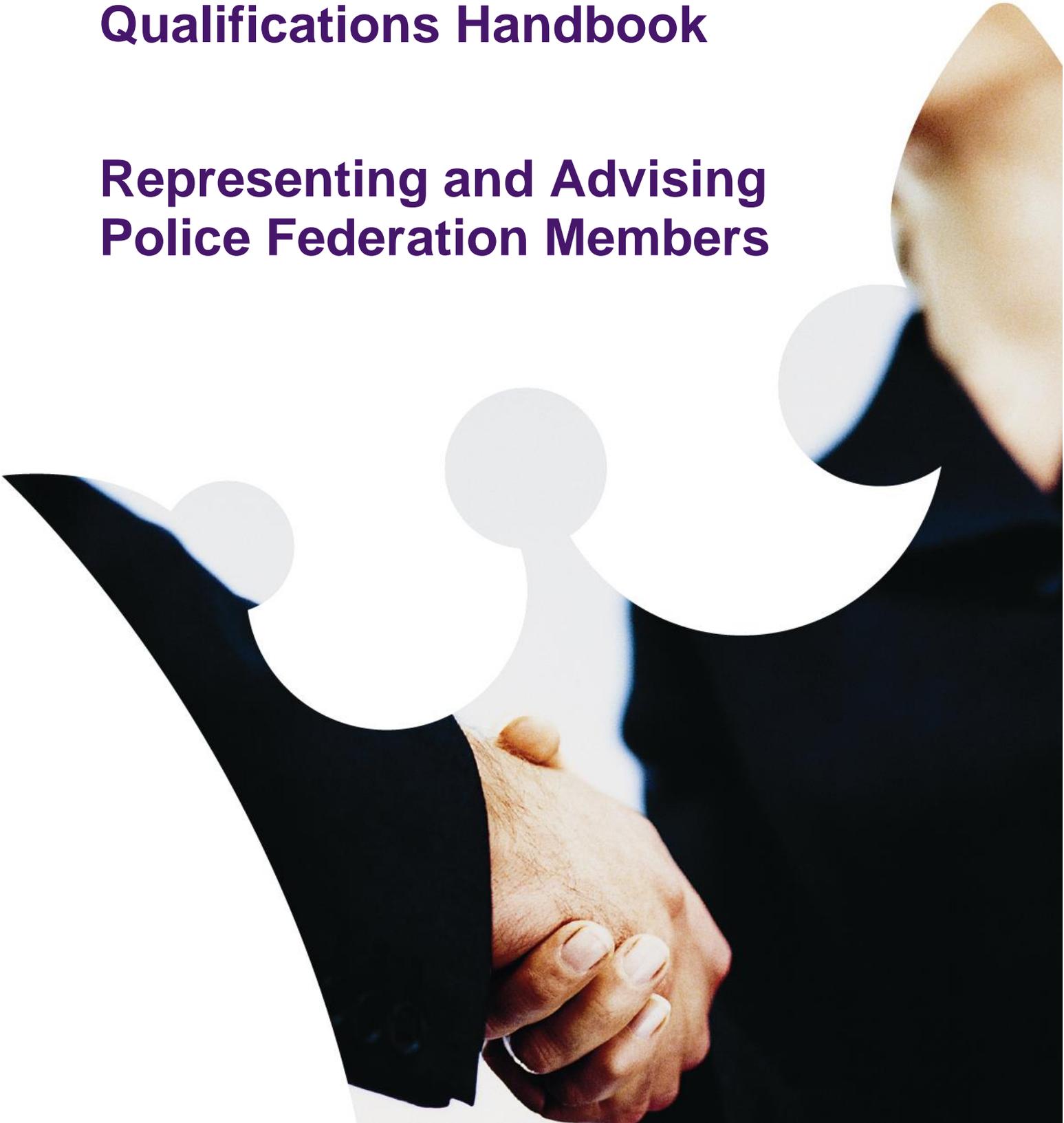




Qualifications Handbook

Representing and Advising Police Federation Members



Qualifications Handbook

SFJ Awards Level 4 Award in Representing and Advising Police Federation Members

Qualification Number: 601/7866/8

SFJ Awards Level 4 Award in Representing and Advising Police Federation Members on Performance, Attendance and Conduct

Qualification Number: 601/7868/1

SFJ Awards Level 4 Award in Representing and Advising Police Federation Members on Equality and Diversity

Qualification Number: 601/7869/3

SFJ Awards Level 4 Award in Representing and Advising Police Federation Members on Health and Safety Matters

Qualification Number: 603/0253/7

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Appendix 1

Frequently Asked Questions

Version	Date of issue	Amendment(s)	Section
V2		Add new qualification, Level 4 Award in Representing and Advising Police Federation Members on Health and Safety Matters	2, 5
		Update Centre Requirements and Assessment sections (NB: No change to any requirements)	3, 4
		Add copyright statement	End
V1	27 November 2015	N/A	

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 Qualifications

2.1 Overall Objective for the Qualifications

This handbook relates to the following qualifications:

- SFJ Awards Level 4 Award in Representing and Advising Police Federation Members
- SFJ Awards Level 4 Award in Representing and Advising Police Federation Members on Performance, Attendance and Conduct
- SFJ Awards Level 4 Award in Representing and Advising Police Federation Members on Equality and Diversity
- SFJ Awards Level 4 Award in Representing and Advising Police Federation Members on Health and Safety Matters

Working with the Police Federation of England and Wales, SFJ Awards have developed these qualifications to support the professionalisation of the Police Representative's role. The qualifications reflect the skills, knowledge and understanding that Police Representatives require to undertake their role in advising and representing members. They therefore demonstrate professional achievement that can be used for future career development.

The Initial Representative training course, delivered by the Police Federation, provides learners with the foundation to achieve the Level 4 Award in Representing and Advising Police Federation Members. Learners who work in specialist areas and progress to Police Federation courses in performance, attendance and conduct, equality and diversity and/or health and safety may also achieve the following qualification(s):

- Level 4 Award in Representing and Advising Police Federation Members on Performance, Attendance and Conduct
- Level 4 Award in Representing and Advising Police Federation Members on Equality and Diversity
- Level 4 Award in Representing and Advising Police Federation Members on Health and Safety Matters

2.2 Qualities and Behaviours

The qualifications in Representing and Advising Police Federation members support the development of the qualities and behaviours police officers are expected to display while carrying out their role, listed below:

- Decision making
- Openness to change
- Service delivery
- Professionalism
- Public service
- Working with others

As part of the National Police Promotion Framework (NPPF) these qualities are reinforced and further developed by the following behaviours:

- Works with minimal supervision and can be trusted and relied upon to get work completed without being prompted by supervisor.
- Takes initiative to generate own workload and doesn't wait to be asked.
- Has developed breadth and depth of understanding of law, knowledge, evidence based policing and understanding of complete role.
- Takes an active interest in changes in law and evidenced based policing, consistently identifying gaps in knowledge, and rectifying this.
- Willingness to make decisions independently, escalating when appropriate.
- Reasoned decision making based on evidence of what actually works in delivering outcomes, consideration of the National Decision Making Model, and thinking ahead.
- When making pressurised decisions does not focus on any potential negative impact or repercussions on oneself.
- Trusted to take control, take the lead, and can be relied upon to take over when required from supervision.
- Confidently and competently challenges and expresses opinions with peers and supervisory officers using constructive language.
- Confidently and effectively communicates with colleagues, members of the public or external agencies on what needs to happen and the reason why.
- Actively develops colleagues in terms of developmental or performance needs.
- Is highly thought of and respected by colleagues for their knowledge, skills and experience. Considered as a role model who colleagues seek advice from.
- Retains knowledge (organisational, law, or evidence based policing) in order to share with colleagues (including knowledge transfer that others benefit from).
- Consistently copes with the demands of peaks in workload, balancing workload efficiently, without impacting on the quality of work.
- Shows commitment to professional development which is demonstrated through frequent self-initiated learning, further education or skill enhancement.
- Builds relationships with partner agencies (e.g. local authorities, community leaders, or internal departments), bringing people together to tackle and resolve community issues.

2.3 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete the Level 4 Award in Representing and Advising Police Federation Members.

Learners who wish to enrol on one of the following qualifications must have already achieved the Level 4 Award in Representing and Advising Police Federation Members:

- Level 4 Award in Representing and Advising Police Federation Members on Performance, Attendance and Conduct
- Level 4 Award in Representing and Advising Police Federation Members on Equality and Diversity
- Level 4 Award in Representing and Advising Police Federation Members on Health and Safety Matters

2.4 Units and Rules of Combination

2.4.1 Level 4 Award in Representing and Advising Police Federation Members

This qualification is made up of a total of 1 mandatory unit. To be awarded this qualification the learner must achieve a total of 3 credits as shown in the table below.

Mandatory Unit					
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value	GLH
L4-RAPFM-1	L/507/8235	Represent and advise Police Federation members	4	3	24

2.4.2 Level 4 Award in Representing and Advising Police Federation Members on Performance, Attendance and Conduct

This qualification is made up of a total of 1 mandatory unit. To be awarded this qualification the learner must achieve a total of 4 credits as shown in the table below.

Learners must have completed the initial Level 4 Award in Representing and Advising Police Federation members prior to taking this qualification.

Mandatory Unit					
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value	GLH
L4-RAPFM-2	R/507/8236	Represent and advise Police Federation members on performance, attendance and conduct	4	4	24

2.4.3 Level 4 Award in Representing and Advising Police Federation Members on Equality and Diversity

This qualification is made up of a total of 1 mandatory unit. To be awarded this qualification the learner must achieve a total of 4 credits as shown in the table below.

Learners must have completed the initial Level 4 Award in Representing and Advising Police Federation members prior to taking this qualification.

Mandatory Unit					
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value	GLH
L4-RAPFM-3	Y/507/8237	Represent and advise Police Federation members on equality and diversity	4	4	24

2.4.4 Level 4 Award in Representing and Advising Police Federation Members on Health and Safety Matters

This qualification is made up of a total of 1 mandatory unit. To be awarded this qualification the learner must achieve a total of 4 credits as shown in the table below.

Learners must have completed the initial Level 4 Award in Representing and Advising Police Federation members prior to taking this qualification.

Mandatory Unit					
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value	GLH
L4-RAPFM-4	D/615/1005	Represent and advise Police Federation members on health and safety matters	4	4	24

2.5 Total Qualification Time (TQT)

Total Qualification Time (TQT) comprises 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 TQT for each qualification is as follows.

Level 4 Award in Representing and Advising Police Federation Members

TQT: 30 hours

Level 4 Award in Representing and Advising Police Federation Members on Performance, Attendance and Conduct

TQT: 40 hours

Level 4 Award in Representing and Advising Police Federation Members on Equality and Diversity

TQT: 40 hours

Level 4 Award in Representing and Advising Police Federation Members on Health and Safety Matters

TQT: 40 hours

2.6 Age Restriction

These qualifications are available to learners aged 18 years and over.

2.7 Opportunities for Progression

As the qualifications recognise and develop skills in relation to representation, negotiation and influence, which are highly valued in a wide range of employment settings, they support progression to roles which require these skills.

2.8 Exemption

No exemptions have been identified.

2.9 Credit Transfer

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

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

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 Qualification Assessment Methods

Assessment methods that can be used for these qualifications are as follows:

- Multiple choice examination
- Portfolio of evidence (including for example records of professional discussions, question and answer sessions with assessors, observation reports, work outputs, witness testimonies and written coursework)
- Practical demonstration/assignment
- Written examination

4.2 Assessors

4.2.1 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.

4.2.2 Occupational Knowledge

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

4.2.3 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.

4.2.4 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 achievement² 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.

4.2.5 Continuing Professional Development

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

- 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.

4.3 Internal Quality Assurers

4.3.1 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.

4.3.2 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.

4.3.3 Internal Quality Assurer Competence

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

² National Occupational Standards for Learning and Development, LLUK 2010

- 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 assessment³ 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.

4.3.4 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.

4.4 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 is 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.

³ National Occupational Standards for Learning and Development, LLUK 2010

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.

4.4.1 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.

4.4.2 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.

4.5 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.

4.5.1 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.

4.5.2 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.

4.6 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.

4.7 Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods, as stipulated in Section 4.1, and 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 expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is also included in the SFJ Awards Assessment Policy.

4.7.1 Observation

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

4.7.2 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.

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

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).

4.7.3 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.

4.7.4 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.

4.7.5 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.

4.7.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8 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.

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 Methods for Assessing Knowledge

SFJ Awards expects assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, from those stipulated in Section 4.1, and which clearly demonstrate that the learning outcomes and assessment criteria have been met:

- 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.

Further information on assessment methods is also included in the SFJ Awards Assessment Policy.

4.10 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.

4.11 Standardisation

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

4.11.1 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.

4.11.2 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.

4.12 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 supports 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.

4.13 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.

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

4.14 Health and Safety

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

SFJ Awards fosters 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

Ofqual Reference	L/507/8235	
Unit Code	L4-RAPFM-1	
Unit Title	Represent and advise Police Federation members	
About this unit	This unit is relevant to newly elected Police Federation representatives. It describes the knowledge, understanding and skills necessary to function effectively in the workplace.	
Level	4	
Credit Value	3	
GLH	24	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand the purpose, structure and objectives of the Police Federation of England and Wales	1.1	Explain the: <ul style="list-style-type: none"> • purpose • structure • objectives of the Police Federation of England and Wales
2. Understand the role and responsibilities of a Police Federation representative	2.1	Explain the role and responsibilities of a Police Federation representative
	2.2	Explain the principles of: <ul style="list-style-type: none"> • representation • negotiation • influence relevant to the role
	2.3	Describe how to manage members' expectations
	2.4	Explain responsibilities in relation to disclosure
	2.5	Provide a rationale for decisions regarding: <ul style="list-style-type: none"> • disclosure • no need for disclosure

3. Understand Police Regulations and determinations	3.1 Explain how to access information on <ul style="list-style-type: none"> • Police Regulations • determinations
4. Be able to represent and advise Police Federation members on commonly occurring issues	4.1 Represent Police Federation members in the workplace 4.2 Provide advice on: <ul style="list-style-type: none"> • Police Regulations • determinations
Assessment Guidance	
<p>Learning Outcomes 1, 2 and 3 are knowledge based and can be assessed in a training environment using a variety of assessment methods including (for example): written tests, multiple choice questions, written assignments, extended questions, professional discussion and assessor questioning of the learner.</p> <p>Learning Outcome 4 is performance based and must be assessed using evidence from the workplace. Assessment methods for Learning Outcome 4 may include (for example): witness testimony, work products and records.</p>	
Soft Skills	
The learner will require a good blend of 'soft skills' such as negotiation, communication and people skills in order to achieve the learning outcomes in this unit.	

Ofqual Reference	R/507/8236
Unit Code	L4-RAPFM-2
Unit Title	Represent and advise Police Federation members on performance, attendance and conduct
About this unit	<p>This unit provides the learner with the knowledge, understanding and skills to be able to represent and advise Police Federation members on performance, attendance and conduct matters.</p> <p>The unit builds on the content of unit <i>Represent and advise Police Federation members</i>.</p>
Level	4
Credit Value	4
GLH	24
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
<p>1. Understand police performance, attendance and conduct matters</p>	<p>1.1 Explain the rationale for the introduction of the Police Performance, Attendance and Conduct Regulations</p> <p>1.2 Explain the key components of the Police Performance, Attendance and Conduct Regulations</p> <p>1.3 Explain how the Police Performance, Attendance and Conduct Regulations are applied through reference to examples</p> <p>1.4 Explain the steps necessary to represent Police Federation members on performance, attendance and conduct matters</p> <p>1.5 Explain the benefits of a good working relationship with:</p> <ul style="list-style-type: none"> • Professional Standards departments • Managers • Human Resource departments

<p>2. Be able to represent and advise Police Federation members on performance, attendance and conduct matters</p>	<p>2.1 Prepare to represent Police Federation members on performance, attendance and conduct matters</p> <p>2.2 Provide appropriate advice on:</p> <ul style="list-style-type: none"> • Performance Regulations • Attendance Home Office Guidance • Conduct Regulations <p>2.3 Represent Police Federation members on performance, attendance and conduct matters</p>
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Assessment Guidance

Learning Outcome 1 is knowledge based and can be assessed in a training environment using a variety of assessment methods including (for example): written tests, multiple choice questions, written assignments, extended questions, professional discussion and assessor questioning of the learner.

Learning Outcome 2 is performance based and must be assessed using evidence from the workplace. Assessment methods for Learning Outcome 2 may include (for example): witness testimony, work products and records.

Soft Skills

The learner will require a good blend of 'soft skills' such as negotiation, communication and people skills in order to achieve the learning outcomes in this unit.

Ofqual Reference	Y/507/8237
Unit Code	L4-RAPFM-3
Unit Title	Represent and advise Police Federation members on equality and diversity
About this unit	This unit provides the learner with the knowledge, understanding and skills to be able to represent and advise Police Federation members on equality and diversity matters. The unit builds on the content of unit <i>Represent and advise Police Federation members</i> .
Level	4
Credit Value	4
GLH	24
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>
1. Understand equality and diversity	1.1 Summarise the key areas of equality and diversity legislation 1.2 Explain how issues around the protected characteristics of equality and diversity affect police officers 1.3 Explain how to access further information on equality and diversity legislation 1.4 Explain how to access Police Federation of England and Wales legal services on behalf of members 1.5 Explain the differences between unfair and unlawful treatment 1.6 Explain the benefits of early resolution
2. Be able to represent and advise Police Federation members on equality and diversity matters	2.1 Prepare to represent Police Federation members on equality and diversity matters 2.2 Provide advice on equality and diversity matters 2.3 Represent Police Federation members on equality and diversity matters

Assessment Guidance

Learning Outcome 1 is knowledge based and can be assessed in a training environment using a variety of assessment methods including (for example): written tests, multiple choice questions, written assignments, extended questions, professional discussion and assessor questioning of the learner. Learning Outcome 2 is performance based and must be assessed using evidence from the workplace. Assessment methods for Learning Outcome 2 may include (for example): witness testimony, work products and records.

In AC 1.2 the 'protected characteristics' include: (1) age (2) being or becoming a transsexual person, known as gender reassignment (3) being married or in a civil partnership (4) being pregnant or having a child (5) disability (6) race including colour, nationality, ethnic or national origin (7) religion, belief or lack of religion/belief (8) sex (9) sexual orientation.

Ofqual Reference	D/615/1005	
Unit Code	L4-RAPFM-4	
Unit Title	Represent and advise Police Federation members on health and safety matters	
About this unit	This unit is designed for Police Federation representatives who support, advise and represent members on health and safety matters. The unit builds on the content of unit Represent and advise Police Federation members.	
Level	4	
Credit Value	4	
GLH	24 hours	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand health and safety relevant to the role of the Safety Representative	1.1	Summarise health and safety legislation relevant to the role of the Safety Representative
	1.2	Summarise health and safety issues within the Police Service
	1.3	Explain the features of good health and safety management systems
2. Understand the rights and entitlements of the Safety Representative	2.1	Explain the rights of the Safety Representative
	2.2	Summarise the entitlements of the Safety Representative in relation to Occupational Health and Safety
3. Understand hazards and risks within the policing work environment	3.1	Explain the main hazards and risks within the policing work environment
	3.2	Explain the necessary precautions required to deal with hazards and risks within the policing work environment
	3.3	Explain procedures for risk assessment including: <ul style="list-style-type: none"> • reporting requirements • monitoring requirements
	3.4	Explain accident/incident <ul style="list-style-type: none"> • causation • investigation • prevention principles

4. Understand how daily operations of the Police Service may impact on the environment	4.1 Explain how daily operations of the Police Service may impact on the environment
5. Be able to represent and advise Police Federation members on health and safety matters	5.1 Prepare to represent Police Federation members on health and safety matters 5.2 Provide advice on health and safety matters 5.3 Represent Police Federation members on health and safety matters
6. Be able to carry out and report a safety inspection	6.1 Carry out a safety inspection 6.2 Record a safety inspection 6.3 Recommend remedial actions following a safety inspection 6.4 Explain the human factors involved in a safety inspection
Assessment guidance	
<p>Learning Outcomes 1, 2, 3 and 4 are knowledge based and can be assessed in a training environment using a variety of assessment methods including (for example): written tests, multiple choice questions, written assignments, extended questions, professional discussion and assessor questioning of the learner.</p> <p>Learning Outcomes 5 and 6 are performance based and must be assessed using evidence from the workplace. Assessment methods for these Learning Outcomes may include (for example): direct observation, witness testimony, work products and records.</p> <p>In AC 6.4, the learner should understand and be able to explain what human factors might affect a safety inspection, for example how might people react during an inspection, the risk of evidence being hidden, or lack of co-operation.</p>	

Appendix 1

Frequently Asked Questions

1. How long do these qualifications remain valid?

The qualifications are nationally recognised and regulated by Ofqual as vocational qualifications and do not become obsolete after a set period of time. Essentially, they demonstrate professional achievement that you can use for your future career development.

SFJ Awards will review and improve the content of the qualifications over time, but this will not affect individuals who have already achieved the qualification.

2. Will I have to refresh the qualification, if so when?

You will not need to retake the qualification once you have achieved it as this is an achievement for life. However, it may be that Police Federation will offer refresher courses for Police Representatives in the future. This will not affect the achievement of the qualification.

3. Who recognises the qualifications?

SFJ Awards are an Awarding Organisation regulated by Ofqual and have been approved to offer a wide range of qualifications for the police sector, including these new qualifications for Police Representation.

4. How do I keep my CPD up to date?

Once you have achieved the qualification this is something that you will retain for your future career. Your Continuing Professional Development (CPD) should be maintained as per Police Federation requirements. This will not affect the status of the qualification.

5. If I leave as a Police Federation Representative can I keep the qualification going?

Yes, you can retain the qualification as a record of achievement for your future career choices. Once you have gained the qualification you will be issued with an Ofqual recognised certificate that will provide proof of your achievement. You can also reference your qualification on your CV.

6. Are the qualifications compulsory?

The qualifications will be delivered alongside the Police Federation training course, so if you are taking the training you will also be registered to complete the qualification with additional evidence from the workplace.

7. Where can I find other resources and useful information?

For further information regarding Police Federation training you can contact the Police Federation Learning & Development Department on 0137 2352027/8 or e-mail Learning Events - POLFED HQ at LearningEvents@polfed.org.

For further information regarding the new qualifications you can also contact SFJ Awards, please see our website www.sfjawards.com.

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