

Level 3 Certificate in Policing (Police community support officers) (3935-03)

Qualification handbook for centres
501/0148/1



www.cityandguilds.com
October 2010
Version 1.1 (February 2015)

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Version and date	Change detail	Section
1.1 February 2015	Credit value for units 003 and 005 have been amended Level for unit 004 has been amended	5 Units 5 Units

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 3 Certificate in Policing (Police community support officers)
City & Guilds qualification number	3935-03
Qualification accreditation number	501/0148/1
Last registration date	30/04/13
Last certification date	30/04/16

This qualification is intended for those in Police Community Support officer roles in the UK Police Service.

1.1 Qualification structure

To achieve the Level 3 Certificate in Policing (Police Community Support Officers) learners must achieve 18 credits from the following 6 mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
F/601/2422	001	Communicate effectively with people maintaining the security of information	Mandatory	3
R/502/5732	002	Provide initial support to victims and witnesses	Mandatory	3
D/502/5734	003	Gather and submit information to support law enforcement objectives	Mandatory	2
H/601/4793	004	Provide an initial response to incidents	Mandatory	3
D/601/4842	005	Prepare for, and participate in, planned enforcement operations	Mandatory	4

L/502/5731	006	Manage conflict in a policing context	Mandatory	3
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1.2 Opportunities for progression

On completion of this qualification candidates may progress onto the 7467 Diploma in Policing.

2 Centre requirements

This section outlines the approval processes for Centres to offer the 3935-03 Certificate in Policing (Police Community Support Officers) and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

2.1 Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification 7467 Diploma in Policing may apply for approval for the new 3935-03 Certificate in Policing (Police Community Support Officers) using the fast track approval form, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

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

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.2 Resource requirements

Assessors and internal verifiers

The following information is taken from the Skills for Justice document 'Assessment Strategy for Police competence based qualifications other than NVQ's in the QCF' which governs the assessment of this qualification within the QCF.

Assessors

All assessors must

1. be qualified as an assessor (A1) or have been trained to assess through a programme that meets the requirements of the Police Learning Descriptor for Assessor Training. Assessor training authorised and monitored by an Awarding Organisation (although not necessarily leading to A1) would also be acceptable. Where centres use trained assessors they must provide evidence of the training undertaken to Awarding Organisations.
2. have the role of assessor identified within their role profile, where assessment forms part of an individual's role
3. be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice Sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal

verification process to minimise the possibility of collusion between candidates and assessor. Assessor must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainee or manager.

4. be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
5. maintain their occupational competence by either actively engaging in continuous professional development activities by performing the operational role as part of their regular responsibilities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

Internal verifiers

All internal verifiers must:

1. be either qualified as a Verifier (V1) or have been trained to perform the function of verification. A programme that meets the requirements of any Police learning Descriptor for Verification Training or V1 training authorised and monitored by an Awarding Organisation (although not necessarily leading to V1) would also be acceptable. Where centres use trained Verifiers, they must provide evidence of the training undertaken to Awarding Organisations.
2. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers must understand the nature and context of the assessors' work and that of their candidates. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
3. ensure that assessment has been carried out by persons who are 'occupationally competent' within the area they are assessing.
4. maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.
5. 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 verifiers must be made available to the external verifier.

Age restrictions

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification[s] they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification[s] they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

- a portfolio of evidence for each unit.

4.2 Recording forms

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

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

5 Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) **www.accreditedqualifications.org.uk**

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- Title
- Level
- Credit value
- NDAQ number
- Unit aim
- Learning outcomes
- Guided learning hours
- Relationship to NOS
- Support by sector skills council
- Information on assessment

Unit 001

Communicate effectively with people maintaining the security of information

Level: 3

Credit value: 3

NDAQ number: F/601/2422

Unit aim

This unit is about communicating effectively with people – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication. The term ‘people’ is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to communicate with people
2. Understand how to maintain the security of information in communications with people
3. Be able to communicate with people

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to AB1

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Unit 001

Communicate effectively with people maintaining the security of information

Outcome 1

Understand how to communicate with people

Assessment Criteria

The learner can:

- 1.1 Identify the legislation, organisational policies and procedures that apply to communicating with people
- 1.2 Explain the features of effective communication
- 1.3 Describe techniques for overcoming barriers to effective communication, (including those that are personal, environmental and social).

Unit 001

Communicate effectively with people maintaining the security of information

Outcome 2

Understand how to maintain the security of information in communications with people

Assessment Criteria

The learner can:

- 2.1 Identify the legislation, organisational policies and procedures that apply to the security and management of information
- 2.2 Identify types of information that might be sensitive and/or confidential
- 2.3 Describe the appropriate precautions to be taken when communicating confidential and/or sensitive information
- 2.4 Explain the reasons for alerting an appropriate person when issues arise about the handling of / misuse of information.

Unit 001

Communicate effectively with people maintaining the security of information

Outcome 3

Be able to communicate with people

Assessment Criteria

The learner can:

- 3.1 Identify and use four different methods of communication which meet the different needs of people
- 3.2 Identify and use different methods to reduce any barriers to effective communication
- 3.3 Explain precautions necessary when communicating sensitive and/or confidential information
- 3.4 Explain support available when experiencing difficulties in communicating.

Unit 002

Provide initial support to victims and witnesses

Level: 3

Credit value: 3

NDAQ number: R/502/5732

Unit aim

This unit is about providing initial support to those affected by offending or anti-social behaviour (victims and witnesses). This initial support may be practical (e.g. relating to safety and security, compensation claims, paperwork) or emotional (e.g. 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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know and understand the factors that affect victims and witnesses and impact on their need for support
2. Be able to communicate effectively with victims and witnesses
3. Be able to provide initial support to victims and witnesses
4. Be able to assess the needs and wishes of victims and witnesses for further support

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to BE2, AA1, AB1, AE1, AF1, CA1

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Additional assessment requirements

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 002

Provide initial support to victims and witnesses

Outcome 1

Know and understand the factors that affect victims and witnesses and impact on their need for support

Assessment Criteria

The learner can:

- 1.1 Describe how crime impacts on victims and witnesses
- 1.2 Explain the reasons why it is important to recognise and address the needs of victims and witnesses
- 1.3 Identify the range of needs that victims and witnesses (including those who are particularly vulnerable) may have, and the ways in which they can be addressed
- 1.4 Explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour
- 1.5 Describe how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses
- 1.6 Identify appropriate sources of advice and support to assist meeting an individuals need for support.

Unit 002

Provide initial support to victims and witnesses

Outcome 2

Be able to communicate effectively with victims and witnesses

Assessment Criteria

The learner can:

- 2.1 Communicate with individuals appropriately taking account of:
 - pace
 - their level of understanding
 - 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:
 - body language
 - position
 - tone of voice
- 2.3 Explain clearly to individuals your organisation's policy in respect of:
 - confidentiality
 - who will have access to information provided by individuals
 - how the information will be recorded and stored
- 2.4 Maintain contact with individuals communicating as necessary
- 2.5 When communicating with victims and witnesses ensure your actions:
 - apply principles of equality, diversity and anti-discrimination practice
 - manage risks to health and safety
 - are recorded timely and accurately to meet requirements/deadlines.

Unit 002

Provide initial support to victims and witnesses

Outcome 3

Be able to provide initial support to victims and witnesses

Assessment Criteria

The learner can:

- 3.1 Give initial support that is appropriate to the individuals' needs
- 3.2 Explain clearly to individuals the range of services available from his/her organisation, providing details of how to access these services and those of other relevant organisations
- 3.3 Make clear and accurate records of:
 - the individuals' immediate needs
 - the initial support provided to them
- 3.4 When providing initial support to victims and witnesses ensure your actions:
 - apply principles of equality, diversity and anti-discrimination practice
 - manage risks to health and safety.

Unit 002

Provide initial support to victims and witnesses

Outcome 4

Be able to assess the needs and wishes of victims and witnesses for further support

Assessment Criteria

The learner can:

- 4.1 Discuss with individuals the nature and extent of their needs helping them to identify their priorities and how they could be addressed
- 4.2 Explain clearly to individuals the range of support and other services available from his/her and other organisations
- 4.3 Make clear and accurate records of:
 - the individuals' needs and wishes
 - the agreements reached with them
 - the resulting actions taken
- 4.4 When assessing the needs of victims, and witnesses ensure actions:
 - apply principles of equality, diversity and anti-discrimination practice
 - manage risks to health and safety.

Unit 003

Gather and submit information to support law enforcement objectives

Level: 3

Credit value: 2

NDAQ number: D/502/5734

Unit aim

This unit is about gathering information which has the potential to become intelligence and which is, therefore, likely 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 used in their organisation (for example, National Intelligence Model for policing). They must identify information that has the potential to become intelligence from a variety of situations and sources (human and technical), and conduct an initial assessment and grading of that information.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know and understand relevant legal and organisational requirements related to gathering and submitting information
2. Be able to gather and submit information that has the potential to support law enforcement objectives

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CB1, AA1, AB1, AE1, AF1, CA1

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Additional assessment requirements

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 workplace.

Unit 003

Gather and submit information to support law enforcement objectives

Outcome 1

Know and understand relevant legal and organisational requirements related to gathering and submitting information

Assessment Criteria

The learner can:

- 1.1 Identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to:
 - gathering, submitting, retaining, recording and disseminating information
 - race, diversity and human rights
 - health and safety
 - disseminating and disclosing confidential information and contacts
- 1.2 Identify the types and sources of information that has the potential to support law enforcement objectives
- 1.3 Describe the National Intelligence Model or a model relevant to their organisation and explain how it fits within their organisation
- 1.4 Explain the importance of maintaining the security, integrity and continuity of information and sources, and how this is achieved
- 1.5 Distinguish between information and evidence, and the procedures to follow for each.

Unit 003

Gather and submit information to support law enforcement objectives

Outcome 2

Be able to gather and submit information that has the potential to support law enforcement objectives

Assessment Criteria

The learner can:

- 2.1 Use ethical and lawful methods to gather information, ensuring that it's security, integrity and confidentiality is maintained
- 2.2 Conduct an initial evaluation of information, including an assessment of risk and take any necessary immediate action
- 2.3 Record information (including provenance) using appropriate systems and protocols
- 2.4 Submit information to the appropriate person in an appropriate format and using recognised submission methods
- 2.5 Communicate effectively when gathering information and act in a way which:
 - promotes equality
 - respects diversity
 - values people as individuals
 - manages risks to health and safety.

Level: 2

Credit value: 3

NDAQ number: H/601/4793

Unit aim

This unit covers providing an initial response to incidents, including: crime, non-crime and traffic incidents. The learner will need to be able to gather information on the incident, establish the nature of the incident, 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 the appropriate person.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know and understand relevant legal and organisational requirements for responding to an incident
2. Be able to gather information and plan a response to an incident
3. Be able to respond to incidents

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to CD1

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Additional assessment requirements

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 004

Outcome 1

Provide an initial response to incidents

Know and understand relevant legal and organisational requirements for responding to an incident

Assessment Criteria

The learner can:

- 1.1 Identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to:
 - equality, diversity, human rights
 - health and safety (self and others)
 - working with vulnerable groups
 - using personal safety techniques (including force)
- 1.2 Explain the reasons why it is important to provide an initial response to incidents in accordance with relevant legal and organisational requirements
- 1.3 Identify procedures for initial response to different types of incident.

Unit 004

Outcome 2

Provide an initial response to incidents

Be able to gather information and plan a response to an incident

Assessment Criteria

The learner can:

- 2.1 Establish the nature of incidents based on an assessment of available information
- 2.2 Obtain any necessary additional information which will support response to the incident:
- 2.3 Identify options for actions in response to the nature of the incident.

Assessment Criteria

The learner can:

- 3.1 Liaise and communicate effectively with the following people regarding the incident, requesting other resources as necessary:
 - members of the public
 - control room
 - line management
 - other specialists, including external agencies
- 3.2 Respond and take control of incidents, within appropriate timescales, according to current policy, demonstrating the ability to:
 - challenge and deal appropriately with unacceptable behaviour
 - use appropriate personal safety techniques
 - recognise individual needs with respect to equality, diversity and human rights
- 3.3 Demonstrate how to provide support to victims, witnesses and/or others
- 3.4 Identify casualties, and arrange necessary assistance
- 3.5 Take action to protect the scene of the incident and preserve evidence
- 3.6 Record the following and submit for supervision within agreed timescales:
 - information, intelligence and sources from the incident
 - decisions
 - actions
 - rationale
- 3.7 Respond to incidents ensuring that they:
 - act in a way that values people as individuals
 - use law enforcement actions proportionately, recording actions correctly, within agreed timescales.

Unit 005

Prepare for, and participate in, planned enforcement operations

Level: 3

Credit value: 4

NDAQ number: D/601/4842

Unit aim

This unit is about taking part in planned law enforcement operations. The unit applies to all types of pre-planned law enforcement operations (e.g. public order, sporting events, Royal visits, co-ordinated structured searches or firearms operations). The learner will need to prepare for, and participate in, planned law enforcement operations. This includes carrying out their roles and responsibilities according to the brief, using authorised equipment correctly (as issued in line with their role and responsibilities), co-ordinating their actions with others involved in law enforcement operations, and completing the necessary documentation.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know, understand and apply relevant legal and organisational requirements
2. Be able to prepare for, and participate in, planned law enforcement operations

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CD3

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Additional assessment requirements

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 operation.

Unit 005

Prepare for, and participate in, planned enforcement operations

Outcome 1

Know, understand and apply relevant legal and organisational requirements

Assessment Criteria

The learner can:

- 1.1 Describe the key features of the legislation, policies, procedures, codes of practice and guidelines in relation to:
 - preparing for, and participating in, planned law enforcement operations (including the gathering of information and intelligence)
 - equality, diversity and human rights
 - health and safety
 - working appropriately with children and young people
 - the use of authorised equipment (as issued in line with role and responsibilities)
 - the use of personal safety or conflict resolution management techniques (as expected in line with role and responsibilities)
 - documenting decisions, actions, options and rationale
- 1.2 Describe the command structure that applies to your work, the way in which it functions, and the procedures for communicating within it
- 1.3 Identify the types of law enforcement operations in which they are likely to take part, their role within them, and the role of responsibilities of other personnel and agencies.

Unit 005

Prepare for, and participate in, planned enforcement operations

Outcome 2

Be able to prepare for, and participate in, planned law enforcement operations

Assessment Criteria

The learner can:

- 2.1 Identify their specific role and the roles of others within the planned operation
- 2.2 Gather, clarify and review all available information and intelligence in relation to their role within the planned operation
- 2.3 Carry out allocated tasks in accordance with the brief and their specific role and, where appropriate:
 - using authorised equipment (as issued in line with role and responsibilities)
 - taking independent action
 - challenging and dealing with unacceptable behaviour
 - using personal safety or conflict resolution techniques (as expected in line with role and responsibilities)
- 2.4 Gather information and intelligence during law enforcement operations
- 2.5 Liaise and communicate effectively with others throughout the operation, including updating those within the command structure
- 2.6 Contribute appropriately to any debrief concerning the operation
- 2.7 Fully document all decisions, actions, options and rationale in relation to the operation.

Level: 3

Credit value: 3

NDAQ number: L/502/5731

Unit aim

This unit covers managing conflict i.e. recognising and dealing with a range of behaviours and actions. The learner must respond in ways that do not provoke conflict, and seeking to defuse situations where such behaviour is present. They must use appropriate personal safety skills (including self defence and restraint) and equipment.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand legislation and other relevant guidance related to managing conflict
2. Be able to apply conflict management skills and techniques
3. Use personal safety skills and any issued equipment

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to GC10, AA1, AB1, AE1, AF1, CA1

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Additional assessment requirements

Workplace assessment – competence must be practically demonstrated in the workplace for all learning outcomes.

Unit 006

Outcome 1

Manage conflict in a policing context

Understand legislation and other relevant guidance related to managing conflict

Assessment Criteria

The learner can:

- 1.1 Identify the legislation, organisational requirements, national guidelines and personal responsibilities (including level of training and duty of care) that relate to managing conflict.
- 1.2 Explain why it is important to adhere to national guidelines relating to working appropriately with children and young people
- 1.3 Explain the procedures for recording and reporting incidents involving personal safety skills and equipment.

Unit 006

Outcome 2

Manage conflict in a policing context

Be able to apply conflict management skills and techniques

Assessment Criteria

The learner can:

- 2.1 Gather information in order to make a threat assessment
- 2.2 Select and apply an appropriate tactical option, based on a threat assessment, legislation, training and organisational policy, calling for any necessary assistance, back-up and support if required
- 2.3 Communicate with people in a way that:
 - Shows respect for them, their property and their rights
 - Is appropriate to them
 - Is free from discrimination and oppressive behaviour
 - Ensures that your actions and words signal non-aggression at the appropriate times
 - Remains alert to verbal and non-verbal communication pertaining to danger cues
 - Uses language and speech; actions, gestures and body language; space and position appropriately
- 2.4 Take action to defuse conflict with both compliant and non-compliant people that:
 - will not make the situation worse and promotes calmness and reassurance
 - is consistent with the organisation's policies, procedures and your legal responsibilities and training
- 2.5 When applying conflict management skills ensure your actions:
 - act in a way that values people as individuals
 - manage risks to health and safety
 - use law enforcement actions proportionately, recording actions correctly and timely.

Unit 006

Outcome 3

Manage conflict in a policing context

Use personal safety skills and any issued equipment

Assessment Criteria

The learner can:

- 3.1 Use appropriate skills at the incident ensuring that:
 - force used during the incident is reasonable, proportionate and necessary
 - a duty of care and aftercare is demonstrated
- 3.2 Carry and use approved personal protective and communication equipment in line with organisational operating procedures and training in order to:
 - communicate accurate and clear information to the individual(s), colleagues and other specialist staff
 - promptly and accurately report on the incident, justify or evidence the action taken
- 3.3 Promptly inform a supervisor of the actions taken during the incident
- 3.4 When using personal safety skills and equipment ensure
 - people are valued as individuals
 - risks to health and safety are managed
 - law enforcement actions are used proportionately and actions are recorded and used correctly and timely.

Appendix 1 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.

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 candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval 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 candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

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

- **Walled Garden**
Find out how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**
Contains dates and information on the latest Centre events
- **Online assessment**
Contains information on how to register for GOLLA assessments.

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

E: singlesubjects@cityandguilds.com

International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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