



# **SFJ Awards Level 3 Diploma for Contact Management in Policing**



# Qualification Handbook

## SFJ Awards Level 3 Diploma for Contact Management in Policing

Qualification Approval Number: 601/3835/X

Version	Date of issue	Amendment(s)	Page
V3	21.09.17	Add Total Qualification Time (Section 2.4)	7-8
		Update Use of Languages section (Section 2.10)	8
		Update Section 3 Centre Requirements (no change to requirements)	9
		Update Section 4 Assessment (no change to requirements, additional information provided)	10-19
		Update SFJ Awards branding and copyright	Various
V2	22.12.15	Update SFJ Awards contact details	4
		Remove references to QCF	Various
		Add SFJ Awards unit numbering	Various

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Justice Group. For over 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 Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement 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  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Diploma for Contact Management in Policing

The main objective of this qualification is to develop the specialist knowledge, skills and occupational competence of police contact management staff.

Contact management is a complex area of work that requires an in-depth understanding of legislation, policies and procedures, as well as the use of a wide range of technologies. It also requires excellent interpersonal skills and the ability to deal with a wide range of situations involving people from all kinds of backgrounds. In many instances, the decisions taken by contact management staff in terms of responses, actions and support have a major influence on the outcomes of police work.

The qualification covers the principles and concepts of contact management, communication and interpersonal skills, responding to requests for service, managing incidents and resources, and applying crime and incident management processes.

The Level 3 Diploma for Contact Management in Policing recognises the unique knowledge, understanding and skills that are required in this area of work. It is a specialist qualification for the police sector and does not seek to align the profession with generic call handling and administration (e.g. retail services). The learning and development of occupational competence in this area takes a considerable amount of time and this is reflected in the credit values of the units.

The Level 3 Diploma for Contact Management in Policing is underpinned by the National Contact Management Strategy (2010).

## 2.2 Unit Content

The units included in this qualification have been developed through workshops and consultation with expert practitioners, trainers and stakeholders from the Contact Management in Policing arena. The units are made up of the following main components:

- Unit Title – providing a clear indication of the content of the unit
- Unit Level – indicating the level of the unit in relation to level descriptors
- Learning outcomes - setting out what a learner is expected to know, understand or be able to do as the result of a process of learning
- Assessment criteria - specifying the standard a learner is expected to meet to demonstrate that the learning outcomes have been achieved

- Credit value - specifying the number of credits that will be awarded to a learner who has achieved the learning outcomes
- Guided Learning Hours (GLH) - define the number of hours where the learner is given specific input by a trainer/tutor and also includes mentoring time within the workplace, in order to achieve the learning outcomes

In addition, the units include guidance that runs alongside the assessment criteria. This guidance gives explanations of the unit content for the benefit of learners, assessors and quality assurers.

The unit titles are as follows:

H/506/5295	Understanding the principles and concepts of contact management in policing
D/506/5294	Communication and interpersonal skills in a police contact centre
K/506/5296	Respond to requests for services in a police contact centre
T/506/5298	Manage incidents and resources in a police contact centre
H/506/5300	Apply crime and incident management processes in a police contact centre

The units have been written in broad terms to embrace the variation in communication technologies and practices across different police forces. The units can be assessed and achieved according to local needs.

### 2.3 Rules of Combination

The SFJ Awards Level 3 Diploma for Contact Management in Policing is made up of a total of two mandatory units and three optional units (see table below). To be awarded the qualification the learner must achieve at least 40 credits. A total of 22 credits from Mandatory Group A, and a minimum of 18 credits from Optional Group B must be completed.

Group A - Mandatory Units				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L3-CM-01	H/506/5295	Understanding the principles and concepts of contact management in policing	3	16
L3-CM-02	D/506/5294	Communication and interpersonal skills in a police contact centre	3	6

Group B - Optional Units				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L3-CM-03	K/506/5296	Respond to requests for services in a police contact centre	3	18
L3-CM-04	T/506/5298	Manage incidents and resources in a police contact centre	3	32
L3-CM-05	H/506/5300	Apply crime and incident management processes in a police contact centre	3	23

The qualification structure has been designed to be flexible and take into account variation in the learning and development of contact management staff across all forces.

In some Police Forces it may be that learners are required to achieve more than one of the optional units in Group B. This is perfectly acceptable and in accordance with the Rules of Combination for this qualification.

The detailed content of each of the units may be found in Section 5 of this handbook.

## 2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- (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.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

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

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Diploma for Contact Management in Policing	400	365

## 2.5 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

## 2.6 Age Restriction

This qualification is available to learners aged 18 years and over.

## 2.7 Opportunities for Progression

This qualification creates a number of opportunities for progression in the contact management arena.

## 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.

## 2.10 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.



# 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 <http://sfjawards.com/policies/> or on request from SFJ Awards.

# 4 Assessment

## 4.1 Qualification Assessment Methods

Assessment methods that can be used for the SFJ Awards Level 3 Diploma in Contact Management in Policing are as follows:

- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment

## 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 achievement<sup>2</sup> 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:

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<sup>2</sup> 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 assessment<sup>3</sup> 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.

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<sup>3</sup> 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.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website <http://sfjawards.com/approved-centres/> or on request from SFJ Awards.

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 in Section 4.1, 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 provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

##### **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

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<sup>4</sup> 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](http://www.gov.uk/government/publications/qualification-and-component-levels)

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).

#### **4.7.3 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.<sup>5</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

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:

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<sup>5</sup> 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](http://www.gov.uk/government/publications/qualification-and-component-levels)



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

#### **4.9 Methods for Assessing Knowledge and Understanding**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- Written tests in a controlled environment
- Multiple choice questions
- Evidenced question and answer sessions with assessors
- Evidenced professional discussions
- Written assignments (including scenario-based written assignments).

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

#### **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, available in the centre area of our website <http://sfjawards.com/approved-centres/> and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **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)'.<sup>6</sup>

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, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **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

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

- 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, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

#### **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

<b>Unit number</b>	L3-CM-01	<b>Ofqual reference</b>	H/506/5295
<b>Title</b>	<b>Understanding the principles and concepts of contact management in policing</b>		
<b>Level</b>	3		
<b>Credit value</b>	16		
<b>GLH</b>	150 hours		
<b>Learning outcomes:</b> <i>The learner will</i>	<b>Assessment criteria:</b> <i>The learner can</i>	<b>Guidance and supporting information</b> <i>Notes</i>	
1 Understand the principles of contact management in policing	1.1 Explain what is meant by 'contact management'  1.2 Explain the principles that underpin contact management in terms of: <ul style="list-style-type: none"> <li>• Risk management</li> <li>• Grading</li> <li>• Vulnerability</li> <li>• Criticality</li> </ul> 1.3 Summarise the different means available to contact the police	In AC1.2 the principles that underpin contact management are also defined in the National Decision Model and Local Grading requirements.	

<p>2 Understand the contact management role in policing</p>	<p>2.1 Explain the</p> <ul style="list-style-type: none"> <li>• functions</li> <li>• responsibilities</li> </ul> <p>of the contact management role</p> <p>2.2 Explain personal levels of responsibility in the contact management role</p> <p>2.3 Explain the limitations of the contact management role</p> <p>2.4 Summarise the range of incidents that are dealt with by contact management staff</p> <p>2.5 Explain the principles of effective decision making in a police contact centre</p>	<p>In AC2.4 it is helpful for learners to refer to National Standard for Incident Recording (NSIR).</p> <p>In AC2.5 the principles of effective decision making rest on decisions being documented, justifiable and based on the National Decision Model (NDM).</p>
<p>3 Understand the investigative process in contact management for policing</p>	<p>3.1 Define the terms:</p> <ul style="list-style-type: none"> <li>• information</li> <li>• intelligence</li> </ul> <p>in the context of contact management for policing</p> <p>3.2 Describe the investigation process in contact management</p> <p>3.3 Summarise the legislation relating to gathering and managing police information</p>	<p>In AC3.3 the relevant legislation includes:</p> <ul style="list-style-type: none"> <li>• Human Rights Act 1998 (HRA)</li> <li>• Data Protection Act 1998 (DPA)</li> <li>• Criminal Procedure and Investigations Act 1996 (CPIA)</li> <li>• Management of Police Information (MoPI)</li> <li>• Computer Misuse Act (1998)</li> </ul> <p>In AC3.5 the types of incidents where forensic evidence could be gathered include:</p> <ul style="list-style-type: none"> <li>• Crimes against property</li> <li>• Crimes against the person</li> <li>• Crimes against society</li> </ul>

	<p>3.4 Explain how the National Intelligence Model (NIM) impacts on contact management</p> <p>3.5 Summarise the types of incidents where forensic evidence could be gathered</p> <p>3.6 Summarise the types of forensic evidence which may be at an incident scene</p>	
<p>4 Understand the local context of contact management work in the policing context</p>	<p>4.1 Summarise the contact management department structure</p> <p>4.2 Explain the functions of other departments which work with contact management in policing</p> <p>4.3 Explain the work of other agencies which work with contact management in policing</p>	<p>Learning Outcome 4 provides learners with an opportunity to show their understanding of the ways in which contact management functions at a local level.</p>
<p>5 Understand the service standards and local policies which underpin contact management in policing</p>	<p>5.1 Explain the service standards for dealing with enquiries in a police contact centre</p> <p>5.2 Explain the service standards for signposting to the correct service provider</p> <p>5.3 Explain the standard of service expected for:</p> <ul style="list-style-type: none"> <li>• victims of crime</li> <li>• witnesses</li> </ul>	<p>In AC5.1 the service standards apply to both emergency and non-emergency incidents.</p>

	<p>5.4 Explain force policy and procedure in relation to contact management</p> <p>5.5 Summarise the Policing Code of Ethics and how it underpins own role in contact management in policing</p>	
<p>6 Understand the importance of accessible police services</p>	<p>6.1 Identify people who may encounter difficulties in accessing police services</p> <p>6.2 Explain why it is important to offer accessible police services to all members of the community</p> <p>6.3 Explain own role in raising awareness about alternative ways of contacting the police</p> <p>6.4 Describe methods for improving the customer experience</p>	<p>Learning Outcome 6 is about the importance of accessible police services and covers equality and diversity, as well as the overall customer experience.</p>
<p>7 Understand how to identify people who are vulnerable or repeat victims of crime in order to provide the right contact management response</p>	<p>7.1 Explain how to recognise vulnerability</p> <p>7.2 Explain how to respond to vulnerable people and repeat victims of crime in contact management</p>	<p>In AC7.2 the learner will need to:</p> <ul style="list-style-type: none"> <li>• Put yourself in the person's position</li> <li>• Take the issue and the person seriously</li> <li>• Ask questions in order to accurately assess vulnerability and risk</li> <li>• Interrogate local and national databases - check for previous contact/reports</li> <li>• Respond in line with national and local service commitments and/or priorities</li> <li>• Where appropriate, signpost to partner agencies for further support</li> </ul>

		Learners will need to consider both national and local vulnerable victim policies.
8 Understand the principles of risk assessment in contact management in policing	8.1 Explain the purpose of risk assessment in contact management 8.2 Explain the process of risk assessment in contact management	Risk assessments can be generic or dynamic.
9 Understand the need for accurate data management in contact management in policing	9.1 Explain the importance of accurate data management 9.2 Explain procedures for data management 9.3 Explain the consequences of inaccurate information	In AC9.2 the procedures will include collection, confirmation, recording and storing.



<b>Unit number</b>	L3-CM-02	<b>Ofqual reference</b>	D/506/5294
<b>Title</b>	<b>Communication and interpersonal skills in a police contact centre</b>		
<b>Level</b>	3		
<b>Credit value</b>	6		
<b>GLH</b>	55 hours		
<b>Learning outcomes:</b> <i>The learner will</i>	<b>Assessment criteria:</b> <i>The learner can</i>	<b>Guidance and supporting information</b>	
1 Be able to communicate effectively in a police contact centre	1.1 Use speech which is clear and easy for others to understand 1.2 Answer questions in a concise and accurate manner 1.3 Give directions to others which are clear and appropriately phrased 1.4 Offer advice and help with sensitivity 1.5 Use listening skills to aid understanding 1.6 Explain barriers to effective communication in a police contact centre 1.7 Apply methods to overcome barriers to effective communication	In AC1.6 barriers to effective communication may be environmental (e.g. noise), personal (e.g. language, jargon, gender, race, age differences) , social (e.g. violent and abusive situations), communication difficulties (e.g. slurring of words) and the staff member's own stressors.  In AC1.7 methods to overcome barriers to effective communication include structuring the exchange and using a professional approach.	

<p>2 Be able to use interpersonal skills in a police contact centre</p>	<p>2.1 Use an approach which is tactful, considerate and fair for contacts</p> <p>2.2 Offer practical help to colleagues to deliver the service</p> <p>2.3 Maintain good working relations with colleagues</p> <p>2.4 Provide feedback to others in a constructive manner</p> <p>2.5 Receive feedback from others in a constructive manner</p> <p>2.6 Take responsibility for own decisions and actions</p> <p>2.7 Use problem solving skills in a police contact centre context</p> <p>2.8 Manage own time effectively to meet service requirements</p> <p>2.9 Identify strategies to maintain composure</p>	<p>In AC2.9 strategies include:</p> <ul style="list-style-type: none"> <li>• Assess: take time to assess the situation</li> <li>• Prioritise and protect: identify what needs to be done, with due consideration to safeguarding lives</li> <li>• Communicate: ensure that colleagues/victims are kept informed about what is happening and ask for help as appropriate</li> <li>• Force leadership charter or equivalent</li> </ul>
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<p>3 Be able to develop self in a police contact centre</p>	<p>3.1 Achieve personal development objectives</p> <p>3.2 Seek feedback on personal performance</p> <p>3.3 Consider lessons learned from previous working and personal practice</p> <p>3.4 Improve personal performance through reflective practice</p>	<p>In AC3.4. reflective practice may involve:</p> <ul style="list-style-type: none"> <li>• Recognising personal strengths and weaknesses own learning</li> <li>• Learning from good practice</li> <li>• Identifying and sharing lessons learned</li> <li>• Learning from feedback from monitored calls</li> </ul>
<p>4 Understand how to manage personal stress in the police contact management role</p>	<p>4.1 Explain possible causes of work-related stress in the police contact management role</p> <p>4.2 Explain the potential implications of work-related stress in the police contact management role</p> <p>4.3 Describe signs of stress in self and colleagues</p> <p>4.4 Explain strategies for handling personal stress</p> <p>4.5. Identify exercises to combat the effects of long periods of sedentary work</p>	<p>In AC4.1 causes of work related stress might include shift work, responding to difficult customers, responding to distressing incidents, volume of calls/incidents.</p> <p>In AC4.2 the learner should explain that too much stress can have physical, mental, and emotional effects, leading to long term health problems.</p> <p>In AC4.3 signs of stress may be emotional, behavioural, changes in mental processes, physical signs.</p>

<b>Unit reference</b>	L3-CM-03	<b>Ofqual reference</b>	K/506/5296
<b>Title</b>	<b>Respond to requests for services in a police contact centre</b>		
<b>Level</b>	3		
<b>Credit value</b>	18		
<b>GLH</b>	160 hours		
<b>Learning outcomes:</b> <i>The learner will</i>	<b>Assessment criteria:</b> <i>The learner can</i>	<b>Guidance and supporting information</b>	
1 Understand the stages for dealing with, and grading, requests for services in a police contact centre	1.1 Summarise the stages for dealing with requests for services 1.2 Explain the contact handler's responsibilities at each stage of the process 1.3 Summarise the information to be collected and recorded in a police contact centre 1.4 Identify incidents which should be treated as: <ul style="list-style-type: none"> <li>• Immediate response</li> <li>• A priority response</li> <li>• A scheduled response</li> <li>• Resolution at source</li> </ul> 1.5 Explain the levels of initial response to non-emergency contact	In AC1.3 information may include (list not exhaustive): <ul style="list-style-type: none"> <li>• times</li> <li>• brief incident details</li> <li>• risk threat to safety/harm</li> <li>• vulnerability/repeat victims</li> <li>• names</li> <li>• address/location of incident</li> <li>• descriptions</li> <li>• witnesses/victim</li> <li>• injuries</li> <li>• vehicle details</li> <li>• modus operandi</li> </ul> In AC1.7 local processes for downgrading may include for example further intelligence, dynamic risk assessment, offender left the scene, or errors.	

	<p>1.6 Explain when upgrading is required</p> <p>1.7 Explain the process of downgrading an incident</p>	
<p>2 Be able to respond to requests for services to the police</p>	<p>2.1 Apply standard introductory greetings</p> <p>2.2 Respond to contacts clearly and courteously</p> <p>2.3 Establish the purpose of the contact</p> <p>2.4 Engage with contacts in a manner that supports a positive experience</p> <p>2.5 Recognise the kinds of emotions people have when contacting the police</p> <p>2.6 Gain control of the communication in difficult situations</p> <p>2.7 Manage contacts' expectations with sensitivity</p>	<p>In AC2.2 the learner will need to show they can respond to a range of contacts with a range of needs and in a range of situations.</p> <p>In AC2.5 emotions may involve uncertainty, fear, anxiety, reluctance or scepticism about contacting the police.</p>

<p>3 Be able to identify contacts' initial needs</p>	<p>3.1 Use language which is easily understood by contacts</p> <p>3.2 Adapt communication approaches to meet the needs of contacts</p> <p>3.3 Explain the limitations of the contact management process to contacts in a constructive way</p> <p>3.4 Provide contacts with reassurance and encouragement</p> <p>3.5 Minimise any potential conflict during the process</p> <p>3.6 Establish contacts' initial needs through appropriate questioning</p> <p>3.7 Identify risk to individuals and/or property</p> <p>3.8 Complete the process as soon as reasonably possible</p> <p>3.9 Explain the main circumstances under which a contact may need to be re-contacted</p>	<p>In AC 3.6 learners may use questioning techniques e.g. open and closed questions, identification of threat level (e.g. high, medium, low or unknown), investigative questioning to establish threat and risk factors.</p>
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<p>4 Be able to manage the contact management process in policing</p>	<p>4.1 Provide the contact with appropriate advice based on the information they have given</p> <p>4.2 Provide the contact with appropriate advice in line with service policy</p> <p>4.3 Take a course of action in line with service graded response policy</p> <p>4.4 Keep the contact updated as appropriate</p> <p>4.5 Recognise limits of own responsibility and seek assistance when necessary</p> <p>4.6 Explain to the contact the actions that will follow</p> <p>4.7 Record information about an incident in accordance with good practice</p> <p>4.8 Explain the actions to take in the event of system failures</p> <p>4.9 Apply dynamic risk assessment throughout</p> <p>4.10 Manage own time efficiently around contact handling figures</p>	<p>In AC4.3, the ‘course of action’ may involve implementing procedures for:</p> <ul style="list-style-type: none"> <li>• responding to a non emergency</li> <li>• responding to an emergency</li> <li>• downgrading requests for service</li> </ul> <p>In AC4.7 learners will need to be able to update URN’s, create logs, transfer and route logs, maintain logs and maintain confidentiality.</p> <p>In AC4.8 learners will need to explain:</p> <ul style="list-style-type: none"> <li>• how information is saved securely when databases are unavailable</li> <li>• contingency measures to ensure that communications are maintained during system failure</li> </ul>
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<b>Unit number</b>	L3-CM-04	<b>Ofqual reference</b>	T/506/5298
<b>Title</b>	<b>Manage incidents and resources in a police contact centre</b>		
<b>Level</b>	3		
<b>Credit value</b>	32		
<b>GLH</b>	310 hours		
<b>Learning outcomes:</b> <i>The learner will</i>	<b>Assessment criteria:</b> <i>The learner can</i>	<b>Guidance and supporting information</b>	
1 Be able to use communication technology and information to manage incidents and resources in a police contact centre	1.1 Explain the resources and sources of information available in a police contact centre 1.2 Apply a combination of communication technologies to manage incidents and resources 1.3 Use information gained from a variety of sources to maximise service provision 1.4 Prioritise workload in accordance with policy 1.5 Demonstrate the use of information systems in a police contact centre	Communication technology may include (not an exhaustive list): <ul style="list-style-type: none"> <li>• radio communications</li> <li>• command and control systems</li> <li>• text message systems</li> </ul> Sources of information include national and local databases.	



<p>2 Be able to use voice procedures to manage incidents and resources</p>	<p>2.1 Explain the meaning and importance of voice procedures</p> <p>2.2 Apply voice procedures during transmissions</p>	<p>Voice procedures may include (not an exhaustive list):</p> <ul style="list-style-type: none"> <li>• radio communication</li> <li>• conflict management/positive communication</li> <li>• transactional analysis</li> <li>• emotional intelligence</li> <li>• pushback</li> <li>• task not ask</li> <li>• listening skills.</li> </ul> <p>Note that the use of voice procedures is not restricted to dispatch.</p>
<p>3 Be able to deploy resources</p>	<p>3.1 Evaluate factors which impact on the allocation of resources, including:</p> <ul style="list-style-type: none"> <li>• types of incidents</li> <li>• time limits to attend different types of incidents</li> <li>• location of appointments</li> <li>• resource availability</li> </ul> <p>3.2 Deploy appropriate resources to the incident</p> <p>3.3 Manage the use of resources during an incident</p> <p>3.4 Advise relevant others of the deployment</p> <p>3.5 Explain force policy where resources are not available in the timescales set out in service commitments</p>	<p>Learning Outcome 3 could also cover the use of digital technology.</p> <p>AC3.4 may also cover advising on ownership and control of the incident.</p> <p>In AC3.5 the learner will need to cover how all resourcing options have been considered, informing supervisor of resourcing issues, and considering interim measures such as arrangements to share resources between sectors.</p>

	3.6 Explain who to contact in serious cases that require further authority	
4 Be able to manage and control incidents	<p>4.1 Implement procedures to maintain the safety of:</p> <ul style="list-style-type: none"> <li>• police officers</li> <li>• the general public</li> <li>• property</li> </ul> <p>4.2 Maintain an overview of all relevant incidents</p> <p>4.3 Manage incidents whilst considering resource availability</p> <p>4.4 Manage the escalation of incidents</p> <p>4.5 Take action to meet on-going needs of incidents</p> <p>4.6 Maintain a clear and accurate log of incidents</p> <p>4.7 Implement procedures for the closure of incidents</p> <p>4.8 Explain the procedures to take in the event of system malfunction</p> <p>4.9 Explain the management of interoperability during incidents</p> <p>4.10 Apply dynamic risk assessment throughout</p>	<p>AC4.4 also covers limitations of resources.</p> <p>AC4.5 also covers call backs and specific resource requirements.</p>

<b>Unit number</b>	L3-CM-05	<b>Ofqual reference</b>	H/506/5300
<b>Title</b>	<b>Apply crime and incident management processes in a police contact centre</b>		
<b>Level</b>	3		
<b>Credit value</b>	23		
<b>GLH</b>	220 hours		
<b>Learning outcomes:</b> <i>The learner will</i>	<b>Assessment criteria:</b> <i>The learner can</i>	<b>Guidance and supporting information</b>	
1 Understand the legal and organisational requirements for crime and incident management	<p>1.1 Explain the application of National Crime Recording Standards (NCRS) to crime and incident management</p> <p>1.2 Explain the application of Home Office counting rules to crime and incident management</p> <p>1.3 Explain the application of National Standard for Incident Recording (NSIR) to crime and incident management</p> <p>1.4 Explain own responsibilities as specified in</p> <ul style="list-style-type: none"> <li>• the Victims Charter</li> <li>• the Witness Charter</li> </ul> <p>1.5 Explain the processes for crime and incident management</p>	<p>In AC1.2 Home Office counting rules cover general rules and crime specific rules.</p> <p>In AC1.5 there may be a number of processes depending on the nature of the contact and learners will need to explain a range of these relevant to the locality (e.g. abandoned vehicles, intelligence, non crime reports, non attended crime).</p>	

<p>2 Be able to use technology and information systems for crime and incident management</p>	<p>2.1 Explain the range of available:</p> <ul style="list-style-type: none"> <li>• technology</li> <li>• information systems</li> </ul> <p>for crime and incident management</p> <p>2.2 Demonstrate the use of:</p> <ul style="list-style-type: none"> <li>• technology</li> <li>• information systems</li> </ul> <p>for crime and incident management</p>	<p>Technology and information systems include, for example, force intelligence databases and PNC.</p>
<p>3 Be able to apply crime and incident management processes</p>	<p>3.1 Explain the meaning of 'first contact resolution'</p> <p>3.2 Apply crime and incident management processes according to force requirements</p> <p>3.3 Take action to meet the on-going needs of contacts</p> <p>3.4 Maintain clear and accurate records</p> <p>3.5 Implement procedures for the closure of crime and incident management processes</p> <p>3.6 Explain the procedures to take in the event of system malfunction</p>	

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