Level 3 Diploma in Policing (3971-23)

Qualification Handbook

Qualification at a glance

Subject area	Justice
City & Guilds number	3971
Age group approved	18+
Entry requirements	Learners must be in a Police Officer role. 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.
Assessment types	Portfolio
Approvals	Fast track approval
Registration and certification	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	320	840	3971-23	603/0489/3

Contents

1   Introduction

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

Area	
Who is the qualification for?	This qualification is for acting Police Officers to confirm their competence following initial training
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: • to Police Sergeant, Inspector or above (dependent on successful completion of additional assessments and assessment Boards) • into other specialist areas of policing. • into other policing qualifications as aligned to the National Police Promotion Framework (NPPF), for example: o 3791-04 L4 Certificate in Police First Line Management

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 learners must complete the 10 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
316	Conduct police searches	40
317	Interview victims and witnesses in relation to priority and volume investigations	20
318	Use police powers to deal with suspects	40
401	Manage conflict situations in policing	40
402	Conduct Priority and volume investigations	40
403	Interview suspects in relation to priority and volume investigations	20
404	Plan, implement and review an evidence-based preventative policing approach	30

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	320	840

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 Diploma in Policing (7467-01) you can apply for the new Level 3 Diploma in Policing (3971-23) approval 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.

Resource requirements

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:

  o Occupational competence and/or knowledge (e.g. by attending role specific seminars, exercises and refresher events).

  o Professional competence and/or knowledge (e.g. 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:

  o Occupational knowledge to keep up-to-date with developments relating to the changes taking place in the policing sector.

  o Professional competence as an internal assurer by (e.g. 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 qualifications.

Age restrictions

City & Guilds cannot accept any registrations for learners under 18 as this qualification is not approved for under 18s.

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.

. 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 10 mandatory units

Assessment Types

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		
316	Conduct police searches		
317	Interview victims and witnesses in relation to priority and volume investigations	Portfolio of evidence	N/A
318	Use police powers to deal with suspects		
401	Manage conflict situations in policing		
402	Conduct priority and volume investigations		
403	Interview suspects in relation to priority and volume investigations		
404	Plan, implement and review an evidence-based preventative policing approach		

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 (e.g. 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.

Unit 311 Support victims, witnesses and vulnerable people

Unit level:	Level 3
Credit value:	8
GLH:	30
Unit aim:	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 (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
Endorsed by	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
  o Duty of care
  o Policing by Consent
  o Building Public Trust and Confidence
  o Upholding the Law

(AC1.2) • Ethics and Values
  o Social, Community Issues and Neighbourhood Policing
  o Code of Practice for Victims of Crime (MoJ)
  o Victims and Witnesses
  o Develop Effective Relationships with Members of the Community and other Agencies

(AC1.3) • Public Protection, including:
  o Adults at Risk (Vulnerable Adults)
  o Domestic Abuse
  o Hate Crime
  o Prostitution
  o Missing Persons
  o Forced Marriage
  o Honour-Based Violence
  o Stalking and Harassment
  o Child Abuse
  o Child Sexual Exploitation
  o Female Genital Mutilation
  o Sexual Offences
  o Human Trafficking
  • Mental Ill Health
  • Equality Act 2010 – Protected Characteristics

(AC1.4) • Young children
  o unaware
  • Individuals with protected characteristics
  • Vulnerable Adults ie:
  o Not technologically aware
  o 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

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

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

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

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)

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

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

Unit level	Level 3
Credit value:	8
GLH:	30
Unit aim:	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
Endorsed by	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 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

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

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

Indicative content

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

(AC2.2) • Information and Intelligence
            o NIM – National Intelligence Model
            o Management of Police Information (MOPI)
            o Obtain, Evaluate and Submit Information and Intelligence
         Legislation:
         • Data Protection Act 1998

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

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

(AC2.5) • Information and Intelligence
            o Disclosure
            o Unauthorised disclosure
         • Ethics and Values
            o 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

Unit level	Level 3
Credit value:	8
GLH:	30
Unit aim:	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
Endorsed by	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

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

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

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

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

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
  o Respond to Incidents and Conduct Investigations
• Ethics and Values
  o Assess the Needs of Individuals and Provide Advice and Support
  o Victims and Witnesses
  o Code of Practice for victims of Crime (MoJ)
• Forensics
  o Protecting the Scene
  o Scene management
  o Evidential evaluation
  o Preserving evidence

(AC3.4) • Crime and Investigation
  o Respond to Incidents and Conduct Investigations
• Ethics and Values
  o Assess the Needs of Individuals and Provide Advice and Support
  o Victims and Witnesses
  o Code of Practice for victims of Crime (MoJ)
• Forensics
  o Protecting the Scene
  o Scene management
  o Evidential evaluation
  o Preserving evidence

(AC3.5) • Personal Safety and Risk Management
  o Personal Safety
  o Communication
  o Equipment and Restraints

(AC3.6) • Forensics
  o Protecting the Scene
  o Scene management
  o Evidential evaluation
  o Preserving evidence

(AC3.7) • Personal Safety and Risk Management
  o Assess the Needs of Individuals and Provide Advice and Support
  o First Aid
  o Health and Safety

(AC3.8) • Ethics and Values
  o Victims and Witnesses
  o Victim Charter

(AC3.9) • Ethics and Values
  o National Decision Model

(AC3.10) • Crime and Investigation
  o Conducting Investigations

(AC3.11) • Crime and Investigation
  o 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 316   Conduct police searches

Unit level:	Level 3
Credit value:	10
GLH:	40
Unit aim:	Police Officers have the authority to exercise an extensive range of police powers, with autonomy, in many potentially volatile situations, including conducting police searches. This unit is about searching individuals, vehicles, premises and outside spaces for items suspected to be evidence of an offence as part of an investigation, or for prevention of harm to self or others. The search must be conducted in a legal and ethical way, using approved search methods. The person carrying out the search will need to establish that they have the grounds and legal authority to carry out the search and preserve the search scene. Where evidence is found this may be seized, packaged and stored in a manner that maintains its integrity and continuity. They will also need to complete any necessary documentation.
Endorsed by	College of Policing (Professional body) Skills for Justice (sector Skills Council)

Learning outcome

The learner will:

1   understand legal and organisational requirements in relation to police searches

Assessment criteria

The learner can:

1.1   summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to conducting police searches
1.2   explain the procedures that relate to searches of:
  1.2a   individuals
  1.2b   premises
  1.2c   vehicles
  1.2d   outside spaces
1.3   explain how to preserve the scene when conducting searches
1.4   explain how to secure potential evidence from search scenes
1.5   explain methods of handling risks and contingencies that may arise during search procedures
1.6   explain how to maintain health and safety of self and others during search procedures

Indicative content

(AC1.1)
- Forensics
  - Police Searches
- Ethics and Values
  - Code of Ethics

Legislation
- Human Rights Act 1998
- European Convention on Human Rights 1999 - 2000
- Equality Act 2010
- Health and Safety at Work Act 1974
- Police (Health and Safety) Act 1997
- PACE – Police and Criminal Evidence Act 1984
- Children's Act 1989
- Children and Young Persons Act 1933
- Criminal Justice and Public Order Act 1994
- Misuse of Drugs Act 1971
- Criminal Justice Act 1988
- Terrorism Act 2000

(AC1.2)
- Forensics
  - Police Searches (Mnemonic – GOWISELY, SCENARIO)

(AC1.3)
- Forensics
  - Police Searches (Scene preservation and handling exhibits)
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations (Protecting the Scene)

(AC1.4)
- Forensics
  - Police Searches
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations (Protecting the Scene)

(AC1.5)
- Forensics
  - Police Searches

(AC1.6)
- Forensics
  - Police Searches (Custody Procedures)
  - Personal protection and Risk Management (Conflict Management)
- Ethics and Values
  - Risk Assessment (as outlined in the National Decision Model NDM)
  - Health and Safety

Learning outcome

The learner will:

2   be able to prepare to conduct police searches in line with legal and organisational requirements

Assessment criteria

The learner can:

2.1   establish the need to carry out searches, including:
    2.1a   the legal authority
    2.1b   grounds
    2.1c   justification
2.2   conduct risk assessments when preparing searches
2.3   plan searches including planning for the management of health and safety of self and others
2.4   inform individuals of the purpose of searches, including:
    2.4a   the authority of persons conducting the searches
    2.4b   grounds for searches
    2.4c   individuals' rights in accordance with legislation

Indicative content

(AC2.1)   • Forensics
        o   Police Searches (Mnemonic – GOWISELY, SCENARIO)

(AC2.2)   • Ethics and Values
        o   Risk Assessment (as outlined in the National Decision Model NDM)

(AC2.3)   • Forensics
        o   Police Searches
        o   Health and Safety
      • Personal Safety and Risk Management
        o   Custody Procedures
        o   Conflict Management
      • Ethics and Values
        o   Risk Assessment (as outlined in the National Decision Model NDM)

(AC2.4)   • Forensics
        o   Police Searches (Mnemonic – GOWISELY, SCENARIO; Communicating with individuals; PACE (1984))

Learning outcome

The learner will:

3   be able to conduct police searches of premises, vehicles and outside spaces in line with legal and organisational requirements

Assessment criteria

The learner can:

3.1   conduct police searches, including:

    3.1a   identifying the correct search areas

    3.1b   protecting search scenes

    3.1c   preventing loss or contamination of potential evidence

3.2   conduct searches in an ethical and effective manner, including:

    3.2a   recognising individuals' and community needs

    3.2b   dealing with personal property respectfully

3.3   conduct searches using approved and appropriate search methods

3.4   interact with individuals using approved communication methods that:

    3.4a   promote equality

    3.4b   respect diversity

    3.4c   value people as individuals

3.5   respond to contingencies which arise during searches

3.6   analyse the significance of items found relative to the search

3.7   seize items covered by the identified search power

3.8   maintain the integrity of seized items, including through the use of appropriate packaging and storage

3.9   leave search areas in the required condition

3.10   conclude searches

3.11   document all decisions, actions, options and rationales

Indicative content

(AC3.1)
- Forensics
  - Police Searches
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations (Protecting the Scene)

(AC3.2)
- Forensics
  - Police Searches
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations (Protecting the Scene)

(AC3.3)
- Forensics
  - Police Searches
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations (Protecting the Scene)

(AC3.4)
- Forensics
  - Police Searches
- Ethics and Values
  - Equality and Diversity

(AC3.5)
- Forensics
  - Police Searches
- Ethics and Values
  - National Decision Model (NDM)
  - Health and Safety
- Personal Safety and Risk Management
  - Personal Safety

(AC3.6)
- Forensics
  - Police Searches
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations
  - Protecting the scene and evidence

(AC3.7)
- Forensics
  - Police Searches
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations (Protecting the scene)

(AC3.8)
- Forensics
  - Police Searches
  - Scene preservation and handling exhibits
- Crime and Investigation
  - Conduct Investigations (Protecting the scene)

(AC3.9)
- Forensics
  - Police Searches
- Ethics and Values

(AC3.10)
- Forensics
  - Police Searches

Local policy and procedure

(AC3.11)
- Forensics
  - Police Searches (Documentation)

Learning outcome

The learner will:

4   be able to conduct police searches of individuals in line with legal and organisational requirements

Assessment criteria

The learner can:

4.1   conduct police searches using authorised and appropriate systematic search methods for individuals:

    4.1a   under arrest

    4.1b   not under arrest

4.2   communicate appropriately with individuals before and during searches

4.3   control individuals in order to prevent:

    4.3a   loss or contamination of evidence

    4.3b   escape of individual(s)

    4.3c   harm to any person

4.4   maintain personal safety using approved and appropriate techniques

4.5   seize any identified items covered by the relevant search power

4.6   maintain the integrity of seized items, including through the use of appropriate packaging and storage

4.7   inform individuals being searched of the results of the search and actions to be taken next

4.8   document all decisions, actions, options and rationales

Indicative content

(AC4.1)   • Forensics
      o   Police Searches
    Legislation
    • PACE Code A

(AC4.2)   • Forensics
      o   Police Searches
    Legislation
    • PACE Code A

(AC4.3)   • Forensics
      o   Police Searches
      o   Scene preservation and handling exhibits
    • Crime and Investigation
      o   Conduct Investigations (Protecting the Scene; Health and Safety)
    • Personal Safety and Risk Management
      o   Personal Safety

(AC4.4) • Personal Safety and Risk Management
    o Personal Safety
    o Communication
    o Equipment and Restraints

(AC4.5) • Forensics
    o Police Searches
    o Scene preservation and handling exhibits
• Crime and Investigation
    o Conduct Investigations (evidence)

(AC4.6) • Forensics
    o Police Searches
    o Scene preservation and handling exhibits
• Crime and Investigation
    o Conduct Investigations (evidence)

(AC4.7) • Forensics
    o Police Searches
• Crime and Investigation
    o Conduct Investigations
• Ethic and values

(AC4.8) • Forensics
    o Police Searches
• Crime and Investigation
    o Conduct Investigations (Documentation)
• Ethics and Values
    o Case File Management

Unit 316   Conduct police searches

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, in the workplace, on five occasions, comprising, a minimum of two searches of individuals (including one stop and search) and one search of each of the following; premises, vehicles and outside spaces ensuring that all assessment criteria are covered.

Unit 317   Interview victims and witnesses in relation to priority and volume investigations

Unit level:	Level 3
Credit value:	6
GLH:	20
Unit aim:	This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action in relation to investigations
Endorsed by	The 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 principles of interviewing victims and witnesses

Assessment criteria

The learner can:

1.1   summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with victims and witnesses

1.2   summarise the components of an interview strategy

1.3   summarise resources which can assist in developing an interview strategy

1.4   explain the relevant points they need to prove during interviews

1.5   describe the types of interviewee, including 'relevant others'

1.6   explain the importance of timing, location and environmental conditions when conducting interviews

1.7   critically compare approved interview techniques

1.8   summarise contingencies that might arise during interviews, including how to deal with them

1.9   justify the importance of conducting interviews in a manner which is both ethical and effective

Indicative content

(AC1.1)
- Ethics and Values
  - Equality, diversity and human rights
  - health, safety, security and welfare
  - Victims and witnesses
- Crime and Investigation
  - Interviewing victims and witnesses (recognising when a person is unfit for interview; recognising when individuals may be vulnerable; conducting interviews with those who may be vulnerable; recognising when victims and witnesses may be intimidated; interviewing in an ethical and effective manner; PEACE Interview Model)
- Information and Intelligence
  - rules of evidence and disclosure
- Legislation
- Police and Criminal Evidence Act PACE 1984

(AC1.2)
- Crime and Investigation
  - Interviewing victims and witnesses (PEACE interview model; Achieving Best Evidence (ABE))

(AC1.3)
- Crime and Investigation
  - Interviewing victims and witnesses (PEACE interview model; Achieving Best Evidence (ABE))

(AC1.4)
- Crime and Investigation
  - Interviewing Victims and Witnesses

(AC1.5)
- Crime and Investigation
  - Interviewing Victims and Witnesses
- Categories eg:
- vulnerable
- intimidated
- significant
- Relevant others eg:
- legal representatives
- appropriate adults
- health care professionals
- officers required for legal authorities
- colleagues
- Interpreters

(AC1.6)
- Crime and Investigation
  - Interviewing Victims and Witnesses
- Conditions eg:
- urgent interviews
- interviews at the scene
- interviews at home
- in police premises
- healthcare facility

(AC1.7) • Crime and Investigation
    o Interviewing Victims and Witnesses

(AC1.8) • Crime and Investigation
    o Interviewing Victims and Witnesses
    Contingencies eg:
    • medical
    • welfare
    • hostile/reluctant behaviour
    • environmental conditions

(AC1.9) • Crime and Investigation
    o Interviewing Victims and Witnesses
    • Ethics and Values
        o Victims and witnesses
        o Health and Safety

Learning outcome

The learner will:

2   be able to plan and prepare interviews with victims and witnesses

Assessment criteria

The learner can:

2.1   decide upon interview strategy to be used
2.2   prepare written plans for interviews, taking into account the legal nature of the incidents to be investigated
2.3   identify the category of interviewees by reviewing all available information
2.4   consult with relevant others in line with the requirements of interviews
2.5   establish appropriate times, locations and environmental conditions for interviews
2.6   set up the necessary resources in line with interview requirements
2.7   confirm that individuals are fit for interview by making a basic assessment of factors, including:
    2.7a   physical condition
    2.7b   mental condition
    2.8c   emotional condition

Indicative content

(AC2.1) • Crime and Investigation
    o Interviewing victims and witnesses (Police Interviews; PEACE Interview Model; Achieving Best Evidence (ABE))

(AC2.2) • Crime and Investigation
    o Interviewing Victims and Witnesses

(AC2.3)
- Crime and Investigation
    - Interviewing Victims and Witnesses
- Ethics and Values
    - Victims and witnesses

Categories eg:
- vulnerable
- intimidated
- significant

(AC2.4) Relevant others eg:
- prosecutors
- legal representatives
- appropriate adults
- health care professionals
- custody officers
- officers required for legal authorities
- colleagues
- interpreters

(AC2.5)
- Crime and Investigation
    - interviewing Victims and Witnesses

(AC2.6) Resources eg:
- recording equipment
- relevant documentation
- exhibits
- appropriate adult
- interpreter

(AC2.7)
- Crime and Investigation
    - Interviewing Victims and Witnesses
- Ethics and Values
    - Victims and witnesses

Factors eg:
- intoxication by drink or drugs
- behaviour
- age
- physical disorder or disability
- learning disability
- mental health

Learning outcome

The learner will:

3   be able to conduct interviews with victims and witnesses

Assessment criteria

The learner can:

3.1   explain the interview process to all those present

3.2   confirm that all those present understand the interview process

3.3   maintain the security and welfare of all present in line with their needs

3.4   employ approved interview techniques and communication methods to obtain an accurate account

3.5   make use of exhibits in line with approved interview techniques

3.6   address any contingencies that arise in line with the needs of victims, witnesses and the interview process

3.7   complete all relevant documentation, including obtaining any necessary endorsements

3.8   conclude the interview by informing all those present of the next steps

Indicative content

(AC3.1)   • Crime and Investigation
                o   Interviewing Victims and Witnesses

(AC3.2)   • Crime and Investigation
                o   Interviewing Victims and Witnesses

(AC3.3)   • Crime and Investigation
                o   Interviewing Victims and Witnesses
            • Ethics and Values
                o   Duty of care
                o   Victims and witnesses
                o   Health and safety

(AC3.4)   • Crime and Investigation
                o   Interviewing Victims and Witnesses
                o   PEACE model
            • Ethics and Values
                o   Victims and witnesses

(AC3.5)   • Crime and Investigation
                o   Interviewing Victims and Witnesses
                o   PEACE model

(AC3.6)   • Crime and Investigation
                o   Interviewing Victims and Witnesses
            • Ethics and Values
                o   Victims and witnesses

Contingencies eg:
- Medical
- Welfare
- hostile/reluctant behaviour
- environmental conditions

(AC3.7)
- Crime and Investigation
  - Interviewing Victims and Witnesses
- Ethics and Values
  - The Criminal Justice system
  - Case file management (documentation)

Documentation eg:
- interview notes
- pocket notebook
- criminal justice statements, including victim personal statements
- exhibit forms

(AC3.8)
- Crime and Investigation
  - Interviewing Victims and Witnesses

Learning outcome

The learner will:

4   be able to evaluate interviews with victims and witnesses and carry out post-interview procedures

Assessment criteria

The learner can:

4.1   evaluate interviews and any evidence that has emerged
4.2   update relevant others based on the evaluation of interviews
4.3   evaluate own performance in interviews, identifying any learning points
4.4   prioritise any further actions required in line with the needs of investigations

Indicative content

(AC4.1)
- Crime and Investigation
  - Interviewing Victims and Witnesses

(AC4.2)
- Crime and Investigation
  - Interviewing Victims and Witnesses

(AC4.3)
- Crime and Investigation
  - Interviewing Victims and Witnesses

(AC4.4)   Further action eg:
- pursue further lines of enquiry
- brief others
- update intelligence systems

Unit 317   Interview victims and witnesses in relation to priority and volume investigations

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 assessed on three occasions in the workplace; two interviews must be with a victim(s) and one interview must be with a witness.

Unit 318   Use police powers to deal with suspects

Unit level:	Level 3
Credit value:	10
GLH:	40
Unit aim:	This unit is about conducting arrests, detentions and reporting procedures, including the disposal options available. Police Officers have the authority to exercise an extensive range of police powers with autonomy, across many potentially volatile situations, not least when dealing with individuals suspected of committing an offence. The learner will need to be able to conduct their actions legally and in a balanced and proportionate manner, considering the impact of their actions on others. They will need to use the correct techniques and deal with any contingencies that arise.
Endorsed by	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 requirements for using police powers when dealing with suspects

Assessment criteria

The learner can:

1.1   summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to using police powers

1.2   explain the principle of releasing suspects without delay, where information is received that negates the need for:

    1.2a   arrest

    1.2b   detention

    1.2c   reporting

    1.2d   other disposal options

1.3   summarise the types of contingencies that may arise during the processing of suspects

1.4   explain the options available to police officers for disposing of suspects

Indicative content

(AC1.1) • Personal Safety and Risk Management
    o Correct use of arrest and warrants
  • Ethics and Values
    o Police Powers
    o Justice Outcomes
  Legislation
  • PACE Codes of Practice

(AC1.2) • Information and Intelligence
    o gathering information
  • Crime and Investigation
    o conducting investigations
  • Personal Safety and Risk Management
    o Correct use of arrest and warrants
    o de-arresting suspects
    o cancelling reports and contacting suspects
  • Ethics and Values
    o Police Powers

(AC1.3) • Personal Safety and Risk Management
    o Correct use of arrest and warrants (Dealing with contingencies eg: medical; welfare; abusive or aggressive behaviour)
  • Ethics and Values
    o National Decision Model (NDM)

(AC1.4) • Personal Safety and Risk Management
    o Correct use of arrest and warrants
  • Ethics and Values
    o Justice outcomes (Disposal options)
  Disposal options in relation to incidents eg:
  • arrest
  • report for summons
  • Fixed Penalty Notice (FPN)
  • restorative justice
  • formal caution
  • verbal warning
  • take no action

Learning outcome

The learner will:

2   be able to arrest and detain suspects in line with legal and organisational requirements and timescales

Assessment criteria

The learner can:

2.1   establish grounds to justify an arrest

2.2   arrest suspects

2.3   detain suspects

2.4   keep the custody officer informed of progress to enable them to make a decision on disposal

2.5   preserve evidence during the arrest in line with approved practice

2.6   record actions taken throughout the arrest, noting:

      2.6a   rationale

      2.6b   grounds

      2.6c   compliance or otherwise

      2.6d   action taken to deal with contingencies

Indicative content

(AC2.1)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants (grounds and legal authority; necessity)

(AC2.2)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants (arrest detain and report suspects; Police and Criminal Evidence Act (PACE) 1984)

    Local force policy and procedure

(AC2.3)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants

(AC2.4)   Options eg:
- Report
- Verbal warning
- Local resolution
- Formal caution
- Restorative justice
- Take no action

(AC2.5)
- Crime and Investigation
  - conducting investigations
  - scenes of crime
- Forensics
  - preserving evidence

(AC2.6)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants (documentation; timings)
- Personal Safety and Risk Management
  - Personal Safety
- Ethics and Values
  - National Decision Model (NDM)

Learning outcome

The learner will:

3   be able to report suspects in line with legal and organisational requirements and timescales

Assessment criteria

The learner can:

3.1   establish grounds to justify reporting suspects
3.2   report suspects
3.3   record actions taken whilst reporting

Indicative content

(AC3.1)   • Personal Safety and Risk Management
          o Correct use of arrest and warrants (grounds and legal authority; necessity)
          Local force policies and procedures

(AC3.2)   • Personal Safety and Risk Management
          o Correct use of arrest and warrants
          Local force policies and procedures

(AC3.3)   • Personal Safety and Risk Management
          o Correct use of arrest and warrants (grounds and legal authority; necessity; timings; documentation)

Learning outcome

The learner will:

4   Be able to apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements

Assessment criteria

The learner can:

4.1   evaluate the risks and benefits of alternative disposal options
4.2   implement alternative disposal options to formal criminal justice processes
4.3   communicate the conditions of alternative disposal options to relevant others

Indicative content

(AC4.1)   • Personal Safety and Risk Management
          o Correct use of arrest and warrants
          • Ethics and Values
          o National Decision Model (NDM)
          Disposal options may include:
          • Fixed Penalty Notice (FPN)
          • restorative justice

- formal caution
- verbal warning
- take no action

(AC4.2) Local force policies and procedures

(AC4.3) Relevant others eg:
- alleged suspect
- victims
- witnesses
- Police Service
- Criminal Justice Service

Unit 318   Use police powers to deal with suspects

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, across each of the following:

- arresting a suspect
- reporting a suspect
- applying an alternative disposal option from arresting and reporting
- applying discretion and taking no further action

Unit 401   Manage conflict situations in policing

Unit level	Level 4
Credit value:	10
GLH:	40
Unit aim:	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.
Endorsed by	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
  o Code of Ethics
• Personal Safety & Risk Management
  o Equipment and Restraints
  o Personal Protection (use of force)
  o Communication
  o Health and Safety

(AC1.2) Legislation:
• Human Rights Act 1998
• European Convention on Human Rights
• Ethics and Values
• Personal Safety & Risk Management
  o Equipment and Restraints
  o Personal Protection
  o Communication

(AC1.3) • Ethics and Values
• Personal Safety & Risk Management
  o Equipment and Restraints
  o Personal Protection
  o Communication
  o Health and Safety

(AC1.4) • Public Protection
  o Adults at Risk (Vulnerable Adults)
  o Domestic Abuse
  o Hate Crime
  o Prostitution
  o Missing Persons
  o Forced Marriage
  o Honour-Based Violence
  o Stalking and Harassment
  o Child Abuse
  o Child Sexual Exploitation
  o Female Genital Mutilation
  o Sexual Offences
  o 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
    o Conflict Management
    o Personal Safety: Knowledge and Skills
    o Equipment and Restraints
   • Ethics and Values
    o National Decision Model (NDM)

(AC1.6) • Personal Safety and Risk Management
    o Personal Safety: Documentation
    o 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

Indicative content

(AC2.1) • Ethics and Values
  o National Decision Model (NDM)
  • Crime and Investigation
  o 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
  o Responding to incidents
  • Ethics and Values
  o Police Powers (using police powers in a fair and justified way)
  • Personal Safety & Risk Management

(AC2.5) • Ethics and Values
  o Equality and Diversity
  o Police Powers (using police powers in a fair and justified way)
  • Personal Safety & Risk Management
  o Health and Safety
  o Personal Safety (use of force)

(AC2.6) • Ethics and Values
  • Personal Safety & Risk Management
  o Personal Safety: Documentation
  Local force procedures

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

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.

Unit 402 Conduct priority and volume investigations

Unit level:	Level 4
Credit value:	10
GLH:	40
Unit aim:	This unit is about conducting investigations and is applicable to investigations across all types of priority and volume incidents. They will need to be able to gather, analyse and assess the available information and intelligence from all sources (including social media), conduct risk assessments, identify and preserve the initial scene(s), and identify and deal with materials. They must also be able to develop initial lines of enquiry and deal with any victims, witnesses and suspects. In addition, they will need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity and ensure that all relevant documentation is completed and added to the case file.
Endorsed by	College of Policing – Professional Body for Policing in England and Wales Skills for Justice – Sector Skills Council for Justice

Learning outcome

The learner will:

1   understand the legal and organisational requirements in relation to conducting priority and volume investigations

Assessment criteria

The learner can:

1.1   summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to conducting priority and volume investigations

1.2   explain the support available to victims, potential witnesses and suspects in given investigative situations

1.3   explain the types of investigation that are within own limits of responsibility

1.4   explain the importance of risk assessments within the context of priority and volume investigations

1.5   explain the restrictions that apply to the disclosure of sensitive information during priority and volume investigations.

Indicative content

(AC1.1) • Crime and investigation
  o Conduct Investigations
  References
  • Authorised Professional Practice (APP) in Investigations
  Legislation
  • Regulation of Investigatory Powers Act 2000 (RIPA)
  • Police and Criminal Evidence Act 1984 (PACE)

(AC1.2) • Crime and investigation
  o Conduct Investigations (Available support services; Guidance/advice; Protecting Policing intervention)

(AC1.3) • Crime and Investigation
  o conduct investigations
  Types of investigations eg:
  • domestic violence
  • hate crime
  • critical incident (child missing etc.)
  • public order
  • road traffic
  • allegation of crime
  • non-crime incidents

(AC1.4) • Ethics and Values
  o National Decision Model (NDM)

(AC1.5) • Handling Information and Intelligence
  o MOPI – Management of Police Information
  Legislation
  • CPIA – Criminal Procedure and Investigation Act 1996
  • DPA – Data Protection Act 1998
  • FOI – Freedom of Information Act 2000

Learning outcome

The learner will:

2   understand the process for conducting priority and volume investigations

Assessment criteria

The learner can:

2.1   describe the investigative process, including relevant activities and decision making

2.2   explain what information is required to support investigations

2.3   explain the application of the investigative mindset

2.4   summarise the methods used to protect scenes

2.5   summarise the methods used to protect evidence.

Indicative content

(AC2.1)
- Crime and Investigation
  - Conducting investigations
- Ethics and Values
  - National Decision Model (NDM)

(AC2.2)
- Crime and Investigation
  - Conducting Investigations
- Intelligence and Information
  - Handling Information and Intelligence

(AC2.3)
- Crime and Investigation
  - Crime investigations
  - Responding to incidents
  - Conducting investigations – investigative mindset

(AC2.4)
- Crime and Investigation
  - Conducting investigations
- Forensics
  - Scene preservation and handling exhibits

(AC2.5)
- Crime and Investigation
  - Conducting investigations
- Forensics
  - Scene preservation and handling exhibits

Learning outcome

The learner will:

3   understand the nature of crime and its impact upon the community

Assessment criteria

The learner can:

3.1   define the characteristics of crimes, including how they are committed

3.2   explain the impact of crime and criminality on the community.

Indicative content

(AC3.1)
- Crime and Investigation
  - Conducting investigations
- Ethics and Values
  - Community engagement (Policing in the community)

(AC3.2)
- Crime and Investigation
  - Conducting investigations
- Ethics and Values
  - Community engagement (Policing in the community)

Learning outcome

The learner will:

4   be able to conduct priority and volume investigations

Assessment criteria

The learner can:

4.1   follow organisational procedures for conducting investigations

4.2   gather information, intelligence and evidence to support the investigation in line with organisational procedures and lines of enquiry

4.3   assess the factors likely to impact on investigations in order to prioritise lines of enquiry

4.4   analyse information, intelligence and evidence to determine proposed courses of action regarding investigations

4.5   pass on information and intelligence relevant to other investigations at the earliest opportunity

4.6   brief relevant others regarding the progress of the investigation

4.7   identify the need for any additional support for investigations

4.8   take action during investigations to minimise risks

4.9   handle victims, potential witnesses and suspects in line with their needs and the needs of the investigation

4.10   take the necessary steps to protect and preserve the scene

4.11   manage all available evidence in line with current legislation and policy

4.12   handle suspects in line with investigative decision-making

4.13   provide victims, witnesses and families with information, support and protection in line with their needs.

Indicative content

(AC4.1)   Organisational procedure eg ensuring all actions:
- Are lawful
- Promote equality and respect diversity
- Are communicated on time in the appropriate format

(AC4.2)
- Handling Information and Intelligence

Lines of enquiry eg:
- Suspects
- Victims
- Witnesses
- Family/friends
- Community/neighbourhood
- Forensics / scientific
- Intelligence
- Property / premises
- Technology
- Social media

(AC4.3)
- Crime and Investigation:
  o Crime
  o Non-crime incident
- Handling information and intelligence

Lines of enquiry eg:
- Suspects
- Victims
- Witnesses
- Family/friends
- Community/neighbourhood
- Forensics / scientific
- Intelligence
- Property / premises
- Technology
- Social media

(AC4.4)
- Handling Information and Intelligence
- Crime and Investigation
  o Conducting investigations

(AC4.5)
- Handling Information and Intelligence
- Crime and Investigation
  o Conducting investigations

(AC4.6)   Relevant others eg:
- Case manager
- Other relevant investigations
- Line manager
- Colleagues
- Custody Officer

(AC4.7)   Additional support eg:
- Specialists
- Line management
- External agencies

(AC4.8)   • Ethics and Values
  - National Decision Model (NDM)

(AC4.9)   Their needs eg:
- Vulnerability
- Language
- Culture
- Lifestyle
- Repeat/linked incidents

(AC4.10) Steps to preserve scene eg:
- Cordons
- Handling/preserving scenes and evidence

(AC4.11) • Handling information and intelligence
  - Case file management
  • Crime and Investigation
  - Conducting investigations

(AC4.12) • Personal Safety and Risk Management
  - Arrest, detain and report individuals
  Disposal options eg:
- Arrest
- Report
- Verbal warning
- Local resolution
- Formal caution
- Restorative justice
- Take no action

(AC4.13) • Ethics and Values
  - Victims and witnesses
  - Code of practice for victims of crime
  - Vulnerable and intimidated victims and witnesses

Learning outcome

The learner will:

5   be able to document information relating to priority and volume investigations, in line with legal and organizational requirements

Assessment criteria

The learner can:

5.1   prepare documentation for case file submission
5.2   prepare evidence for submission to courts and other hearings.

Indicative content

(AC5.1) • Ethics and Values
  o case file management
  o national file standards and documentation
  o liaising with external parties and disclosure
  o preparing for court
  o charging

(AC5.2) • Ethics and Values
  o presenting evidence at court and other hearings

Unit 402   Conduct priority and volume investigations

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 403 Interview suspects in relation to priority and volume investigations

Unit level	Level 4
Credit value:	6
GLH:	20
Unit aim:	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 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 conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action.
Endorsed by	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 principles of interviewing suspects

Assessment criteria

The learner can:

1.1   summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with suspects

1.2   summarise the components of an interview strategy

1.3   summarise resources which can assist in developing interview strategies

1.4   explain the role of 'relevant others' when interviewing suspects

1.5   critically compare approved suspect interview techniques

1.6   explain the points necessary to prove offences during interviews

1.7   explain the importance of timing, location and environmental conditions when conducting interviews

1.8   summarise contingencies that might arise during interviews and how to deal with them

1.9   explain the reasons for the interviewer assuming responsibility for suspects

1.10   justify the importance of conducting interviews in a manner which is both ethical and effective

Indicative content

(AC1.1)
- Ethics and Values
  - Equality, diversity and human rights
  - health, safety, security and welfare
- Crime and Investigation
  - Interviewing Suspects
  - rules of evidence and disclosure
  - PEACE Interview Model
  - recognising when a person is unfit for interview
  - recognising when individuals may be vulnerable
  - conducting interviews with those who may be vulnerable
  - recognising when victims and witnesses may be intimidated
  - equality, diversity and human rights
  - health, safety, security and welfare
  - interviewing in an ethical and effective manner
  - rules of evidence and disclosure

Legislation
- Police and Criminal Evidence Act PACE 1984

(AC1.2)
- Crime and Investigation
  - Interviewing Suspects (PEACE Interview Model; Achieving Best Evidence (ABE))

(AC1.3)
- Crime and Investigation
  - Interviewing Suspects (Police Interviews; PEACE Interview Model; Achieving Best Evidence (ABE))

(AC1.4)
Relevant others eg:
- prosecutors
- legal representatives
- appropriate adults
- health care professionals
- custody officer
- officers required for legal authorities
- colleagues
- interpreters

(AC1.5)
- Crime and Investigation
  - Interviewing Suspects

(AC1.6)
- Crime and Investigation
  - Interviewing Suspects
  - Interviewing Victims and Witnesses

(AC1.7)
- Crime and Investigation
  - Interviewing Suspects
  - Interviewing Victims and Witnesses

Conditions eg:
- urgent interviews
- interviews at the scene
- in police premises
- healthcare facility

(AC1.8)
- Crime and Investigation
  - Interviewing Suspects
  - Interviewing Victims and Witnesses

  Contingencies eg:
- legal
- medical
- welfare
- abusive or aggressive behaviour
- technical faults
- complaints
- environmental conditions

(AC1.9)
- Crime and Investigation
  - Interviewing Suspects

(AC1.10)
- Crime and Investigation
  - Interviewing Suspects
- Ethics and Values

Learning outcome

The learner will:

2   be able to prepare for interviews with suspects

Assessment criteria

The learner can:

2.1   decide upon interview strategy to be used

2.2   prepare written plans for interviews taking into account the legal nature of the incidents to be investigated

2.3   review material in relation to incidents in question

2.4   prepare resources for use during interviews, including:

    2.4a   audio/video recording equipment

    2.4b   documentation

    2.4c   exhibits

2.5   prepare for pre-interview briefings with legal representatives

2.6   confirm that individuals are fit for interview by making a basic assessment of:

    2.6a   physical condition

    2.6b   mental condition

    2.6c   emotional condition.

Indicative content

(AC2.1)
- Crime and Investigation
  - Interviewing Suspects
  - Interviewing Victims and Witnesses
  - PEACE Interview Model
  - Achieving Best Evidence (ABE)

(AC2.2)
- Crime and Investigation
  - Interviewing Suspects

(AC2.3)
- Crime and Investigation
  - Interviewing Suspects

Material eg:
- Information and intelligence
- Objects
- written documentation
- audio recording
- passive data generators
- visual images
- evidence

(AC2.4)
- Crime and Investigation
  - Interviewing Suspects

(AC2.5)
- Crime and Investigation
  - Interviewing Suspects

(AC2.6)
- Crime and Investigation
  - Interviewing Suspects

Factors eg:
- intoxication by drink or drugs
- behaviour
- age
- physical disorder or disability
- learning disability
- mental health

Learning outcome

The learner will:

3   be able to conduct an interview with a suspect

Assessment criteria

The learner can:

3.1   deliver pre-interview briefings to legal representatives

3.2   assume responsibility for suspects and relevant others ensuring their safety, security and welfare

3.3   explain the interview process to all those present

3.4   confirm that all those present understand the interview process

3.5   use the required cautions, evidential or special warnings, checking suspects' understanding

3.6   employ approved interview techniques

3.7   make use of exhibits in line with approved interview techniques

3.8   address any contingencies that arise, in line with the needs of suspects and the interview process

3.9   complete all relevant documentation, obtaining any necessary endorsements

3.10   conclude interviews by informing all those present of the next steps.

Indicative content

(AC3.1)   • Crime and Investigation
    o Interviewing Suspects

(AC3.2)   • Crime and Investigation
    o Interviewing Suspects
    Others eg:
    • legal representatives
    • appropriate adults
    • healthcare professionals
    • interpreters
    • colleagues

(AC3.3)   • Crime and Investigation
    o Interviewing Suspects

(AC3.4)   • Crime and Investigation
    o Interviewing Suspects

(AC3.5)   • Crime and Investigation
    o Interviewing Suspects

(AC3.6)   • Crime and Investigation
    o Interviewing Suspects
    • Ethics and Values

(AC3.7) • Crime and Investigation
    o Interviewing Suspects
• Ethics and Values

(AC3.8) Contingencies eg
• legal
• medical
• welfare
• abusive or aggressive behaviour
• technical faults
• complaints
• environmental conditions

(AC3.9) • Crime and Investigation
    o Interviewing Suspects

(AC3.10) • Crime and Investigation
    o Interviewing Suspects
Documentation eg:
• interview notes
• pocket notebook
• criminal justice statements
• exhibit forms

Learning outcome

The learner will:

4   be able to evaluate interviews with suspects and carry out post-interview procedures

Assessment criteria

The learner can:

4.1   evaluate interviews and any evidence that has emerged
4.2   update relevant others and intelligence systems based on the evaluation of interviews
4.3   evaluate own performance in interviews, identifying any learning points
4.4   prioritise any further actions required in line with the needs of the investigation.

Indicative content

(AC4.1) • Crime and Investigation
    o Interviewing Suspects

(AC4.2) • Crime and Investigation
    o Interviewing Suspects

(AC4.3) • Crime and Investigation
    o Interviewing Suspects

(AC4.4)   Further action eg:
- other lines of enquiry
- charge
- release
- arrest
- de-arrest
- take no further action

Unit 403   **Interview suspects in relation to priority and volume investigations**

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 assessed on three occasions in the workplace.

Unit 404   Plan, implement and review an evidence-based preventative policing approach

Unit level:	Level 4
Credit value:	8
GLH:	30
Unit aim:	This unit is about applying an evidence-based preventative approach to policing which may often be complex and broad ranging. 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 gather information and intelligence, analyse that information and apply a proactive, preventative initiative to address an identified situation. 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 evaluate the implementation of the initiative and where appropriate, share the findings with others. Note: 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 not limited to any particular type of preventative initiative or intervention. It is expected that Officers will be able to evidence this unit in the normal course of their duties.
Endorsed by	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 an evidence-based preventative policing approach

Assessment criteria

The learner can:

1.1   summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to multi-agency information sharing, in order to support an evidence-based preventative policing approach

1.2   explain the principles of an evidence-based preventative policing approach

1.3   explain the sources and types of evidence that can inform good practice in preventative policing

1.4   explain the relationship between decision-making processes and an evidence-based preventative policing approach

1.5   explain the benefits of an evidence-based preventative policing approach to reducing crime

1.6   evaluate different policing situations in which an evidence-based preventative policing approach can be effective

1.7   explain the importance of collaborative action between stakeholders to achieve an evidence-based preventative policing approach

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Indicative content

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

(AC1.3) • Ethics and Values
   o 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 e.g. 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

(AC1.4) • Ethics and Values
  o An Introduction to EBP (Conducting EBP research)
  o National Decision Model (NDM)
  • Community Engagement
  o Policing in the Community (crime prevention)

(AC1.5) • Ethics and Values
  o Introduction to evidence-based policing
  • Community Engagement
  o Policing in the Community (crime prevention)

(AC1.6) • Crime and Investigation
  o Crime
  • Ethics and Values
  o An Introduction to Evidence-Based Policing
  • Community Engagement
  o Policing in the Community (crime prevention)

(AC1.7) • Ethics and Values
  o An Introduction to Evidence-Based Policing
  • Community Engagement
  o Policing in the Community
  • Information and Intelligence
  o submitting, sharing and disposal of information

Learning outcome

The learner will:

2   be able to develop a preventative policing approach in a given situation

Assessment criteria

The learner can:

2.1   confirm that situations are appropriate for the use of a preventative policing approach
2.2   gather evidence and information from relevant sources to support the development of a preventative policing approach
2.3   determine possible causes of concern in given policing situations
2.4   analyse the evidence and information to develop appropriate solutions via preventative policing approaches
2.5   obtain agreement from key stakeholders on preventative policing approaches adopted

Indicative content

(AC2.1)
- Ethics and Values
  - An Introduction to Evidence-Based Policing
- Community Engagement
  - Policing in the Community (crime prevention)
- Crime and Investigation
  - Crime

(AC2.2)
- Information and Intelligence
  - Handling Information and Intelligence
- Ethics and Values
  - An Introduction to Evidence-based Policing
- Community Engagement
  - Policing in The Community (crime prevention)

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 e.g. 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

(AC2.3) • Information and Intelligence
        o Handling Information and Intelligence (managing information and intelligence)
    • Ethics and Values
        o An Introduction to Evidence-based Policing (developing a hypothesis)
    Concerns may include:
    • Social and environmental conditions
    • Crime rates
    • Fear of crime
    • Vulnerability
    • Anti-social behaviour
    • Police presence

(AC2.4) • Ethics and Values
        o An Introduction to Evidence-based Policing (conducting EBP research; setting out a proposal)

(AC2.5) • Ethics and Values
        o An Introduction to Evidence-based Policing (conducting EBP research)
    • Community Engagement
        o Policing in the Community (crime prevention)

Learning outcome

The learner will:

3   be able to develop plans to support preventative policing approaches

Assessment criteria

The learner can:

3.1   develop preventative policing plans, including:
    3.1a   a resources plan
    3.1b   a plan for dealing with contingencies

Indicative content

(AC3.1) • Ethics and Values
        o An Introduction to Evidence-based Policing (conducting EBP research)

Learning outcome

The learner will:

4   be able to implement preventative policing plans

Assessment criteria

The learner can:

4.1   implement preventative policing plans
4.2   monitor the progress of the implementation
4.3   make amendments to preventative policing plans as required

Indicative content

(AC4.1) • Ethics and Values
      o An Introduction to Evidence-based Policing (conducting EBP research)

(AC4.2) • Ethics and Values
      o An Introduction to Evidence-based Policing (conducting EBP research)

(AC4.3) • Ethics and Values
      o An Introduction to Evidence-based Policing (conducting EBP research)

Learning outcome

The learner will:

5   be able to review preventative policing approaches adopted

Assessment criteria

The learner can:

5.1   gather evidence from implementations to support approach reviews
5.2   analyse findings regarding the implementation of approaches
5.3   share findings of the review with key stakeholders
5.4   conduct any further actions as determined by review findings.

Indicative content

(AC5.1) • Ethics and Values
      o An Introduction to Evidence-based Policing (conducting EBP research)

(AC5.2) • Ethics and Values
      o An Introduction to Evidence-based Policing (conducting EBP research)

(AC5.3) • Ethics and Values
      o An Introduction to Evidence-based Policing (conducting EBP research)

(AC5.4) • Ethics and Values
      o An Introduction to Evidence-based Policing (conducting EBP research)

Unit 404   Plan, implement and review an evidence-based preventative policing approach

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

Ideally the learner must have identified a problem / concern / issue / situation and applied an initiative to mitigate the risk of escalation, continuation or incidents occurring. Additionally the learner must follow-up on the success or otherwise of the intervention and finally they should share their findings. This must 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.

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
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see 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.

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.

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Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	F: +44 (0)20 7294 2413 **E: intcg@cityandguilds.com**
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**
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**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413 **E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	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@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

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.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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