



SFJ Awards Level 3 Certificate in Knowledge of Policing



Qualification Handbook

SFJ Awards Level 3 Certificate in Knowledge of Policing

Qualification Number: 601/8126/6

Version	Date of issue	Amendment(s)	Page
V2	18 September 2017	Additional information in Section 2.4 Total Qualification Time	6-7
		Update Use of Languages (now Section 2.9)	7
		Update Section 3 Centre Requirements (no change to requirements)	8
		Update Section 4 Assessment (no change to requirements, additional information provided)	9-16
		Update SFJ Awards branding and copyright information	Various
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Contents

1 Introduction

- 1.1 About us
- 1.2 Customer Service Statement
- 1.3 Centre Support

2 The Qualification

- 2.1 Overall Objective for the Qualification
- 2.2 Pre-entry Requirements
- 2.3 Units and Rules of Combination
- 2.4 Total Qualification Time (TQT)
- 2.5 Age Restriction
- 2.6 Opportunities for Progression
- 2.7 Exemption
- 2.8 Credit Transfer
- 2.9 Use of Languages

3 Centre Requirements

4 Assessment

- 4.1 Assessment of the Level 3 Certificate in Knowledge of Policing
- 4.2 Assessors
- 4.3 Internal Quality Assurers
- 4.4 External Quality Assurers
- 4.5 Assessing Knowledge and Understanding
- 4.6 Methods for Assessing Knowledge and Understanding
- 4.7 Assessment Planning
- 4.8 Standardisation
- 4.9 Recognition of Prior Learning (RPL)
- 4.10 Equality and Diversity
- 4.11 Health and Safety

5 Qualification Units

1 Introduction

1.1 About us

SFJ Awards is part of 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

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Certificate in Knowledge of Policing

The objective of the qualification is to prepare the individual for further learning and training, and to develop their knowledge and understanding of policing practice. The qualification recognises the knowledge and understanding required for competence, but does not provide the competences themselves.

The qualification is suitable for those interested in a future career in policing for roles such as Special Constables, Police Community Support Officers and Police Constables. It also supports progression into the Level 3 Diploma in Policing. It covers different aspects of priority and volume investigations, using police powers and dealing with victims, witnesses and suspects.

2.2 Pre-entry Requirements

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

2.3 Units and Rules of Combination

SFJ Awards Level 3 Certificate in Knowledge of Policing

This qualification is made up of a total of 10 mandatory units. To be awarded this qualification the learner must achieve a total of 29 credits as shown in the table below.

Mandatory Units					
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value	GLH
L3-CKP-01	R/507/9144	Knowledge of evidence-based preventative policing	3	2	8
L3-CKP-02	Y/507/9145	Knowledge of supporting victims, witnesses and vulnerable people	3	3	10
L3-CKP-03	D/507/9146	Knowledge of managing conflict situations in policing	3	3	10

Mandatory Units					
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value	GLH
L3-CKP-04	H/507/9147	Knowledge of using police powers to deal with suspects	3	3	10
L3-CKP-05	K/507/9148	Knowledge of conducting police searches	3	3	10
L3-CKP-06	M/507/9149	Knowledge of handling information and intelligence	3	3	10
L3-CKP-07	H/507/9150	Knowledge of providing an initial response to policing incidents	3	3	10
L3-CKP-08	K/507/9151	Knowledge of conducting priority and volume investigations	3	4	12
L3-CKP-09	M/507/9152	Knowledge of interviewing victims and witnesses in relation to priority and volume investigations	3	2	6
L3-CKP-10	T/507/9153	Knowledge of interviewing suspects in relation to priority and volume investigations	3	3	10

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

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

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.

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

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.

The Total Qualification Time for this qualification is 290 hours, of which 96 are Guided Learning Hours.

2.5 Age Restriction

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

2.6 Opportunities for Progression

This qualification creates a number of opportunities for progression into other policing qualifications, for example the Level 3 Diploma in Policing and the Level 3 Diploma for Police Community Support Officers.

The qualification also provides the knowledge and understanding relevant to roles such as Special Constables, Police Community Support Officers and Police Constables.

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

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

2.9 Use of Languages

SFJ Awards 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 Assessment of the Level 3 Certificate in Knowledge of Policing

The Level 3 Certificate in Knowledge of Policing is a knowledge based qualification made up of knowledge based units. Assessment of the units must be shown through one or more of the following:

- timed essay
- written test
- multiple choice questions
- scenario based demonstrations (in a classroom or other learning environment)
- other (as agreed by SFJ Awards)

Since this is a knowledge based qualification SFJ Awards requires centres to:

- carry out summative assessments using scenarios in controlled conditions with no access to external material
- enable learners to demonstrate their knowledge against all of the learning outcomes specified in the qualification²
- ensure that learners undertake all of the formal assessment within the timescales of the course
- use professional discussion where learners are not meeting the assessment criteria, and keep a record of the reasons and outcomes of such discussions.

These requirements fall within the necessary steps to ensure that assessment methods are valid, reliable and can be authenticated as the learner's own work.

The focus of assessment needs to be on the achievement of the assessment criteria in each of the units and must be evidenced in some way through the methods listed above. These assessment methods offer the opportunity to collect evidence of knowledge and understanding using a variety of means. Where 'other' methods are used, these must not jeopardise the validity, reliability and authenticity of the evidence; for this reason 'other' methods than those listed above must be agreed with SFJ Awards. All evidence and outcomes of assessments undertaken should be included in the learner's portfolio of evidence.

It is important to note that assessment of knowledge is not just about the ability to recall data and information, but extends to understanding. An appropriate blend of assessment methods is likely to attain greater accuracy when measuring a learner's understanding, i.e. some learners may perform better orally than in writing. Therefore, SFJ Awards

² This can be achieved over a series of controlled assessments rather than as a single final exam

recommends that assessment of the knowledge and understanding within each unit of assessment should be shown through more than one method of assessment.

Those involved in the delivery of this qualification must be confident that the work they assess is the learner's own work. This does not mean that the learner must be supervised at all times, but it does mean that sufficient checks and supervision take place to ensure the authenticity of the learner's work.

Learners must not plagiarise in an attempt to complete the qualification. Plagiarism is the submission of another's work (or parts of another's work) as one's own, without acknowledging the source correctly. Plagiarism is a form of malpractice and could lead to the learner being disqualified.

It should be noted that plagiarism can sometimes occur innocently, in cases where learners are unaware of the need to reference source materials. It is therefore important that centres ensure learners understand that the work they submit must be their own, and that they also understand the meaning of plagiarism and what penalties may be applied.

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 achievement³ 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:

³ 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 assessment⁴ 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.

⁴ 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 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 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:

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

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

4.6 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.

4.7 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.

4.8 Standardisation

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

4.8.1 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.

4.8.2 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.

4.9 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, 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.

4.10 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

⁶ 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.

4.11 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

Unit number:	L3-CKP-01	
Title:	Knowledge of evidence-based preventative policing	
Level:	3	
Credit value:	2	
GLH:	8	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the features of evidence-based preventative policing	1.1 Outline the principles of an evidence-based preventative policing approach to reducing crime	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-Based Policing (EBP) • Community Engagement <ul style="list-style-type: none"> • Policing in the Community <ul style="list-style-type: none"> • Crime Prevention <p>Policing situations in which an EBP approach can be effective:</p> <ul style="list-style-type: none"> • Crime • Non-crime • Roads Policing • Anti-social behaviour

		<ul style="list-style-type: none"> • Neighbourhood dispute • Fear of crime or anti-social behaviour (ASB) <p>Stages of an evidence based policing approach</p> <ul style="list-style-type: none"> • Identify problem • Define problem • Understand problem • Develop ideas (hypotheses) • Identify opportunities • Plan • Implement • Evaluate results
	<p>1.2 Explain the need for collaborative working when implementing an evidence-based preventative policing approach</p>	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-Based Policing (EBP) • Community Engagement <ul style="list-style-type: none"> • Policing in the Community <ul style="list-style-type: none"> • Crime Prevention • Crime and Investigation <ul style="list-style-type: none"> • Crime • Information and Intelligence <ul style="list-style-type: none"> • Submitting, sharing and disposal of information <p>Considerations:</p> <ul style="list-style-type: none"> • Management of Police Information (MOPI) • Data Protection Act 1998 (DPA) • Freedom of Information Act 2000 (FOI) • Criminal Procedure and Investigations Act 1996

		<p>(CPIA)</p> <ul style="list-style-type: none"> • Regulation of Investigatory Powers Act 2000 (RIPA) <p>Stakeholders</p> <ul style="list-style-type: none"> • Local authorities • Emergency services • The local community • Local businesses
<p>2. Understand how to develop an evidence-based preventative policing approach in given situations</p>	<p>2.1 Explain how to identify and analyse sources of evidence which can be used to inform policing decisions</p>	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Conducting Evidence-Based Policing Research • National Decision Model (NDM) • Community Engagement <ul style="list-style-type: none"> • Policing in the Community <ul style="list-style-type: none"> • Crime Prevention <p>Considerations</p> <ul style="list-style-type: none"> • Context of the problem • Features of the problem • Information and evidence that will help the learner understand the problem <p>Types of evidence e.g:</p> <ul style="list-style-type: none"> • Practice-based expertise • Qualitative research focus groups / case studies / observation • Quantitative research e.g. questionnaires • What works <p>Sources e.g:</p>

		<ul style="list-style-type: none"> • Community • Colleagues • Surveys • Published reports • What Works Centre • POLKA • Knowledge Bank • Evidence from other forces / agencies • HMIC website • Campbell Collaboration Website • Local universities • Home Office research • Effective Practice database
	<p>2.2 Describe possible causes of concern in given policing situations</p>	<p>NPC</p> <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> • Handling Information and Intelligence <ul style="list-style-type: none"> • managing information and intelligence • analysing information and intelligence • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-based Policing (EBP) <ul style="list-style-type: none"> • developing a hypothesis <p>Concerns may include:</p> <ul style="list-style-type: none"> • Social and environmental conditions • Crime rates • Fear of crime • Vulnerability

		<ul style="list-style-type: none"> • Anti-social behaviour • Police presence
	<p>2.3 Explain how to develop an evidence-based preventative policing plan for a given situation, including:</p> <ul style="list-style-type: none"> • resources • a plan for dealing with contingencies 	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-Based Policing • Conducting Evidence-Based Policing (EBP) Research
3. Understand how to implement evidence-based preventative policing plans	3.1 Summarise how to implement evidence-based preventative policing plans	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-Based Policing • Conducting EBP research
	3.2 Explain why the progress of implementation needs to be monitored and preventative policing plans amended when contingencies arise	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-based Policing • Conducting EBP research <p>Considerations e.g:</p> <ul style="list-style-type: none"> • Dealing with any contingencies • Any early unexpected outcomes • Unforeseen major negative impacts which may require implementation to cease
4. Understand how to review evidence-based preventative policing approaches	4.1 Describe methods of reviewing the outcome of evidence-based approaches	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-based Policing • Conducting EBP research

	4.2 Describe how to share findings of the reviews with key stakeholders	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-based Policing • Conducting EBP research
	4.3 Explain why further actions determined by the review should be carried out	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • An Introduction to Evidence-based Policing • Conducting EBP research
Additional information about the unit		
Unit aim(s)	<p>This unit is about the understanding how to apply an evidence-based preventative approach to policing situations which may often be complex and broad-ranging. The learner will understand how to apply the principles of evidence-based policing, problem solving and identification to a perceived concern, problem, issue or situation.</p> <p>The learner must know how to gather information and intelligence, analyse that information and develop a plan for applying a proactive, preventative initiative to address an identified situation. The learner must know how to access relevant practice relating to similar situations and draw on the work of others to propose initiatives to solve the perceived concern, issue or problem.</p> <p>The learner must understand how to implement the initiative and how to collate the findings from implementations.</p> <p>Finally, learners must understand how to evaluate implemented initiatives and where appropriate, how to share the findings with others.</p>	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CB1	
Details of the relationship between the unit and other standards or curricula (if appropriate)	Indicative Content column describes the link between the assessment criteria and relevant areas of the National Police Curriculum (NPC) and any other pertinent information.	

<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Knowledge Element Knowledge and understanding must be adequately demonstrated in a learning and development environment prior to application in the workplace</p> <p>Workplace Assessment: There is no competency-based workplace assessment associated with this unit</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>College of Policing – Professional Body for Policing in England and Wales Skills for Justice – The Sector Skills Council for justice</p>

Unit number:	L3-CKP-02	
Title:	Knowledge of supporting victims, witnesses and vulnerable people	
Level:	3	
Credit value:	3	
GLH:	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the factors that affect victims, witnesses and vulnerable people and the impact on their need for support	1.1 Explain how crime impacts on victims, witnesses and vulnerable people	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Social, Community Issues and Neighbourhood Policing • Victims and Witnesses • Develop Effective Relationships with Members of the Community and Other Agencies • Public Protection, including: <ul style="list-style-type: none"> • Adults at Risk (Vulnerable Adults) • Domestic Abuse • Hate Crime • Prostitution • Missing Persons • Forced Marriage • Honour-Based Violence • Stalking and Harassment • Child Abuse • Child Sexual Exploitation

		<ul style="list-style-type: none"> • Female Genital Mutilation • Sexual Offences • Modern Slavery • Mental Ill Health
	<p>1.2 Explain why victims, witnesses and vulnerable people may need additional support</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Public Protection <ul style="list-style-type: none"> • Introduction to Public Protection • Adults at Risk • Child Abuse • Child Sexual Exploitation • Ethics and Values <ul style="list-style-type: none"> • Duty of Care & Policing by Consent • Building Public Trust and Confidence and upholding the Law • Victims and witnesses • Community Policing <p>Considerations:</p> <ul style="list-style-type: none"> • Why vulnerable people might be reluctant to report crimes committed against them • Comply with legislation and code of practice to identify and assess the needs of witnesses and victims • Why behaviour can often be an indicator of a need for support rather than a law enforcement intervention
	<p>1.3 Explain how technology can be used to target vulnerable people</p>	<p>How technology can be used to enable perpetrators to target vulnerable people</p> <ul style="list-style-type: none"> • Stalking, harassment and bullying • Grooming

		<ul style="list-style-type: none"> • Trolling • Abusive, racist inflammatory language and articles • Image trafficking • Advance-Fee scams • Fraud • Phishing
	<p>1.4 Explain why vulnerable people are more likely to become victims of technology-enabled crime</p>	<p>Why vulnerable people are more susceptible to technology enable crime</p> <ul style="list-style-type: none"> • Young children <ul style="list-style-type: none"> • Lack of awareness • Individuals with protected characteristics • Vulnerable Adults i.e: <ul style="list-style-type: none"> • Technologically unaware • Bereaved/emotionally vulnerable
<p>2. Understand the legislation, national service requirements and codes of practice that apply when dealing with victims, witnesses and vulnerable people</p>	<p>2.1 Describe how:</p> <ul style="list-style-type: none"> • legislation • guidelines of good practice • charters • service standards • codes of practice <p>benefit and protect victims, witnesses and vulnerable people</p>	<p>Legislation and Standards:</p> <ul style="list-style-type: none"> • Youth Justice and Criminal Evidence Act 1999 • Code of Practice for Victims of Crime (MoJ) • Section 1 – The Children and Young Persons Act 1933 • Section 46 – The Children’s Act 1989 • Equality Act 2010 – Protected Characteristics • Human Rights Act 1998 • European Convention on Human Rights 1999-2000

	<p>2.2 Define the duty of care in relation to providing support to the public</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Duty of Care • Victims and Witnesses • Code of Practice for Victims of Crime • Public Protection
	<p>2.3 Describe how the needs of victims, witnesses and vulnerable people may be addressed</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Public Protection <ul style="list-style-type: none"> • Introduction to Public Protection • Ethics and Values <ul style="list-style-type: none"> • Victims and Witnesses <p>Considerations:</p> <ul style="list-style-type: none"> • Early identification of Vulnerable/intimidated witnesses and victims • Initial contact strategy • How to address the needs of victims, witnesses and vulnerable people <ul style="list-style-type: none"> • Victim Support • Victim's Personal Statement (VPS) • Investigation Anonymity Orders • Special measures • Code of Practice for Victims of Crime • The importance of involving those with parental responsibility when working with children affected by crime or anti-social behaviour • Sources of advice: <ul style="list-style-type: none"> • Victim Support • PPU

		<ul style="list-style-type: none"> • External agencies • Social Services • Community • Colleagues
3. Understand the importance of effective communication with victims, witnesses and vulnerable people	3.1 Describe how to communicate with victims, witnesses and vulnerable people	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> • PSP Communication <p>Consideration of the most appropriate ways to communicate with individuals:</p> <ul style="list-style-type: none"> • pace of communication • their level of understanding • their preferred form of communication <p>Ways in which individuals can be encouraged to express their views</p> <ul style="list-style-type: none"> • Active listening • Appropriate environment • Appropriate use of <ul style="list-style-type: none"> • body language • position • tone of voice
4. Understand how to provide initial support to victims, witnesses and vulnerable people	4.1 Explain how to develop a support plan that is appropriate to individuals' needs and wishes	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Responding to Incidents • Ethics and Values <ul style="list-style-type: none"> • Victims and Witnesses • Code of Practice for Victims of Crime

		<ul style="list-style-type: none"> • Community Policing • Colleagues <p>Considerations:</p> <ul style="list-style-type: none"> • How to make an initial approach • The nature and extent of their further needs • Individual priorities and how they could be addressed • The range of support services available to individuals <ul style="list-style-type: none"> • PPU • External Agencies • Social Services • Community
	<p>4.2 Describe the types of records required to meet individual and national service requirements</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Conducting Investigations <ul style="list-style-type: none"> • Documentation • Why records need to be in line with national service requirements in respect of: <ul style="list-style-type: none"> • the individuals' needs and wishes • the agreements reached with them • the resulting actions taken • Range of support <ul style="list-style-type: none"> • The individuals' immediate needs • The initial support provided to them
	<p>4.3 Summarise the legal and national service requirements in respect of:</p> <ul style="list-style-type: none"> • confidentiality 	<p>NPC</p> <ul style="list-style-type: none"> • Information and Intelligence

	<ul style="list-style-type: none"> • access to information provided by individuals • how the information will be recorded and stored 	<ul style="list-style-type: none"> • Handling Information and Intelligence • Management of Police Information (MOPI) Legislation: <ul style="list-style-type: none"> • Data Protection Act 1998 (DPA) • Freedom of Information Act 2000 (FOI) • Criminal Procedure and Investigations Act 1996 (CPIA) • Regulation of Investigatory Powers Act 2000 (RIPA)
Additional information about the unit		
Unit aim(s)	<p>This unit is about understanding how to provide initial support to those affected by offending or anti-social behaviour (victims and witnesses) and those who may be particularly vulnerable to becoming a victim of crime or anti-social behaviour. This initial support may be practical (e.g. relating to safety and security, compensation claims, paperwork) or emotional (e.g. listening, reassurance). The learner must also know how to assess individuals' needs for further support, and identify and discuss possible sources of such support. Of key importance throughout is the understanding of how to communicate effectively and encourage individuals to express their own feelings and needs.</p>	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	BE2, AA1, AB1, AE1, AF1, CA1	
Details of the relationship between the unit and other standards or curricula (if appropriate)	<p>Indicative Content column describes the link between the assessment criteria, relevant areas of the National Police Curriculum (NPC) and other pertinent information.</p>	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element Application of knowledge should be demonstrated in a learning and development environment</p> <p>Workplace Assessment There is no competency-based workplace assessment relating to this unit</p>	
Endorsement of the unit by a sector or other appropriate body (if required)	<p>College of Policing – Professional Body for Policing (England and Wales) Skills for Justice - the Sector Skills Council for justice</p>	

Unit number:	L3-CKP-03	
Title:	Knowledge of managing conflict situations in policing	
Level:	3	
Credit value:	3	
GLH:	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national service requirements and personal responsibilities that relate to managing conflict	1.1 Summarise the legislation that relates to managing conflict	<p>Legislation:</p> <ul style="list-style-type: none"> • Equality Act 2010 – Protected Characteristics • The Children and Young Persons Act 1933 • The Children’s Act 1989 • Human Rights Act 1998 • European Convention on Human Rights 1999-2000
	1.2 Summarise the national service requirements that relate to managing conflict	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values • National Decision Model (NDM) • Personal Safety & Risk Management <ul style="list-style-type: none"> • Equipment and Restraints • Personal Protection <ul style="list-style-type: none"> ▪ Use of Force

		<ul style="list-style-type: none"> • Communication • Health & Safety • Public Protection • Vulnerability (adults and children) • Mental ill-health
	1.3 Summarise personal responsibilities when managing conflict	Personal responsibilities <ul style="list-style-type: none"> • Duty of Care • Managing the public in conflict situations
2. Understand conflict management techniques	2.1 Describe conflict management techniques available	Consideration of using conflict management techniques which: <ul style="list-style-type: none"> • are likely to defuse conflict with all parties involved • recognise there may be cultural differences in the way that individuals respond to the police • manage risks to health and safety • take into account any health or emotional factors which may affect individuals' behaviour • are proportionate to the situation
	2.2 Summarise the tactical options available for use in conflict management situations	
	2.3 Explain how to carry out a threat assessment	

	<p>2.4 Describe the considerations to be made when communicating in conflict situations</p>	<p>Considerations of manner of communication that:</p> <ul style="list-style-type: none"> • values people as individuals • shows respect for their property and rights • is appropriate to the individuals' understanding • is appropriate to the individuals' cultural background • is free from discrimination and oppressive behaviour • ensures that actions and words signal non-aggression at the appropriate times • uses language and speech, actions, gestures and body language, space and position appropriately
	<p>2.5 Describe the approved personal protective equipment and communication equipment available for use</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values • Personal Safety & Risk Management • Conflict Management • Health and Safety • Use of Force • Equality and Diversity • Using Police Powers in a fair and justified way • Equipment and Restraints • Personal Protection: Knowledge and Skills • Personal Safety: Communications Skills
	<p>2.6 Explain how to use approved personal protective and communication equipment</p>	<p>This criterion is knowledge based and practical skills are not required.</p> <p>Using personal safety techniques and equipment that ensures:</p> <ul style="list-style-type: none"> • people are valued as individuals

		<ul style="list-style-type: none"> risks to health and safety are managed action taken is proportionate and avoids situations escalating
3. Understand requirements for recording and reporting conflict management incidents	3.1 Summarise the legal and national service requirements for recording and reporting conflict management incidents	NPC <ul style="list-style-type: none"> Ethics and Values Personal Safety & Risk Management <ul style="list-style-type: none"> Personal Safety: Documentation Handling Information and Intelligence <ul style="list-style-type: none"> Submitting Information
	3.2 Explain the need for recording actions taken to manage conflict in line with legal and national service requirements	
	3.3 Explain the need to advise line managers of actions taken during incidents	NPC <ul style="list-style-type: none"> Ethics and Values Personal Safety & Risk Management <ul style="list-style-type: none"> Reporting Conflict Management interventions
Additional information about the unit		
Unit aim(s)	<p>Police Officers have the authority to exercise an extensive range of police powers and skills with autonomy across many volatile situations. These are particularly relevant when dealing with potentially life-threatening, conflict management situations. This unit covers the underpinning knowledge and understanding relating to recognising and dealing with situations requiring proportionate responses and conflict management actions. The learner must understand how to use action that does not provoke conflict, but defuses situations where conflict exists or threats of conflict are present. They must understand the options for appropriate and proportionate use of personal safety techniques and equipment, including self defence and restraints.</p>	

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GC10, AA1, AB1, AE1, AF1, CA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	Indicative Content column describes the link between the assessment criteria, areas of the National Police Curriculum (NPC) and other pertinent information.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element Application of knowledge should be demonstrated in a learning and development environment</p> <p>Workplace Assessment There is no workplace assessment associated with this unit</p>
Endorsement of the unit by a sector or other appropriate body (if required)	College of Policing – Professional Body for Policing in England and Wales Skills for Justice - the Sector Skills Council for justice

Unit number:	L3-CKP-04	
Title:	Knowledge of using policing powers to deal with suspects	
Level:	3	
Credit value:	3	
GLH:	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national guidelines and personal responsibilities that relate to the use of police powers when dealing with suspects	1.1 Summarise the legislation relating to the use of police powers	Legislation <ul style="list-style-type: none"> • PACE Codes of Practice
	1.2 Summarise national guidelines relating to the use of police powers	NPC <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> • Correct use of arrest and warrants • Ethics and Values <ul style="list-style-type: none"> • Police Powers • Justice Outcomes
	1.3 Summarise personal responsibilities when using police powers	

2. Understand how to arrest and detain suspects in line with legal and national service requirements	2.1 Explain how to arrest or detain suspects	<p>NPC</p> <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> • Correct use of arrest and warrants <ul style="list-style-type: none"> • arrest detain and report suspects • grounds and legal authority • necessity <p>Legislation</p> <ul style="list-style-type: none"> • Police and Criminal Evidence Act (PACE) 1984
	2.2 Describe how to preserve evidence during the arrest or detention in line with approved practice	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • conducting investigations • scenes of crime • Forensics <ul style="list-style-type: none"> • preserving evidence
	2.3 Outline contingencies to address issues that could arise during the processing of suspects	<p>NPC</p> <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> • Correct use of arrest and warrants <ul style="list-style-type: none"> • Dealing with contingencies e.g.: <ul style="list-style-type: none"> • medical • welfare • abusive or aggressive behaviour • Ethics and Values <ul style="list-style-type: none"> • National Decision Model (NDM)

	<p>2.4 Outline the process for recording actions taken throughout the arrest noting:</p> <ul style="list-style-type: none"> • rationale / justification • grounds • compliance or otherwise • action taken to deal with contingencies 	<p>NPC</p> <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> • Correct use of arrest and warrants <ul style="list-style-type: none"> • documentation • timings • Personal Safety and Risk Management <ul style="list-style-type: none"> • Personal Safety • Ethics and Values <ul style="list-style-type: none"> • National Decision Model (NDM)
<p>3. Understand the options with regard to the disposal of suspects</p>	<p>3.1 List the options available for the disposal of suspects</p>	<p>Disposal options may include:</p> <ul style="list-style-type: none"> • charging • reporting or summons • Fixed Penalty Notice (FPN) • restorative justice • formal caution • verbal warning • no further action
	<p>3.2 Explain the principle of releasing suspects without delay, where information is received that negates the need for:</p> <ul style="list-style-type: none"> • arrest • detention • reporting • other disposal options 	<p>NPC</p> <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> • Gathering information • Crime and Investigation <ul style="list-style-type: none"> • Conducting investigations • Personal Safety and Risk Management <ul style="list-style-type: none"> • Correct use of arrest and warrants • De-arresting suspects • Cancelling reports and contacting suspects

		<ul style="list-style-type: none"> • Ethics and Values • Police Powers
	3.3 Explain the legal and national service requirements for dealing with suspects under each disposal option	NPC <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> • Correct use of arrest and warrants • Ethics and Values <ul style="list-style-type: none"> • The Criminal Justice System • National Decision Model (NDM)
	3.4 Explain how to communicate the disposal decision to relevant others	NPC <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> • Correct use of arrest and warrants Relevant others e.g.: <ul style="list-style-type: none"> • alleged suspect • victims • witnesses • Police Service • line management • Criminal Justice Service
Additional information about the unit		
Unit aim(s)	This unit is about understanding the legal and organizational processes for handling suspects including; conducting arrests, detaining and reporting procedures and other disposal options available. Police Officers have the authority to exercise an extensive range of police powers with autonomy, across many potentially volatile situations, not least when dealing with individual suspected of committing an offence. The learner must understand the need for action that is legal, balanced and proportionate, considering the impact of actions on others. They must also understand the correct techniques for dealing with any contingencies that may arise.	

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CD5, AA1, AB1, AE1, AF1, CA1, GC10
Details of the relationship between the unit and other standards or curricula (if appropriate)	Indicative Content column describes the link between the assessment criteria and relevant considerations/examples, and areas of the National Police Curriculum (NPC).
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element Knowledge and understanding should be demonstrated in a learning and development environment</p> <p>Workplace Assessment: There is no workplace competency requirement for this unit</p>
Endorsement of the unit by a sector or other appropriate body (if required)	College of Policing – Professional Body for Policing in England and Wales Skills for Justice – The Sector Skills Council for justice

Unit number:	L3-CKP-05	
Title:	Knowledge of conducting police searches	
Level:	3	
Credit value:	3	
GLH:	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national guidelines and personal responsibilities in relation to conducting police searches	1.1 Outline the legal and national service requirements regarding information to be provided to individuals prior to a search commencing	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering <ul style="list-style-type: none"> • Police Searches <ul style="list-style-type: none"> • Individuals <ul style="list-style-type: none"> • Sec 1 PACE 1984 search <ul style="list-style-type: none"> • Mnemonic – GOWISELY • On arrest • Search by consent • Premises <ul style="list-style-type: none"> • Using statutory power • Entry by warrant • Search by consent • Vehicles <ul style="list-style-type: none"> • Using statutory power • Search by consent • Open Areas <ul style="list-style-type: none"> • Search by consent

		<p>Considerations</p> <ul style="list-style-type: none"> • Communicating with individuals <p>Legislation</p> <ul style="list-style-type: none"> • PACE (1984)
	<p>1.2 Summarise the legislation in relation to conducting police searches</p>	<p>Legislation</p> <ul style="list-style-type: none"> • Human Rights Act 1998 • European Convention on Human Rights 1999 - 2000 • Equality Act 2010 • Health and Safety at Work Act 1974 • Police (Health and Safety) Act 1997 • PACE – Police and Criminal Evidence Act 1984 • Children’s Act 1989 • Children and Young Persons Act 1933 • Criminal Justice and Public Order Act 1994 • Misuse of Drugs Act 1971 • Criminal Justice Act 1988 • Terrorism Act 2000
	<p>1.3 Summarise the national guidelines in relation to conducting police searches</p>	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Code of Ethics • Forensics and Evidence Gathering <ul style="list-style-type: none"> • Police Searches <ul style="list-style-type: none"> • Basic legal requirements: <ul style="list-style-type: none"> • the legal authority • the grounds

		<ul style="list-style-type: none"> • justification • Use force to carry out the search • Counter terrorism searches <p>Search Parameters</p> <ul style="list-style-type: none"> • Individuals <ul style="list-style-type: none"> • Search by consent • Under arrest • Premises <ul style="list-style-type: none"> • Definition of 'premises' • Search by consent • Statutory powers of entry and search • Entry by warrant • Vehicles <ul style="list-style-type: none"> • Search by consent <ul style="list-style-type: none"> • Statutory power • Occupied • Not occupied • Open Areas <ul style="list-style-type: none"> • Search by consent
	1.4 Summarise personal responsibilities when conducting police searches	

<p>2. Understand how to conduct police searches in line with legal and national service requirements</p>	<p>2.1 Summarise the ethical requirements when conducting searches</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering <ul style="list-style-type: none"> • Police Searches <ul style="list-style-type: none"> • Conducting the search using approved and appropriate search methods • Recognising the individuals' and community needs • Dealing with personal property respectfully and in accordance with force policy, in order to: <ul style="list-style-type: none"> • Promote equality • Respect diversity • Value people as individuals • Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> • Conduct Investigations • Protecting the Scene
	<p>2.2 Describe the types of searches that can be conducted</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering <ul style="list-style-type: none"> • Police Searches <ul style="list-style-type: none"> • Individuals <ul style="list-style-type: none"> • Sec 1 PACE 1984 search <ul style="list-style-type: none"> • Mnemonic – GOWISELY • On arrest • Search by consent • Premises <ul style="list-style-type: none"> • Using statutory power

		<ul style="list-style-type: none"> • Entry by warrant • Search by consent • Vehicles <ul style="list-style-type: none"> • Using statutory power • Search by consent • Open Areas <ul style="list-style-type: none"> • Search by consent
	<p>2.3 Describe the preparations required prior to conducting a police search</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering • Police Searches <ul style="list-style-type: none"> • Conducting risk assessments prior to search • Managing risks and contingencies • Scene preservation and handling exhibits • Personal Protection and Risk Management • Conflict Management • Ethics and Values <ul style="list-style-type: none"> • Risk Assessment (as outlined in the National Decision Model NDM) • Health and Safety
	<p>2.4 Explain how to conduct a police search within the search parameters</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering • Police Searches <ul style="list-style-type: none"> • Identifying the correct search areas • Protecting the search scene • Controlling of individuals during a search

		<ul style="list-style-type: none"> • Communicating with individuals during a search • Maintaining personal safety using approved and appropriate techniques • Preventing loss or contamination of potential evidence • Ethics and Values <ul style="list-style-type: none"> • Risk Assessment (as outlined in the National Decision Model NDM) • Health and Safety <p>Search Parameters</p> <ul style="list-style-type: none"> • Individuals <ul style="list-style-type: none"> • Mnemonic - JOG • Premises <ul style="list-style-type: none"> • Systematic searching <ul style="list-style-type: none"> • 3-dimensional searching • Vehicles <ul style="list-style-type: none"> • 'Five area' searches <ul style="list-style-type: none"> • Interior • Boot/cargo • Engine • Outside • Underneath • Open Areas <ul style="list-style-type: none"> • Mnemonic – CANAL • Mnemonic – SCENARIO
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	<p>2.5 Summarise the process for seizing, packaging and storing items discovered during a search and maintaining their integrity</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering • Police Searches • Scene preservation and handling exhibits • Crime and Investigation • Conduct Investigations • Protecting the Scene <p>Legislation S19 & 22 PACE 1984</p>
	<p>2.6 Explain how to conclude searches</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering • Police Searches <ul style="list-style-type: none"> • Informing individuals of the results of the search and actions to be taken next
	<p>2.7 Summarise the process for documenting all decisions, actions, options and rationales</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics and Evidence Gathering • Police Searches • Crime and Investigation • Conduct Investigations <ul style="list-style-type: none"> • Documentation • Ethics and Values • Case File Management

Additional information about the unit	
Unit aim(s)	<p>Police Officers have the authority to exercise an extensive range of police powers, with autonomy, in many potentially volatile situations, including conducting police searches.</p> <p>This unit is about understanding how to search individuals, vehicles, premises and open areas for items suspected to be evidence of an offence as part of an investigation, or for prevention of harm to self or others.</p> <p>The learner must understand that searches must be conducted in a legal and ethical way, using approved search methods. They must know what constitutes the grounds and legal authority to carry out the searches, including preserving the search scene. They must understand that where evidence is found, this must be seized, packaged and stored in a manner that maintains its integrity and continuity. They must also understand the need to complete any necessary documentation.</p>
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CK1, CK2, AA1, AB1, AE1, AF1, CA1, GC10
Details of the relationship between the unit and other standards or curricula (if appropriate)	Indicative Content column describes the link between the assessment criteria and relevant areas of the National Police Curriculum (NPC) and other information.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element</p> <p>Application of knowledge should be demonstrated in a learning and development environment</p> <p>Workplace Assessment:</p> <p>There is no competency-based workplace assessment associated with this unit</p>
Endorsement of the unit by a sector or other appropriate body (if required)	<p>College of Policing (Professional body)</p> <p>Skills for Justice - Sector Skills Council for justice</p>

Unit number:	L3-CKP-06	
Title:	Knowledge of handling information and intelligence	
Level:	3	
Credit value:	3	
GLH:	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national guidelines and personal responsibilities that relate to handling information and intelligence	1.1 Summarise the legislation that relates to handling information and intelligence	<p>Legislation</p> <ul style="list-style-type: none"> • Data Protection Act 1998 (DPA) • Freedom of Information Act 2000 (FOI) • Criminal Procedure and Investigations Act 1996 (CPIA) • Regulation of Investigatory Powers Act 2000 (RIPA)
	1.2 Summarise the national guidelines that relate to handling information and intelligence	<p>NPC</p> <ul style="list-style-type: none"> • Handle Information and Intelligence <ul style="list-style-type: none"> • Management of Police Information (MOPI)
	1.3 Summarise personal responsibilities when handling information and intelligence	

<p>4. Know how to handle information and intelligence that can support law enforcement objectives in line with national service requirements, authorisations and protocols</p>	<p>2.1 Explain how the National Intelligence Model (NIM) is used within the police service</p>	<p>NPC:</p> <ul style="list-style-type: none"> Information and Intelligence NIM – National Intelligence Model
	<p>2.2 Explain how information and intelligence is gathered using appropriate systems and protocols</p>	<p>NPC:</p> <ul style="list-style-type: none"> Information and Intelligence NIM – National Intelligence Model
	<p>2.3 Describe sources of information which can support law enforcement objectives</p>	<p>NPC</p> <ul style="list-style-type: none"> Information and Intelligence Information Management and ICT <p>Sources include:</p> <ul style="list-style-type: none"> Community Force Records Other Investigations External Agencies Colleagues Victims Witnesses <p>Technological sources include</p> <ul style="list-style-type: none"> Open Source Social Media PNC / PND

	<p>2.4 Describe the measures required to ensure that security, integrity and confidentiality of information gathered is maintained</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> • Management of Police Information (MOPI) <ul style="list-style-type: none"> • Disclosure • Unauthorised disclosure <p>Legislation</p> <ul style="list-style-type: none"> • Data Protection Act 1998
	<p>2.5 Explain how to record, analyse and submit information and intelligence</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> • Obtain, Evaluate and Submit Information and Intelligence • Grading of Information • Handling Information and Intelligence • Ethics and Values <ul style="list-style-type: none"> • Case file management • Information Management and ICT <ul style="list-style-type: none"> • PNC / PND • Crime and Investigation <ul style="list-style-type: none"> • Conduct Investigations • Investigative Documentation

Additional information about the unit	
Unit aim(s)	This unit is about understanding how to gather information and intelligence to assist and support law enforcement objectives. The learner will need to be able to summarise the requirements of the National Intelligence Model (NIM) and principles of managing police information used across the police service. They must understand how to identify, analyse and evaluate information for relevance to police investigations and law enforcement objectives from a variety of situations and sources including human and technical. In addition they must know how to conduct an initial analysis, assessment and grading of information and intelligence received.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CB1, AA1, AB1, AE1, AF1, CA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	Indicative Content column describes the link between the assessment criteria and relevant areas of the National Police Curriculum (NPC) and other pertinent information.
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element Application of knowledge should be demonstrated in a learning and development environment</p> <p>Workplace Assessment There is no competency-based workplace assessment associated with this unit</p>
Endorsement of the unit by a sector or other appropriate body (if required)	College of Policing – Professional Body Skills for Justice - Sector Skills Council for justice

Unit number:	L3-CKP-07	
Title:	Knowledge of providing an initial response to policing incidents	
Level:	3	
Credit value:	3	
GLH:	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national guidelines and personal responsibilities that relate to responding to incidents	1.1 Summarise the legislation that relates to responding to incidents	<p>Legislation:</p> <ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • Equality Act 2010 • Human Rights Act 1998 • European Convention on Human Rights 1999 – 2000 • Equality Act 2010 • The Children and Young Persons Act 1933 • The Children’s Act 1989 • Modern Slavery Act 2015 • Serious Crime Act 2015 • Youth Justice and Criminal Evidence Act 1999
	1.2 Summarise the national guidelines that relate to responding to incidents	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Duty of Care • Code of Ethics

		<ul style="list-style-type: none"> • Professional Standards • Public Protection • Personal Safety and Risk Management <ul style="list-style-type: none"> • Personal Safety • Health and Safety • Respond to Incidents • Conduct Investigations
	1.3 Summarise personal responsibilities when responding to incidents	
2. Understand the process for providing an initial response to incidents in line with national service requirements	2.1 Explain why different incidents require different initial responses	<p>NPC:</p> <ul style="list-style-type: none"> • Respond to Incidents <ul style="list-style-type: none"> • Response Grading • Conduct Investigations • Public Protection <ul style="list-style-type: none"> • Adults at Risk (Vulnerable Adults) • Child Abuse • Child Sexual Exploitation • Domestic Abuse • Female Genital Mutilation • Forced Marriage • Honour-Based Violence • Managing Offenders • Missing Persons • Modern Slavery • Prostitution • Sexual Offences • Stalking and Harassment

		<ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Mental Ill-Health <p>Considerations</p> <ul style="list-style-type: none"> • System of grading for response to incidents • Initial contact strategy • The police response according to type of incident <ul style="list-style-type: none"> • Criminal (various) • Roads Policing • Non-Crime (various) • Major / Critical • Priority / Volume • The procedures for responses involving different individuals, including vulnerable people • Assessment of the needs of victims and witnesses
	<p>2.2 Explain how to gather and analyse all available information and intelligence to establish the nature of the incident</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Respond to Incidents • Conduct Investigations • Information and Intelligence <ul style="list-style-type: none"> • Handling Information and Intelligence <p>Considerations</p> <ul style="list-style-type: none"> • Identify any additional information required to support the response • Witness identification strategy • Assess the needs of witnesses and victims

	<p>2.3 Describe how to prioritise actions in accordance with the nature of the incident</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Respond to Incidents and Conduct Investigations • Ethics and Values <ul style="list-style-type: none"> • National Decision Model (NDM) <p>Considerations</p> <ul style="list-style-type: none"> • Early identification of vulnerable/intimidated witnesses and victims
	<p>2.4 Describe how to take control of incidents</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Respond to Incidents • Conduct Investigations <ul style="list-style-type: none"> • Documentation • Pocket Note Book • Ethics and Values <ul style="list-style-type: none"> • Assess the Needs of Individuals and Provide Advice and Support • First Aid • Health and Safety • Victims and Witnesses • Code of Practice for victims of Crime (MoJ) • Victims and Witnesses • Victim Charter • National Decision Model (NDM) • Personal Safety and Risk Management

		<ul style="list-style-type: none"> • Personal Safety • Communication <p>Equipment and Restraints</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> • Protecting the scene • Scene management • Evidential evaluation • Preserving evidence <p>Considerations:</p> <ul style="list-style-type: none"> • Communicating with those already at the scene in line with organisational procedures • Witness identification strategy • Applying proportionate personal safety techniques where necessary • Preserving the scene and any potential evidence in line with organisational requirements • Prioritising casualties in line with organisational procedures • Supporting victims and witnesses • Adapting actions according to contingencies and changes in nature of the incident • Establishing lines of communication • Establishing who needs to be involved at the earliest opportunity
	<p>2.5 Explain the recording requirements when responding to incidents</p>	<ul style="list-style-type: none"> • Records and documentation • Actions taken in response to incidents, including: <ul style="list-style-type: none"> • grounds for action

		<ul style="list-style-type: none"> • justification for action • outcomes • any further action to be taken
Additional information about the unit		
Unit aim(s)	This unit covers understanding how to provide an initial response to incidents including, crime, non-crime and road related incidents. Police officers have the authority to exercise an extensive range of police powers with autonomy across many potentially volatile situations. The initial response to incidents and control of these sometimes critical situations is a paramount aspect of the officer's role. The learner will need to be able to know how to gather information on the incident, analyse the information to establish its nature and plan their actions accordingly.	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CD1, AA1, AB1, AE1, AF1, CA1	
Details of the relationship between the unit and other standards or curricula (if appropriate)	Indicative Content column describes the link between the assessment criteria, relevant areas of the National Police Curriculum (NPC) and other pertinent information.	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element Application of knowledge should be demonstrated in a learning and development environment</p> <p>Workplace Assessment There is no competency-based workplace assessment associated with this unit</p>	
Endorsement of the unit by a sector or other appropriate body (if required)	College of Policing – Professional Body (England and Wales) Skills for Justice – Sector Skills Council for justice	

Unit number:	L3-CKP-08	
Title:	Knowledge of conducting priority and volume investigations	
Level:	3	
Credit value:	4	
GLH:	12	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national guidelines and personal responsibilities that relate to conducting priority and volume investigations	1.1 Summarise the legislation that relates to conducting priority and volume investigations	<p>Legislation</p> <ul style="list-style-type: none"> • Regulation of Investigatory Powers Act 2000 (RIPA) • Police and Criminal Evidence Act 1984 (PACE) • CPIA – Criminal Procedure and Investigation Act 1996 • DPA – Data Protection Act 1998 • FOI – Freedom of Information Act 2000 • Youth Justice and Criminal Evidence Act 1999
	1.2 Summarise the national guidelines that relate to conducting priority and volume investigations	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Conduct Investigations • Ethics and Values <ul style="list-style-type: none"> • National Decision Model (NDM) • Handling Information and Intelligence <ul style="list-style-type: none"> • MOPI – Management of Police Information <p>References</p> <ul style="list-style-type: none"> • Authorised Professional Practice (APP) in

		<p>Investigations</p> <ul style="list-style-type: none"> • Code of Practice for Victims of Crime (MoJ) <p>Considerations</p> <ul style="list-style-type: none"> • Risk assessments • Disclosure of sensitive information
	1.3 Summarise personal responsibilities when conducting priority and volume investigations	
2. Understand the nature of crime and its impact upon the community	2.1 Explain the characteristics of crimes, including how they are committed	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation • Conducting investigations • Ethics and Values • Community engagement • Policing in the community
	2.2 Explain the impact of crime and criminality on the community	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values • Community engagement • Policing in the community
3. Understand the process for conducting priority and volume investigations	3.1. Describe the types of investigation that are within limits of responsibility	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation • Conduct investigations <p>Types of investigations e.g.:</p> <ul style="list-style-type: none"> • domestic violence • anti-social behaviour • hate crime • critical incident (child missing etc.) • public order

		<ul style="list-style-type: none"> • road traffic • allegation of crime • non-crime incidents e.g. <ul style="list-style-type: none"> ▪ sudden death ▪ civil trespass ▪ civil disputes
	3.2. Explain how decisions are made during investigations	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values • National Decision Model (NDM)
	3.3. Describe the investigative process, including activities and decision making	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation • Conducting investigations • Responding to incidents • Forensics <ul style="list-style-type: none"> • Scene preservation and handling exhibits • Intelligence and Information <ul style="list-style-type: none"> • Handling Information and Intelligence • Ethics and Values <ul style="list-style-type: none"> • National Decision Model (NDM) <p>Considerations:</p> <ul style="list-style-type: none"> • Information required to support investigations • The investigative mindset • Protecting scenes and evidence • Witness identification strategy • The importance of early assessment of witness/victims needs

<p>4. Understand how to conduct priority and volume investigations in line with legal and national service requirements</p>	<p>4.1 Outline the process for conducting priority and volume investigations</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation • Conducting investigations • Handling Information and Intelligence <ul style="list-style-type: none"> • Case file management • Ethics and Values <ul style="list-style-type: none"> • National Decision Model (NDM) <p>Considerations</p> <ul style="list-style-type: none"> • The importance of following organisational procedures for conducting investigations e.g. ensuring all actions: <ul style="list-style-type: none"> • are lawful • promote equality and respect diversity • are communicated on time in the appropriate format • Gathering intelligence and evidence to support the investigation • Establishing lines of enquiry e.g. <ul style="list-style-type: none"> • Suspects • Victims • Witnesses • Family/friends • Community/neighbourhood • Forensics • Intelligence • Property / premises • Technology • Social media
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		<ul style="list-style-type: none"> • Factors that are likely to impact on investigations • Analysing information, intelligence and evidence to determine the proposed course of action • Communicating with and briefing relevant others at the earliest opportunity • Case manager • Other relevant investigations • Line manager • Colleagues • Custody Officer • Additional support that may be required in investigations <ul style="list-style-type: none"> • Specialists • Line management • External agencies • Actions to be taken to minimise risk • Steps to preserve scene e.g.: <ul style="list-style-type: none"> • Cordons • Handling/preserving scenes and evidence • Managing evidence in line with current legislation and guidelines
	<p>4.2 Explain how to handle victims, suspects and potential witnesses in line with their needs and the needs of the investigation</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values • Victims and witnesses • Code of Practice for Victims of Crime (MoJ) • Vulnerable and intimidated victims and witnesses needs assessment

		<p>Considerations</p> <p>Victim's, witness's and suspect's needs e.g.:</p> <ul style="list-style-type: none"> • Vulnerability • Language • Culture • Lifestyle • Repeat/linked incidents • Providing victims, witnesses and families with information, support and protection <p>APP:</p> <p>The manner in which investigators approach witnesses, from the point of initial contact to conclusion of the investigation</p>
	<p>4.3 Explain how to handle suspects during investigations</p>	<p>NPC</p> <ul style="list-style-type: none"> • Personal Safety and Risk Management • Arrest, detain and report individuals <p>Disposal options e.g.:</p> <ul style="list-style-type: none"> • Arrest • Report • Verbal warning • Local resolution • Formal caution • Restorative justice • Take no action

5. Understand how to prepare and document information relating to priority and volume investigations in line with legal and national service requirements	5.1 Explain how to prepare documentation for case file submission	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • case file management • national file standards and documentation • liaising with external parties and disclosure • preparing for court • charging
	5.2 Explain how to prepare evidence for submission to court and other hearings	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • presenting evidence at court and other hearings
Additional information about the unit		
Unit aim(s)	<p>This unit is about understanding how to conduct investigations and is applicable to investigations across all types of priority and volume incidents. The learner will need to know how to gather, analyse and assess the available information and intelligence from all sources (including social media) and how to minimize risk, identify and preserve the initial scene(s), and identify and deal with materials. The unit covers developing initial lines of enquiry and dealing with any victims, witnesses and suspects. In addition, the learner will need to understand the importance of making sure that the appropriate people are briefed about the status of the investigation and how to maintain continuity and ensure that all relevant documentation is completed and added to the case file.</p>	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CI101, AA1, AB1, AE1, AF1, CA1	
Details of the relationship between the unit and other standards or curricula (if appropriate)	<p>Indicative Content column describes the link between the assessment criteria relevant areas of the National Police Curriculum (NPC) and other pertinent information.</p>	

<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Knowledge Element Application of knowledge should be demonstrated in a learning and development environment</p> <p>Workplace Assessment: There is no competency-based workplace assessment associated with this unit</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>College of Policing – Professional Body for Policing in England and Wales Skills for Justice – Sector Skills Council for justice</p>

Unit number:	L3-CKP-09	
Title:	Knowledge of interviewing victims and witnesses in relation to priority and volume investigations	
Level:	3	
Credit value:	2	
GLH:	6	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national service requirements, professional and codes of practice in relation to conducting interviews with victims and witnesses	1.1 Summarise the legislation in relation to conducting interviews with victims and witnesses	Legislation <ul style="list-style-type: none"> • Police and Criminal Evidence Act PACE 1984
	1.2 Summarise the national service requirements in relation to conducting interviews with victims and witnesses	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Equality, diversity and human rights • health, safety, security and welfare • Victims and witnesses • Crime and Investigation <ul style="list-style-type: none"> • Interviewing victims and witnesses <ul style="list-style-type: none"> • recognising when a person is unfit for interview • recognising when individuals may be vulnerable • conducting interviews with those who may be vulnerable • recognising when victims and witnesses may be intimidated • interviewing in an ethical and

		<p>effective manner</p> <ul style="list-style-type: none"> • PEACE Interview Model • Information and Intelligence • Rules of evidence and disclosure
	1.3 Summarise professional and codes of practice in relation to conducting interviews with victims and witnesses	
2. Understand how to plan and prepare for interviews with victims and witnesses	2.1 Describe the approved model for interviewing victims and witnesses	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing victims and witnesses • PEACE interview model • Achieving Best Evidence (ABE)
	2.2 Explain the importance of the interview strategy in enabling an ethical and effective interview to be conducted	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing victims and witnesses <ul style="list-style-type: none"> • PEACE interview model • Achieving Best Evidence (ABE) • Ethics and Values <ul style="list-style-type: none"> • Victims and witnesses <ul style="list-style-type: none"> • Health and Safety <p>Considerations</p> <ul style="list-style-type: none"> • Using approved interview techniques • Conducting an ethical and effective interview <p>APP:</p> <p>The manner in which investigators approach witnesses, from the point of initial contact to conclusion of the investigation</p>

	<p>2.3 Describe how to prepare for an interview, taking into account the nature of the incidents to be investigated</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Victims and Witnesses <p>Considerations:</p> <ul style="list-style-type: none"> • Written plans <ul style="list-style-type: none"> • Relevant points to prove • Category of interviewees <ul style="list-style-type: none"> • vulnerable • intimidated • significant • Timing, location and environmental conditions e.g: <ul style="list-style-type: none"> • urgent interviews • interviews at the scene • interviews at home • interviews in police premises • healthcare facility • Planning for contingencies e.g: <ul style="list-style-type: none"> • medical • welfare • hostile/reluctant behaviour • environmental conditions • Consultation with relevant others <ul style="list-style-type: none"> • prosecutors • legal representatives • appropriate adults • health care professionals
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		<ul style="list-style-type: none"> • custody officers • officers required for legal authorities • colleagues • interpreters • Resources required for interview <ul style="list-style-type: none"> • recording equipment • relevant documentation • exhibits • appropriate adult • interpreter
	<p>2.4 Describe the factors that need to be considered when assessing whether individuals are fit for interview</p>	<p>Factors e.g:</p> <ul style="list-style-type: none"> • Physical condition <ul style="list-style-type: none"> • physical disorder or disability • intoxication by drink or drugs • Mental condition <ul style="list-style-type: none"> • mental ill health • learning difficulties • Emotional condition <ul style="list-style-type: none"> • behaviour • age • maturity
<p>3. Understand how to conduct interviews with victims and witnesses</p>	<p>3.1 Describe the process for conducting interviews</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Victims and Witnesses • Ethics and Values <ul style="list-style-type: none"> • Duty of care • Victims and witnesses

		<ul style="list-style-type: none"> • Health and safety <p>Considerations</p> <ul style="list-style-type: none"> • explaining the interview process to all those present, confirming their understanding • maintaining the security and welfare of all present • using approved interview techniques <p>PEACE model</p> <ul style="list-style-type: none"> • Introducing exhibits • Addressing contingencies <ul style="list-style-type: none"> • medical • welfare • hostile/reluctant behaviour • environmental conditions • Concluding the interview
	<p>3.2 Summarise contingencies that might arise during interviews and how to deal with them</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Victims and Witnesses <p>Contingencies e.g:</p> <ul style="list-style-type: none"> • legal • medical • welfare • abusive or aggressive behaviour • technical faults / issues • complaints • environmental conditions

	3.3 Describe the documentation that must be used within the interview process	Documentation e.g: <ul style="list-style-type: none"> • interview notes • pocket notebook • criminal justice statements, including victim personal statements • exhibit forms
	3.4 Summarise the national procedures for the completion of documentation during the interview	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Victims and Witnesses • Ethics and Values <ul style="list-style-type: none"> • The Criminal Justice system • Case file management <ul style="list-style-type: none"> • documentation <p>Documentation e.g:</p> <ul style="list-style-type: none"> • interview notes • pocket notebook • criminal justice statements, including victim personal statements • exhibit forms <p>including obtaining any necessary endorsements that are required during an interview</p>
4. Understand post interview procedures and the evaluation process for interviews with victims and witnesses	4.1 Summarise the post interview procedures	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Victims and Witnesses

	4.2 Summarise the process for evaluating interviews including any evidence that has emerged	<p>Considerations:</p> <ul style="list-style-type: none"> • Evaluating own performance • Updating others based on evaluation of interview
	4.3 Explain the importance of carrying out further action based on the outcomes of the interview	<p>Considerations:</p> <ul style="list-style-type: none"> • prioritising actions based on evaluation • pursue further lines of enquiry • brief others • update intelligence systems
Additional information about the unit		
Unit aim(s)	<p>This unit is about understanding how to interview victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must know how to plan and prepare for both formal and informal interviews by knowing how to develop an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must know how to conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected to understand how to evaluate interviews (including their own performance) and take any necessary further action in relation to the investigation.</p>	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CJ101, AA1, AB1, AE1, AF1, CA1	
Details of the relationship between the unit and other standards or curricula (if appropriate)	<p>Indicative Content column describes the link between the assessment criteria, relevant areas of the National Police Curriculum (NPC) and other pertinent information.</p>	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Knowledge Element</p> <p>Application of knowledge should be demonstrated in a learning and development environment</p> <p>Workplace Assessment:</p> <p>There is no workplace competency assessment associated with this unit</p>	

Endorsement of the unit by a sector or other appropriate body (if required)

The College of Policing – Professional Body for Policing in England and Wales
Skills for Justice - the Sector Skills Council for justice

Unit number:	L3-CKP-10	
Title:	Knowledge of interviewing suspects in relation to priority and volume investigations	
Level:	3	
Credit Value:	3	
GLH:	10	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legislation, national service requirements, professional and codes of practice in relation to conducting interviews with suspects	1.1 Summarise the legislation in relation to conducting interviews with suspects	Legislation <ul style="list-style-type: none"> • Police and Criminal Evidence Act PACE 1984
	1.2 Summarise the national service requirements in relation to conducting interviews with suspects	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> • Equality, diversity and human rights • health, safety, security and welfare • Crime and Investigation <ul style="list-style-type: none"> • interview suspects • assuming responsibility for suspect • rules of evidence and disclosure • PEACE Interview Model • recognising when a person is unfit for interview • recognising when individuals may be vulnerable • conducting interviews with those who

		<p>may be vulnerable</p> <ul style="list-style-type: none"> • recognising when victims and witnesses may be intimidated • equality, diversity and human rights • health, safety, security and welfare • interviewing in an ethical and effective manner
	1.3 Summarise the professional and codes of practice in relation to conducting interviews with suspects	
2. Understand how to plan and prepare for interviews with suspects	2.1 Describe the approved model for interviewing suspects	
	2.2 Explain the importance of the interview strategy in enabling an ethical and effective interview to be conducted	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Suspects • PEACE Interview Model • Achieving Best Evidence (ABE) <p>Considerations</p> <ul style="list-style-type: none"> • Using approved interview techniques • Conducting an ethical and effective interview
	2.3 Describe how to prepare for interviews taking into account the nature of the incidents to be investigated	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Suspects • PEACE Interview Model <p>Consideration</p> <ul style="list-style-type: none"> • Written plans <ul style="list-style-type: none"> • Relevant points to prove • Using approved suspect interview

		<p>techniques</p> <ul style="list-style-type: none"> • Timing, location and environmental conditions e.g. <ul style="list-style-type: none"> • urgent interviews • interviews at the scene • interviews at home • interviews in police premises • interviews at healthcare facilities • Contingencies e.g: <ul style="list-style-type: none"> • medical • welfare • hostile/reluctant behaviour • environmental conditions • Consultation with relevant others <ul style="list-style-type: none"> • prosecutors • legal representatives • appropriate adults • health care professionals • custody officers • officers required for legal authorities • colleagues • interpreters • Resources required for interview <ul style="list-style-type: none"> • recording equipment • relevant documentation • exhibits • appropriate adult • interpreter
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		<p>Considerations</p> <ul style="list-style-type: none"> • Reviewing material prior to interview e.g: <ul style="list-style-type: none"> • information and intelligence • objects • written documentation • audio recording • passive data generators • visual images • evidence • preparing for pre-interview briefings with legal representatives
	<p>2.4 Describe the factors that need to be considered when assessing whether individuals are fit for interview</p>	<p>Factors e.g:</p> <ul style="list-style-type: none"> • Physical condition <ul style="list-style-type: none"> • physical disorder or disability • intoxication by drink or drugs • Mental condition <ul style="list-style-type: none"> • mental ill health • learning difficulties • Emotional condition <ul style="list-style-type: none"> • behaviour • age • maturity
<p>3. Understand how to conduct interviews with suspects</p>	<p>3.1 Describe the process for conducting interviews with suspects</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Suspects • PEACE Interview Model <p>Considerations</p>

		<ul style="list-style-type: none"> • Conducting pre-interview briefings with legal representatives • Ensuring the welfare, the safety and security of relevant others in suspect interviews is maintained e.g. <ul style="list-style-type: none"> • legal representatives • appropriate adults • healthcare professionals • interpreters • colleagues • Explaining the interview process to those present • Stating the required cautions and special warnings during an interview • Employing an approved interview technique • Introducing exhibits • Addressing contingencies during an interview e.g <ul style="list-style-type: none"> • legal • medical • welfare • abusive or aggressive behaviour • technical faults • complaints • environmental conditions
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	<p>3.2 Summarise contingencies that might arise during interviews and how to deal with them</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Victims and Witnesses <p>Contingencies e.g:</p> <ul style="list-style-type: none"> • legal • medical • welfare • abusive or aggressive behaviour • technical faults / issues • complaints • environmental conditions
	<p>3.3 Describe the documentation that can be used within the interview process</p>	<p>Documentation e.g:</p> <ul style="list-style-type: none"> • interview notes • pocket notebook • criminal justice statements, including victim personal statements • exhibit forms
	<p>3.4 Summarise the procedures for the completion of documentation during the interview</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> • Interviewing Victims and Witnesses • Ethics and Values <ul style="list-style-type: none"> • The Criminal Justice system • Case file management <ul style="list-style-type: none"> • documentation • Documentation e.g: <ul style="list-style-type: none"> • interview notes • pocket notebook

		<ul style="list-style-type: none"> • criminal justice statements, including victim personal statements • exhibit forms <p>including obtaining any necessary endorsements that are required during an interview</p>
4. Understand post interview procedures and the evaluation process for interviews with suspects	4.1 Summarise post interview procedures	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation • Interviewing Suspects • PEACE Interview Model
	4.2 Summarise the process for evaluating interviews and any evidence that has emerged	<p>Considerations</p> <ul style="list-style-type: none"> • Evaluating own performance • Updating others based on evaluation of interview • Prioritising actions based on evaluation <ul style="list-style-type: none"> • pursue further lines of enquiry • brief others • update intelligence systems
	4.3 Explain the importance of carrying out further action based on the outcomes of the interview	<p>Considerations:</p> <ul style="list-style-type: none"> • Prioritising actions based on evaluation <ul style="list-style-type: none"> • pursue further lines of enquiry • brief others • update intelligence systems
Additional information about the unit		
Unit aim(s)	<p>This unit is about understanding how to interview suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. The learner must understand how plan and prepare for interviews through developing interview plans, assessing the suspect's fitness for interview, and setting up appropriate locations. They must</p>	

	understand how to conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected to know how to evaluate interviews (including their own performance) and take any necessary further action.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CJ201, AA1, AB1, AE1, AF1, CA1
Details of the relationship between the unit and other standards or curricula (if appropriate)	Indicative Content column describes the link between the assessment criteria, relevant areas of the National Police Curriculum (NPC) and other pertinent information.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Knowledge Element Application of knowledge should be demonstrated in a learning and development environment Workplace Assessment: There is no competency-based workplace assessment associated with this unit
Endorsement of the unit by a sector or other appropriate body (if required)	College of Policing – Professional Body for Policing in England and Wales Skills for Justice - The Sector Skills Council for justice

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