

# **Level 3 Certificate in Knowledge of Policing (3945-30/93)**

September 2012 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Knowledge of Policing</b>
<b>City &amp; Guilds number</b>	3945
<b>Age group approved</b>	All
<b>Assessment</b>	Short answer tests
<b>Fast track</b>	Fast track approval is available.
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Certificate in Knowledge of Policing (QCF)	3945-30/93	600/4688/0

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Sep 2012	Amendment to age restrictions	Age restrictions



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# 1 Introduction

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

Area	Description
Who is the qualification for?	For candidates who work or want to work in the Police Force.
What does the qualification cover?	It allows candidates to learn and develop the knowledge required for employment and/or career progression in the Police Force. The qualification covers , among other things, supporting victims, interviewing, searching people and property and knowledge on conducting investigations.
Who did we develop the qualification with?	It was developed in association with Skills for Justice, the sector skills council for the Justice, Community Safety and Legal Services sectors.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• Level 3 Diploma in Policing (7467)</li><li>• Police Promotions Framework qualifications</li></ul>

## Structure

To achieve the Level 3 Certificate in Knowledge of Policing, learners must achieve 23 credits from the mandatory units.

### Level 3 Certificate in Knowledge of Policing (QCF)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
Y/503/6540	301	Knowledge of providing initial support to victims and witnesses within a policing context	1
D/503/6541	302	Knowledge of gathering and submitting information to support law enforcement objectives within a policing context	1
H/503/6542	303	Knowledge of providing an initial response to incidents within a policing context	2
K/503/6543	304	Knowledge of arresting, detaining and reporting individuals within a policing context	3
T/503/6545	305	Knowledge of conducting priority and volume investigations within a policing context	4
A/503/6546	306	Knowledge of interviewing victims and witnesses within a policing context	3
F/503/6547	307	Knowledge of interviewing suspects in relation to priority and volume investigations within a policing context	3
L/503/6549	308	Knowledge of searching individuals within a policing context	2
F/503/6550	309	Knowledge of searching vehicles, premises and open spaces within a policing context	2
Y/503/6554	310	Knowledge of managing conflict within a policing context	2



## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification Level 3 Diploma in Policing (7467) you will be able to receive fast track approval to run the Level 3 Certificate in Knowledge of Policing (3945-30/93). Fast track forms are available on the City & Guilds website.

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 before designing a course programme.

### Resource requirements

#### Centre staffing

Staff delivering this qualification 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 verifier, but cannot internally verify their own assessments.

#### Assessors and internal verifiers

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

#### 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.

## **Candidate entry requirements**

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

## **Age restrictions**

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



### 3 Delivering the qualification

#### **Initial assessment and induction**

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

- if the candidate 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 candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.





## 4 Assessment

### Assessment of the qualification

Candidates must:

- successfully complete one short answer test for each of units 301 to 309
- successfully complete a multiple choice paper for unit 31

City & Guilds has written the following assessments to use with this qualification. The assessment can be found within the Assessment Pack:

- short answer question papers
- multiple choice paper

### Time constraints

Candidates must adhere to time constraints for the tests. The details of these time constraints can be found in the Assessment Pack.

### 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 not allowed for this qualification.



## 5 Units

### Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 301

## Knowledge of providing initial support to victims and witnesses within a policing context

UAN:	Y/503/6540
Level:	3
Credit value:	1
GLH:	4
Relationship to NOS:	This unit is linked to BE2, AA1, AB1, AE1, AF1, CA1, CJ10
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
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 (eg related to safety and security, compensation claims, paperwork) or emotional (eg listening, reassurance). The learner must be able to identify how to 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 outline how to communicate effectively to encourage individuals to express their own feelings and needs.

<b>Learning outcome</b>
The learner will: 1. understand the factors that affect victims and witnesses and impact on their need for support
<b>Assessment criteria</b>
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 <b>needs of victims and witnesses</b> 1.3 identify the range of <b>needs that victims and witnesses</b> (including those who are particularly vulnerable eg victims of domestic abuse and children) 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 relevant <b>legislation, guidelines of good practice, charters and service standards</b> to benefit and protect victims and witnesses 1.6 identify appropriate <b>sources</b> of advice and support to meet an individual's needs

<b>Range</b>
<b>victims and witnesses needs</b> fair process, support, guidance, information, repeat victimisation, safety and protection
<b>legislation, guidelines of good practice, charters and service standards</b> Home Office directive on victim personal statements, 5 part structured statement, achieving best evidence guidelines, Data protection, Human Rights, Mental Health Act, Disability Act, Harassment Act, Hate Crime
<b>sources</b> local, regional and national appropriate agencies

## Unit 302

## Knowledge of gathering and submitting information to support law enforcement objectives within a policing context

<b>UAN:</b>	<b>D/503/6541</b>
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>GLH:</b>	4
<b>Relationship to NOS:</b>	This unit is linked to CB1, AA1, AB1, AE1, AF1, CA1, CI101.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	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 explain how to work in accordance with the requirements of the National Intelligence Model used in their organisation (eg National Intelligence Model for policing). They must be able to explain how to identify information that has the potential to become intelligence from a variety of situations and sources (human and technical), and describe how to conduct an initial assessment and grading of that information.

<b>Learning outcome</b>
The learner will: 1. understand relevant legal and Service requirements related to gathering and submitting information
<b>Assessment criteria</b>
The learner can: 1.1 describe the application of legislation, national policies, procedures, codes of practice and/or guidelines that relate to: <ul style="list-style-type: none"><li>• gathering, submitting, retaining, recording and disseminating information</li><li>• race, diversity and human rights</li><li>• health and safety</li><li>• disseminating and disclosing confidential information and contacts</li></ul> 1.2 identify the <b>types and sources of information</b> that have the potential to support law enforcement objectives 1.3 explain how information and <b>sources of information</b> are <b>graded</b> for intelligence value 1.4 describe the National Intelligence Model or a model relevant to

	their organisation and explain how it fits within their organisation
1.5	explain the importance of maintaining the security, integrity and continuity of information and sources, and how this is achieved for information assurance purposes
1.6	define how to distinguish between information and evidence, and the procedures to follow for each
1.7	identify <b>ethical and lawful methods</b> to gather information to ensure that its security, integrity and confidentiality is maintained

Range	
<b>legislation, national policies, procedures, codes of practice and/or guidelines</b>	
RIPA (Regulation of investigatory powers act), CPIA (Criminal Procedures and Investigations Act), Data Protection, Human Rights, Freedom of Information Act, Equality Act, Health And Safety at Work Act, 5 x 5 x 5 Grading, local, regional and national multi agency protocols, Mental Health Act, Disability Act, National Intelligence Model, National Briefing Model	
<b>types and sources of information</b>	
Community information, agency information, registered sources, witnesses, local and national media, directly received, indirectly received	
<b>grading</b>	
5 x 5 x 5, Provenance of information	
<b>ethical and lawful methods</b>	
RIPA (Regulation of investigatory powers act), CPIA (Criminal Procedures and Investigations Act), Data Protection, Human Rights, Freedom of Information Act, Equality Act, Health And Safety at Work Act, 5 x 5 x 5 Grading, local, regional and national multi agency protocols, Mental Health Act, Disability Act, National Intelligence Model	

## Unit 303

## Knowledge of providing an initial response to incidents within a policing context

<b>UAN:</b>	<b>H/503/6542</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to CD1, AA1, AB1, AE1, AF1, CA1, CI10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	This unit covers providing an initial response to incidents including: crime, non-crime and traffic incidents. The learner will need to describe how to gather information on 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 be able to outline how to take control of the incident until relieved by the appropriate person.

<b>Learning outcome</b>
The learner will: 1. understand relevant legal and Service requirements for responding to an incident
<b>Assessment criteria</b>
The learner can: 1.1 identify the relevant <b>legislation, policy and guidelines</b> relating to given <b>incidents</b> , whether crime, non-crime or road policing 1.2 describe the application (models, methods and processes) of relevant legislation, policy and guidelines relating to given <b>incidents</b> , whether crime, non-crime or road policing 1.3 in the context of a policing response to <b>incidents</b> , identify the legislation, national policies, procedures, codes of practice and/or guidelines that relate to: <ul style="list-style-type: none"><li>• race, diversity, human rights</li><li>• health and safety (self and others)</li><li>• working with vulnerable groups</li></ul> 1.4 explain why it is important to provide an initial response to <b>incidents</b> in accordance with relevant legal and organisational requirements 1.5 outline the different <b>types</b> of incident for which an initial response is required, explaining the different procedures for response

<b>Range</b>
<p><b>legislation, policy and guidelines</b></p> <p>RIPA (Regulation of Investigatory Powers Act), CPIA (Criminal Procedures and Investigations Act), Data Protection, Human Rights, Freedom of Information Act, Equality Act, Health And Safety at Work Act, 5 x 5 x 5 Grading, local, regional and national multi agency protocols, Mental Health Act, Disability Act, National Intelligence Model, Road Traffic Act</p> <p><b>incidents</b></p> <p>unforeseen or sudden event that requires appropriate action</p> <p><b>types</b></p> <p>anti social behaviour, harassment, assault, thefts, robbery, burglary, vandalism, domestic abuse, child protection issues, murder, kidnap, manslaughter, terrorism, sexual offences, road traffic incidents, missing persons, fire, race and hate crime, critical incidents</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2. understand how to gather information and plan a response to an incident</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 explain how to <b>establish the nature of incidents</b> based on an assessment of available information</p> <p>2.2 explain how to obtain any necessary additional information to inform the <b>nature of response to an incident</b></p> <p>2.3 explain how incidents are prioritised</p> <p>2.4 explain how a response to incidents is <b>planned</b>, in accordance with the nature of the incident, including:</p> <ul style="list-style-type: none"> <li>• protecting the scene of the incident</li> <li>• preserving evidence</li> </ul> <p>2.5 explain how to respond to incidents to ensure that they:</p> <p>2.6 act in a way that values people as individuals</p> <p>2.7 use law enforcement actions proportionately, recording actions correctly, within agreed timescales</p>

<b>Range</b>
<p><b>establish/response to the nature of incidents</b></p> <p>local intelligence checks, PNC checks, experiential knowledge, other specialists including external agencies, members of the public</p> <p><b>incidents are prioritised</b></p> <p>national and local prioritisation, incident gradings</p> <p><b>planned</b></p> <p>standard operating procedures</p>



## **Unit 303    Knowledge of providing an initial response to incidents within a policing context**

Supporting information

### **Guidance**

Learners should be taught law, policy and procedures relevant to given incidents. These policies and procedures should cover all potential legislative requirements whether local or national.

## Unit 304

## Knowledge of arresting, detaining and reporting individuals within a policing context

<b>UAN:</b>	<b>K/503/6543</b>
<b>Level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to CD5, AA1, AB1, AE1, AF1, CA1, GC1
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	This unit is about conducting arrests, detentions and reporting procedures. The learner will need to be able to outline how they will ensure that they conduct their actions legally and in a balanced and proportionate manner, considering the impact of their actions on others. They will need to be able to identify the correct techniques and discuss how to deal with any contingencies that arise.

### Learning outcome

The learner will:

1. understand relevant legal and Service requirements relating to the arresting, detention and reporting of individuals

### Assessment criteria

The learner can:

- 1.1 identify the relevant **legislation** supporting the arrest, detention or reporting of individuals in given circumstances, whether dealing with crime, non-crime or road policing incidents
- 1.2 describe the application of **legislation** relevant to the arrest, detention or reporting of individuals in given circumstances, whether dealing with crime, non-crime or road policing incidents
- 1.3 in the context of arresting, detaining and reporting individuals, identify the relevant **legislation**, national policies, **procedures**, codes of practice and/or guidelines that relate to:
  - documentation of actions, options, and decisions
  - documentation of rationale
  - the legal rights of individuals subject to these actions
- 1.4 explain why it is necessary to release the individual without delay where information is received that negates the need for arrest, detention or reporting
- 1.5 explain how **contingences** which might occur during the process of an arrest or detention should be dealt with
- 1.6 explain how to ensure that there is sufficient evidence and legal authority to justify actions

- 1.7 explain how to select and **carry out actions** in a manner that is justifiable and proportionate to the circumstances, ensuring that attention is paid to the rights and needs of individuals being arrested or detained
- 1.8 explain how to ensure **communication** is effective and that actions:
- are lawful
  - ensure the safety of self and others
  - recognise diversity issues
  - value people as individuals

### **Range**

#### **legislation**

PACE (Police and Criminal Evidence Act), SOCAP (Serious Organised Crime and Police Act), Terrorism Act, indictable and non indictable offences

#### **procedures**

custody procedures, crime recording procedures, detention procedures, reporting procedures, local policies and procedures

#### **contingencies**

vulnerable groups, actions of others, need to seek assistance, obtaining urgent information, releasing the individual

#### **carry out actions**

professional judgement, discretion

#### **communication**

verbal (tone, volume, language) non verbal communication (body language, facial expressions and appearance) attitude and behaviour cycles

## Unit 305

## Knowledge of conducting priority and volume investigations within a policing context

<b>UAN:</b>	<b>T/503/6545</b>
<b>Level:</b>	4
<b>Credit value:</b>	4
<b>GLH:</b>	13
<b>Relationship to NOS:</b>	This unit is linked to CI101, AA1, AB1, AE1, AF1, CA1.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	This unit is about conducting investigations for priority and volume investigations and is applicable to the investigation of all types of priority and volume incidents. The learner will need to be able to explain how to gather and assess the available information and intelligence, conduct a risk assessment, identify and preserve the initial scene(s), and identify and deal with material. They must also identify how to develop initial lines of enquiry and deal with any victim(s), witnesses and suspects appropriately. In addition, they will need to outline how to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity.

<b>Learning outcome</b>
The learner will: 1. understand the legal and service requirements in relation to conducting priority and volume investigations
<b>Assessment criteria</b>
The learner can: 1.1 identify the relevant <b>legislation</b> which may necessitate the onset of a priority or volume investigation in given circumstances, whether crime, non-crime or road policing incidents 1.2 describe the application of the relevant <b>legislation</b> which may necessitate the onset of a priority or volume investigation in given circumstances, whether crime, non-crime or road policing incidents 1.3 describe the <b>national policies, procedures and codes of practice</b> in relation to conducting investigations 1.4 explain the importance of applying human rights in respect to race and diversity and other issues when conducting investigations

- 1.5 outline the **types** of investigation that are within their limits of responsibility
- 1.6 specify the **restrictions** that apply to the disclosure of sensitive information
- 1.7 explain the purpose and importance of risk assessments within the context of priority and volume investigations

### Range

#### legislation

RIPA (Regulation of Investigatory Powers Act), CPIA (Criminal Procedures and Investigations Act), Data Protection, Human Rights, Freedom of Information Act, Equality Act, Health And Safety at Work Act, local, regional and national multi agency protocols, Mental Health Act, Disability Act, PACE, Road Traffic Act

#### national policies, procedures and codes of practice

Standard operating procedures, Core Investigative Doctrine, Road Death Manual, Murder manual, CCTV codes of practice, Multi Agency protocols

#### types

burglary, robbery assaults, harassment, theft, anti social behaviour vandalism, domestic abuse, missing persons, road traffic incidents

#### restrictions

CPIA, Data Protection

### Learning outcome

The learner will:

- 2. understand the professional practice applicable to conducting priority and volume investigations

### Assessment criteria

The learner can:

- 2.1 describe the **impact** of crime and criminality upon communities
- 2.2 describe the characteristics of crimes and how they are committed
- 2.3 describe the **investigative process** including the activities and decision making required to progress an investigation
- 2.4 explain what is meant by '**an investigative mindset**'
- 2.5 explain how applying '**an investigative mindset**' can contribute to the investigative process

<b>Range</b>
<b>impacts</b> Social eg living conditions, Economic eg shops closing Psychological eg people living in fear  <b>investigative process</b> crime scene preservation, golden hour, fast track actions, witnesses, suspects, crime recording and actions, modus operandi  <b>an investigative mindset</b> An “investigative mindset” requires a sceptical attitude in the identification, pursuit, analysis and evaluation of information relevant to each engagement, contemplating that it may be biased, false and/or incomplete. This is applicable in identifying and assessing relevant issues, assessing the plausibility of the underlying assumptions, assessing substance over form, and developing hypotheses for the purpose of addressing the issues under investigation.

## Unit 306

## Knowledge of interviewing victims and witnesses within a policing context

<b>UAN:</b>	<b>A/503/6546</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to BE2, AA1, AB1, AE1, AF1, CA1, CJ10
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	This unit is about interviewing victims and witnesses as part of priority and volume crime investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must explain the principles of the victim and witness interview including: planning and preparing for the interview; conducting the interview; evaluating the interview.

<b>Learning outcome</b>
The learner will: 1. understand relevant legal and Service requirements in relation to interviewing victims and witnesses
<b>Assessment criteria</b>
The learner can: 1.1 identify the relevant <b>legislation</b> which may necessitate the onset of a victim / witness <b>interview</b> in given situations 1.2 explain the relevant <b>aspects of the legislation</b> and how they link to a given situation 1.3 describe the <b>points to prove</b> under the relevant legislation 1.4 identify the legislation, national policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: <ul style="list-style-type: none"><li>• conducting interviews with victims and witnesses</li><li>• race, diversity and human rights</li><li>• health, safety, security and welfare</li><li>• dealing with victims, witnesses and relevant others in an ethical and effective manner</li><li>• rules of evidence and disclosure</li></ul> 1.5 explain the importance of fully and correctly completing all relevant documentation associated with interviews with victims and witnesses

<b>Range</b>
<p><b>legislation</b> achieving best evidence, Human Rights, Data Protection</p> <p><b>interview</b> formal, informal</p> <p><b>aspects of the legislation</b> fitness for interview, time, place, environmental conditions, category of interviewee</p> <p><b>points to prove</b> RV Turnbull (ADVOCATE), 5 part structured statement</p> <p><b>legislation, national policies, procedures, codes of practice, professional practice and organisational requirements</b> RIPA (Regulation of investigatory powers act), CPIA (Criminal Procedures and Investigations Act), Data Protection, Human Rights, Freedom of Information Act, Equality Act, Health And Safety at Work Act, local, regional and national multi agency protocols, Mental Health Act, Disability Act, PACE, Road Traffic Act</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2. understand the principles of interviewing victims and witnesses</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe the features of an <b>interview strategy</b></p> <p>2.2 identify the <b>resources</b> which can assist in developing an <b>interview strategy</b></p> <p>2.3 define the categories of interviewee (eg vulnerable, intimidated, significant or other influencing factor)</p> <p>2.4 explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews</p> <p>2.5 describe the features of approved interview techniques and communication methods</p> <p>2.6 describe the types of contingencies (eg medical, welfare, hostile/reluctant behaviour, environmental conditions) that might arise during interview and how to deal with them</p>

<b>Range</b>
<p><b>interview strategy</b> Point to prove, 5 part structured statement, RV Turnbull, sequence of events, appropriate interview techniques, communication, the legal process, contingencies</p> <p><b>resources</b> Consulting with relevant others, reviewing all available material.</p>



## Unit 307

## Knowledge of interviewing suspects in relation to priority and volume investigations within a policing context

<b>UAN:</b>	<b>F/503/6547</b>
<b>Level:</b>	4
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Relationship to NOS:</b>	This unit is linked to CJ201, AA1, AB1, AE1, AF1, CA1.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	<p>This unit is about interviewing suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. The learner must identify how to plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. They must be able to outline how to conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners will be able to explain how to evaluate interviews and take any necessary further action.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"><li>1. understand the relevant legal and Service requirements in relation to interviewing suspects</li></ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"><li>1.1 identify the relevant <b>legislation</b> which may necessitate the onset of a suspect interview in given situations</li><li>1.2 explain the relevant aspects of the <b>legislation</b> and how they link to a given situation</li><li>1.3 describe the points to prove under the relevant <b>legislation</b></li><li>1.4 identify the legislation, national policies, procedures, codes of</li></ol>

practice, professional practice and organisational requirements and guidelines in relation to:

- conducting interviews with suspects
- race, diversity and human rights
- health, safety, security and welfare
- dealing with suspects and relevant others in an ethical and effective manner
- rules of evidence and disclosure

1.5 explain the importance of fully and correctly completing all relevant documentation associated with suspect interviews

### Range

#### legislation

Road Traffic Act, Theft Act, Harassment Act, Offences Against the Person Act, Criminal Damage Act, Crime and Disorder Act

#### legislation, national policies, procedures, codes of practice, professional practice and organisational requirements and guidelines

RIPA (Regulation of investigatory powers act), CPIA (Criminal Procedures and Investigations Act), Data Protection, Human Rights, Freedom of Information Act, Equality Act, Health And Safety at Work Act, local, regional and national multi agency protocols, Mental Health Act, Disability Act, PACE

### Learning outcome

The learner will:

2. understand the principles of interviewing suspects

### Assessment criteria

The learner can:

- 2.1 describe the **features** of a suspect interview strategy
- 2.2 identify the **resources** which can assist in developing a suspect interview strategy
- 2.3 describe the role of 'relevant others' regarding the interview of suspects (eg prosecutors, legal representatives, appropriate adults, health care professionals, custody officer, officers required for legal authorities, colleagues, interpreters)
- 2.4 describe the **features of approved interview techniques** and communication methods
- 2.5 explain the importance of appropriate timings, locations, and environmental conditions relevant to the conduct of interviews (e.g. urgent interviews, interviews at the scene, in police premises, at a healthcare facility)
- 2.6 identify the types of contingencies (eg legal, medical, welfare, abusive or aggressive behaviour, technical faults, complaints and environmental conditions) that might arise during interview
- 2.7 describe how contingencies which might occur during the process of interview would be dealt with
- 2.8 describe the **procedures and reasons** for assuming responsibility for suspects

<b>Range</b>
<p><b>features</b> review evidence, pre interview briefing, points to prove, witnesses, cautions, special warnings, particular requirements (interpreter, appropriate adults), PACE and custody requirements, recording methods, consult with relevant others, contingencies</p> <p><b>resources</b> evidence, witness statements, recording strategy, exhibits, appropriate documentation</p> <p><b>features of approved interview techniques</b> ethical, effective, legal, appropriate communication method, appropriate use of exhibit, address any contingencies, possible defences</p> <p><b>procedures and reasons</b> custody procedures, health and welfare, security, safety of suspect and relevant others</p>

## Unit 308

## Knowledge of searching individuals within a policing context

<b>UAN:</b>	<b>L/503/6549</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to CK1, AA1, AB1, AE1, AF1, CA1, GC10.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	This unit is about searching individuals for items suspected of being evidence of an offence, or for prevention of harm to self or others.

<b>Learning outcome</b>
The learner will: 1. understand legal and Service requirements in relation to searching individuals
<b>Assessment criteria</b>
The learner can: 1.1 identify and explain the relevant legislation, policy and guidelines giving grounds and legal authority to search individuals in given situations 1.2 describe the application of relevant <b>legislation, policy and guidelines</b> to the process of searching individuals in given situations 1.3 identify the relevant legislation, national policies, procedures, codes of practice and/or guidelines that relate to: <ul style="list-style-type: none"><li>• race, diversity and human rights</li><li>• health and safety</li><li>• working appropriately with children and young people</li><li>• personal safety</li><li>• dealing with individuals in an ethical manner</li><li>• documenting decisions, actions, options and rationale</li></ul> 1.4 describe how to ensure that they have the <b>grounds</b> , legal authority and <b>correct conditions</b> for carrying out searches 1.5 describe the types of <b>risks and contingencies</b> that may arise when searching individuals and how to deal with these 1.6 explain <b>how to conduct</b> the following <b>searches</b> using appropriate search methods: <ul style="list-style-type: none"><li>• of individuals not under arrest</li><li>• of individuals post arrest</li><li>• of any connected property</li></ul> 1.7 explain how items covered by the relevant search power are identified and seized

- 1.8 explain how to search individuals, communicate effectively and:
- promote equality
  - respect diversity
  - value people as individuals
  - manage risks to health and safety
  - use law enforcement actions proportionately, recording actions correctly in agreed timescales

### Range

#### **legislations, policy and guidelines**

PACE, local and national guidelines, Human Rights Act, Equality Act, GOWISELY ( Grounds for search, Object of search, Warrant card, Identity of Officer, Station to which Officer is attached, Entitlement to a copy of the search record, Legal power used, You are detained for the purpose of a search)

#### **legislation, national policies, procedures, codes of practice and/or guidelines**

RIPA (Regulation of investigatory powers act), CPIA (Criminal Procedures and Investigations Act), Data Protection, Human Rights, Freedom of Information Act, Equality Act, Health And Safety at Work Act, local, regional and national multi agency protocols, Mental Health Act, Disability Act, PACE

#### **grounds**

suspicious activity, known individuals, statutory defences

#### **correct conditions**

location, individuals present, safety of officer, individual and public

#### **risks and contingencies**

contamination of evidence, escape of individuals, harm to self or others, appropriate personal safety techniques

#### **how to conduct searches**

inform of purpose and grounds for search, their rights, results of search, prevent loss or contamination of evidence, physical search methods

## Unit 309

## Knowledge of searching vehicles, premises and open spaces within a policing context

UAN:	F/503/6550
Level:	3
Credit value:	2
GLH:	7
Relationship to NOS:	This unit is linked to CK2, AA1, AB1, AE1, AF1, CA1, GC10.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
Aim:	<p>This unit is about searches of vehicles, premises and open spaces.</p> <p>The learner needs to be able to explain why a search must be conducted in a legal and ethical way, using approved search methods. They will need to be able to identify whether they have the grounds and legal authority to carry out a search. They must be able to outline how, where evidence is found that may be seized, it must be packaged and stored in a manner which maintains its integrity and continuity. They will also need to describe how to complete any necessary documentation.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"><li>1. understand legal and Service requirements in relation to searching vehicles, premises and open spaces</li></ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"><li>1.1 identify and explain the relevant <b>legislation, policy and guidelines giving grounds</b> and legal authority to search vehicles, premises and open spaces in given situations</li><li>1.2 in the context of searching vehicles, premises and open spaces, describe current <b>national policies, procedures, codes of practice and guidelines for carrying out</b> those searches</li><li>1.3 identify current and relevant <b>legislation</b>, organisational requirements and national guidelines in relation to:<ul style="list-style-type: none"><li>• race, diversity and human rights</li><li>• health and safety</li><li>• working appropriately with children and young people</li></ul></li><li>1.4 explain how to maintain the health and safety of self and others during the search</li></ol>

- 1.5 identify the **information** which must be provided to relevant person(s) during the search procedures
- 1.6 explain **how to inform** the appropriate individuals of the purpose, authority and grounds for the search, and their rights in accordance with legislation
- 1.7 describe how to leave the search area (eg vehicles, premises, open spaces) in an appropriate condition and conclude the search procedures in accordance with current legislation and policy

### Range

#### **legislation, policy and guidelines giving grounds**

PACE, local and national guidelines, Human Rights Act, Equality Act,

#### **national policies, procedures, codes of practice and guidelines for carrying out**

National Occupational Standards for Searching, standard operating procedures

#### **legislation**

Equality, Diversity, Health and Safety at Work Act, Safeguarding processes and procedures

#### **Information**

identification, purpose and grounds for search, individuals rights

#### **how to inform**

under a warrant, legal powers

## Unit 310

## Knowledge of managing conflict within a policing context

<b>UAN:</b>	<b>Y/503/6554</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	This unit is linked to GC10, AA1, AB1, AE1, AF1, CA1.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice.
<b>Aim:</b>	This unit covers managing conflict ie recognising and dealing with a range of behaviours and actions. The learner must be able to explain how to respond in ways that do not provoke conflict, and must seek to defuse situations where such behaviour is present. They must explain how they can use appropriate personal safety skills (including self defence and restraint) and equipment.

<b>Learning outcome</b>
The learner will: 1. know the legislation and other relevant guidance related to managing conflict
<b>Assessment criteria</b>
The learner can: 1.1 identify the relevant <b>legislation, Service requirements</b> , national guidelines and personal responsibilities (including level of training and duty of care) that relate to managing conflict 1.2 describe the application of relevant legislation, Service requirements, national guidelines and personal responsibilities (including level of training and duty of care) that relate to managing conflict 1.3 explain why it is important to adhere to <b>national guidelines</b> relating to working appropriately with children and young people 1.4 explain the importance of fully documenting subject behaviours and resulting actions taken

<b>Range</b>
<b>legislation, Service requirements</b> Health and Safety at Work Act, use of Force Policy, Human Rights,  <b>national guidelines</b> Safeguarding issues, duty of care, welfare



<b>Learning outcome</b>
The learner will: 2. understand how to apply conflict management skills and techniques
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe how to gather information in order to make a <b>threat assessment</b></p> <p>2.2 explain how to 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</p> <p>2.3 explain how to <b>communicate</b> with people in a way that:</p> <ul style="list-style-type: none"> <li>• shows respect for them, their property and their rights</li> <li>• is appropriate to them</li> <li>• is free from discrimination and oppressive behaviour</li> <li>• uses actions and words that signal non-aggression at the appropriate times</li> <li>• remains alert to verbal and non-verbal communication pertaining to danger cues</li> <li>• uses language and speech; actions, gestures and body language; space and position appropriately</li> </ul>

<b>Range</b>
<p><b>threat assessment</b> POP (People, Object, Place), SAFER (Step back, Assess threat, Find help, Evaluate options, Respond)</p> <p><b>communicate</b> verbal (tone, volume, language) non verbal communication (body language, facial expressions and appearance) attitude and behaviour cycles</p>



## 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](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 candidates
- 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:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- 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 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:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLLA/e-volve assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

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

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#### International learners

General qualification information

T: +44 (0)844 543 0033

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

T: +44 (0)844 543 0000

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

T: +44 (0)844 543 0000

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

T: +44 (0)844 543 0000

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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#### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

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

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#### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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