offences
    - Human Trafficking
  - Mental Ill-Health
- Legislation:
- Equality Act 2010 – Protected Characteristics
  - The Children and Young Persons Act 1933
  - The Children’s Act 1989
- (AC1.5) • Crime and Investigation
- Response Grading

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## Learning outcome

The learner will:

- 2 be able to analyse information to plan responses to incidents

## Assessment criteria

The learner can:

- 2.1 gather information and intelligence regarding incidents
- 2.2 assess information and intelligence in respect of incidents, including identifying additional information required to support responses

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## Indicative content

- (AC2.1)
- Crime and Investigation
    - Respond to Incidents and Conduct Investigations
  - Information and Intelligence
    - Handling Information and Intelligence
- (AC2.2)
- Crime and Investigation
    - Respond to Incidents and Conduct Investigations

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## Learning outcome

The learner will:

- 3 be able to provide an initial response to incidents in line with legal and organisational requirements

## Assessment criteria

The learner can:

- 3.1 analyse all available information to establish the nature of incidents
- 3.2 prioritise actions in accordance with the nature of incidents
- 3.3 take control of incidents
- 3.4 communicate with those already at the scene
- 3.5 apply proportionate personal safety techniques where necessary
- 3.6 preserve the scene and any potential evidence
- 3.7 prioritise casualties in line with their needs
- 3.8 provide support to victims, survivors witnesses and others in line with their needs
- 3.9 adapt own actions according to any contingencies and changes in the nature of incidents
- 3.10 include others who need to be involved at the earliest opportunity
- 3.11 make records of actions taken to respond to incidents

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## Indicative content

- (AC3.1) • Crime and Investigation
  - Respond to Incidents and Conduct Investigations
  
- (AC3.2) • Crime and Investigation
  - Respond to Incidents and Conduct Investigations• Ethics and Values
  - National Decision Model (NDM)
  
- (AC3.3) • Crime and Investigation
  - Respond to Incidents and Conduct Investigations• Ethics and Values
  - Assess the Needs of Individuals and Provide Advice and Support
  - Victims and Witnesses
  - Code of Practice for victims of Crime (MoJ)• Forensics
  - Protecting the Scene
  - Scene management
  - Evidential evaluation
  - Preserving evidence
  
- (AC3.4) • Crime and Investigation
  - Respond to Incidents and Conduct Investigations• Ethics and Values
  - Assess the Needs of Individuals and Provide Advice and Support
  - Victims and Witnesses
  - Code of Practice for victims of Crime (MoJ)• Forensics
  - Protecting the Scene
  - Scene management
  - Evidential evaluation
  - Preserving evidence
  
- (AC3.5) • Personal Safety and Risk Management
  - Personal Safety
  - Communication
  - Equipment and Restraints
  
- (AC3.6) • Forensics
  - Protecting the Scene
  - Scene management
  - Evidential evaluation
  - Preserving evidence
  
- (AC3.7) • Personal Safety and Risk Management
  - Assess the Needs of Individuals and Provide Advice and Support
  - First Aid
  - Health and Safety

- (AC3.8) • Ethics and Values
  - Victims and Witnesses
  - Victim Charter
  
- (AC3.9) • Ethics and Values
  - National Decision Model
  
- (AC3.10) • Crime and Investigation
  - Conducting Investigations
  
- (AC3.11) • Crime and Investigation
  - Conducting Investigations (Documentation; Pocket Note Book)

## **Unit 313**

## **Provide an initial response to policing incidents**

### Supporting Information

#### ***Unit guidance***

##### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

##### **Workplace Assessment**

Competence must be practically demonstrated on three occasions, covering two different types of incident.

## Unit 314

# Apply an Evidence-Based Approach to Community Issues

<b>Unit level</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	20
<b>Unit aim:</b>	<p>This unit is about applying an evidence-based preventative approach to a community policing issue. This should include applying the principles of evidence-based policing and problem solving / identification to a perceived concern, problem, issue or situation. The learner must be able to work with key stakeholders in the local community to gather information and intelligence, analyse that information and apply a proactive, preventative initiative to address the identified issue. The learner may draw on relevant practice relating to similar situations and draw on the work of others to propose initiatives to solve the perceived concern, issue or problem. The learner should then go on to implement the initiative and collate the findings from the implementation. Finally, learners are expected to assess the outcomes of the implementation of the initiative and where appropriate, share the findings with others. <b>Note:</b> It is appreciated that the learner will not always be given the necessary authorisation to implement initiatives. Where they are not permitted to implement, learners should be able to describe how they would implement, collate findings, evaluate and share their findings with others. This unit is limited to role, responsibilities and authority of the community support role. It is expected that Officers (PCSO and Constables) will be able to evidence this unit in the normal course of their duties.</p>
<b>Endorsed by</b>	Skills for Justice (Sector Skills Council for Justice) College of Policing (Professional Body for Policing – England and Wales)

### Learning outcome

The learner will:

- 1 understand the principles of applying a preventative, evidence-based community policing approach

### Assessment criteria

The learner can:

- 1.1 summarise the legislative and organisational requirements which relate to evidence-based policing
- 1.2 explain the scope of their role, responsibilities and authority relating to policing in the community
- 1.3 explain the principles of an evidence-based policing approach and its potential benefits to:

- 1.3a crime prevention
- 1.3b planned operations
- 1.4 explain the sources and types of evidence that can inform good practice in preventative community policing
- 1.5 explain the relationship between decision-making processes and an evidence-based policing approach
- 1.6 explain the importance of collaborative action between stakeholders to achieve an evidence-based preventative policing approach

---

### Indicative content

- (AC1.1)
- Ethics and Values
    - An Introduction to Evidence-Based Policing
  - Information and Intelligence
    - Handling Information and Intelligence

Considerations:

- Management of Police Information (MOPI)
- Data Protection Act 1998 (DPA)
- Freedom of Information Act 2000 (FOI)
- Criminal Procedure and Investigations Act 1996 (CPIA)
- Regulation of Investigatory Powers Act 2000 (RIPA)
- Local force systems and protocols

- (AC1.2)
- Community Engagement
    - Policing in the Community
    - Crime Prevention

Role profile:

- PCSO

- (AC1.3)
- Ethics and Values
    - An Introduction to Evidence-Based Policing

- (AC1.4)
- Ethics and Values
    - An Introduction to Evidence-Based Policing

Considerations eg:

- Context of the problem
- Features of the problem
- Information and evidence that will help the learner understand the problem

Types of evidence eg:

- Practice-based expertise
- Qualitative research focus groups / case studies / observation
- Quantitative research eg. questionnaires
- What works

Sources eg:

- Community
- Colleagues
- Surveys
- Published reports

- What Works Centre
- POLKA
- Knowledge Bank
- Evidence from other forces / agencies
- HMIC website
- Campbell Collaboration Website
- Local universities
- Home Office research
- Effective Practice database

- (AC1.5)
- Ethics and Values
    - An Introduction to EBP (Conducting EBP research)
    - National Decision Model (NDM)
  - Community Engagement
    - Policing in the Community (Crime Prevention)

Relationship eg. using the NDM to decide:

- appropriate sources of information / evidence
- the relevance of information / evidence to the objectives
- the relevance of information / evidence to the incident / issues
- most likely causes of concerns
- solutions most likely to have a positive effect on issue / concern

- (AC1.6)
- Ethics and Values
    - An Introduction to Evidence-Based Policing
  - Community Engagement
    - Policing in the Community
  - Information and Intelligence
    - submitting, sharing and disposal of information

## Learning outcome

The learner will:

- 2 be able to develop a preventative policing approach to local concerns and issues

## Assessment criteria

The learner can:

- 2.1 consult with identified agencies, groups and individuals within the local area, to determine the key concerns and priorities of the community
- 2.2 gather evidence, information and intelligence from the community and other sources, to support the development of an evidenced-based policing approach to concerns and priorities
- 2.3 examine all information collated to determine possible causes of concerns and priorities for the community
- 2.4 using the National Decision Model (NDM), develop a proposed solution to a community issue, within the scope of their role, responsibility and authority

---

## Indicative content

- (AC2.1)
- Ethics and Values
    - An Introduction to Evidence-Based Policing
    - Victims and Witnesses
  - Community Engagement
    - Policing in the Community
  - Public Protection
    - Vulnerability
- (AC2.2)
- Ethics and Values
    - An Introduction to Evidence-Based Policing
- Sources eg:
- Community
  - Colleagues
  - Surveys
  - Published reports
  - What Works Centre
  - POLKA
  - Knowledge Bank
  - Evidence from other forces / agencies
  - HMIC website
  - Campbell Collaboration Website
  - Local universities
  - Home Office research
  - Effective Practice database
- (AC2.3)
- Information and Intelligence
    - Handling Information and Intelligence (Managing Information and Intelligence)
  - Ethics and Values
    - An Introduction to Evidence-based Policing (Developing a Hypothesis)
- Concerns may include:
- Social and environmental conditions
  - Crime rates
  - Victims and witnesses
  - Fear of crime
  - Public Protection and Vulnerability
  - Anti-social behaviour
  - Police presence
- (AC2.4)
- Ethics and Values
    - An Introduction to Evidence-based Policing (Conducting EBP Research; Setting out a Proposal)
    - National Decision Model (NDM)

---

## Learning outcome

The learner will:

- 3 be able to develop plans to support the preventative measure

## Assessment criteria

The learner can:

- 3.1 obtain agreement from key stakeholders on preventative approach to be adopted
- 3.2 develop a plan for implementing the proposed solution, including:
- 3.2a resources
  - 3.2b timings
  - 3.2c how they are going to monitor the success or otherwise of the measure
  - 3.2d how to deal with contingencies

---

## Indicative content

- (AC3.1)
- Ethics and Values
    - An Introduction to Evidence-based Policing (Conducting EBP Research)
  - Community Engagement
    - Policing in the Community
  - Crime Prevention
- (AC3.2)
- Ethics and Values
    - An Introduction to Evidence-based Policing
    - Conducting EBP Research

---

## Learning outcome

The learner will:

- 4 be able to implement and monitor the preventative measure

## Assessment criteria

The learner can:

- 4.1 implement the preventative policing approach according to the implementation plan
- 4.2 monitor the progress of the implementation according to the plan and make any necessary adjustments for contingencies

---

## Indicative content

- (AC4.1)
- Ethics and Values
    - An Introduction to Evidence-based Policing
    - Conducting EBP Research
- (AC4.2)
- Ethics and Values
    - An Introduction to Evidence-based Policing
    - Conducting EBP Research
  - Community Engagement
    - Policing in the Community

---

## Learning outcome

The learner will:

- 5 be able to review the preventative policing approach adopted

## Assessment criteria

The learner can:

- 5.1 review the findings in-line with the implementation plan, and with the key stakeholders in the community, including:
- 5.1a whether the issue / concern has been resolved
  - 5.1b its effect on the community
  - 5.1c any effect on policing in the community
  - 5.1d any effect on relationships between the police and community

---

## Indicative content

- (AC5.1)
- Ethics and Values
    - An Introduction to Evidence-based Policing
    - Conducting EBP Research
  - Community Engagement
    - Policing in the Community

---

## Learning outcome

The learner will:

- 6 be able to conduct any further action as determined by review findings

## Assessment criteria

The learner can:

- 6.1 conduct any further actions as determined by review findings, including:
- 6.1a discontinuation / continuation of the measure implemented
  - 6.1b modifications to measures implemented
  - 6.1c any necessary further or ongoing action and reviews / monitoring
- 6.2 brief others regarding the outcome of the implemented preventative approach

---

## Indicative content

- (AC6.1)
- Ethics and Values
    - An Introduction to Evidence-based Policing
    - Conducting EBP Research
- (AC6.2)
- Ethics and Values
    - An Introduction to Evidence-based Policing
    - Conducting EBP Research

## Supporting Information

### ***Unit guidance***

#### **Knowledge Element**

Knowledge and understanding must be adequately demonstrated in a learning and development environment prior to application in the workplace.

#### **Workplace Assessment**

The learner should have identified a problem / concern / issue / situation faced by the local community and applied an initiative to mitigate the risk of escalation, continuation or incidents occurring. Additionally the learner should follow-up on the success or otherwise of the intervention and finally they should share their findings. This should be practically assessed on at least one occasion in the workplace.

Where the learner is not given authorisation to implement a mitigating initiative, they must describe how they would implement their planned intervention and detail how they would go about monitoring, analysing and sharing the results of their initiative.

<b>Unit level</b>	Level 3
<b>Credit value:</b>	8
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit is about engaging and communicating with the community. It covers communication methodologies for promoting and maintaining channels of communication and developing close working relationships with key groups, agencies and individuals in order to identify concerns, problems and issues faced by the community. Note: This unit is limited to role, responsibilities and authority of the community support / neighbourhood policing role. It is expected that Officers (PCSOs and Constables) will be able to evidence this unit in the normal course of their duties.
<b>Endorsed by</b>	Skills for Justice (Sector Skills Council for Justice) College of Policing (Professional Body for Policing – England)

### Learning outcome

The learner will:

- 1 understand the importance of engaging and communicating with the community

### Assessment criteria

The learner can:

- 1.1 explain the benefits of policing visibility in the community to:
  - 1.1a Public safety (perceived and real)
  - 1.1b Relationships between the Police and the community
  - 1.1c Levels of crime and anti-social behaviour
- 1.2 describe how community engagement can add to the information and intelligence which can support local policing priorities and investigations
- 1.3 explain the possible effects of police engagement on:
  - 1.3a promoting understanding between community groups
  - 1.3b de-escalation of social unrest
  - 1.3c empowering and enabling communities to resolve issues themselves
- 1.4 explain the importance of multi-agency working, and how to develop and maintain this in providing coherent services to communities

---

## Indicative content

- (AC1.1)
- Community Engagement
    - Policing in the Community
    - Crime prevention
  - Ethics and Values
  - Information and Intelligence
  - Public Protection
- Benefits eg:
- Increase in public safety
  - Lower crime / ASB rates
  - Enhanced relationships between community and police
  - Enhanced perception of police
  - Fewer victims
- (AC1.2)
- Community Engagement
    - Policing in the Community
    - Communication
    - Crime Prevention
  - Handling information and Intelligence
  - Crime and Investigation
    - Conducting Investigations
  - Local Force Policing Plans
- (AC1.3)
- Ethics and Values
  - Equality and Diversity
  - Community Engagement
    - Policing in the Community
    - Communication
    - Crime Prevention
- (AC1.4)
- Ethics and Values
    - An Introduction to Evidence-Based Policing
  - Community Engagement
    - Policing in the Community
    - Communicating with other agencies
    - Crime Prevention
- Considerations eg:
- Context of problems from other perspectives
  - Possible uncovering of additional features of problems
  - Wider Information and evidence that will help understand problems
  - Practice-based expertise
  - Access to additional research focus groups / case studies / observations

Involvement of other possible agencies / groups eg:

- Social Services
  - Local authorities
  - Charities eg. Mind, Shelter etc.
  - Women's refuges
  - Local universities
  - Home Office
- 

## Learning outcome

The learner will:

- 2 understand how to communicate with people and groups in your community

## Assessment criteria

The learner can:

- 2.1 identify the legislation, organisational policies and procedures that apply to communicating with people in the community
  - 2.2 explain the support available when experiencing difficulties in communicating
  - 2.3 explain the key features of effective communication
  - 2.4 describe techniques for overcoming barriers to effective communication (including those that are personal, environmental and social)
  - 2.5 explain the importance of involving all key stakeholders in the resolution of community issues / concerns
  - 2.6 give examples of how technology can enable effective communication within the community.
- 

## Indicative content

- (AC2.1)
- Ethics and Values
    - An Introduction to Evidence-Based Policing
    - Victims and Witnesses
  - Community Engagement
    - Policing in the Community
  - Public Protection
    - Vulnerability
- (AC2.2) Support eg:
- Interpreters
  - Social services
  - Medical etc
-

- (AC2.3) • Community Engagement
- Policing in the Community
- Public Protection
- Vulnerability
- Ethics and Values
- Victims and Witnesses

- (AC2.4) • Community Engagement
- Policing in the Community
- Public Protection
- Vulnerability
- Ethics and Values
- Victims and witnesses

- (AC2.5) • Community Engagement
- Policing in the Community

- Technology eg:
- (AC2.6) • Social Media eg:
- Facebook
  - Twitter
- Web sites eg:
- Local Authority
  - Police
  - Community
- On-line forums
- Software applications eg:
- Skype
  - Video conferencing
  - PowerPoint

---

## Learning outcome

The learner will:

- 3 understand the composition and diversity of the neighbourhoods in their community and identify any;
- threat
  - risk
  - harm
  - vulnerability

## Assessment criteria

The learner can:

- 3.1 identify the profile of the local area with which they are concerned, including its:
- 3.1a cultural / diversity
  - 3.1b organisational structures and amenities
  - 3.1c incidences of crime and anti-social behaviour
- 3.2 identify the 'hard to reach' groups in the local area

- 3.3 list the most vulnerable / at risk groups in the community, including:
- 3.3a what the risk is
  - 3.3b the reasons they are particularly vulnerable to the risk /threat
- 3.4 list different groups, agencies or individuals with a key stake in the wellbeing of the most vulnerable in the community, and how they might best engage with them
- 

### **Indicative content**

- (AC3.1)
- Community Engagement
    - Policing in the Community
  - Public Protection
    - Vulnerability
  - Ethics and Values
    - Victims and witnesses
    - Equality and Diversity
  - Crime and Investigation
  - Local Crime statistics
- (AC3.2)
- Community Engagement
    - Policing in the Community
  - Public Protection
    - Vulnerability
- (AC3.3)
- Community Engagement
    - Policing in the Community
  - Public Protection
    - Vulnerability
- (AC3.4)
- Ethics and Values
  - Public Protection
    - Vulnerability
  - Community Engagement
    - Policing in the Community
    - Crime Prevention
- 

### **Learning outcome**

The learner will:

- 4 Consult with the community about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour

### **Assessment criteria**

The learner can:

- 4.1 select methods for consulting with identified agencies, groups and individuals which are most likely to promote active participation, outlining the rationale/s for their decisions
- 4.2 consult with identified agencies, groups and individuals within the local area, who have shared interest in determining the concerns and priorities of the community
-

- 4.3 modify communication method and style to meet different needs and contexts eg. culture, age, available resources, protocols of established groups etc
  - 4.4 identify and implement methods for developing and maintaining effective channels of communication with members of their communities.
- 

### **Indicative content**

- (AC4.1)
  - Ethics and Values
  - Community Engagement
    - Policing in the Community

Considerations:

Technology eg:

- Social Media eg:
  - Facebook
  - Twitter
- Web sites eg:
  - Local Authority
  - Police
  - Community
- On-line forums
- Software applications eg:
  - Skype
  - Video conferencing
  - PowerPoint
- Attendance at scheduled meetings
- Ad-hoc meeting
- Telephone
- Visit in person

- (AC4.2)
  - Ethics and Values
  - Community Engagement
    - Policing in the Community

- (AC4.3)
  - Ethics and Values
  - Community Engagement
    - Policing in the Community

- (AC4.4)
  - Community Engagement
    - Policing in the Community

---

## Learning outcome

The learner will:

- 5 handle information and intelligence received from the community

## Assessment criteria

The learner can:

- 5.1 obtain and record all information and intelligence gathered from communities in line with legislation and organisational policy

---

## Indicative content

- (AC5.1)
- Ethics and Values
    - An Introduction to Evidence-based Policing
    - Conducting EBP Research
  - Community Engagement
    - Policing in the Community
  - Handling Information and Intelligence

## Unit 315

# Engage and Communicate with the Community

## Supporting Information

### ***Unit guidance***

#### **Knowledge Element**

Knowledge and understanding must be adequately demonstrated in a learning and development environment prior to application in the workplace.

#### **Workplace Assessment:**

The learner must have identified key stakeholders in the community (groups, agencies and individuals) to develop channels of communication with and identify the key issues and concerns of the community. Additionally the learner must identify means of maintaining those channels of communication. This must be practically assessed on at least one occasion in the workplace.

<b>Unit level</b>	Level 4
<b>Credit value:</b>	10
<b>GLH:</b>	40
<b>Unit aim:</b>	Police Officers (Constables and PCSOs) have the authority to exercise an extensive range of police powers and skills with autonomy across many volatile situations. These are particularly relevant when dealing with potentially life-threatening, conflict management situations. This unit covers recognising and dealing with a range of behaviours and incidents requiring proportionate responses and actions. The learner must act in ways that does not provoke conflict, they should seek to defuse situations where conflict exists or threats of conflict are present. They must use appropriate personal safety techniques and equipment, including self defence and restraint.
<b>Endorsed by</b>	College of Policing – Professional Body for Policing in England and Wales Skills for Justice - the Sector Skills Council for Justice

### Learning outcome

The learner will:

- 1 understand the legal and organisational requirements related to managing conflict

### Assessment criteria

The learner can:

- 1.1 explain the duty of care Police Officers have to the public when managing conflict
- 1.2 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict
- 1.3 explain the levels of training required to use personal safety skills and equipment
- 1.4 summarise the national guidelines relating to managing conflict involving children, young or vulnerable people
- 1.5 explain how the National Decision Model (NDM) applies to conflict management situations
- 1.6 summarise the procedures for recording and reporting incidents involving personal safety skills and equipment

---

## Indicative content

- (AC1.1)
- Ethics and Values
    - Code of Ethics
  - Personal Safety & Risk Management
    - Equipment and Restraints
    - Personal Protection (use of force)
    - Communication
    - Health and Safety
- (AC1.2) Legislation:
- Human Rights Act 1998
  - European Convention on Human Rights
  - Ethics and Values
  - Personal Safety & Risk Management
    - Equipment and Restraints
    - Personal Protection
    - Communication
- (AC1.3)
- Ethics and Values
  - Personal Safety & Risk Management
    - Equipment and Restraints
    - Personal Protection
    - Communication
    - Health and Safety
- (AC1.4)
- Public Protection
    - Adults at Risk (Vulnerable Adults)
    - Domestic Abuse
    - Hate Crime
    - Prostitution
    - Missing Persons
    - Forced Marriage
    - Honour-Based Violence
    - Stalking and Harassment
    - Child Abuse
    - Child Sexual Exploitation
    - Female Genital Mutilation
    - Sexual Offences
    - Human Trafficking
  - Mental Ill Health
  - Equality Act 2010 – Protected Characteristics
  - The Children and Young Persons Act 1933
  - The Children’s Act 1989

- (AC1.5)
    - Personal Safety & Risk Management
      - Conflict Management
      - Personal Safety: Knowledge and Skills
      - Equipment and Restraints
    - Ethics and Values
      - National Decision Model (NDM)
  - (AC1.6)
    - Personal Safety and Risk Management
      - Personal Safety: Documentation
      - Personal Safety: Reporting
- 

## Learning outcome

The learner will:

- 2 be able to apply conflict management techniques

## Assessment criteria

The learner can:

- 2.1 analyse all available information to make threat assessments
- 2.2 communicate with individuals using approved techniques that:
  - 2.2a value people as individuals
  - 2.2b are appropriate to the individuals' understanding
  - 2.2c are appropriate to the individuals' cultural background
- 2.3 assess verbal and non-verbal communication signals pertaining to danger cues
- 2.4 apply tactical options taking into account:
  - 2.4a threat assessment
  - 2.4b any other necessary assistance required
  - 2.4c legislation
  - 2.4d training
  - 2.4e organisational policy
- 2.5 apply conflict management techniques which:
  - 2.5a are likely to defuse conflict with all parties involved
  - 2.5b recognise there may be cultural differences in the way that individuals respond to the police
  - 2.5c manage risks to health and safety
  - 2.5d take into account any health factors which may affect individuals' behaviour
  - 2.5e are proportionate to the situation
- 2.6 record actions taken to manage conflict in line with legal and organisational procedures

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## Indicative content

- (AC2.1)
  - Ethics and Values
    - National Decision Model (NDM)
  - Crime and Investigation
    - Respond to Incidents
  - Information and Intelligence
  
- (AC2.2) Considerations of manner of communication that:
  - shows respect for their property and rights
  - is appropriate to them
  - is free from discrimination and oppressive behaviour
  - ensures that actions and words signal non-aggression at the appropriate times
  - uses language and speech, actions, gestures and body language, space and position appropriately
  
- (AC2.3)
  - Ethics and Values
  - Personal Safety & Risk Management
  
- (AC2.4)
  - Crime and Investigation
    - Responding to incidents
  - Ethics and Values
    - Police Powers (using police powers in a fair and justified way)
  - Personal Safety & Risk Management
  
- (AC2.5)
  - Ethics and Values
    - Equality and Diversity
    - Police Powers (using police powers in a fair and justified way)
  - Personal Safety & Risk Management
    - Health and Safety
    - Personal Safety (use of force)
  
- (AC2.6)
  - Ethics and Values
  - Personal Safety & Risk Management
    - Personal Safety: Documentation
  - Local force procedures

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## Learning outcome

The learner will:

- 3 be able to apply personal safety techniques with issued equipment

## Assessment criteria

The learner can:

- 3.1 use approved personal protective and communication equipment in line with organisational procedures
- 3.2 take action to avoid situations escalating
- 3.3 use personal safety techniques and equipment, ensuring:
  - 3.3a people are valued as individuals
  - 3.3b risks to health and safety are managed
  - 3.3c action taken is proportionate
- 3.4 advise line manager of actions taken during incidents

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## Indicative content

- (AC3.1)
- Ethics and Values
  - Personal Safety & Risk Management
    - Conflict Management
    - Personal protection: Knowledge and Skills
    - Equipment and Restraints
- (AC3.2)
- Ethics and Values
  - Personal Safety & Risk Management
    - Personal Safety: Communications Skills
- (AC3.3)
- Ethics and Values
  - Personal Safety & Risk Management
    - Health and Safety
    - Use of Force
    - Equality and Diversity
    - Using Police Powers in a fair and justified Way
- (AC3.4)
- Ethics and Values
  - Personal Safety & Risk Management
    - Reporting Conflict Management interventions
    - Documentation relating to deployment of Personal Safety skills and equipment

# **Unit 401                      Manage conflict situations in policing**

## Supporting Information

### ***Unit guidance***

#### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

#### **Workplace Assessment**

Competence must be practically demonstrated on two occasions in the workplace.

## Appendix 1 Relationships to other qualifications

### ***Links to other qualifications***

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

### ***Literacy, language, numeracy and ICT skills development***

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)

## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on [www.cityandguilds.com](http://www.cityandguilds.com).

*Centre Manual - Supporting Customer Excellence* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

*Access to Assessment & Qualifications* provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

*Centre Guide – Delivering International Qualifications* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre

- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Useful contacts

### UK learners

General qualification information

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

General qualification information

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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