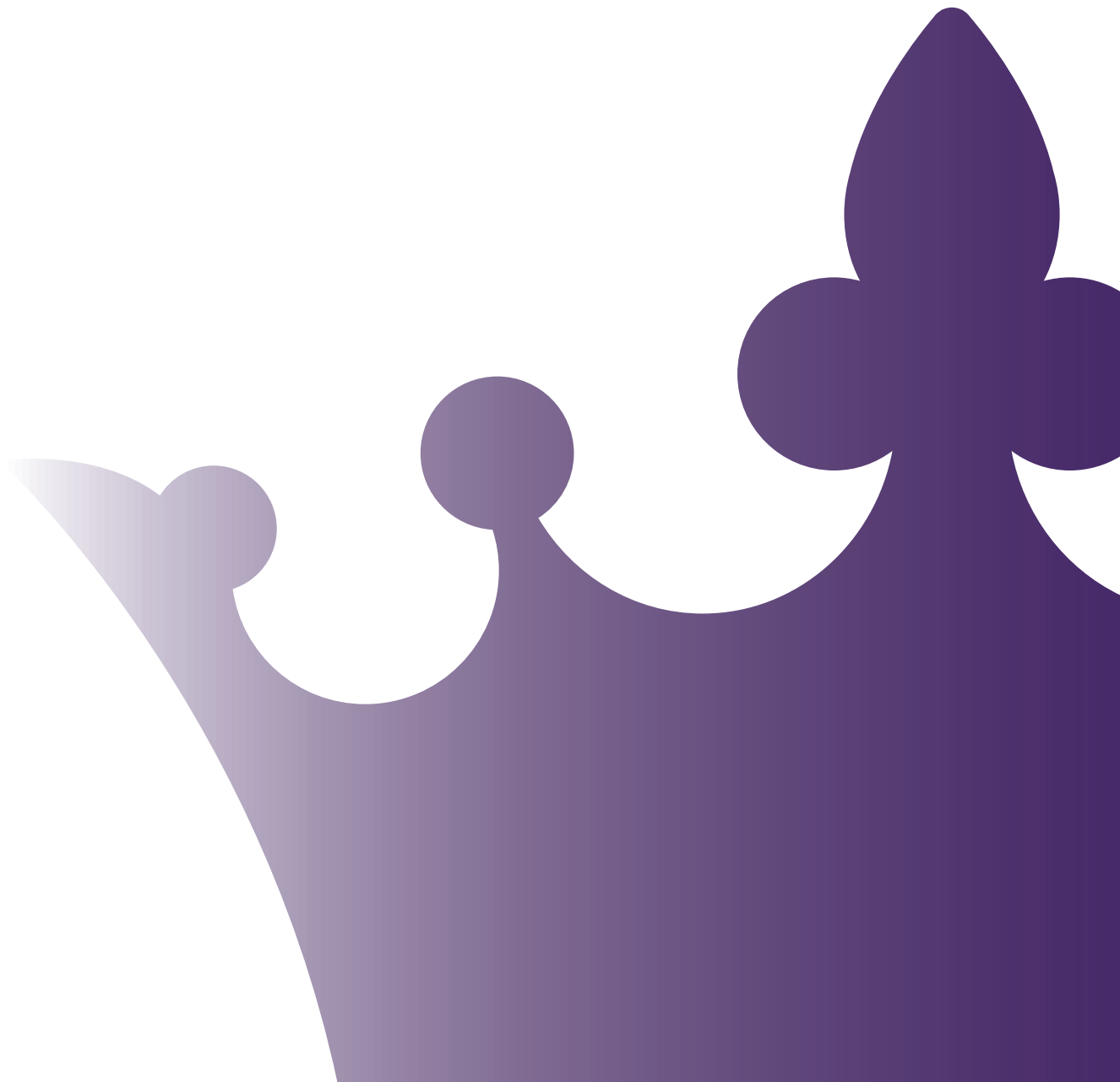# Qualification Handbook

Police Management

Qualification Handbook

SFJ Awards Level 5 Certificate in Police Management

Qualification No: 601/7449/3

Version	Date of issue	Amendment(s)	Section
V3	28.06.16	• Add Total Qualification Time (TQT) • Update Centre Requirements section • Update Assessment section • Add total hours to units (Note: there is no change to Centre or assessment / assessor / IQA requirements; changes are to improve clarity and provide additional information for centres)	2 4 5
V2	12.01.16	Remove references to QCF	Various
V1	26.08.15	N/A	

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has 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 Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, 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, customer-led service, providing excellent value for money.

1.2   Customer Service Charter

Our Customer Service Charter is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Charter will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
1st Floor, Unit C
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970
Fax: 0114 284 1978

E-mail: info@sfjawards.com
Website: www.sfjawards.com

2 The Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 5 Certificate in Police Management

This qualification is for individuals who are aspiring and practising managers within the police sector.

2.1 Overall Objective for the Qualification

The objective of this qualification is to support learners to develop the specific knowledge, understanding and skills that are required for police management. It covers areas such as managing operational threats, developing and implementing operational plans, managing people and providing leadership and managing police investigations.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification, but learners will need to be aspiring and practising managers at an appropriate level within the police sector.

2.3 Units and Rules of Combination

Level 5 Certificate in Police Management

This qualification comprises 5 mandatory units and 4 optional units. Learners must achieve 31 credits; 27 credits from the Mandatory Group and 4 credits from the Optional Group must be completed.

Mandatory Group (all units must be achieved)			
Unit Reference Number	Unit Title	Level	Credit Value
A/507/6769	Manage operational threats and risks in a policing context	5	5
R/506/2070	Principles of management and leadership	5	7
K/507/6766	Manage policing investigations in own area of responsibility	5	5
Y/506/1955	Develop and implement an operational plan	4	5
K/507/6833	Obtain, analyse and provide information to support decision making	5	5

Optional Group A (4 credits must be achieved)		Level	Credit Value
Unit Reference Number	**Unit Title**		
T/506/1980	Initiate and implement operational change	4	4
T/507/6768	Determine and review authorisations for law enforcement	5	4
M/507/6770	Plan law enforcement operations	5	4
M/507/6767	Deploy resources for law enforcement operations	5	4

The detailed content of each of the units is provided in Section 5.

2.4   Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

(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.

The estimated total hours and Guided Learning hours for each unit are provided in Section 5. This information has been produced by Skills for Justice and the College of Policing as part of the qualification development process.

The Total Qualification Time for this qualification is estimated between **313** and **317** hours, of which between **152** and **157** hours are Guided Learning.

2.5   Age Restriction

This qualification is available to learners aged 19+ years.

2.6   Opportunities for Progression

This qualification offers progression into other management and police related qualifications.

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[1] Total Qualification Time criteria, Ofqual September 2015
https://www.gov.uk/government/publications/total-qualification-time-criteria

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.9 Use of Languages

SFJ Awards conducts its business activities in English and the qualification handbook for this qualification is provided in English. The SFJ Awards policy on the use of languages (Welsh and Irish) is available on the website.

SFJ Awards will provide assessment materials and qualification handbooks expressed in English. If there is sufficient demand; in Wales materials will be provided in English and Welsh or Welsh. In Northern Ireland assessment materials will be provided in English and Irish.

For vocational qualifications SFJ Awards will support the assessment of Learners in Irish or Welsh provided that sufficient notice is given to ensure that an assessment in a language other than English is comparable.

SFJ Awards carries out its business activities in English and may employ the services of a translator for quality assurance purposes.

Reasonable adjustments may be made by carrying out the assessment in British or Irish Sign Language.

The qualification handbook for this qualification is currently available in English.

3   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out

- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and

- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com.

4   Assessment

4.1   Assessors

4.1.1   Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

4.1.2   Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.1.3   Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.1.4   Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or

- working towards a recognised assessor qualification, or

- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement[2] or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.1.5   Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

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[2] National Occupational Standards for Learning and Development, LLUK 2010

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments

- professional competence and knowledge as an assessor.

4.2 Internal Quality Assurers

4.2.1 Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they 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 units.

4.2.2 Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

4.2.3 Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors

- provide authoritative advice

- call meetings as appropriate

- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose

- visit and observe assessment practice

- review the assessment process by sampling assessment decisions

- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing

- lead internal standardisation activity

- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or

- working towards a recognised internal quality assurance qualification, or

- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment[3] or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.2.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments

- professional competence and knowledge as an IQA.

4.3 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards are responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge

- current experience of external quality assurance

- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.3.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or

- working towards a recognised external quality assurance qualification.

4.3.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.4 Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

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[3] National Occupational Standards for Learning and Development, LLUK 2010

4.4.1 Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

4.4.2 Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

4.5 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work.

Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[4] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

4.6 Methods for Assessing Competence

The qualification may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods which are most likely to be used are outlined below. However these are included for guidance only and there may be other

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[4] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Policy.

4.6.1   Observation

SFJ Awards believe that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognise that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

4.6.2   Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.6.3   Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

4.6.4   Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.6.5   Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7   Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at

the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.8   Methods for Assessing Knowledge

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

a)   Written tests in a controlled environment

b)   Multiple choice questions

c)   Evidenced question and answer sessions with assessors

d)   Evidenced professional discussions

e)   Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

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[5] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

4.9   Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace

- saves time

- streamlines processes

- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.10   Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.10.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.10.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.11   Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.[6]

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards support the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

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[6] After the QCF: A New Qualifications Framework, Ofqual 2015
https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework

4.12 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

4.13 Health and Safety

SFJ Awards are committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards foster an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5   Qualification Units

Mandatory Units

Title:	Manage operational threats and risks in a policing context
Level:	5
Credit Value:	5
GLH:	31
Total Hours:	53

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legal and organisational requirements in relation to managing operational threats and risks in a policing context	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
2. Understand how to identify and review operational threats and risks in a policing context	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
3. Be able to manage operational threats and risks in a policing context, in line with legal and organisational requirements	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

Additional Information about the unit	
Unit aim(s)	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.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCC5
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

Title:	Principle of management and leadership
Level:	5
Credit Value:	7
GLH:	24
Total Hours:	68

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand leadership and management theories and principles	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
2. Understand leadership styles	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
3. Understand motivation and empowerment	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

4. Understand the management of performance	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

Additional Information about the unit	
Unit aim(s)	This unit aims to provide the underpinning knowledge and understanding required by those who are responsible for leading organisations and managing performance.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LBA1 Lead your organisation • CFAM&LBA2 Provide leadership in your area of responsibility
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Endorsement of the unit by a sector or other appropriate body (if required)	Skills CFA

Title:	Manage policing investigations in own area of responsibility
Level:	5
Credit value:	5
GLH:	31
Total Hours:	53

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the legal and organisational requirements for managing policing investigations	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
2. Understand how to manage policing investigations in own area of responsibility	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: - personnel are competent to conduct different types of policing investigations - effective management of policing investigations - effective deployment and supervision of investigating personnel

	• 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
3 Be able to manage policing investigations in line with legal and organisational requirements	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 |

Additional information about the unit	
Unit aim(s)	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.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCI106
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

Title:	Develop and implement an operational plan
Level:	4
Credit value:	5
GLH:	24
Total Hours:	51

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the principles of operational planning	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
2. Be able to develop an operational plan	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
3. Be able to implement an operational plan	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
4 Be able to evaluate the effectiveness of an operational plan		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
Additional information about the unit			
Unit aim(s)		This unit aims to provide learners with the skills to develop, implement and evaluate operational plans	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)		Management & Leadership (2012) National Occupational Standards: CFAM&LBA9 Develop operational plans	
Assessment requirements specified by a sector or regulatory body (if appropriate)		All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy: Skills CFA Assessment Strategy Competence units (S/NVQ)	
Endorsement of the unit by a sector or other appropriate body (if required)		Skills CFA	

Title:	Obtain, analyse and provide information to support decision making
Level:	5
Credit value:	5
GLH:	23
Total Hours:	52

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand legal and organisational requirements for the provision of information	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
2. Understand how to obtain and analyse information to support decision making	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
3. Be able to obtain information to support decision making in line with legal and organisational requirements	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

4. Be able to analyse information to support decision making	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
5. Be able to provide information to others that supports decision making	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
Additional information about the unit	
Unit aim(s)	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.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	HF15

Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

Optional Units

Title:	Initiate and implement operational change
Level:	4
Credit value:	4
GLH:	19
Total Hours:	40

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*	
1. Understand the implementation of operational change	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
2. Be able to plan for operational change	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
3. Be able to manage operational change	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

4. Be able to evaluate the effectiveness of operational change	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

Additional information about the unit	
Unit aim(s)	This unit aims to provide learners with the skills to plan, implement and evaluate operational change, ensuring that colleagues and stakeholders are appropriate engaged.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LCA2 Plan change • CFAM&LCA3 Engage people in change • CFAM&LCA4 Implement change • CFAM&LCA5 Evaluate change
Assessment requirements specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy: Skills CFA Assessment Strategy Competence units (S/NVQ)
Endorsement of the unit by a sector or other appropriate body (if required)	Skills CFA

Title:	Determine and review authorisations for law enforcement
Level:	5
Credit Value:	4
GLH:	24
Total Hours:	37

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legal and organisational requirements in relation to law enforcement authorisations	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: • decisions • actions • rationales
2. Be able to respond to requests for law enforcement authorisations in line with legal and organisational requirements	2.1 Determine the information and intelligence required to decide whether authorisations are needed
	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

3. Be able to review law enforcement authorisations	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

Additional Information about the unit	
Unit aim(s)	This unit is about determining and reviewing authorisations required for law enforcement purposes.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCC4
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

Title:	Plan law enforcement operations
Level:	5
Credit Value:	4
GLH:	20
Total Hours:	36

Learning Outcomes	Assessment Criteria
The learner will:	*The learner can:*
1. Understand the legal and organisational requirements for planning law enforcement operations	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
2. Be able to plan law enforcement operations in line with legal and organisational requirements	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

Additional Information about the unit	
Unit aim(s)	This unit is about planning law enforcement operations. These may be small operations or larger scale events.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCC6
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice

Title:	Deploy resources for law enforcement operations
Level:	5
Credit Value:	4
GLH:	19
Total Hours:	36

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand how to deploy resources for law enforcement operations	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: • how it functions • how to communicate within it
2. Be able to plan the use of resources for law enforcement operations in line with organisational requirements	2.1 Confirm the tactical decisions, priorities and objectives for: • day to day operations • spontaneous operations
	2.2 Confirm the availability of resources required for: • day to day operations • 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
3.	Be able to deploy, control and review the use of resources for law enforcement operations	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

Additional Information about the unit	
Unit aim(s)	This unit is about planning and deploying resources for law enforcement operations. These operations may be pre-planned or in response to spontaneous incidents.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCC3
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice