Level 5 Certificate in Police Management (3971-05)

Qualification Handbook

Qualification at a glance

Subject area	Justice
City & Guilds number	3971
Age group approved	18+
Entry requirements	Learners will need to be practicing managers, such as an Inspector, in the Police Service
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 5 Certificate in Police Management	152-157	313	3971-05	603/0487/X

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 practicing managers, such as Police Inspectors, 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 College of Policing and Skills for Justice
What opportunities for progression are there?	There is a wide variety of qualifications that learners can progress onto after successfully completing this qualification. Please see www.cityandguilds.com

Structure

To achieve the Level 5 Certificate in Police Management, learners must achieve the five mandatory units and one unit from the optional units.

C&G unit number	Unit title	GLH
Mandatory units		
410	Develop and implement an operational plan	24
501	Manage operational threats and risks in a policing context	31
502	Principles of management and leadership	24
503	Manage policing investigations in own area of responsibility	31
504	Obtain, analyse and provide information to support decision making	23
Optional units		
411	Initiate and implement operational change	19

C&G unit number	Unit title	GLH
505	Determine and review authorisations for law enforcement	24
506	Plan law enforcement operations	20
507	Deploy resources for law enforcement operations	19

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 5 Certificate in Police Managements	152-157	313

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 L5 Certificate in Police Management (3931-51) you can apply for the new Level 5 Certificate in Police Management (3971-05) 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 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[s] 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:

  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 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 qualificatio.
- 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.

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
- achieve the five mandatory units and one of the optional units.

Assessment Type

Unit	Title	Assessment method	Where to obtain assessment materials
Mandatory units			
410	Develop and implement an operational plan	Portfolio of evidence	N/A
501	Manage operational threats and risks in a policing context		
502	Principles of management and leadership		
503	Manage policing investigations in own area of responsibility		
504	Obtain, analyse and provide information to support decision making		
Optional units			
411	Initiate and implement operational change	Portfolio of evidence	N/A
505	Determine and review authorisations for law enforcement		
506	Plan law enforcement operations		
507	Deploy resources for law enforcement operations		

Learner 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 410 Develop and implement an operational plan

Unit level:	Level 4
Credit value:	5
GLH:	24
Unit aim	This unit aims to provide learners with the skills to develop, implement and evaluate operational plans
Endorsed by	Skills CFA

Learning outcome

The learner will:

1   understand the principles of operational planning

Assessment criteria

The learner can:

1.1   evaluate the use of risk analysis techniques in operational planning

1.2   explain the components of an operational plan

1.3   analyse the relationship between strategic and operational plans

1.4   evaluate the use of planning tools and techniques in the operational planning process

1.5   explain how to carry out a cost-benefit analysis

Learning outcome

The learner will:

2   be able to develop an operational plan

Assessment criteria

The learner can:

2.1   identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)

2.2   identify evaluation mechanisms appropriate to the plan

2.3   take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures

2.4   develop proportionate and targeted plans to manage identified risks

2.5   take action to ensure that plans complement and maximise synergy with other business areas

2.6   adhere to organisational policies and procedures, legal and ethical requirements

Learning outcome

The learner will:

3   be able to implement an operational plan

Assessment criteria

The learner can:

3.1   implement plans within agreed budgets and timescales

3.2   communicate the requirements of the plans to those who will be affected

3.3   revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks

Learning outcome

The learner will:

4   be able to evaluate the effectiveness of an operational plan

Assessment criteria

The learner can:

4.1   conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources

4.2   report on the effectiveness of operational plans in the appropriate format.

Unit 410 Develop and implement an operational plan

Supporting Information

Evidence requirements

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy:
Skills CFA Assessment Strategy Competence units (S/NVQ)

Unit 411   Initiate and implement operational change

Unit level:	Level 4
Credit value:	4
GLH:	19
Unit aim:	This unit aims to provide learners with the skills to plan, implement and evaluate operational change, ensuring that colleagues and stakeholders are appropriate engaged.
Endorsed by	Skills CFA

Learning outcome

The learner will:

1   understand the implementation of operational change

Assessment criteria

The learner can:

1.1   explain sources of information indicating the need for change

1.2   analyse the advantages and limitations of different project and change management techniques

1.3   analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management

Learning outcome

The learner will:

2   be able to plan for operational change

Assessment criteria

The learner can:

2.1   develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources

2.2   take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives

2.3   provide colleagues with the support needed to implement operational change

Learning outcome

The learner will:

3   be able to manage operational change

Assessment criteria

The learner can:

3.1   implement the change plan within the agreed timescale using available resources

3.2   assess the significance of deviations from the change plan

3.3   address interdependency issues and tensions that affect the achievement of change objectives

3.4   assess the value and risks of unintended outcomes from operational change

3.5   inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken

Learning outcome

The learner will:

4   be able to evaluate the effectiveness of operational change

Assessment criteria

The learner can:

4.1   evaluate the effectiveness of operational change

4.2   identify areas for improvement, justifying conclusions and recommendations with evidence

4.3   communicate to stakeholders the lessons learned from the change.

Unit 411   Initiate and implement operational change

Supporting Information

Evidence requirements

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy:
Skills CFA Assessment Strategy Competence units (S/NVQ)

Unit 501   Manage operational threats and risks in a policing context

Unit level:	Level 5
Credit value:	5
GLH:	31
Unit aim:	This unit is about the management of operational threats and risks in a policing context. It is aimed at anyone who is taking the supervisory role during policing operations.
Endorsed by	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 in relation to managing operational threats and risks in a policing context

Assessment criteria

The learner can:

1.1   summarise legislation, codes of practice and guidelines relevant to the management of operational threats and risks

1.2   summarise policies and procedures relevant to the management of operational threats and risks

Learning outcome

The learner will:

2   understand how to identify and review operational threats and risks in a policing context

Assessment criteria

The learner can:

2.1   explain how to identify potential threats and risks

2.2   critically compare threats and risks

2.3   summarise how to review the threat and risk assessment elements of operations post-event

2.4   justify the importance of reviewing operational threats and risks post-event

2.5   evaluate how potential threats could affect operations and others

Learning outcome

The learner will:

3   be able to manage operational threats and risks in a policing context, in line with legal and organisational requirements

Assessment criteria

The learner can:

3.1   analyse information and intelligence gathered for operations

3.2   identify threats and risks to operations

3.3   evaluate identified threats and risks to operations

3.4   plan contingency measures and tactical responses to counter identified threats and risks

3.5   confirm that contingency measures and tactical response preparations are in place

3.6   negotiate contingency measures and tactical responses with others when required

3.7   monitor the progress of operations at all times

3.8   control threats and risks in line with the needs of operations

3.9   liaise with partners to manage potential threats and risks

3.10   document decisions, actions, options and rationales

3.11   review operational threats and risks post-event.

Unit 501 Manage operational threats and risks in a policing context

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 502 Principles of management and leadership

Unit level:	Level 5
Credit value:	7
GLH:	24
Unit aim	This unit aims to provide the underpinning knowledge and understanding required by those who are responsible for leading organisations and managing performance.
Endorsed by	Skills CFA

Learning outcome

The learner will:

1 understand leadership and management theories and principles

Assessment criteria

The learner can:

1.1 characterise the concepts and nature of management and the function of leadership
1.2 evaluate concepts and definitions of leadership and their influence on management
1.3 evaluate the influence of effective and ineffective leadership and management on team behaviour and business performance

Learning outcome

The learner will:

2 understand leadership styles

Assessment criteria

The learner can:

2.1 analyse the characteristics of different leadership styles
2.2 evaluate the suitability of different leadership styles for different purposes and situations
2.3 evaluate the factors that affect the suitability of different management styles
2.4 evaluate the ethical dimensions of leadership styles

Learning outcome

The learner will:

3   understand motivation and empowerment

Assessment criteria

The learner can:

3.1   analyse the relationship between job satisfaction, commitment, motivation, empowerment and business performance

3.2   evaluate the implications of motivation and empowerment for an organisation's structure and culture

3.3   analyse the implications for employee relations policy of a strategy that empowers a workforce

3.4   analyse the principles underpinning a reward strategy

Learning outcome

The learner will:

4   understand the management of performance

Assessment criteria

The learner can:

4.1   assess approaches to performance management and appraisal

4.2   assess the factors involved in managing a work-life balance and their implications for individuals

4.3   evaluate the use of tools and techniques to measure human resource interventions

4.4   identify areas for improvement through reflection on their own practice.

Unit 502   Principles of management and leadership

Supporting Information

Evidence requirements

NA

Unit 503 Manage policing investigations in own area of responsibility

Unit level:	Level 5
Credit value:	5
GLH:	31
Unit aim:	This unit is for those who manage policing investigations, but may not necessarily carry out the investigations themselves. The unit is about effectively managing policing investigations that fall within their area of responsibility. These investigations can be crime and non-crime related. Examples of non-crime related policing investigations include internal HR investigations, Coronial investigations, investigations into anti-social behaviour etc.
Endorsed by	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 for managing policing investigations

Assessment criteria

The learner can:

1.1   summarise legislation, codes of practice and guidelines for managing policing investigations
1.2   summarise policies and procedures for managing policing investigations
1.3   summarise recognised good practice in relation to policing investigations
1.4   critically compare differing approaches to policing investigations
1.5   explain how to obtain and allocate resources for policing investigations.

Learning outcome

The learner will:

2   understand how to manage policing investigations in own area of responsibility

Assessment criteria

The learner can:

2.1   explain the scope and type of policing investigations in own area of responsibility

2.2 summarise the objectives and priorities for policing investigations within own area of responsibility

2.3 summarise how to develop investigative strategies and plans

2.4 explain how to implement investigative strategies and plans

2.5 explain how risk assessments are conducted within policing investigations

2.6 justify actions to take in response to risks identified during policing investigations

2.7 summarise the processes used to ensure:

    2.7a personnel are competent to conduct different types of policing investigations

    2.7b effective management of policing investigations

    2.7c effective deployment and supervision of investigating personnel

    2.7d that policing investigations are conducted in line with recognised quality standards

2.8 summarise how information technology and management information systems can be used in the conduct of policing investigations

2.9 explain how to review policing investigations to identify good practice and lessons to be learned, to maintain and improve standards

2.10 explain the requirements for maintaining the security and integrity of information, records and documentation in relation to policing investigations.

Learning outcome

The learner will:

3 be able to manage policing investigations in line with legal and organisational requirements

Assessment criteria

The learner can:

3.1 establish objectives and priorities for policing investigations within own area of responsibility

3.2 agree objectives and priorities with others for policing investigations within own area of responsibility

3.3 develop plans to meet own policing investigation related objectives and priorities, taking into account both recognised good practice and approaches

3.4 update plans to ensure that objectives and priorities continue to meet the needs of policing investigations

3.5 conduct risk assessments in relation to policing investigations within own area of responsibility

3.6 manage identified risks within policing investigations

3.7 justify the resources required for the conduct of policing investigations

3.8 deploy resources necessary for the conduct of policing investigations

3.9 manage resources necessary for the conduct of policing investigations

3.10 monitor processes to ensure that all relevant lines of enquiry are pursued and meet relevant standards

3.11 keep relevant others briefed and updated on policing investigations

3.12 evaluate policing investigations for good practice and lessons to be learned

3.13   manage the completion of policing investigation records and documentation, including information security and integrity.

Unit 503   Manage policing investigations in own area of responsibility

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 504   Obtain, analyse and provide information to support decision making

Unit level:	Level 5
Credit value:	5
GLH:	23
Unit aim:	This unit is about providing information so that sound decisions can be taken. It covers obtaining relevant information, recording and storing this information, and analysing this information. It also covers providing this information to others so that decisions can be taken
Endorsed by	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 for the provision of information

Assessment criteria

The learner can:

1.1   evaluate the requirements for information provision to support team and organisational effectiveness

1.2   summarise the requirements for maintaining security and confidentiality of information used

Learning outcome

The learner will:

2   understand how to obtain and analyse information to support decision making

Assessment criteria

The learner can:

2.1   critically compare typical sources of information used to support decision making

2.2   justify criteria used to judge the validity of information needed to support decision making

2.3   evaluate methods for analysing different types of information used

2.4 summarise the types of qualitative and quantitative information used to support decision making

Learning outcome

The learner will:

3 be able to obtain information to support decision making in line with legal and organisational requirements

Assessment criteria

The learner can:

3.1 choose sources of information which are suited to the nature of decisions to be made
3.2 obtain information which is accurate, relevant and sufficient to support decision making
3.3 examine information obtained for potential gaps or issues
3.4 act to resolve any gaps in, or issues with inaccuracy or ambiguity of information obtained
3.5 record information obtained
3.6 store information obtained

Learning outcome

The learner will:

4 be able to analyse information to support decision making

Assessment criteria

The learner can:

4.1 identify objectives for own analysis which are clear and consistent with the decisions which need to be made
4.2 select factual information which is relevant to the objectives and sufficient to arrive at reliable decisions
4.3 analyse information using methods which are appropriate to the required objectives
4.4 justify the conclusions with reasoned argument and appropriate evidence
4.5 keep records of the analysis which are sufficient to show the assumptions and decisions made at each stage

Learning outcome

The learner will:

5 be able to provide information to others that supports decision making

Assessment criteria

The learner can:

5.1 confirm the information needs of others

5.2   provide information in line with own level of responsibility and the information needs of others

5.3   check that information given is consistent with organisational policy, procedures and constraints

5.4   confirm recipients' understanding of the information given

5.5   address any queries raised in line with own level of responsibility.

Unit 504   Obtain, analyse and provide information to support decision making

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 505   Determine and review authorisations for law enforcement

Unit level:	Level 5
Credit value:	4
GLH:	24
Unit aim:	This unit is about determining and reviewing authorisations required for law enforcement purposes.
Endorsed by	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 in relation to law enforcement authorisations

Assessment criteria

The learner can:

1.1   summarise legislation, codes of practice and guidelines for determining and reviewing authorisations within own level of responsibility

1.2   summarise policies and procedures for determining and reviewing authorisations within own level of responsibility

1.3   differentiate between the types of authorisations required for law enforcement purposes

1.4   analyse the situations in which authorisations need to be obtained

1.5   explain actions to take if information provided is insufficient

1.6   explain the types of authorisation records which must be kept to document:

    1.6a   decisions

    1.6b   actions

    1.6c   rationales

Learning outcome

The learner will:

2   be able to respond to requests for law enforcement authorisations in line with legal and organisational requirements

Assessment criteria

The learner can:

2.1   determine the information and intelligence required to decide that whether authorisations are necessary

2.2   confirm that requests for authorisations are lawful

2.3   decide on the response to requests for authorisations

2.4   provide justification for decisions made

2.5   record authorisation decisions made

2.6   communicate decisions to those entitled to the information

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Learning outcome

The learner will:

3   be able to review law enforcement authorisations

Assessment criteria

The learner can:

3.1   establish systems to monitor and review authorisations

3.2   direct others on the use of systems to monitor and review authorisations

3.3   identify any need for authority revision through the review of authorisations

3.4   communicate changes to authorities to relevant others

3.5   evaluate authorisation processes

3.6   recommend improvements to authorisation processes.

Unit 505   Determine and review authorisations for law enforcement

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 506 Plan law enforcement operations

Unit level:	Level 5
Credit value:	4
GLH:	20
Unit aim:	This unit is about planning law enforcement operations. These may be small operations or larger scale events
Endorsed by	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 for planning law enforcement operations

Assessment criteria

The learner can:

1.1   summarise legislation, codes of practice and guidelines for planning law enforcement operations

1.2   summarise policies and procedures for planning law enforcement operations

1.3   evaluate the considerations for setting objectives when planning law enforcement operations

1.4   analyse the impact of resource constraints on the planning of law enforcement operations

Learning outcome

The learner will:

2   be able to plan law enforcement operations in line with legal and organisational requirements

Assessment criteria

The learner can:

2.1   clarify the objectives of law enforcement operations

2.2   analyse the information and intelligence gathered for law enforcement operations

2.3   conduct risk assessments in relation to law enforcement operations

2.4   specify contingency measures to counter any of the identified risks

2.5 produce operational plans for law enforcement operations

2.6 obtain any required authorities for the implementation of operations

2.7 document decisions, actions, options and rationales.

Unit 506 Plan law enforcement 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 507 Deploy resources for law enforcement operations

Unit level:	Level 5
Credit value:	4
GLH:	19
Unit aim:	This unit is about planning and deploying resources for law enforcement operations. These operations may be pre-planned or in response to spontaneous incidents.
Endorsed by	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

Learning outcome

The learner will:

1 understand how to deploy resources for law enforcement operations

Assessment criteria

The learner can:

1.1 summarise legislation, codes of practice and guidelines for deploying resources for law enforcement operations
1.2 summarise policies and procedures for deploying resources for law enforcement operations
1.3 evaluate the role of the organisation in connection with different types of operations
1.4 justify the types of resources needed to meet the requirements of tactical decisions, priorities and objectives
1.5 summarise the constraints on resources in relation to different types of operations
1.6 analyse sources of information and intelligence that may be used to support law enforcement operations
1.7 explain the command structure, including:
    1.7a how it functions
    1.7b how to communicate within it

Learning outcome

The learner will:

2 be able to plan the use of resources for law enforcement operations in line with organisational requirements

Assessment criteria

The learner can:

2.1 confirm the tactical decisions, priorities and objectives for:

2.1a day to day operations

2.1b spontaneous operations

2.2 confirm the availability of resources required for:

2.2a day to day operations

2.2b spontaneous operations

2.3 take action where there is limited availability of resource in line with the needs of operations

2.4 brief personnel in own area of responsibility

2.5 complete resource planning documentation

Learning outcome

The learner will:

3 be able to deploy, control and review the use of resources for law enforcement operations

Assessment criteria

The learner can:

3.1 deploy resources to implement tactical decisions within law enforcement operations

3.2 control resources in line with the changing needs of operations

3.3 communicate changes in tactics to relevant others

3.4 de-brief personnel in own area of responsibility

3.5 evaluate the use of resources in achieving law enforcement objectives

3.6 review the impact of resource deployment on the community.

Unit 507   Deploy resources for law enforcement 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.

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.

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

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

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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