



SFJ Awards Level 4 Diploma in Community Policing Practice (Police Community Support Officer)

**Consultation Draft
October 2018**



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SFJ Awards Level 4 Diploma in Community Policing Practice

Draft Qualification Structure and Units

October 2018

1 About SFJ Awards

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years **Skills for Health** and **Skills for Justice** have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

2 Background to the SFJ Awards Level 4 Diploma in Community Policing Practice

The SFJ Awards Level 4 Diploma in Community Policing Practice is aimed at entrants into policing in the Police Community Support Officer (PCSO) role. The qualification is based on the PCSO curriculum developed by the College of Policing, which is included in the College of Policing's document, Policing Education Qualifications Framework: Police Community Support Office (PCSO) Entry Routes (July 2018 – version 2), available on their Learning Environment (MLE).

The qualification can be used on a standalone basis in England and Wales, as a non-apprenticeship route into the PCSO role. However, the qualification will also be a mandatory component of the new PSCO Apprenticeship in England and must be achieved before the PCSO apprentice undertakes the End-Point Assessment (EPA). Full details of the Apprenticeship and the EPA are available in the PCSO Apprenticeship Standard and Assessment Plan on the [Institute for Apprenticeships' website](#).

SFJ Awards is also approved as an End-Point Assessment Organisation (EPAO) for the PCSO Apprenticeship.

3 What units include

The draft units included in the SFJ Awards Level 4 Diploma in Community Policing Practice are made up of the following main components:

- Unit title – providing a clear indication of the content of the unit
- Unit level – indicating the level of the unit in relation to RQF level descriptor, included in section 7
- Learning outcomes – setting out what a learner is expected to know, understand or be able to do as the result of a process of learning
- Assessment criteria – specifying the standard a learner is expected to meet to demonstrate that the learning outcomes have been achieved
- Guided Learning Hours (GLH) – define the number of hours where the learner is given specific input, usually by a tutor, in order to achieve the learning outcomes
- Credit value – specifying the number of credits that will be awarded to a learner who has achieved the learning outcomes

4 Proposed qualification structure

The proposed qualification consists of **8** units which cover the knowledge and skills required in the PCSO role.

Structure: 8 mandatory units
 Number of Credits: 42
 Guided Learning Hours: 130
 Total Qualification Time: 420

Unit No	Draft Unit Title	Level	Credit Value	GLH
1	Engage with the community	4	8	25
2	Handle information and intelligence	4	4	15
3	Provide an initial response to policing incidents	4	6	20
4	Partnership working in community policing	4	2	5
5	Manage conflict in community policing	4	6	20
6	Engage in problem-solving and evidence-based community policing	4	6	15
7	Deal with minor crime or anti-social behaviour	4	4	10
8	Support vulnerable people, victims and witnesses	4	6	20

The draft units are available in Section 6 of this document.

5 Consultation

This draft qualification has been developed in collaboration with a working group from the policing sector.

As part of our development process, SFJ Awards is now making the proposed SFJ Awards Level 4 Diploma in Community Policing Practice available for consultation and welcomes feedback from police forces and other stakeholders who have knowledge of the PCSO role. Feedback from the consultation will be reviewed by the working group and the qualification updated. Should there be major revisions to the qualification, a further consultation may be carried out.

We are looking for feedback on the following:

- Qualification structure – is this appropriate?
- Qualification/unit level – does it reflect the required level?
- Unit content – does the knowledge content sufficiently reflect the requirements in the College of Policing's document *PEQF: Curriculum, Qualification and Assessment: Police Community Support Officer, Part 3 Qualification and Assessment p10-11*
- Credit values – do these reflect the unit content?
- Guided Learning Hours (GLH)
- Total Qualification Time (TQT)¹
- Is the qualification fit for purpose?
- Are there any changes you would recommend?
- Is there anything missing from the qualification?

Please forward this consultation document to any colleagues who may also be able to comment on the development. Feedback can be sent by email and/or comments/tracked changes on the units.

The deadline for feedback is **Friday 23 November 2018**. Please send your feedback to the SFJ Awards Qualifications and Product Development Team:

E-mail: QualificationsTeam@sfjawards.com

Address: SFJ Awards
Consult House
Meadow Court Business Park
4 Hayland Street
Sheffield
S9 1BY

If you have any queries on the consultation, please contact us on the above email or by telephone 0114 284 1970.

Thank you and we look forward to hearing from you.

¹ See Section 8 for information on TQT

6 Draft units

Title	Engage with the community			
Level	4			
Unit Number	1			
Credit Value	8			
GLH	25			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1. Understand community policing	1.1 Explain the aims of community policing 1.2 Explain the key aspects of community policing 1.3 Explain the responsibilities of the PCSO in community policing 1.4 Analyse issues relevant to the community policing role	AC1.1 includes reduced crime/demand, problem solving, crime prevention AC1.2 includes targeted foot patrol, community engagement, problem-solving and crime prevention AC1.4 includes issues such as differences between neighbourhoods and communities, types of communities, public perception, risk, harm and vulnerability	Supporting Communities & Partnership Building Phase 1: 1.1, 1.5, 1.6, 1.7	
2. Understand ethics, equality, diversity and human rights in community policing	2.1 Explain the terms: <ul style="list-style-type: none"> • ethics • equality • diversity 	In AC 2.2 the relevant legislation includes: <ul style="list-style-type: none"> • Human Rights Act 1998 • Equality Act 2010 	Valuing Difference and Inclusion Phase 1: 1.1, 1.2, 1.3	

	<ul style="list-style-type: none"> human rights in the community policing context <p>2.2 Analyse how the application of legislation and guidance relating to ethics, equality, diversity and human rights impacts on community policing</p>	<ul style="list-style-type: none"> Police Reform Act 2002 Police Staff Council Joint Circular 54 IPCC Statutory Guidance 2015 	
3. Understand community engagement	<p>3.1 Explain the benefits of community engagement</p> <p>3.2 Critically compare different types of community engagement</p> <p>3.3 Explain how community engagement can inform police practice</p> <p>3.4 Analyse the relationship between community engagement and crime prevention</p>	<p>AC3.1 will be an overview of the benefits including for example: partnership building, improved public perception and engagement, stronger communities, inform policing activities/strategy</p> <p>AC3.2 types of engagement will depend on the community context and could include but are not limited to: community meetings, social media, school liaison, police surgeries</p>	<p>Criminology & Crime Prevention Phase 2: 3.1, 3.2</p> <p>Supporting Communities & Partnership Building Phase 2: 1.1, 1.2, 1.4</p>
4. Understand communication when engaging with the community	<p>4.1 Explain the importance of communication when engaging with the community</p> <p>4.2 Analyse the risks and potential impact resulting from ineffective communication</p> <p>4.3 Summarise essential elements of communication</p>	<p>The community will include individuals, groups and partners</p> <p>AC4.1 will include the need to build rapport and gain an understanding of different viewpoints</p> <p>AC4.3 will include verbal and non-verbal communication, active listening skills, assertiveness and negotiation</p> <p>In AC4.4 learners should consider the most appropriate methods for the</p>	<p>Communication Skills Phase 1: 1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9</p> <p>Digital Policing Phase 2: 3.1</p> <p>Supporting Communities & Partnership</p>

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	<p>4.4 Critically compare different communication methods</p> <p>4.5 Explain how to adapt communication for different audiences</p> <p>4.6 Analyse the role of technology in communicating and engaging with the community</p>	<p>audiences they will engage with e.g. verbal / written communication, online platforms, meetings</p> <p>AC4.6 will include the use of social media and other online platforms</p>	<p>Building Phase 2: 1.6, 2.4</p>
<p>5. Be able to engage with the community in a policing context</p>	<p>5.1 Analyse the nature of individuals, groups and partners in own community</p> <p>5.2 Identify concerns and priorities of the community</p> <p>5.3 Apply different methods to engage with all sections of the community</p> <p>5.4 Build rapport with the community</p> <p>5.5 Inform the community of policing strategies to deal with crime and anti-social behaviour</p> <p>5.6 Use appropriate communication skills when engaging the community</p> <p>5.7 Collate and record feedback from community</p> <p>5.8 Apply principles of ethics, equality, diversity and human rights in community policing</p>	<p>Communication will be with all sections of the community including individuals, groups and partners</p> <p>AC5.3 should include technology, social/online media and community meetings</p> <p>In AC5.4 learners must demonstrate the ability to build rapport with different sections of the community including individuals, agencies and partners and in different contexts (on an individual basis, at meetings etc)</p> <p>AC5.5 will include what police are doing to resolve issues in their area e.g. high visibility patrols, Section 35 dispersal orders, community protection notices (CPN)</p> <p>AC5.6 will include personal interaction, effective communication skills for different audiences e.g. young people,</p>	<p>Communication Skills Phase 1: 1.4, 1.6, 1.8, 1.9</p> <p>Supporting Communities & Partnership Building Phase 2: 1.4, 1.7, 2.1, 2.2, 2.4,</p> <p>Valuing Difference and Inclusion Phase 1: 1.1, 1.2, 1.3</p> <p>Maintaining Professional Standards Phase 1: 1.1, 1.5</p>

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		school children, parents, youth groups, elderly or vulnerable people	
Additional information about the unit			
Unit aim(s)	The aim of this unit is to provide new entrants to the PCSO role with the knowledge and skills to carry out their core function of engaging with the community. It therefore covers the knowledge relating to community policing and engagement, together with the communication skills and methods to be able to effectively engage and build rapport with all sections of the community in line with legal and policing standards.		

Title	Handle information and intelligence			
Level	4			
Unit Number	2			
Credit Value	4			
GLH	15			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1. Understand the use of information and intelligence	1.1. Explain how information and intelligence can be used in different areas of policing 1.2 Analyse how information and intelligence is used within the National Decision Model 1.3 Summarise key counter terrorism terminology and concepts 1.4 Explain the role of community policing in gathering intelligence that can be used to combat terrorism 1.5 Evaluate the impact of inaccuracy and unreliability in the use of critical information and intelligence	AC1.1 will include: <ul style="list-style-type: none"> • community policing • response policing • policing the roads • investigation • public protection • vulnerability and risk • policing operations 	Information & Intelligence Phase 1: 1.4, 3.4, 3.5, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3 Counter Terrorism Phase 2: 1.1, 1.2, 1.3, 1.4, 1.5, 4.1, 4.2	
2. Understand the process for gathering and submitting	2.1 Critically compare sources of information and intelligence		Information & Intelligence	

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intelligence according to force and national protocols	<p>2.2 Explain the benefits of the National Intelligence Model</p> <p>2.3 Analyse the role of technology in gathering information and intelligence</p> <p>2.4 Explain the process for gathering and submitting intelligence</p>		<p>Phase 1: 1.2, 3.1, 3.3, 3.4, 3.5, 3.6</p> <p>Digital Policing</p> <p>Phase 2: 3.1</p>
3. Be able to handle information and intelligence relating to the community	<p>3.1 Gather information and intelligence</p> <p>3.2 Handle information and intelligence in line with legislation and guidance</p> <p>3.3 Use systems to submit information and intelligence</p>	<p>In AC3.2 information and intelligence must be submitted promptly, appropriately and to the correct person</p> <p>In AC3.3 legislation includes:</p> <ul style="list-style-type: none"> • Data protection • Human Rights 1998 • Protection of Freedoms Act 2012 • Freedom of Information Act 2000 • Regulation of Investigatory Powers Act 2000 • Investigatory Powers Act 2016 <p>Guidance includes:</p> <p>Management of Police Information</p> <p>APP Information Management</p> <p>Government Security Classifications</p> <p>Information Sharing Agreements</p>	<p>Information & Intelligence</p> <p>Phase 1: 2.1, 2.2, 3.1, 3.3, 3.4, 3.6</p>
Additional information about the unit			
Unit aim(s)	The aim of this unit is to provide new entrants to the PCSO role with an understanding of the types of intelligence and information and how intelligence and information is used. It also aims to develop the skills to handle information and intelligence within the community context.		

Title	Provide an initial response to policing incidents			
Level	4			
Unit Number	3			
Credit Value	6			
GLH	20			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1 Know how to respond to an incident or crime as a Police Community Support Officer (PCSO)	1.1 Explain the role of the PCSO when attending a report of an incident or crime 1.2 Critically compare the initial response that would be required at different types of incidents 1.3 Explain potential threat/risk of harm to self and others when responding to an incident or crime 1.4 Summarise PCSO powers that may be used when attending an incident 1.5 Identify situations where the police service may not be the most appropriate agency to deal with the incident 1.6 Explain the difference between a 'critical incident' and a 'major incident'	AC1.2 could include initial response to a crime scene involving digital devices, public protection or potential terrorist incident AC1.4 could include correct handling of exhibits, traffic management, road safety	Response Policing Phase 1: 1.1, 2.1, 2.2, 2.3 Response Policing Phase 2: 1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 2.5 Digital Policing Phase 2: 3.1, 7.1, 7.2, 7.3, 7.4, 7.5	

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	1.7 Explain how technology may be used in everyday policing	AC1.6 Learners should know the difference between the two types of incident, as on attendance an incident may be more serious than originally indicated and require a different response	
2 Understand the National Decision Model (NDM)	2.1 Summarise influences on the decision-making process 2.2 Explain the purpose and benefits of the NDM 2.3 Explain the elements of the NDM 2.4 Analyse the role of discretion in the decision-making process		Decision-making and Discretion Phase 1: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4
3 Be able to provide an initial response when attending an incident as a PCSO first responder	3.1 Conduct an initial assessment at the incident 3.2 Provide an update and status of incident 3.3 Provide support to vulnerable individuals at the scene of an incident 3.4 Use PCSO powers required at the incident in line with legal and organisational requirements 3.5 Preserve the scene and potential evidence at an incident 3.6 Assist colleagues at the scene 3.7 Update records and documents in line with organisational requirements	AC3.1 may use the THRIVE (Threat, Harm, Risk, Investigation, Vulnerability and Engagement) or THOR (Threat, Harm Opportunity and Risk) approaches AC3.2 may involve advising supervisors and control rooms, conducting PNC checks AC3.3 may include providing support to casualties, victims and witnesses to the incident AC3.7 could include records of exhibits, property systems, command and control systems	Response Policing Phase 2: 1.1, 1.3, 2.1, 2.2, 2.5, 2.7, 2.10, 2.11 Vulnerability & Risk Phase 1: 9.1, 9.2, 9.3 Understanding the PCSO Role Phase 1: 7.1, 7.2, 7.3, 7.4 Decision-making and Discretion

	<p>3.8 Adhere to legal and organisational requirements when attending an incident</p> <p>3.9 Apply the National Decision Model to an incident</p> <p>3.10 Apply principles of ethics, equality, diversity and human rights when providing an initial response</p>		<p>Phase 1: 6.2, 6.3, 6.4, 6.5</p> <p>Information & Intelligence Phase 1: 3.4, 3.5, 3.6</p> <p>Valuing Difference and Inclusion Phase 1: 1.1, 1.2, 1.3</p> <p>Maintaining Professional Standards Phase 1: 1.1, 1.5</p>
Additional information about the unit			
<p>Unit aim(s)</p>	<p>The aim of this unit is to provide new entrants to the PCSO role with the knowledge and skills to be able to provide an initial response at an incident, within the limits of PCSO powers, including decision-making and the application of discretion.</p>		

Title	Partnership working in the community			
Level	4			
Unit Number	4			
Credit Value	2			
GLH	5			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1. Understand partnership working in the community	1.1 Explain the role of partners when working in the community 1.2 Evaluate the benefits that partnership working can provide 1.3 Analyse the barriers to effective partnership working	‘Partners’ can include but are not limited to statutory or voluntary agencies, organisations within the criminal justice system, other blue light services, police volunteers, schools, social housing officers, social services, local authorities	Criminal Justice Phase 2: 1.3 Supporting Communities and Partnership Building Phase 1: 1.1, 1.2, 1.5 Phase 2: 4.1, 4.3, 4.4	
2. Be able to promote partnership working in community policing	2.1 Identify partners to work with relating to community issues 2.2 Develop effective partnerships in the community	AC2.1 will include research into the community (community mapping) In AC2.2 and AC2.4 learners must be able to evidence ongoing and consistent relationships	Supporting Communities and Partnership Building Phase 2: 4.1, 4.2, 4.3, 4.4	

	<p>2.3 Develop action plans involving partners to solve or mitigate community issues</p> <p>2.4 Work with partners to solve or mitigate community issues</p> <p>2.5 Maintain records of partnership working</p> <p>2.6 Evaluate the effectiveness of multi-agency partnership working</p> <p>2.7 Adhere to legislation, local protocols and organisational policies and procedures when working with partners</p>		
Additional information about the unit			
Unit aim(s)	<p>The aim of this unit is to provide new entrants to the PCSO role with the knowledge and skills to work effectively with partners in the community. Learners will gain an understanding of the wide range of partners in the community, as well as the benefits of and barriers to constructive partnership working. They will also develop the skills to work with partners in the resolution of community issues.</p>		

Title	Manage conflict in community policing			
Level	4			
Unit Number	5			
Credit Value	6			
GLH	20			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1. Understand conflict in community policing	1.1 Explain what is meant by the term 'conflict' in the community policing context 1.2 Summarise models of conflict management 1.3 Explain potential causes of conflict 1.4 Explain levels of conflict 1.5 Analyse situations where conflict may occur 1.6 Explain escalation factors in conflict situations		Managing Conflict Phase 1: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.4	
2. Understand responses to conflict in community policing	2.1 Summarise legislation and guidance governing a lawful response 2.2 Explain different levels of response 2.3 Evaluate the role of communication in conflict situations 2.4 Explain communication skills for maintaining law and order and resolving conflict	AC2.4 includes: <ul style="list-style-type: none"> • verbal and non-verbal communication (e.g. appropriate body language) • assertiveness • negotiation skills • active listening skills 	Managing Conflict Phase 1: 2.4, 2.5, 2.6, 4.1	

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	<p>2.5 Analyse conflict management strategies</p> <p>2.6 Explain personal protection skills available to the PCSO</p>	<ul style="list-style-type: none"> • building rapport <p>AC2.5 may include strategies such as:</p> <ul style="list-style-type: none"> • collaboration • compromise • competition • accommodation • avoidance 	
<p>3. Be able to manage conflict in community policing</p>	<p>3.1 Identify levels of tension within a conflict situation</p> <p>3.2 Make threat assessments in a conflict situation</p> <p>3.3 Use communication skills to maintain order, resolve conflict and de-escalate situations</p> <p>3.4 Apply conflict management strategies to maintain order, resolve conflict and de-escalate situations</p> <p>3.5 Use personal protection skills</p> <p>3.6 Manage conflict in line with legal and organisational requirements when using PCSO powers</p> <p>3.7 Apply principles of ethics, equality, diversity and human rights when managing conflict in community policing</p> <p>3.8 Record actions taken to manage conflict in line with legal and organisational requirements</p>	<p>In AC3.6 PCSO powers may include anti-social behaviour (ASB) powers, detention powers, Fixed Penalty Notice (FPN), community resolutions, Section 35 dispersal orders, common law/any person powers</p> <p>In AC3.6 and AC3.7 learners will be expected to take account of legislation and guidance relevant to the policing context when managing conflict e.g. Human Rights Act 1998, Equality Act 2010, Police Reform Act 2002, Police Staff Council Joint Circular, IPCC Statutory Guidance 2015, police Code of Ethics</p>	<p>Managing Conflict Phase 1: 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3</p> <p>Communication Skills Phase 1: 1.4, 1.9</p> <p>Response Policing Phase 2: 2.8</p>

Additional information about the unit	
Unit aim(s)	The aim of this unit is to provide new entrants to the PCSO role with the knowledge and skills to deal with conflict in a community policing context. Learners will gain an understanding of the causes of conflict and strategies to deal with it and prevent escalation. They will also develop the skills to manage conflict situations, in particular the ability to assess threats and use communication to de-escalate conflict.

Title	Engage in problem-solving and evidence-based community policing			
Level	4			
Unit Number	6			
Credit Value	6			
GLH	15			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1. Understand evidence-based community policing	1.1 Explain the concept of evidence-based policing 1.2 Analyse types and sources of evidence that can be used to identify best practice and inform decisions 1.3 Evaluate the use of a preventative evidence-based approach to a community policing issue		Evidence-based Policing Phase 1: 1.1, 1.2, 1.3, 2.1, 2.2 Phase 2: 1.1, 2.3, 2.4	
2. Understand problem-solving in community policing	2.1 Explain the principles of problem-solving in community policing 2.2 Analyse tools and approaches for problem-solving in community policing 2.3 Identify potential barriers to problem-solving in community policing	AC2.2 could include tools/models such as SARA (Scan, Analysis, Response, Assessment), PAT (Problem Analysis Triangle) or the NDM (National Decision Making Model)	Problem-solving Phase 1: 1.1, 1.2, 1.4, 1.5	

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	<p>2.4 Analyse ways to overcome barriers to problem-solving</p> <p>2.5 Explain factors which can assist with problem-solving</p> <p>2.6 Explain the role of the public in problem-solving in the community</p>		
<p>3. Be able to apply evidence-based policing when engaging in problem-solving activities in the community</p>	<p>3.1 Define community problems</p> <p>3.2 Gather evidence and intelligence to support the development of an evidence-based policing approach</p> <p>3.3 Use evidence-based policing problem-solving tools to mitigate or solve community problems within scope of own role and responsibility</p> <p>3.4 Engage with stakeholders in problem-solving activities</p> <p>3.5 Seek resolutions to on-going problems prior to referral to other agencies</p> <p>3.6 Evaluate the effectiveness of the problem-solving activities</p> <p>3.7 Record details of the problem and actions taken in line with legal and organisational requirements</p> <p>3.8 Adhere to professional and ethical standards when using an evidence-</p>	<p>AC3.3 could include tools/models such as SARA (Scan, Analysis, Response, Assessment), PAT (Problem Analysis Triangle) or the NDM (National Decision Making Model)</p>	<p>Problem-solving Phase 1: 1.3</p> <p>Phase 2: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Information and Intelligence Phase 1: 3.4, 3.6</p> <p>Valuing Difference and Inclusion Phase 1: 1.3</p> <p>Maintaining Professional Standards Phase 1: 1.1, 1.5</p>

	based policing approach to engage in problem-solving activities		
Additional information about the unit			
Unit aim(s)	The aim of this unit is to provide new entrants to the PCSO role with the knowledge and skills to resolve problems in the community using appropriate tools and evidence-based policing approaches. Learners will be introduced to the principles of evidence-based policing and tools used in problem-solving approaches. They will also develop the skills to implement and evaluate the tools and approaches when identifying and resolving problems in the community.		

Title	Deal with minor crime or anti-social behaviour			
Level	4			
Unit Number	7			
Credit Value	4			
GLH	10			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1. Understand key features of the criminal justice system and the role of the PCSO within this system	1.1 Explain the function of the criminal justice system 1.2 Analyse the role of the PCSO within the criminal justice system 1.3 Explain how legislation associated with criminal justice is relevant to the PCSO role 1.4 Explain the role of partners and stakeholders in the criminal justice system relevant to the PCSO role	AC 1.2 will include the role of the PCSO as a professional witness AC1.3 should include: <ul style="list-style-type: none"> • Criminal Justice Act 2003 • Criminal Procedure Rules 2015 • Policing and Crime Act 2017 • Youth Justice and Criminal Evidence Act 1999 • Civil Evidence Act 1995 • Criminal Procedure and Investigations Act 1996 	Criminal Justice Phase 1: 2.5 Phase 2: 1.2, 1.3, 1.4	
2. Understand how to deal with minor crime and anti-social behaviour	2.1 Analyse the impact of minor crime and anti-social behaviour on the community		Dealing with Minor Crime Phase 1: 1.1, 1.2	

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	<p>2.2 Explain the role of a PCSO when dealing with a minor crime or an incident of anti-social behaviour</p> <p>2.3 Explain the factors to take into account when determining whether the incident can be dealt with by a PCSO</p> <p>2.4 Identify resources that can support a PCSO at an incident</p> <p>2.5 Explain the disposal options available to a PCSO to deal with a minor crime or an incident of anti-social behaviour</p>	<p>AC2.2 should be in line with the policy of the PCSO's own force</p>	<p>Phase 2: 1.1, 2.1</p>
<p>3. Be able to deal with a minor crime or incident of anti-social behaviour</p>	<p>3.1 Attend the scene of a minor crime or incident of anti-social behaviour</p> <p>3.2 Communicate details of the incident</p> <p>3.3 Escalate serious or complex incidents</p> <p>3.4 Deal with a minor crime or incident of anti-social behaviour within the scope of the PCSO role</p> <p>3.5 Deal with any suspect using an out-of-court resolution in line with legal and organisation requirements</p> <p>3.6 Provide victims, witnesses and their families with information on case resolution</p>	<p>AC3.5 will include:</p> <ul style="list-style-type: none"> • any disposal options used • issue of a Fixed Penalty Notice (FPN) where these are used by the force 	<p>Criminal Justice Phase 1: 1.1, 1.2</p> <p>Dealing with Minor Crime</p> <p>Phase 2: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3</p>

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	3.7 Record the out-of-court disposal and other relevant documentation in line with crime recording standards and organisational procedures	Examples of other resolutions that may also be used include: <ul style="list-style-type: none">• community resolution• dog behaviour contracts• mediation	
Additional information about the unit			
Unit aim(s)	The aim of this unit is to provide new entrants to the PCSO role with the knowledge and skills to deal with minor crime or anti-social behaviour in the community. This will include an understanding of their own role when dealing with an incident and the skills to deal with individuals at the incident e.g. suspects, victims and witnesses.		

Title	Provide support to vulnerable people, victims and witnesses			
Level	4			
Unit Number	8			
Credit Value	6			
GLH	20			
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Guidance	PEQF Curriculum Reference	
1. Understand offences, terms and legislation associated with public protection policing	1.1 Explain offences and terms associated with public protection policing 1.2 Summarise the legislation associated with public protection policing 1.3 Analyse the potential relationships between different types of public protection offences	In AC1.1 learners should be able to identify a range of offences and terms e.g. child abuse, adults at risk, managing offenders, domestic abuse, families with complex needs, missing persons, forced marriage, honour-based abuse, female genital mutilation, modern slavery, human trafficking, coercive control, prostitution, stalking, harassment, sexual offences, hate crime AC1.2 will include: <ul style="list-style-type: none"> • Protection from Harassment Act 1997 • Racial and Religious Hatred Act 2006 • Sexual Offences Act 2003 	Public Protection 1.1, 1.2	

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		In AC1.3 learners should be able to identify overlap between different public protection offences	
2. Understand key considerations when responding to and supporting vulnerable people, victims and witnesses	<p>2.1 Explain the meaning of ‘vulnerable’ in the context of operational policing</p> <p>2.2 Define the duty of the police when dealing with vulnerable people</p> <p>2.3 Analyse factors that can result in a person becoming vulnerable</p> <p>2.4 Explain the importance of recognising vulnerability in risk assessment</p> <p>2.5 Compare the safeguarding requirements and issues for adults and children</p> <p>2.6 Explain how a vulnerable person, victim or witness may respond to police presence at an incident</p> <p>2.7 Explain communication skills required when supporting a vulnerable person, victim or witness</p> <p>2.8 Explain why being vulnerable may impact on a person’s need for support</p> <p>2.9 Summarise sources of support for vulnerable people and victims</p>	<p>AC2.1 should refer to the definition provided in the PEQF curriculum</p> <p>‘Vulnerable’ people could include:</p> <ul style="list-style-type: none"> • victims • witnesses • children/young people • the elderly • perpetrators/suspects • people with mental health / learning disabilities <p>In AC2.6 learners may wish to consider different contexts and scenarios and possible responses</p> <p>AC2.7 will include communicating with different audiences including children, young people, the elderly, people with learning disabilities or mental health issues</p>	Vulnerability and Risk Phase 1: 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3 4.1, 4.2, 5.1, 5.4, 5.5, 7.1, 7.2, 7.4, 8.1, 8.2,
3. Be able to take initial action in line with the PCSO role when	3.1 Apply own organisation’s methodology to underpin approach to	AC3.1 may be THRIVE (Threat, Harm, Risk, Investigation, Vulnerable	Vulnerability and Risk Phase 1: 7.2, 7.3, 9.1,

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<p>dealing with a person who may be vulnerable</p>	<p>identifying a person who may be vulnerable</p> <p>3.2 Assess the situation</p> <p>3.3 Manage and reduce risks at the scene to ensure safeguarding of the person who may be vulnerable</p> <p>3.4 Refer the situation to the relevant individual or organisation</p> <p>3.5 Deal with a person who may be vulnerable according to their needs and line with professional practice</p> <p>3.6 Record information and actions in line with legal and organisational requirements</p>	<p>and Engagement) or THOR (Threat, Harm, Opportunity and Risk)</p> <p>AC3.4 can include a police officer, a multi-agency referral, Early Help or Prevent Hub/case management</p> <p>In AC3.5 professional practice will include the Code of Ethics, and equality and diversity</p>	<p>9.2, 9.3, 9.4, 11.1, 12.2, 12.3</p> <p>Information and Intelligence Phase 1: 3.4, 3.6</p> <p>Communication Skills Phase 1: 1.1, 1.4, 1.6, 1.8</p>
<p>4. Be able to provide support to vulnerable people, victims and witnesses</p>	<p>4.1 Use appropriate communication skills to support vulnerable people, victims and witnesses</p> <p>4.2 Establish support needs of vulnerable people, victims and witnesses</p> <p>4.3 Signpost the vulnerable person to support agencies who may be able to address their needs</p> <p>4.4 Record support needs, agreements reached, and actions taken in line legal and organisational requirements</p>	<p>AC4.1 will include communicating with different audiences including children, young people, the elderly, people with learning disabilities or mental health issues</p>	<p>Communication Skills Phase 1: 1.1, 1.4, 1.6, 1.8</p> <p>Vulnerability and Risk Phase 1: 7.1, 7.2, 7.3, 7.5, 9.4, 12.2, 12.3</p> <p>Information and Intelligence Phase 1: 3.4, 3.6</p>

Additional information about the unit	
Unit aim(s)	The aim of this unit is to provide new entrants to the PCSO role with the knowledge and skills to provide support to vulnerable people, victims and witnesses. This includes an understanding of 'public protection' policing and the factors to take into account when dealing with vulnerable individuals. Learners will also develop skills to be able to deal with incidents involving vulnerable individuals and how to provide the required support.

7 Level Descriptor²

Level	Knowledge Descriptor (the learner...)	Skills Descriptor (the learner can...)
4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>

² Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015

8 Total Qualification Time (TQT) and Guided Learning

Definition of Total Qualification Time³

Total Qualification Time comprises of the following two elements:

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guidance on Total Qualification Time and Guided Learning⁴

Values for Total Qualification Time, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity

³ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

⁴ Guidance to the General Conditions of Recognition 2018
<https://www.gov.uk/government/publications/guidance-to-the-general-conditions-of-recognition>