

# **Level 4 Certificate in Police First Line Management (3971-04)**

**September 2016 Version 1.0**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Justice
<b>City &amp; Guilds number</b>	3971
<b>Age group approved</b>	18+
<b>Entry requirements</b>	Learners must be practicing managers within the police sector, for example Police Sergeant
<b>Assessment types</b>	Portfolio
<b>Approvals</b>	Fast track approval
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 4 Certificate in Police First Line Management	146	344	3971-04	603/0486/8

# Contents

<b>Qualification at a glance</b>	<b>2</b>
<b>Contents</b>	<b>3</b>
<b>1 Introduction</b>	<b>4</b>
Structure	4
Total Qualification Time	5
<b>2 Centre requirements</b>	<b>6</b>
Approval	6
Resource requirements	6
Assessors and Internal Quality Assurer	6
Continuing professional development (CPD)	8
Learner entry requirements	8
<b>3 Delivering the qualification</b>	<b>9</b>
Initial assessment and induction	9
Recording documents	9
<b>4 Assessment</b>	<b>10</b>
Summary of assessment methods	10
Assessment strategy	10
<b>5 Units</b>	<b>12</b>
Availability of units	12
<b>Unit 319 Manage team performance</b>	<b>13</b>
<b>Unit 320 Manage personal and professional development</b>	<b>16</b>
<b>Unit 321 Conduct performance reviews with individuals in policing</b>	<b>19</b>
<b>Unit 405 Conduct evidence based information briefings, tasking and debriefings</b>	<b>24</b>
<b>Unit 406 Supervise police investigations and investigators</b>	<b>27</b>
<b>Unit 407 Supervise the response to critical incidents</b>	<b>30</b>
<b>Unit 408 Prepare for, monitor and maintain police operations</b>	<b>33</b>
<b>Unit 409 Provide leadership and management</b>	<b>36</b>
<b>Appendix 1 Relationships to other qualifications</b>	<b>39</b>
<b>Appendix 2 Sources of general information</b>	<b>40</b>

# 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 individuals who are practicing managers, such as Police Sergeants, within the police sector.
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 the College of Policing and Skills for Justice
What opportunities for progression are there?	After successful completion of this qualification, learners can progress: <ul style="list-style-type: none"><li>• to Inspector or above (dependent on successful completion of additional assessments and assessment Boards)</li><li>• into other specialist areas of policing</li><li>• into other policing qualifications as aligned to the National Police Promotion Framework (NPPF), for example:<ul style="list-style-type: none"><li>○ 3791-05 L5 Certificate in Police Management.</li></ul></li></ul>

## Structure

To achieve the Level 4 Certificate in Police First Line Management learners must complete the 8 mandatory units.

C&G Unit	Unit title	GLH
319	Manage team performance	21
320	Manage personal and professional development	12

C&G Unit	Unit title	GLH
321	Conduct performance reviews with individuals in policing	16
405	Conduct evidence based information briefings, tasking and debriefings	16
406	Supervise police investigations and investigators	18
407	Supervise the response to critical incidents	24
408	Prepare for, monitor and maintain police operations	11
409	Provide leadership and management	28

### 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 4 Certificate in Police First Line Management	146	344

## 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 4 Certificate in Knowledge of Policing (3931-41) you can apply for the new Level 4 Certificate in Police First Line Management (3971-04) approval using the fast track approval form, available from the City & Guilds website.

- 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 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, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### **Assessors and Internal Quality Assurer**

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

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

#### **Assessors**

All assessors must:

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

## **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, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Recording documents

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

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

Recording forms are available on the City & Guilds website.

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

## 4 Assessment

### Summary of assessment methods

Learners must:

- have a completed portfolio of evidence for each unit
- complete the 8 mandatory units

Assessment Type

Unit	Title	Assessment method	Where to obtain assessment materials
319	Manage team performance	Portfolio of evidence	NA
320	Manage personal and professional development		
321	Conduct performance reviews with individuals in policing		
405	Conduct evidence based information briefings, tasking and debriefings		
406	Supervise police investigations and investigators		
407	Supervise the response to critical incidents		
408	Prepare for, monitor and maintain police operations		
409	Provide leadership and management		

### 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

Centres must deliver the full breadth of the range. 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 range.

## Unit 319

## Manage team performance

<b>Unit level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	21
<b>Unit aim</b>	This unit aims to provide the underpinning knowledge of team management to enable learners to implement these skills and gain maximum performance from their team.
<b>Endorsed by</b>	Skills CFA

---

### Learning outcome

The learner will:

- 1 understand the management of team performance

### Assessment criteria

The learner can:

- 1.1 explain the use of benchmarks in managing performance
- 1.2 explain a range of quality management techniques to manage team performance
- 1.3 describe constraints on the ability to amend priorities and plans.

---

### Learning outcome

The learner will:

- 2 be able to allocate and assure the quality of work

### Assessment criteria

The learner can:

- 2.1 identify the strengths, competences and expertise of team members
- 2.2 allocate work on the basis of the strengths, competences and expertise of team members
- 2.3 identify areas for improvement in team members' performance outputs and standards
- 2.4 amend priorities and plans to take account of changing circumstances
- 2.5 recommend changes to systems and processes to improve the quality of work.

---

## Learning outcome

The learner will:

- 3 be able to manage communications within a team

## Assessment criteria

The learner can:

- 3.1 explain to team members the lines of communication and authority levels
- 3.2 communicate individual and team objectives, responsibilities and priorities
- 3.3 use communication methods that are appropriate to the topics, audience and timescales
- 3.4 provide support to team members when they need it
- 3.5 agree with team members a process for providing feedback on work progress and any issues arising
- 3.6 review the effectiveness of team communications and make improvements.

## **Unit 319**

## **Manage team performance**

### Supporting Information

#### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

## Unit 320

## Manage personal and professional development

<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	12
<b>Unit aim</b>	This unit aims to provide learners with the skills to manage their professional development.
<b>Endorsed by</b>	Skills CFA

---

### Learning outcome

The learner will:

- 1 be able to identify personal and professional development requirements

### Assessment criteria

The learner can:

- 1.1 compare sources of information on professional development trends and their validity
- 1.2 identify trends and developments that influence the need for professional development
- 1.3 evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation

---

### Learning outcome

The learner will:

- 2 be able to fulfil a personal and professional development plan

### Assessment criteria

The learner can:

- 2.1 evaluate the benefits of personal and professional development
- 2.2 explain the basis on which types of development actions are selected
- 2.3 identify current and future likely skills, knowledge and experience needs using skills gap analysis
- 2.4 agree a personal and professional development plan that is consistent with business needs and personal objectives
- 2.5 execute the plan within the agreed budget and timescale



- 2.6 take advantage of development opportunities made available by professional networks or professional bodies
- 

### **Learning outcome**

The learner will:

- 3 be able to maintain the relevance of a personal and professional development plan

### **Assessment criteria**

The learner can:

- 3.1 explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
- 3.2 obtain feedback on performance from a range of valid sources
- 3.3 review progress toward personal and professional objectives
- 3.4 amend the personal and professional development plan in the light of feedback received from others.

## Unit 320

## Manage personal and professional development

### Supporting Information

#### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

## Unit 321

## Conduct performance reviews with individuals in policing

<b>Unit level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	16
<b>Unit aim</b>	This unit is about reviewing the performance of individuals against policing standards and / or objectives. It is aimed at those working towards or those who already have first line management responsibility for the performance management of others. It may also be relevant to those who do not line manage individuals, but use performance reviews as part of another process such as coaching.
<b>Endorsed by</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for policing and law enforcement, and the College of Policing, the professional body for policing in England and Wales

---

### Learning outcome

The learner will:

- 1 understand how to conduct performance reviews with individuals in policing

### Assessment criteria

The learner can:

- 1.1 summarise organisational policies and procedures relating to performance reviews
- 1.2 explain the role of the reviewer in performance reviews
- 1.3 describe the standards and / or objectives against which individuals may be reviewed
- 1.4 describe how to set SMART objectives
- 1.5 summarise methods for gathering evidence to support decision making within performance reviews
- 1.6 explain how to make justifiable and objective decisions when conducting performance reviews
- 1.7 describe how to give and receive effective feedback
- 1.8 summarise professional development opportunities available within policing
- 1.9 explain why it is important to maintain records that include justifiable decisions

---

## Learning outcome

The learner will:

- 2 be able to prepare for individuals' performance reviews in line with policing requirements

## Assessment criteria

The learner can:

- 2.1 agree with individuals which standards and/or objectives they are to be reviewed against
- 2.2 identify with individuals the actions they need to take to prepare for performance reviews
- 2.3 agree fair, safe, valid and reliable performance review methods to be used with individuals
- 2.4 review available evidence prior to performance reviews
- 2.5 prepare performance review documentation

---

## Learning outcome

The learner will:

- 3 be able to conduct performance reviews with individuals in line with policing requirements

## Assessment criteria

The learner can:

- 3.1 encourage self-reflection on performance by individuals against agreed standards and/or objectives
- 3.2 review individuals' performance against agreed standards and/or objectives
- 3.3 make justified and objective decisions about individuals' performance that are measured against agreed standards and/or objectives
- 3.4 record outcomes of performance reviews

---

## Learning outcome

The learner will:

- 4 be able to provide effective feedback following performance reviews in line with policing requirements

## Assessment criteria

The learner can:

- 4.1 give individuals constructive feedback on their performance
- 4.2 agree with individuals any developmental activities which align to both organisational aims and individuals' needs
- 4.3 provide information on the outcomes of performance reviews to authorised individuals

---

## **Learning outcome**

The learner will:

- 5 be able to evaluate own practice following the conduct of performance reviews with individuals in policing

## **Assessment criteria**

The learner can:

- 5.1 seek feedback from reviewed individuals
- 5.2 reflect on own practice in managing performance review processes
- 5.3 identify how areas for potential development may be met

## Unit 321

# Conduct performance reviews with individuals in policing

## Supporting Information

### ***Guidance Provided by Skills for Justice and College of Policing***

#### Learning outcome 1:

- Identify current policy and operating process.
- Explain how to conduct an assessment within national guidelines.
- Describe force policy and process to be able to identify and plan for evidence requirement when PDR is to be used for pay progression.
- Understand and describe what the various forms of assessment are. When it is most appropriate to use the various methods of assessment – observation, witness testimony etc.
- Explain the need for the reviewer to involve the individual being reviewed.
- Explain how evidence and decision making are linked to police ethics.

#### Learning outcome 2:

- To understand the role requirements and personal quality statements applicable to the Force PDR.
- To include agreeing dates, times and places for performance reviews, allowing sufficient notice for all parties.
- Describe review methods and how they align with police ethics.
- Sources of supporting evidence to be agreed with individuals – to include but not be limited to work related activity, SMART objectives, CPD, ethical 3rd party comment.
- Impact of PDR review on pay increment.
- Appeal process.

#### Learning outcome 3:

- Describe use of self-reflection as part of CPD element.
- Describe the role specific standards of the individual, how they will be reviewed how decisions on performance will be recorded.
- To include HR related performance standards.
- Decisions must align with police ethics.

#### Learning outcome 4:

- Explain what types of feedback there are. The positive and negative effects of feedback. Recording of feedback. Participation of individual in the feedback process.
- Explain process for formal recognition of good performance. Explain when a development plan should be used. Explain when UPP should be considered.
- Describe how PDR outcome may affect pay progression. Timescales to provide information to appropriate HR personnel and reviewer's line manager.

Learning outcome 5:

- Explain how they can obtain internal and external feedback – Supervisors, peer group quality assurance personnel.
- Explain how self -evaluation becomes part of their CPD.
- Use identified activities for forward planning of their CPD.
- Maintain Personal Development Plan.

### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

This unit can be assessed by personnel who have undertaken training in and who work to the Police Sector Standard for the Training of Assessors.

## Unit 405

# Conduct evidence based information briefings, tasking and debriefings

<b>Unit level:</b>	Level 4
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Unit aim:</b>	This unit is about conducting briefing, tasking and debriefing of individuals in a manner that is driven by, and contributes to, the use of evidence based information to support organisational objectives. This work will be informed by the requirements of the Intelligence Model used in your organisation (for example, National Intelligence Model for policing).
<b>Endorsed by</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

---

### Learning outcome

The learner will:

- 1 understand the legal and organisational requirements relating to briefing, tasking and debriefing of evidence based information

### Assessment criteria

The learner can:

- 1.1 summarise the key features of:
  - 1.1a legislation
  - 1.1b organisational requirements
  - 1.1c guidelines in relation to briefing, tasking and debriefing of evidence based information
- 1.2 summarise the key features of evidence based information used within own organisation
- 1.3 evaluate briefing models in use within own organisation
- 1.4 summarise the management of information in own area of work

---

### Learning outcome

The learner will:

- 2 be able to conduct briefings and tasking using evidence based information



## **Assessment criteria**

The learner can:

- 2.1 conduct briefings of individuals in line with their information needs and operational requirements
  - 2.2 use gathered evidence based information to assign tasks to individuals, commensurate with their abilities, training and experience
  - 2.3 confirm that individuals understand assigned tasks and responsibilities
  - 2.4 monitor the progress of tasks against set objectives
- 

## **Learning outcome**

The learner will:

- 3 be able to conduct evidence based information debriefings in accordance with legal, organisational and operational requirements

## **Assessment criteria**

The learner can:

- 3.1 conduct debriefings of individuals
- 3.2 submit all acquired evidence based information
- 3.3 document decisions, actions, options and rationales.

## Unit 405

## Conduct evidence based information briefings, taskings and debriefings

### Supporting Information

#### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

## Unit 406

# Supervise police investigations and investigators

<b>Unit level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	18
<b>Unit aim:</b>	This unit is about supervising police investigations which fall within the learner's area of responsibility and the investigators conducting them. These may be either volume and priority or serious and complex investigations. This unit does not apply to major investigations, which are covered in a separate unit, Manage major investigations
<b>Endorsed by</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

---

### Learning outcome

The learner will:

- 1 understand the requirements for supervising police investigations and investigators

### Assessment criteria

The learner can:

- 1.1 summarise legislation, codes of practice and guidelines for supervising and conducting investigations
- 1.2 summarise policies and procedures for supervising and conducting investigations
- 1.3 explain the procedures for disclosing information in accordance with national crime recording standards
- 1.4 explain how to select investigators according to their skills and experience in relation to the investigation concerned
- 1.5 summarise the risk assessment processes associated with conducting police investigations

---

### Learning outcome

The learner will:

- 2 be able to supervise police investigations in line with legal and organisational requirements

### Assessment criteria

The learner can:

- 2.1 prepare information for investigations
- 2.2 evaluate the progress of investigations
- 2.3 take action to support investigators if necessary
- 2.4 confirm that individuals are dealt with in an ethical manner, recognising their needs with respect to equality and diversity
- 2.5 confirm case files are submitted
- 2.6 verify post-charge procedures are completed in line with operational requirements
- 2.7 confirm the investigation has been finalised in accordance with national crime recording standards
- 2.8 complete a lessons learnt log that reflects the outcomes of investigations
- 2.9 share lessons learnt with relevant others

---

### **Learning outcome**

The learner will:

- 3 be able to supervise and support police investigators

### **Assessment criteria**

The learner can:

- 3.1 clarify roles and responsibilities to people involved in investigations
- 3.2 confirm that investigators follow risk assessment procedures associated with conducting police investigations
- 3.3 verify that investigators develop effective investigation plans
- 3.4 provide support to investigators where required to ensure that all lines of enquiry are dealt with
- 3.5 confirm that investigators document information in accordance with policy and legislation
- 3.6 confirm that investigators pass on information to the appropriate person or department.

## Unit 406

## Supervise police investigations and investigators

### Supporting Information

#### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

## Unit 407

## Supervise the response to critical incidents

<b>Unit level:</b>	Level 4
<b>Credit value:</b>	4
<b>GLH:</b>	24
<b>Unit aim:</b>	This unit is intended for police officers and staff who provide immediate response and supervision in the event of a critical incident. It describes the performance required when supervising the response to critical incidents. This includes: •identifying a potential critical incident •dealing with the incident •referral to others when required. A critical incident is defined as any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community.
<b>Endorsed by</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

### Learning outcome

The learner will:

- 1 understand the requirements for responding to critical incidents

### Assessment criteria

The learner can:

- 1.1 summarise legislation, protocols and guidelines for supervision of critical incidents
- 1.2 summarise policies and procedures for supervision of critical incidents
- 1.3 define a critical incident
- 1.4 summarise the key features of critical incidents
- 1.5 diagnose factors which may indicate that critical incidents are developing
- 1.6 explain the reasons for using the golden hour principles
- 1.7 explain how to use the conflict management model
- 1.8 explain the principles of resource deployment and management during critical incidents
- 1.9 evaluate the potential impact of critical incidents on individuals and communities
- 1.10 critically compare the methods of communication required with:
  - 1.10a colleagues
  - 1.10b multi agency partners
  - 1.10c members of the public
  - 1.10d the media

- 1.11 summarise roles and responsibilities within the command and control structure used during critical incidents
- 

### **Learning outcome**

The learner will:

- 2 be able to supervise the response to critical incidents

### **Assessment criteria**

The learner can:

- 2.1 make initial assessments of situations
- 2.2 implement structured responses in the event of critical incidents
- 2.3 check actions are taken promptly to preserve and secure information and evidence
- 2.4 conduct on-going risk assessments in line with organisational requirements
- 2.5 escalate incidents to the appropriate level of authority if required
- 2.6 deploy resources required to meet the needs of the response
- 2.7 liaise with multi-agency partners in line with incident protocols
- 2.8 share information with multi-agency partners when required.

## Unit 407

## Supervise the response to critical incidents

### Supporting Information

#### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.



## Unit 408

# Prepare for, monitor and maintain police operations

<b>Unit level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	11
<b>Unit aim:</b>	This unit is concerned with the planning of law enforcement operations. These may be small-scale operations, involving only a few officers, or they may be larger scale events. In either case, the planning of the operation is crucial to ensure that the operation is carried out safely, effectively and sensitively
<b>Endorsed by</b>	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

---

### Learning outcome

The learner will:

- 1 understand legal and organisational requirements, codes of practice and guidelines in relation to planning police operations

### Assessment criteria

The learner can:

- 1.1 summarise legislation, codes of practice and guidelines for planning police operations
- 1.2 summarise policies and procedures for planning police operations
- 1.3 explain how the required authorities are obtained

---

### Learning outcome

The learner will:

- 2 be able to prepare for police operations

### Assessment criteria

The learner can:

- 2.1 confirm tasks and objectives allocated to them
- 2.2 gather information in relation to operations
- 2.3 review information in relation to operations

- 2.4 justify the resources required for operations
  - 2.5 establish resource availability to inform decision making
  - 2.6 allocate resources in line with operational requirements
  - 2.7 report any resources not available to designated person in charge
  - 2.8 obtain the required authorities
- 

### **Learning outcome**

The learner will:

- 3 be able to monitor and maintain police operations in line with legal and organisational requirements

### **Assessment criteria**

The learner can:

- 3.1 follow operational plans when deploying resources and taking actions
- 3.2 take action to deal with any contingencies that may occur
- 3.3 monitor evolving operations
- 3.4 adjust team actions in response to evolving operations
- 3.5 communicate actions to others in line with operational requirements
- 3.6 record information and outcomes of operations
- 3.7 report findings to designated person in charge.

## Unit 408

## Prepare for, monitor and maintain police operations

### Supporting Information

#### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

## Unit 409

## Provide leadership and management

<b>Unit level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	28
<b>Unit aim</b>	This unit aims to provide the underpinning knowledge of principles around leadership and management to enable learners to implement these skills and deliver results.
<b>Endorsed by</b>	Skills CFA

---

### Learning outcome

The learner will:

- 1 understand the principles supporting leadership and management

### Assessment criteria

The learner can:

- 1.1 analyse how leadership and management theories may be applied
- 1.2 assess the influence of an organisation's culture on its leadership styles and management practices
- 1.3 assess the influence of an organisation's structure on its leadership styles and management practices
- 1.4 analyse how theories of motivation may be applied in the practice of leadership
- 1.5 evaluate the role of stakeholder engagement in leadership and management
- 1.6 assess the suitability of a range of leadership styles and management practices to the culture of an organisation

---

### Learning outcome

The learner will:

- 2 be able to engage and inspire stakeholders and colleagues

### Assessment criteria

The learner can:

- 2.1 display behaviours and attitudes that show a commitment to the achievement of an organisation's goals

- 2.2 display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
  - 2.3 identify who stakeholders are and the nature of their interest
  - 2.4 take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives
  - 2.5 win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour
  - 2.6 take action to maintain morale through difficult times
  - 2.7 take action to secure the on-going commitment of colleagues and other key stakeholders
- 

### **Learning outcome**

The learner will:

- 3 be able to deliver results

### **Assessment criteria**

The learner can:

- 3.1 make planning and resourcing decisions that optimise the available resources, skills and expertise
- 3.2 use delegation techniques whilst delivering targets
- 3.3 empower individuals to take responsibility for their decisions and actions within agreed parameters
- 3.4 adapt plans, priorities and resource allocations to meet changing circumstances and priorities.

## Unit 409

## Provide leadership and management

### Supporting Information

#### ***Evidence requirements***

This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

## Appendix 1 Relationships to other qualifications

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

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

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

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

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

## Appendix 2 Sources of general information

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

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

Specifically, the document includes sections on:

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

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

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

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

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

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

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

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

Specifically, the document includes sections on:

- The centre and qualification approval process and forms



- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

City & Guilds  
**Believe you can**



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

## Useful contacts

### UK learners

General qualification information

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

### International learners

General qualification information

F: +44 (0)20 7294 2413

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

### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

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

### Publications

Logbooks, Centre documents, Forms, Free literature

F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

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

## Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

### City & Guilds

---

**1 Giltspur Street**

---

**London EC1A 9DD**

---

**F +44 (0)20 7294 2413**

---

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

---