



SFJ Awards Level 3 Diploma in Policing



Qualification Handbook

SFJ Awards Level 3 Diploma in Policing

Qualification Number: 601/7457/2

Version	Date of issue	Amendment(s)	Page
V4	21 September 2017	Add Total Qualification Time (Section 2.4)	6-7
		Update Use of Languages section (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)	9-18
		Update SFJ Awards branding and copyright	Various
V3	2 March 2016	Unit: Plan, implement and review an evidence-based preventative policing approach <ul style="list-style-type: none">Note in Unit Aim(s)Workplace Assessment	19 20
V2	16 October 2015	1. Section 3. Centre requirements 2. References to QCF removed	7 Various
V1	23 September 2015	N/A	

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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

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

1.2 Customer Service 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 Diploma in Policing

The main objective of this qualification is to confirm police officers' competence following initial training.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. Where learners have previously achieved the Level 3 Certificate in Knowledge of Policing, they will be able to gain Recognition of Prior Learning for some assessment criteria. Further information is provided in Appendix 1.

2.3 Unit Content and Rules of Combination

2.3.1 SFJ Awards Level 3 Diploma in 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 84 credits as shown in the table below.

Mandatory Units			
Unit Reference Number	Unit Title	Level	Credit Value
A/507/3614	Plan, implement and review an evidence-based preventative policing approach	4	8
J/507/3616	Support victims, witnesses and vulnerable people	3	8
L/507/3617	Manage conflict situations in policing	4	10
Y/507/3619	Use police powers to deal with suspects	3	10

Mandatory Units			
Unit Reference Number	Unit Title	Level	Credit Value
R/507/3666	Conduct police searches	3	10
J/507/3650	Handle information and intelligence that can support law enforcement	3	8
A/507/3676	Provide an initial response to policing incidents	3	8
M/507/3691	Conduct priority and volume investigations	4	10
F/507/3713	Interview victims and witnesses in relation to priority and volume investigations	3	6
D/507/3718	Interview suspects in relation to priority and volume investigations	4	6

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.

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 and Guided Learning Hours for this qualification are as follows:

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Diploma in Policing	840	320

2.5 Age Restriction

This qualification is available to learners aged 16 years and over.

2.6 Opportunities for Progression

This qualification creates a number of opportunities for progression. Learners may progress to Police Sergeant, Inspector or above. They may also move into other specialist areas of policing.

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 Qualification Assessment Methods

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

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

4.2 Assessors

4.2.1 Occupational Competence

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

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

4.2.2 Occupational Knowledge

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

4.2.3 Qualification Knowledge

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

4.2.4 Assessor Competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement² or Police Sector Standard for the Training of Assessors, Assessor Standard.

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

4.2.5 Continuing Professional Development

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

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

4.3 Internal Quality Assurers

4.3.1 Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2 Qualification Knowledge

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

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

4.3.3 Internal Quality Assurer Competence

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

² National Occupational Standards for Learning and Development, LLUK 2010

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

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

4.3.4 Continuing Professional Development

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

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

4.4 External Quality Assurers

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

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

³ National Occupational Standards for Learning and Development, LLUK 2010

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

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

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

4.5 Expert Witnesses

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

4.5.1 Occupational Competence

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

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

4.5.2 Qualification Knowledge

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

4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels

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

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

4.7 Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

4.7.1 Observation

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

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

4.7.2 Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals

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

working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

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

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

4.7.3 Work outputs (product evidence)

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

4.7.4 Professional discussion

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

4.7.5 Questioning the learner

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

4.7.6 Simulations

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

Simulations can be used when:

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

Simulations must follow the principles below:

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

4.8 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.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:

- Closed book conditions, where learners are not allowed access to reference materials

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

- Time bound conditions
- Invigilation.

4.9 Methods for Assessing Knowledge and Understanding

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

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

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

4.10 Assessment Planning

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

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

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

4.11 Standardisation

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

4.11.1 Internal standardisation

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

4.11.2 External standardisation

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

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy, available in the centre area of our website <http://sfjawards.com/approved-centres/> and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

4.12 Recognition of Prior Learning (RPL)

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

4.13 Equality and Diversity

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

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

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

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

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

4.14 Health and Safety

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

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

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

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

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

5 Qualification Units

Title:	A/507/3614 Plan, implement and review an evidence-based preventative policing approach	
Level:	4	
Credit Value:	8	
GLH:	30	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand an evidence-based preventative policing approach	1.1 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to multi-agency information sharing, in order to support an evidence-based preventative policing approach	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-Based Policing • Information and Intelligence <ul style="list-style-type: none"> ○ Handling Information and Intelligence <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 (CPIA) ▪ Regulation of Investigatory Powers Act 2000 (RIPA) ▪ Local force systems and protocols
	1.2 Explain the principles of an evidence-based preventative policing approach	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-Based Policing

	<p>1.3 Explain the sources and types of evidence that can inform good practice in preventative policing</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 <p>Considerations e.g:</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
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	<p>1.4 Explain the relationship between decision-making processes and 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 EBP <ul style="list-style-type: none"> ▪ Conducting EBP 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>1.5 Explain the benefits of an evidence-based preventative policing approach to reducing crime</p>	<p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ Introduction to evidence-based policing • Community Engagement <ul style="list-style-type: none"> ○ Policing in the Community <ul style="list-style-type: none"> ▪ crime prevention
	<p>1.6 Evaluate different policing situations in which an evidence-based preventative policing approach can be effective</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Crime • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-Based Policing • Community Engagement <ul style="list-style-type: none"> ○ Policing in the Community <ul style="list-style-type: none"> ▪ crime prevention
	<p>1.7 Explain the importance of collaborative action between stakeholders to achieve 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 • Community Engagement <ul style="list-style-type: none"> ○ Policing in the Community

		<ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> ○ submitting, sharing and disposal of information
2. Be able to develop a preventative policing approach in a given situation	2.1 Confirm that situations are appropriate for the use of a preventative policing approach	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-Based Policing • 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
	2.2 Gather evidence and information from relevant sources to support the development of a preventative policing approach	<p>NPC</p> <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> ○ Handling Information and Intelligence • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing • Community Engagement <ul style="list-style-type: none"> ○ Policing in The Community <ul style="list-style-type: none"> ▪ crime prevention <p>See 1.3 for:</p> <ul style="list-style-type: none"> • Considerations • Types of evidence • Sources
	2.3 Determine possible causes of concern in given policing situations	<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 • Ethics and Values

		<ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing <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 • Anti-social behaviour • Police presence
	2.4 Analyse the evidence and information to develop appropriate solutions via preventative policing 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 <ul style="list-style-type: none"> ▪ conducting EBP research ▪ setting out a proposal
	2.5 Obtain agreement from key stakeholders on preventative policing approaches adopted	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing <ul style="list-style-type: none"> ▪ conducting EBP research • Community Engagement <ul style="list-style-type: none"> ○ Policing in the Community <ul style="list-style-type: none"> ▪ crime prevention
3. Be able to develop plans to support preventative policing approaches	3.1 Develop preventative policing plans, including: <ul style="list-style-type: none"> • a 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 <ul style="list-style-type: none"> ▪ conducting EBP research

4. Be able to implement preventative policing plans	4.1 Implement 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 <ul style="list-style-type: none"> ▪ conducting EBP research
	4.2 Monitor the progress of the implementation	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing <ul style="list-style-type: none"> ▪ conducting EBP research
	4.3 Make amendments to preventative policing plans as required	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing <ul style="list-style-type: none"> ▪ conducting EBP research
5. Be able to review preventative policing approaches adopted	5.1 Gather evidence from implementations to support approach reviews	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing <ul style="list-style-type: none"> ▪ conducting EBP research
	5.2 Analyse findings regarding the implementation of 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 <ul style="list-style-type: none"> ▪ conducting EBP research
	5.3 Share findings of the review with key stakeholders	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing <ul style="list-style-type: none"> ▪ conducting EBP research

	5.4 Conduct any further actions as determined by review findings	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ An Introduction to Evidence-based Policing <ul style="list-style-type: none"> ▪ conducting EBP research
Additional Information about the unit		
Unit aim(s)	<p>This unit is about applying an evidence-based preventative approach to policing which may often be complex and broad ranging. This should include applying the principles of evidence-based policing and problem solving / identification to a perceived concern, problem, issue or situation.</p> <p>The learner must be able to gather information and intelligence, analyse that information and apply a proactive, preventative initiative to address an identified situation. The learner may draw on 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 then go on to implement the initiative and collate the findings from the implementation.</p> <p>Finally, learners are expected to evaluate the implementation of the initiative and where appropriate, share the findings with others.</p> <p>Note: It is appreciated that the learner will not always be given the necessary authorisation to implement initiatives. Where they are not permitted to implement, learners should be able to describe how they would implement, collate findings, evaluate and share their findings with others.</p> <p>This unit is not limited to any particular type of preventative initiative or intervention. It is expected that Officers will be able to evidence this unit in the normal course of their duties.</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</p> <p>Knowledge and understanding must be adequately demonstrated in a learning and development environment prior to application in the workplace</p> <p>Workplace Assessment:</p> <p>The learner must have identified a problem / concern / issue / situation and applied an initiative to mitigate the risk of escalation, continuation or incidents occurring. Additionally the learner must follow-up on the success or otherwise of the intervention and finally they should share their findings. This must be practically assessed on at least one occasion in the workplace.</p> <p>Where the learner is not given authorisation to implement a mitigating initiative, they must describe how they would implement their planned intervention and detail how they would go about monitoring, analysing and sharing the results of their initiative.</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</p> <p>Skills for Justice – The sector skills council for justice</p>

Title:	J/507/3616 Support victims, witnesses and vulnerable people	
Level:	3	
Credit Value:	8	
GLH:	30	
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 how this may impact on their need for support	1.1 Define the duty of care that Police Officers have in relation to providing support to the public	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values <ul style="list-style-type: none"> ○ Duty of care ○ Policing by Consent ○ Building Public Trust and Confidence ○ Upholding the Law
	1.2 Explain how crime impacts on victims, witnesses and the vulnerable	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values <ul style="list-style-type: none"> ○ Social, Community Issues and Neighbourhood Policing ○ Code of Practice for Victims of Crime (MoJ) ○ Victims and Witnesses ○ Develop Effective Relationships with Members of the Community and other Agencies
	1.3 Summarise the factors which may cause someone to be particularly vulnerable and require support	<p>NPC</p> <ul style="list-style-type: none"> • Public Protection, including: <ul style="list-style-type: none"> ○ Adults at Risk (Vulnerable Adults) ○ Domestic Abuse

		<ul style="list-style-type: none"> ○ Hate Crime ○ Prostitution ○ Missing Persons ○ Forced Marriage ○ Honour-Based Violence ○ Stalking and Harassment ○ Child Abuse ○ Child Sexual Exploitation ○ Female Genital Mutilation ○ Sexual Offences ○ Human Trafficking ○ Mental Ill Health ● Equality Act 2010 – Protected Characteristics
	<p>1.4 Explain why vulnerable people are more likely to become victims of technology-enabled crime, and require advice, support or a protective policing intervention</p>	<p>Reasons may include:</p> <ul style="list-style-type: none"> ▪ Young children <ul style="list-style-type: none"> ○ Unaware ▪ Individuals with protected characteristics ▪ Vulnerable Adults i.e.: <ul style="list-style-type: none"> ○ Not technologically aware ○ Bereaved/emotionally vulnerable

	<p>1.5 Explain how technology can be used to enable perpetrators to target vulnerable people</p>	<p>Vulnerable people may be particularly at risk from:</p> <ul style="list-style-type: none"> ▪ Stalking, harassment and bullying ▪ Grooming ▪ Trolling ▪ Abusive, racist inflammatory language and articles ▪ Image trafficking ▪ Advance-Fee scams ▪ Fraud ▪ Phishing
	<p>1.6 Explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them</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"> ○ Victims and witnesses
	<p>1.7 Explain how behaviour can often be an indicator of a need for support rather than a policing enforcement intervention</p>	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Public Protection <ul style="list-style-type: none"> ○ Adults at Risk ○ Child Abuse ○ Child Sexual Exploitation

	<p>1.8 Explain how to address the needs of victims, witnesses and vulnerable people</p>	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values <ul style="list-style-type: none"> ○ Victims and witnesses ▪ Public Protection <ul style="list-style-type: none"> ○ Introduction to Public Protection
	<p>1.9 Explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour</p>	<p>NPC</p> <ul style="list-style-type: none"> ▪ Public Protection <ul style="list-style-type: none"> ○ CSE ○ Child Abuse <p>Legislation:</p> <ul style="list-style-type: none"> ▪ Section 1 – The Children and Young Persons Act 1933 ▪ Section 46 – The Children’s Act 1989
	<p>1.10 Explain how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims, witnesses and vulnerable people</p>	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values <ul style="list-style-type: none"> ○ Victims and Witnesses ▪ Public Protection

	<p>1.11 Summarise the sources of advice and support that may be accessed to assist meeting individuals' needs</p>	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Public Protection ▪ Ethics and Values ▪ Victims and Witnesses ▪ Community Policing <p>Sources may include:</p> <ul style="list-style-type: none"> ▪ PPU ▪ External Agencies ▪ Social Services ▪ Community ▪ Colleagues
<p>2. Be able to communicate effectively with victims, witnesses and vulnerable people</p>	<p>2.1 Communicate with individuals, taking account of:</p> <ul style="list-style-type: none"> • pace of communication • their level of understanding • their preferred form of communication 	<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>2.2 Encourage individuals to express their own views about their immediate needs by creating an appropriate environment, actively listening and using appropriate:</p> <ul style="list-style-type: none"> • body language • position • tone of voice 	<p>NPC</p> <ul style="list-style-type: none"> ▪ Personal Safety and Risk Management <ul style="list-style-type: none"> ○ PSP Communication

	<p>2.3 Explain to individuals own organisation's policy in respect of:</p> <ul style="list-style-type: none"> • confidentiality • who will have access to information provided by individuals • how the information will be recorded and stored 	<p>NPC</p> <ul style="list-style-type: none"> ▪ Information and Intelligence ▪ Handling Information and Intelligence ▪ Management of Police Information (MOPI) <p>Local force policy</p>
	<p>2.4 Maintain the appropriate level of contact with individuals</p>	<p>NPC</p> <ul style="list-style-type: none"> ▪ Ethics and Values
<p>3. Be able to provide initial support to victims, witnesses and vulnerable people</p>	<p>3.1 Establish initial support that is appropriate to individuals' needs and wishes</p>	<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
	<p>3.2 Explain clearly to individuals the range of support services available, providing details of how to access these services</p>	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Public Protection ▪ Ethics and Values ▪ Victims and Witnesses ▪ Community Policing <p>Sources of support:</p> <ul style="list-style-type: none"> ▪ PPU ▪ External Agencies ▪ Social Services ▪ Community ▪ Colleagues

	<p>3.3 Produce records in line with organisational requirements of:</p> <ul style="list-style-type: none"> • the individuals' immediate needs • the initial support provided to them 	<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
<p>4. Be able to assess the needs and wishes of victims, witnesses and the vulnerable for further support</p>	<p>4.1 Discuss with individuals the nature and extent of their further needs, helping them to identify their priorities and how they could be addressed</p>	<p>NPC</p> <ul style="list-style-type: none"> ▪ Personal Safety and Risk Management <ul style="list-style-type: none"> ○ PSP Communication ▪ Ethics and Values <ul style="list-style-type: none"> ○ Victims and Witnesses
	<p>4.2 Produce records in line with organisational requirements of:</p> <ul style="list-style-type: none"> • the individuals' needs and wishes • the agreements reached with them • the resulting actions taken 	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Public Protection ▪ Ethics and Values <ul style="list-style-type: none"> ○ Victims and Witnesses
<p>Additional Information about the unit</p>		
<p>Unit aim(s)</p>	<p>This unit is about providing 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 assess the individual's need for further support, and identify and discuss possible sources of such support. Of key importance throughout is the ability to communicate effectively to encourage individuals to express their own feelings and needs.</p>	
<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>BE2, AA1, AB1, AE1, AF1, CA1</p>	

<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<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 prior to application in the workplace</p> <p>Workplace Assessment Competence must be practically demonstrated on two occasions in the workplace.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>College of Policing – Professional Body for Policing (England and Wales) Skills for Justice - The Sector Skills Council for Justice</p>

Title:	L/507/3617 Manage conflict situations in policing	
Level:	4	
Credit Value:	10	
GLH:	40	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legal and organisational requirements related to managing conflict	1.1 Explain the duty of care Police Officers have to the public when managing conflict	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values <ul style="list-style-type: none"> ○ Code of Ethics ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Equipment and Restraints ○ Personal Protection <ul style="list-style-type: none"> ▪ use of force ○ Communication ○ Health and Safety
	1.2 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict	<p>Legislation:</p> <ul style="list-style-type: none"> ▪ Human Rights Act 1998 ▪ European Convention on Human Rights <p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Equipment and Restraints ○ Personal Protection ○ Communication

	<p>1.3 Explain the levels of training required to use personal safety skills and equipment</p>	<p>NPC</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Equipment and Restraints ○ Personal Protection ○ Communication ○ Health and Safety
	<p>1.4 Summarise the national guidelines relating to managing conflict involving children, young or vulnerable people</p>	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Public Protection <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 ○ Female Genital Mutilation ○ Sexual Offences ○ Human Trafficking ▪ Mental Ill Health ▪ Equality Act 2010 – Protected Characteristics ▪ The Children and Young Persons Act 1933 ▪ The Children’s Act 1989

	1.5 Explain how the National Decision Model (NDM) applies to conflict management situations	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Conflict Management ○ Personal Safety: Knowledge and Skills ○ Equipment and Restraints ▪ Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
	1.6 Summarise the procedures for recording and reporting incidents involving personal safety skills and equipment	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Personal Safety: Documentation ○ Personal Safety: Reporting
2. Be able to apply conflict management techniques	2.1 Analyse all available information to make threat assessments	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM) ▪ Crime and Investigation <ul style="list-style-type: none"> ○ Respond to Incidents ▪ Information and Intelligence
	2.2 Communicate with individuals using approved techniques that: <ul style="list-style-type: none"> • value people as individuals • are appropriate to the individuals' understanding • are appropriate to the individuals' cultural background 	<p>Considerations of manner of communication that:</p> <ul style="list-style-type: none"> ▪ shows respect for their property and rights ▪ is appropriate to them ▪ 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
	2.3 Assess verbal and non-verbal communication signals pertaining to danger cues	<p>NPC</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management

	<p>2.4 Apply tactical options taking into account:</p> <ul style="list-style-type: none"> • threat assessment • any other necessary assistance required • legislation • training • organisational policy 	<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"> ○ Police Powers <ul style="list-style-type: none"> ▪ using police powers in a fair and justified way ▪ Personal Safety & Risk Management
	<p>2.5 Apply conflict management techniques which:</p> <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 factors which may affect individuals' behaviour • are proportionate to the situation 	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values <ul style="list-style-type: none"> ○ Equality and Diversity ○ Police Powers <ul style="list-style-type: none"> ▪ using police powers in a fair and justified way ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Health and Safety ○ Personal Safety <ul style="list-style-type: none"> ▪ use of force
	<p>2.6 Record actions taken to manage conflict in line with legal and organisational procedures</p>	<p>NPC</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Personal Safety: Documentation <p>Local force procedures</p>
<p>3. Be able to apply personal safety techniques with issued equipment</p>	<p>3.1 Use approved personal protective and communication equipment in line with organisational procedures</p>	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Conflict Management ○ Personal protection: Knowledge and Skills ○ Equipment and Restraints

	3.2 Take action to avoid situations escalating	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Personal Safety: Communications Skills
	<p>3.3 Use personal safety techniques and equipment, ensuring:</p> <ul style="list-style-type: none"> • people are valued as individuals • risks to health and safety are managed • action taken is proportionate 	<p>NPC</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Health and Safety ○ Use of Force ○ Equality and Diversity ○ Using Police Powers in a fair and justified Way
	3.4 Advise line manager of actions taken during incidents	<p>NPC</p> <ul style="list-style-type: none"> ▪ Ethics and Values ▪ Personal Safety & Risk Management <ul style="list-style-type: none"> ○ Reporting Conflict Management interventions ○ Documentation relating to deployment of Personal Safety skills and equipment
Additional information about the unit		
Unit aim(s)	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 recognising and dealing with a range of behaviours and incidents requiring proportionate responses and actions. The learner must act in ways that does not provoke conflict, they should seek to defuse situations where conflict exists or threats of conflict are present. They must use appropriate personal safety techniques and equipment, including self defence and restraint.	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	GC10, AA1, AB1, AE1, AF1, CA1	

<p>Details of the relationship between the unit and other standards or curricula (if appropriate)</p>	<p>Indicative Content column describes the link between the assessment criteria, 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 prior to application in the workplace</p> <p>Workplace Assessment Competence must be practically demonstrated on two occasions in the workplace.</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>

Title:	Y/507/3619 Use police powers to deal with suspects	
Level:	3	
Credit Value:	10	
GLH:	40	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the requirements for using police powers when dealing with suspects	1.1 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to using police powers	<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 • Ethics and Values <ul style="list-style-type: none"> ○ Police Powers ○ Justice Outcomes <p>Legislation</p> <ul style="list-style-type: none"> • PACE Codes of Practice
	1.2 Explain the principle of releasing suspects without delay, where information is received that negates the need for: <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 • Ethics and Values <ul style="list-style-type: none"> ○ Police Powers

	<p>1.3 Summarise the types of contingencies that may arise during the processing of suspects</p>	<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 ○ 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>1.4 Explain the options available to police officers for disposing of suspects</p>	<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 • Ethics and Values <ul style="list-style-type: none"> ○ justice outcomes ○ disposal options <p>Disposal options in relation to incidents e.g:</p> <ul style="list-style-type: none"> ○ arrest ○ report for summons ○ Fixed Penalty Notice (FPN) ○ restorative justice ○ formal caution ○ verbal warning ○ take no action

2. Be able to arrest and detain suspects in line with legal and organisational requirements and timescales	2.1 Establish grounds to justify an arrest	<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"> ▪ grounds and legal authority ▪ necessity
	2.2 Arrest 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 ▪ Police and Criminal Evidence Act (PACE) 1984 • Local force policy and procedure
	2.3 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
	2.4 Keep the custody officer informed of progress to enable them to make a decision on disposal	<p>Options e.g.:</p> <ul style="list-style-type: none"> ○ Report ○ Verbal warning ○ Local resolution ○ Formal caution ○ Restorative justice ○ Take no action
	2.5 Preserve evidence during the arrest 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

	<p>2.6 Record actions taken throughout the arrest, noting:</p> <ul style="list-style-type: none"> • rationale • 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. Be able to report suspects in line with legal and organisational requirements and timescales</p>	<p>3.1 Establish grounds to justify reporting suspects</p>	<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"> ▪ grounds and legal authority ▪ necessity <p>Local force policies and procedures</p>
	<p>3.2 Report suspects</p>	<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 <p>Local force policies and procedures</p>
	<p>3.3 Record actions taken whilst reporting</p>	<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 ○ grounds and legal authority ○ necessity ○ timings ○ documentation

4. Be able to apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements	4.1 Evaluate the risks and benefits of alternative disposal options	<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 • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM) <p>Disposal options may include:</p> <ul style="list-style-type: none"> • Fixed Penalty Notice (FPN) • restorative justice • formal caution • verbal warning • take no action
	4.2 Implement alternative disposal options to formal criminal justice processes	Local force policies and procedures
	4.3 Communicate the conditions of alternative disposal options to relevant others	<p>Relevant others e.g.:</p> <ul style="list-style-type: none"> • alleged suspect • victims • witnesses • Police Service • Criminal Justice Service
Additional Information about the unit		
Unit aim(s)	<p>This unit is about conducting arrests, detentions and reporting procedures, including the disposal options available. Police Constables 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 will need to be able to conduct their actions legally and in a balanced and proportionate manner, considering the impact of their actions on others. They will need to use the correct techniques and deal with any contingencies that arise.</p>	

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</p> <p>Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace</p> <p>Workplace Assessment:</p> <p>Competence must be practically demonstrated on two occasions in the workplace, across each of the following:</p> <ul style="list-style-type: none"> • arresting a suspect • reporting a suspect • applying an alternative disposal option from arresting and reporting • applying discretion and taking no further action
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

Title:	R/507/3666 Conduct police searches	
Level:	3	
Credit Value:	10	
GLH:	40	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand legal and organisational requirements in relation to police searches	1.1 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to conducting police searches	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches • Ethics and Values <ul style="list-style-type: none"> ○ Code of Ethics <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>1.2 Explain the procedures that relate to searches of:</p> <ul style="list-style-type: none"> • individuals • premises • vehicles • outside spaces 	<p>NPC:</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <ul style="list-style-type: none"> ▪ Mnemonic – GOWISELY ▪ Mnemonic - SCENARIO
	<p>1.3 Explain how to preserve the scene when conducting searches</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations <ul style="list-style-type: none"> ▪ Protecting the Scene
	<p>1.4 Explain how to secure potential evidence from search scenes</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations <ul style="list-style-type: none"> ▪ Protecting the Scene
	<p>1.5 Explain methods of handling risks and contingencies that may arise during search procedures</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches

	1.6 Explain how to maintain health and safety of self and others during search procedures	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <ul style="list-style-type: none"> ▪ Custody Procedures ○ Personal protection and Risk Management <ul style="list-style-type: none"> ▪ Conflict Management • Ethics and Values <ul style="list-style-type: none"> ○ Risk Assessment (as outlined in the National Decision Model NDM) ○ Health and Safety
2. Be able to prepare to conduct police searches in line with legal and organisational requirements	2.1 Establish the need to carry out searches, including: <ul style="list-style-type: none"> • the legal authority • grounds • justification 	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <ul style="list-style-type: none"> ▪ Mnemonic – GOWISELY ▪ Mnemonic - SCENARIO
	2.2 Conduct risk assessments when preparing searches	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ Risk ○ Assessment (as outlined in the National Decision Model NDM)

	<p>2.3 Plan searches, including planning for the management of health and safety of self and others</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Health and Safety • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Custody Procedures ○ Conflict Management • Ethics and Values <ul style="list-style-type: none"> ○ Risk Assessment (as outlined in the National Decision Model NDM)
	<p>2.4 Inform individuals of the purpose of searches, including:</p> <ul style="list-style-type: none"> • the authority of persons conducting the searches • grounds for searches • individuals' rights in accordance with legislation 	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <ul style="list-style-type: none"> ▪ Mnemonic – GOWISELY ▪ Mnemonic – SCENARIO ▪ Communicating with individuals ▪ PACE (1984)
<p>3. Be able to conduct police searches of premises, vehicles and outside spaces in line with legal and organisational requirements</p>	<p>3.1 Conduct police searches, including:</p> <ul style="list-style-type: none"> • identifying the correct search areas • protecting search scenes • preventing loss or contamination of potential evidence 	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Protecting the Scene

	<p>3.2 Conduct searches in an ethical and effective manner, including:</p> <ul style="list-style-type: none"> • recognising individuals' and community needs • dealing with personal property respectfully 	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Protecting the Scene
	<p>3.3 Conduct searches using approved and appropriate search methods</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Protecting the Scene
	<p>3.4 Interact with individuals using approved communication methods that:</p> <ul style="list-style-type: none"> • promote equality • respect diversity • value people as individuals 	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches • Ethics and Values <ul style="list-style-type: none"> ○ Equality and Diversity

	3.5 Respond to contingencies which arise during searches	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM) ○ Health and Safety • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Personal Safety
	3.6 Analyse the significance of items found relative to the search	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Protecting the scene and evidence
	3.7 Seize items covered by the identified search power	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Protecting the Scene

	3.8	Maintain the integrity of seized items, including through the use of appropriate packaging and storage	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Protecting the Scene
	3.9	Leave search areas in the required condition	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches • Ethics and Values
	3.10	Conclude searches	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <p>Local policy and procedure</p>
	3.11	Document all decisions, actions, options and rationales	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <ul style="list-style-type: none"> ▪ Documentation
4.	4.1.	<p>Be able to conduct police searches of individuals in line with legal and organisational requirements</p> <p>Conduct police searches using authorised and appropriate systematic search methods for individuals:</p> <ul style="list-style-type: none"> • under arrest • not under arrest 	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <p>Legislation</p> <ul style="list-style-type: none"> • PACE Code A

	<p>4.2. Communicate appropriately with individuals before and during the search</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches <p>Legislation</p> <ul style="list-style-type: none"> • PACE Code A
	<p>4.3. Control individuals in order to prevent:</p> <ul style="list-style-type: none"> • loss or contamination of evidence • escape of individual(s) • harm to any person 	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Protecting the Scene ○ Health and Safety • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Personal Safety
	<p>4.4. Maintain personal safety using approved and appropriate techniques</p>	<p>NPC</p> <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Personal Safety ○ Communication ○ Equipment and Restraints
	<p>4.5. Seize any identified items covered by the relevant search power</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Evidence

	<p>4.6. Maintain the integrity of seized items, including through the use of appropriate packaging and storage</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches ○ Scene preservation and handling exhibits • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations ○ Evidence
	<p>4.7. Inform individuals being searched of the results of the search and actions to be taken next</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations • Ethic and values
	<p>4.8. Document all decisions, actions, options and rationales</p>	<p>NPC</p> <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Police Searches • Crime and Investigation <ul style="list-style-type: none"> ○ Conduct Investigations <ul style="list-style-type: none"> ▪ Documentation • Ethics and Values <ul style="list-style-type: none"> ○ 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 searching individuals, vehicles, premises and outside spaces 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 search must be conducted in a legal and ethical way, using approved search methods. The person carrying out the search will need to establish that they have the grounds and legal authority to carry out the search and preserve the search scene. Where evidence is found this may be seized, packaged and stored in a manner that maintains its integrity and continuity. They will also 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 prior to application in the workplace.</p> <p>Workplace Assessment:</p> <p>Competence must be practically demonstrated, in the workplace, on five occasions, comprising, a minimum of two searches of individuals (including one stop and search) and one search of each of the following; premises, vehicles and outside spaces, ensuring that all assessment criteria are covered.</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)</p>

Title:	J/507/3650 Handle information and intelligence that can support law enforcement	
Level:	3	
Credit Value:	8	
GLH:	30	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand legal and organisational requirements related to handling information and intelligence that can support law enforcement	1.1 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to handling information and intelligence	<p>Legislation:</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 (CPIA) ▪ Regulation of Investigatory Powers Act 2000 (RIPA) <p>NPC:</p> <ul style="list-style-type: none"> ▪ Handle Information and Intelligence <p>Force Policy:</p> <ul style="list-style-type: none"> ▪ Local force systems and protocols

	<p>1.2 Explain the types and sources of information which can support law enforcement objectives</p>	<p>Considerations e.g.:</p> <ul style="list-style-type: none"> ▪ Community ▪ PNC / PND ▪ Social Media ▪ Open Source ▪ Force Records ▪ Other Investigations ▪ External Agencies ▪ Colleagues ▪ Victims ▪ Witnesses
	<p>1.3 Explain the ways in which technologies can add to targeted police information and intelligence</p>	<p>NPC</p> <ul style="list-style-type: none"> ▪ Information and Intelligence <ul style="list-style-type: none"> ○ Open Source ○ Social Media ▪ Information Management and ICT <ul style="list-style-type: none"> ○ PNC / PND <p>Force:</p> <ul style="list-style-type: none"> ▪ Local force systems
	<p>1.4 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 <ul style="list-style-type: none"> ○ NIM – National Intelligence Model ○ Management of Police Information (MOPI) ○ Obtain, evaluate and submit information and intelligence

2. Be able to handle information and intelligence that can support law enforcement	2.1 Gather information and intelligence using appropriate systems and protocols	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Information and Intelligence <ul style="list-style-type: none"> ○ NIM – National Intelligence Model ○ Management of Police Information (MOPI) ○ Obtain, evaluate and submit information and intelligence
	2.2 Take measures to ensure that security, integrity and confidentiality of information gathered is maintained	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Information and Intelligence <ul style="list-style-type: none"> ○ NIM – National Intelligence Model ○ Management of Police Information (MOPI) ○ Obtain, evaluate and submit information and intelligence <p>Legislation</p> <ul style="list-style-type: none"> ▪ Data Protection Act 1998
	2.3 Record information and intelligence using appropriate systems and protocols	<p>NPC:</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ Investigative Documentation
	2.4 Analyse information and intelligence for relevance and value to investigations	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Information and Intelligence <ul style="list-style-type: none"> ○ National Intelligence Model ○ Grading of Information ○ Handling Information and Intelligence

	2.5 Submit information and intelligence in line with organisational systems, authorisations and protocols	<p>NPC:</p> <ul style="list-style-type: none"> ▪ Information and Intelligence <ul style="list-style-type: none"> ○ Disclosure ○ Unauthorised disclosure ▪ Ethics and Values <ul style="list-style-type: none"> ○ Case file management
Additional Information about the unit		
Unit aim(s)	This unit is about gathering information and intelligence to assist and support law enforcement objectives. The learner will need to be able to work in accordance with the requirements of the National Intelligence Model (NIM) and principles of managing police information used across the service. They must 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, and conduct an initial analysis, assessment and grading of that information.	
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</p> <p>Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace</p> <p>Workplace Assessment</p> <p>Competence must be practically demonstrated on three occasions, of which at least two must be in the work place</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>	

Title:	A/507/3676 Provide an initial response to policing incidents	
Level:	3	
Credit Value:	8	
GLH:	30	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand legal and organisational requirements related to responding to incidents	1.1 Explain the duty of care that Police Officers have to the public when 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 ○ Professional Standards
	1.2 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate 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 <p>NPC:</p> <ul style="list-style-type: none"> • Ethics and Values • Public Protection • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Personal Safety ○ Health and Safety

	<p>1.3 Explain why different incidents require different initial responses</p>	<p>Considerations:</p> <ul style="list-style-type: none"> ○ Criminal (various) ○ Roads Policing ○ Non-Crime (various) ○ Major / Critical ○ Priority / Volume <p>NPC:</p> <ul style="list-style-type: none"> ● Respond to Incidents and Conduct Investigations
	<p>1.4 Explain the procedures for responses involving different individuals, including vulnerable people</p>	<p>NPC:</p> <ul style="list-style-type: none"> ● Respond to Incidents and Conduct Investigations ● Public Protection <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 ○ Female Genital Mutilation ○ Sexual Offences ○ Human Trafficking ● Mental Ill-Health <p>Legislation:</p> <ul style="list-style-type: none"> ● Equality Act 2010 – Protected Characteristics ● The Children and Young Persons Act 1933

		<ul style="list-style-type: none"> • The Children's Act 1989
	1.5 Explain the system of grading responses to incidents	NPC: <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Response Grading
2. Be able to analyse information to plan responses to incidents	2.1 Gather information and intelligence regarding incidents	NPC: <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Respond to Incidents and Conduct Investigations • Information and Intelligence <ul style="list-style-type: none"> ○ Handling Information and Intelligence
	2.2 Assess information and intelligence in respect of incidents, including identifying additional information required to support responses	NPC: <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Respond to Incidents and Conduct Investigations
3. Be able to provide an initial response to incidents in line with legal and organisational requirements	3.1 Analyse all available information to establish the nature of incidents	NPC: <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Respond to Incidents and Conduct Investigations
	3.2 Prioritise actions in accordance with the nature of incidents	NPC: <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>3.3 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 and Conduct Investigations ○ Ethics and Values ○ Assess the Needs of Individuals and Provide Advice and Support ○ Victims and Witnesses ○ Code of Practice for victims of Crime (MoJ) • Forensics <ul style="list-style-type: none"> ○ Protecting the Scene ○ Scene management ○ Evidential evaluation ○ Preserving evidence
	<p>3.4 Communicate with those already at the scene</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"> ○ Assess the Needs of Individuals and Provide Advice and Support ○ Victims and Witnesses ○ Code of Practice for victims of Crime (MoJ) • Forensics <ul style="list-style-type: none"> ○ Protecting the Scene ○ Scene management ○ Evidential evaluation ○ Preserving evidence

	3.5 Apply proportionate personal safety techniques where necessary	NPC: <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Personal Safety ○ Communication ○ Equipment and Restraints
	3.6 Preserve the scene and any potential evidence	NPC: <ul style="list-style-type: none"> • Forensics <ul style="list-style-type: none"> ○ Protecting the Scene ○ Scene management ○ Evidential evaluation ○ Preserving evidence
	3.7 Prioritise casualties in line with their needs	NPC: <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ Assess the Needs of Individuals and Provide Advice and Support ○ First Aid ○ Health and Safety
	3.8 Provide support to victims, survivors, witnesses and others in line with their needs	NPC: <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ Victims and Witnesses ○ Victim Charter
	3.9 Adapt own actions according to any contingencies and changes in the nature of incidents	NPC: <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model
	3.10 Include others who need to be involved at the earliest opportunity	NPC: <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting Investigations

	3.11 Make records of actions taken to respond to incidents	<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 ▪ Pocket Note Book
Additional Information about the unit		
Unit aim(s)	This unit covers providing an initial response to incidents including crime, non-crime and road-related incidents. Police Constables 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 potentially critical situations is a paramount aspect of the Police Constable's role. The learner will need to be able to gather information on the incident, analyse the information to establish its nature and plan their actions accordingly. In the case of a major or critical incident, when first on the scene, they will need to take control of the incident until relieved by an appropriate person.	
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</p> <p>Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.</p> <p>Workplace Assessment</p> <p>Competence must be practically demonstrated on three occasions, covering two different types of incident.</p>	
Endorsement of the unit by a sector or other appropriate body (if required)	<p>College of Policing – Professional Body (England and Wales)</p> <p>Skills Council for Justice – Sector Skills Council for Policing</p>	

Title:	M/507/3691 Conduct priority and volume investigations	
Level:	4	
Credit Value:	10	
GLH:	40	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the legal and organisational requirements in relation to conducting priority and volume investigations	1.1 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities 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 <p>References</p> <ul style="list-style-type: none"> • Authorised Professional Practice (APP) in Investigations <p>Legislation</p> <ul style="list-style-type: none"> • Regulation of Investigatory Powers Act 2000 (RIPA) • Police and Criminal Evidence Act 1984 (PACE)
	1.2 Explain the support available to victims, potential witnesses and suspects in given investigative situations	<p>NPC</p> <ul style="list-style-type: none"> • Crime and investigation <ul style="list-style-type: none"> ○ Conduct Investigations <ul style="list-style-type: none"> • Available support services • Guidance / advice • Protective Policing intervention
	1.3 Explain the types of investigation that are within own limits of responsibility	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation

		<ul style="list-style-type: none"> ○ Conduct investigations <p>Types of investigations e.g.:</p> <ul style="list-style-type: none"> • domestic violence • hate crime • critical incident (child missing etc.) • public order • road traffic • allegation of crime • non-crime incidents
	1.4 Explain the importance of risk assessments within the context of priority and volume investigations	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
	1.5 Explain the restrictions that apply to the disclosure of sensitive information during priority and volume investigations	<p>NPC</p> <ul style="list-style-type: none"> • Handling Information and Intelligence <ul style="list-style-type: none"> ○ MOPI – Management of Police Information <p>Legislation</p> <ul style="list-style-type: none"> • CPIA – Criminal Procedure and Investigation Act 1996 • DPA – Data Protection Act 1998 • FOI – Freedom of Information Act 2000
2. Understand the process for conducting priority and volume investigations	2.1 Describe the investigative process, including relevant activities and decision making	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting investigations • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)

	2.2	Explain what information is required to support investigations	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting Investigations • Intelligence and Information <ul style="list-style-type: none"> ○ Handling Information and Intelligence
	2.3	Explain the application of the investigative mindset	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Crime investigations ○ Responding to incidents ○ Conducting investigations – investigative mindset
	2.4	Summarise the methods used to protect scenes	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting investigations • Forensics <ul style="list-style-type: none"> ○ Scene preservation and handling exhibits
	2.5	Summarise the methods used to protect evidence	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting investigations • Forensics <ul style="list-style-type: none"> ○ Scene preservation and handling exhibits
3. Understand the nature of crime and its impact upon the community	3.1	Define the characteristics of crimes, including how they are committed	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting investigations • Ethics and Values <ul style="list-style-type: none"> ○ Community engagement <ul style="list-style-type: none"> ▪ Policing in the community

	3.2 Explain the impact of crime and criminality on the community	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting investigations • Ethics and Values <ul style="list-style-type: none"> ○ Community engagement <ul style="list-style-type: none"> ▪ Policing in the community
4. Be able to conduct priority and volume investigations	4.1 Follow organisational procedures for conducting investigations	<p>Organisational procedure e.g. ensuring all actions:</p> <ul style="list-style-type: none"> • Are lawful • Promote equality and respect diversity • Are communicated on time in the appropriate format
	4.2 Gather information, intelligence and evidence to support the investigation in line with organisational procedures and lines of enquiry	<p>NPC</p> <ul style="list-style-type: none"> • Handling Information and Intelligence <p>Lines of enquiry e.g.:</p> <ul style="list-style-type: none"> • Suspects • Victims • Witnesses • Family/friends • Community/neighbourhood • Forensics/scientific • Intelligence • Property/premises • Technology/social media

	<p>4.3 Assess the factors likely to impact on investigations in order to prioritise lines of enquiry</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation: <ul style="list-style-type: none"> ○ Crime ○ Non-crime incident • Handling information and intelligence <p>Lines of enquiry e.g.:</p> <ul style="list-style-type: none"> • Suspects • Victims • Witnesses • Family/friends • Community/neighbourhood • Forensics / scientific • Intelligence • Property / premises • Technology • Social media
	<p>4.4 Analyse information, intelligence and evidence to determine proposed courses of action regarding investigations</p>	<p>NPC</p> <ul style="list-style-type: none"> • Handling Information and Intelligence • Crime and Investigation • Conducting investigations
	<p>4.5 Pass on information and intelligence relevant to other investigations at the earliest opportunity</p>	<p>NPC</p> <ul style="list-style-type: none"> • Handling Information and Intelligence • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting investigations
	<p>4.6 Brief relevant others regarding the progress of the investigation</p>	<p>Relevant others e.g.:</p> <ul style="list-style-type: none"> • Case manager • Other relevant investigations

		<ul style="list-style-type: none"> • Line manager • Colleagues • Custody Officer
4.7	Identify the need for any additional support for investigations	<p>Additional support e.g.:</p> <ul style="list-style-type: none"> • Specialists • Line management • External agencies
4.8	Take action during investigations to minimise risks	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
4.9	Handle victims, potential witnesses and suspects in line with their needs and the needs of the investigation	<p>Their needs e.g.:</p> <ul style="list-style-type: none"> • Vulnerability • Language • Culture • Lifestyle • Repeat/linked incidents
4.10	Take the necessary steps to protect and preserve the scene	<p>Steps to preserve scene e.g.:</p> <ul style="list-style-type: none"> • Cordons • Handling/preserving scenes and evidence
4.11	Manage all available evidence in line with current legislation and policy	<p>NPC</p> <ul style="list-style-type: none"> • Handling information and intelligence <ul style="list-style-type: none"> ○ Case file management • Crime and Investigation <ul style="list-style-type: none"> ○ Conducting investigations
4.12	Handle suspects in line with investigative decision-making	<p>NPC</p> <ul style="list-style-type: none"> • Personal Safety and Risk Management

		<ul style="list-style-type: none"> ○ 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
	4.13 Provide victims, witnesses and families with information, support and protection in line with their needs	<p>NPC:</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ Victims and witnesses ○ Code of practice for victims of crime ○ Vulnerable and intimidated victims and witnesses
5. Be able to document information relating to priority and volume investigations, in line with legal and organisational requirements	5.1 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 Prepare evidence for submission to courts 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)	This unit is about conducting investigations and is applicable to investigations across all types of priority and volume incidents. They will need to be able to gather, analyse and assess the available information and intelligence from all sources (including social media), conduct risk assessments, identify and preserve the initial scene(s), and identify and deal with materials. They must also be able to develop initial lines of enquiry and deal with any victims, witnesses and suspects. In addition, they will need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity and ensure that all relevant documentation is completed and added to the case file.
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)	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</p> <p>Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace</p> <p>Workplace Assessment:</p> <p>Competence must be practically demonstrated on two occasions in the workplace</p>
Endorsement of the unit by a sector or other appropriate body (if required)	<p>College of Policing – Professional Body for Policing in England and Wales</p> <p>Skills for Justice – Sector Skills Council for Justice</p>

Title:	F/507/3713 Interview victims and witnesses in relation to priority and volume investigations	
Level:	3	
Credit Value:	6	
GLH:	20	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the principles of interviewing victims and witnesses	1.1 Summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with victims and witnesses	<p>NPC</p> <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 effective manner ▪ PEACE Interview Model • Information and Intelligence <ul style="list-style-type: none"> ○ rules of evidence and disclosure <p>Legislation</p> <ul style="list-style-type: none"> • Police and Criminal Evidence Act PACE 1984

	1.2 Summarise the components of an interview strategy	<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)
	1.3 Summarise resources which can assist in developing an interview strategy	<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)
	1.4 Explain the relevant points they need to prove during interviews	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses
	1.5 Describe the types of interviewee, including 'relevant others'	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses <p>Categories e.g.:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant <p>Relevant others e.g.:</p> <ul style="list-style-type: none"> • legal representatives • appropriate adults • health care professionals • officers required for legal authorities • colleagues • interpreters

	<p>1.6 Explain the importance of timing, location and environmental conditions when 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 <p>Conditions e.g.:</p> <ul style="list-style-type: none"> • urgent interviews • interviews at the scene • interviews at home • in police premises • healthcare facility
	<p>1.7 Critically compare approved interview techniques</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses
	<p>1.8 Summarise contingencies that might arise during interviews, including 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"> • medical • welfare • hostile/reluctant behaviour • environmental conditions
	<p>1.9 Justify the importance of conducting interviews in a manner which is both ethical and effective</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"> ○ Victims and witnesses ○ Health and Safety

2. Be able to plan and prepare interviews with victims and witnesses	2.1	Decide upon interview strategy to be used	<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"> ▪ Police Interviews ▪ PEACE Interview Model ▪ Achieving Best Evidence (ABE)
	2.2	Prepare written plans for interviews, taking into account the legal 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 Victims and Witnesses
	2.3	Identify the category of interviewees by reviewing all available information	<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"> ○ Victims and witnesses <p>Categories e.g.:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant
	2.4	Consult with relevant others in line with the requirements of interviews	<p>Relevant others e.g.:</p> <ul style="list-style-type: none"> • prosecutors • legal representatives • appropriate adults • health care professionals • custody officers • officers required for legal authorities • colleagues • interpreters

	2.5	Establish appropriate times, locations and environmental conditions for interviews	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses
	2.6	Set up the necessary resources in line with interview requirements	<p>Resources e.g.:</p> <ul style="list-style-type: none"> • recording equipment • relevant documentation • exhibits • appropriate adult • interpreter
	2.7	<p>Confirm that individuals are fit for interview by making a basic assessment of factors, including:</p> <ul style="list-style-type: none"> • physical condition • mental condition • emotional condition 	<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"> ○ Victims and witnesses <p>Factors e.g.:</p> <ul style="list-style-type: none"> • intoxication by drink or drugs • behaviour • age • physical disorder or disability • learning disability • mental health
3. Be able to conduct interviews with victims and witnesses	3.1	Explain the interview process to all those present	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses

	<p>3.2 Confirm that all those present understand the interview process</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses
	<p>3.3 Maintain the security and welfare of all present in line with their needs</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 ○ Health and safety
	<p>3.4 Employ approved interview techniques and communication methods to obtain an accurate account</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses ○ PEACE model • Ethics and Values <ul style="list-style-type: none"> ○ Victims and witnesses
	<p>3.5 Make use of exhibits in line with approved interview techniques</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses ○ PEACE model

	<p>3.6 Address any contingencies that arise in line with the needs of victims, witnesses and the interview process</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"> ○ Victims and witnesses <p>Contingencies e.g.:</p> <ul style="list-style-type: none"> • Medical • Welfare • hostile/reluctant behaviour • environmental conditions
	<p>3.7 Complete all relevant documentation, including obtaining any necessary endorsements</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 <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>3.8 Conclude the interview by informing all those present of the next steps</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses

4. Be able to evaluate interviews with victims and witnesses and carry out post-interview procedures	4.1 Evaluate interviews and any evidence that has emerged	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses
	4.2 Update relevant others based on the evaluation of interviews	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses
	4.3 Evaluate own performance in interviews, identifying any learning points	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Victims and Witnesses
	4.4 Prioritise any further actions required in line with the needs of investigations	Further action e.g.: <ul style="list-style-type: none"> • pursue further lines of enquiry • brief others • update intelligence systems
Additional Information about the unit		
Unit aim(s)	This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action in relation to investigations.	
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)	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>	<p>Knowledge Element Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.</p> <p>Workplace Assessment Competence must be practically assessed on three occasions in the workplace; two interviews must be with a victim(s) and one interview must be with a witness.</p>
<p>Endorsement of the unit by a sector or other appropriate body (if required)</p>	<p>The College of Policing – Professional Body for Policing in England and Wales Skills for Justice - the Sector Skills Council for Justice</p>

Title:	D/507/3718 Interview suspects in relation to priority and volume investigations	
Level:	4	
Credit Value:	6	
GLH:	20	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Indicative Content
1. Understand the principles of interviewing suspects	1.1 Summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with suspects	<p>NPC</p> <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"> ○ Interviewing Suspects ○ 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 may be vulnerable ○ 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 ○ rules of evidence and disclosure <p>Legislation</p> <ul style="list-style-type: none"> • Police and Criminal Evidence Act PACE 1984

	1.2 Summarise the components of an interview strategy	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects <ul style="list-style-type: none"> ▪ PEACE Interview Model ▪ Achieving Best Evidence (ABE)
	1.3 Summarise resources which can assist in developing interview strategies	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects <ul style="list-style-type: none"> ▪ Police Interviews ▪ PEACE Interview Model ▪ Achieving Best Evidence (ABE)
	1.4 Explain the role of 'relevant others' when interviewing suspects	<p>Relevant others e.g.:</p> <ul style="list-style-type: none"> • prosecutors • legal representatives • appropriate adults • health care professionals • custody officer • officers required for legal authorities • colleagues • interpreters
	1.5 Critically compare approved suspect interview techniques	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	1.6 Explain the points necessary to prove offences during interviews	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects ○ Interviewing Victims and Witnesses

	<p>1.7 Explain the importance of timing, location and environmental conditions when conducting interviews</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects ○ Interviewing Victims and Witnesses <p>Conditions e.g.:</p> <ul style="list-style-type: none"> • urgent interviews • interviews at the scene • in police premises • healthcare facility
	<p>1.8 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 Suspects • Interviewing Victims and Witnesses <p>Contingencies e.g.:</p> <ul style="list-style-type: none"> • legal • medical • welfare • abusive or aggressive behaviour • technical faults • complaints • environmental conditions
	<p>1.9 Explain the reasons for the interviewer assuming responsibility for suspects</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects

	1.10 Justify the importance of conducting interviews in a manner which is both ethical and effective	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects • Ethics and Values
2. Be able to prepare for interviews with suspects	2.1 Decide upon interview strategy to be used	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects ○ Interviewing Victims and Witnesses ○ PEACE Interview Model ○ Achieving Best Evidence (ABE)
	2.2 Prepare written plans for interviews taking into account the legal 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
	2.3 Review material in relation to incidents in question	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects <p>Material e.g.:</p> <ul style="list-style-type: none"> • Information and intelligence • Objects • written documentation • audio recording • passive data generators • visual images • evidence

	2.4	Prepare resources for use during interviews, including: <ul style="list-style-type: none"> • audio/video recording equipment • documentation • exhibits 	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	2.5	prepare for pre-interview briefings with legal representatives	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	2.6	Confirm that individuals are fit for interview by making a basic assessment of: <ul style="list-style-type: none"> • physical condition • mental condition • emotional condition 	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects Factors e.g.: <ul style="list-style-type: none"> • intoxication by drink or drugs • behaviour • age • physical disorder or disability • learning disability • mental health
3. Be able to conduct an interview with a suspect	3.1	Deliver pre-interview briefings to legal representatives	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects

	<p>3.2 Assume responsibility for suspects and relevant others, ensuring their safety, security and welfare</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects <p>Others e.g.:</p> <ul style="list-style-type: none"> • legal representatives • appropriate adults • healthcare professionals • interpreters • colleagues
	<p>3.3 Explain the interview process to all those present</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	<p>3.4 Confirm that all those present understand the interview process</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	<p>3.5 Use the required cautions, evidential or special warnings, checking suspects' understanding</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	<p>3.6 Employ approved interview techniques</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects • Ethics and Values
	<p>3.7 Make use of exhibits in line with approved interview techniques</p>	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects • Ethics and Values

	3.8	Address any contingencies that arise, in line with the needs of suspects and the interview process	Contingencies e.g.: <ul style="list-style-type: none"> • legal • medical • welfare • abusive or aggressive behaviour • technical faults • complaints • environmental conditions
	3.9	Complete all relevant documentation, obtaining any necessary endorsements	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	3.10	Conclude interviews by informing all those present of the next steps	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects Documentation e.g.: <ul style="list-style-type: none"> • interview notes • pocket notebook • criminal justice statements • exhibit forms
4. Be able to evaluate interviews with suspects and carry out post-interview procedures	4.1	Evaluate interviews and any evidence that has emerged	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	4.2	Update relevant others and intelligence systems based on the evaluation of interviews	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects

	4.3 Evaluate own performance in interviews, identifying any learning points	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing Suspects
	4.4 Prioritise any further actions required in line with the needs of the investigation	Further action e.g.: <ul style="list-style-type: none"> • other lines of enquiry • charge • release • arrest • de-arrest • take no further action
Additional Information about the unit		
Unit aim(s)	This unit is about interviewing 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 plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected 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.	

<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 prior to application in the workplace</p> <p>Workplace Assessment: Competence must be practically assessed on three occasions in the workplace.</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>

Appendix 1

Mapping of Level 3 Certificate in the Knowledge of Policing (QN 600/6610/6) to Level 3 Diploma in Policing (QN 601/7457/2)

The following aims to provide guidance on where Recognition of Prior Learning **may** apply when learners have previously achieved the Level 3 Certificate in the Knowledge of Policing. Please note that the following is provided as guidance only; learners may have provided relevant evidence for assessment criteria for the Level 3 Certificate in the Knowledge of Policing additional to that listed below. Assessors should also be aware that assessment criteria in the Diploma may require learners to evidence their knowledge in a different way e.g. they may need to 'critically compare' rather than 'describe'. Assessors must check that evidence provided as part of the Recognition of Prior Learning process is valid, sufficient, current and authentic.

Level 3 Diploma in Policing Unit	Level 3 Certificate in the Knowledge of Policing Unit
Plan, implement and review an evidence-based preventative policing approach	N/A
Support victims, witnesses and vulnerable people	Knowledge of providing initial support to victims and witnesses within a policing context
AC1.2	AC1.1
AC1.8	AC1.3
AC1.9	AC1.4
AC1.10	AC1.5
AC1.11	AC1.6
Manage conflict situations in policing	Knowledge of managing conflict within a policing context
AC1.1	AC1.1, 1.2
AC1.2	AC1.1, 1.2
AC1.3	AC1.1, 1.2
AC1.4	AC1.3
Use police powers to deal with suspects	Knowledge of arresting, detaining and reporting individuals within a policing context
AC1.1	AC1.1, 1.2, 1.3
AC1.2	AC1.4
AC1.3	AC1.5

Level 3 Diploma in Policing Unit	Level 3 Certificate in the Knowledge of Policing Unit
Conduct police searches	Knowledge of searching individuals within a policing context
AC1.1	AC1.1, 1.2, 1.3
AC1.2	AC1.3, 1.4, 1.6, 1.8
AC1.4	AC1.7
AC1.5	AC1.5
AC1.6	AC1.3, 1.8
	Knowledge of searching vehicles, premises and open spaces within a policing context
AC1.1	AC1.1, 1.2, 1.3
AC1.2	AC1.2, 1.3, 1.6
AC1.3	AC1.7
AC1.4	AC1.7
AC1.6	AC1.3, 1.4
Handle information and intelligence that can support law enforcement	Knowledge of gathering and submitting information to support law enforcement objectives within a policing context
AC1.1	AC1.1
AC1.2	AC1.2
AC1.4	AC1.4
Provide an initial response to policing incidents	Knowledge of providing an initial response to incidents within a policing context
AC1.2	AC1.1, 1.2, 1.3
AC1.3	AC1.4, 1.5
AC1.4	AC1.3, 2.1, 2.2, 2.3, 2.4, 2.5
AC1.5	AC2.3
Conduct priority and volume investigations	Knowledge of conducting priority and volume investigations within a policing context
AC1.1	AC1.1, 1.2, 1.3, 1.4
AC1.3	AC1.5
AC1.4	AC1.7
AC1.5	AC1.6
AC2.1	AC2.3
AC2.3	AC2.4, 2.5
AC3.1	AC2.2

Level 3 Diploma in Policing Unit	Level 3 Certificate in the Knowledge of Policing Unit
AC3.2	AC2.1
Interview victims and witnesses in relation to priority and volume investigations	Knowledge of interviewing victims and witnesses within a policing context
AC1.1	AC1.1, 1.2, 1.4
AC1.2	AC2.1
AC1.3	AC2.2
AC1.4	AC1.3
AC1.5	AC2.3
AC1.6	AC2.4
AC1.7	AC2.5
AC1.8	AC2.6
AC1.9	AC1.4
Interview suspects in relation to priority and volume investigations	Knowledge of interviewing suspects in relation to priority and volume investigations within a policing context
AC1.1	AC1.1, 1.2, 1.4
AC1.2	AC2.1
AC1.3	AC2.2
AC1.4	AC2.3
AC1.5	AC2.4
AC1.6	AC1.3
AC1.7	AC2.5
AC1.8	AC2.6, 2.7
AC1.9	AC2.8
AC1.10	AC1.4

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