



SFJ Awards Level 5 Diploma in Criminal Investigation of Serious and Complex Crime



Qualification Handbook

SFJ Awards Level 5 Diploma in Criminal Investigation of Serious and Complex Crime

Qualification No: 600/9399/7

| Version | Date of issue | Amendment(s) | Page |
|---------|---------------|--|---------|
| V6 | 15.11.17 | Add reference to removal of apprenticeship framework | 5 |
| | | Add Total Qualification Time (TQT) | 6 |
| | | Update Use of Languages, now Section 2.9 | 7 |
| | | Update Section 3 Centre Requirements (No change to requirements) | 8 |
| | | Update Section 4 Assessment (No change to requirements, additional information provided) | 9-18 |
| | | Update SFJ Awards branding and copyright | Various |
| | | Remove references to QCF | Various |

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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

This handbook relates to the following qualification:

- SFJ Awards Level 5 Diploma in Criminal Investigation of Serious and Complex Crime

This qualification is for practitioners who are involved in, or aiming to work in, high profile investigations of serious and complex crime. It was included on the Higher Apprenticeship in Criminal Investigation (England)¹ until it's withdrawal in December 2016.

2.1 Overall Objective for the Qualification

The objective of this qualification is to support individuals to develop the knowledge, understanding and competences that are required for investigating serious and complex crime.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification, but learners will need a high level of professionalism, maturity, determination and self-confidence to work in this area.

2.3 Units and Rules of Combination

2.3.1 Level 5 Diploma in Criminal Investigation of Serious and Complex Crime

This qualification comprises 6 units, all of which must be completed to achieve a total of 118 credits.

| Unit Reference Number | Unit Title | Level | Credit Value |
|-----------------------|--|-------|--------------|
| J/505/1132 | Criminal law and the legal framework in relation to the investigation of serious and complex crime | 5 | 26 |
| L/505/1133 | The criminal investigation process in relation to serious and complex crime | 5 | 16 |
| R/505/1134 | Investigative decision making within serious and complex crime | 5 | 16 |

¹<http://www.afo.sscalliance.org/frameworkslibrary>, Framework ID: FR02523, Skills for Justice (November 2013)

| Unit Reference Number | Unit Title | Level | Credit Value |
|-----------------------|--|-------|--------------|
| Y/505/1135 | Investigative strategies for serious and complex crime | 5 | 24 |
| D/505/1136 | Interviewing victims and witnesses in relation to serious and complex investigations | 5 | 18 |
| H/505/1137 | Interviewing suspects in relation to serious and complex investigations | 5 | 18 |

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

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.²

- (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:

| Qualification Title | TQT | GLH |
|---|------|-----|
| SFJ Awards Level 5 Diploma in Criminal Investigation of Serious and Complex Crime | 1180 | 304 |

² Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

2.5 Age Restriction

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

2.6 Opportunities for Progression

This qualification offers progression into management, the management of investigations and investigation related or policing qualifications, examples of which are:

- Specialist Investigator
- Leadership roles such as Detective Sergeant
- BSC (Hons) in Policing and Criminal Investigation
- BA (Hons) in Police Studies
- Internal training courses designed to develop skills and knowledge for Specialist Investigator and Detective Sergeant roles
- Management and Leadership qualifications and training courses

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 5 Diploma in Criminal Investigation of Serious and Complex Crime are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Oral Examination
- Portfolio of Evidence
- Practical Demonstration / Assignment
- Practical Examination
- Task-based Controlled Assessment
- Written Examination

4.2 Assessors

4.2.1 Occupational Competence

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

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

4.2.2 Occupational Knowledge

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

4.2.3 Qualification Knowledge

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

4.2.4 Assessor Competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement³ or Police Sector Standard for the Training of Assessors, Assessor Standard.

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

4.2.5 Continuing Professional Development

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

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

4.3 Internal Quality Assurers

4.3.1 Occupational Knowledge

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

4.3.2 Qualification Knowledge

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

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

³ National Occupational Standards for Learning and Development, LLUK 2010

4.3.3 Internal Quality Assurer Competence

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

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

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment⁴ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

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

4.3.4 Continuing Professional Development

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

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

4.4 External Quality Assurers

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

⁴ National Occupational Standards for Learning and Development, LLUK 2010

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

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

4.4.1 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.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.

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.

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

4.7.2 Testimony of witnesses and expert witnesses

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

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.⁶ 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:

⁶ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

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

4.9 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).

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.

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 | Criminal law and the legal framework in relation to the investigation of serious and complex crime | |
| Level | 5 | |
| Credit value | 26 | |
| GLH | 80 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1. understand the application of criminal law and the legal framework to the investigation of serious and complex crime | <p>1.1. explain the application of the legal framework to investigations with reference to:</p> <ul style="list-style-type: none"> • the powers of the police and the rights and freedoms of the public • the role of the investigator and duties of the police • vulnerable and intimidated witnesses • procedures for disclosure and the consequences for failing to comply • covert police investigations <p>1.2. analyse and explain the 'Prosecution Team Approach' and joint working between the investigator and the CPS for a given investigation</p> <p>1.3. apply the legal definitions of offences to serious and complex crimes including:</p> <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society <p>1.4. establish and implement a recognised ethical framework to a given investigation</p> <p>1.5. keep up to date with criminal law and the legislation that regulates the process of investigations</p> | |

| | |
|---|--|
| <p>2. understand the rules of evidence</p> | <p>2.1. explain the application of the rules of evidence to a range of serious and complex crimes including:</p> <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society <p>2.2. evaluate material generated by the investigation of serious and complex crimes and identify:</p> <ul style="list-style-type: none"> • admissible evidence • exclusion of unfair evidence • best evidence • circumstantial evidence <p>2.3. assess the evidence from serious and complex crimes and explain the application of CPS criteria for:</p> <ul style="list-style-type: none"> • the full code including evidential test and public interest test • the threshold test • charging standards <p>2.4. explain the consequences of failure to comply with the rules of evidence</p> |
| <p>3. understand the legal and procedural framework for interviews with victims and witnesses</p> | <p>3.1. identify and establish the category of witness according to relevant legislation, including:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant (key) • not otherwise categorised <p>3.2. explain how 'Special Measures' assist victims and witnesses and support police investigations</p> <p>3.3. explain how the 'The Code of Practice for Victims of Crime' supports police investigations</p> <p>3.4. explain how the 'The Witness Charter' supports police investigations</p> |

| | |
|--|--|
| <p>4. understand the legal and procedural framework for interviews with suspects</p> | <p>4.1 explain the legal and procedural framework derived from:</p> <ul style="list-style-type: none"> • a suspect's right to legal advice • a suspect's right to silence <p>4.2 explain the general conditions for the conduct of interviews with suspects according to the law</p> <p>4.3 explain the procedures relating to:</p> <ul style="list-style-type: none"> • audio-recorded interviews with suspects • visual recording of interviews with suspects • dealing with evidence of bad character at interview |
| <p>Additional information about the unit</p> | |
| <p>Unit purpose and aim(s)</p> | <p>This unit is about criminal law and the legal framework in relation to the investigation of serious and complex crime</p> |
| <p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)</p> | <p>CI102 Conduct Serious and Complex Investigations</p> <p>CJ102 Interview Victims and Witnesses in relation to Serious and Complex Investigations</p> <p>CJ202 Interview Suspects in relation to Serious and Complex Investigations</p> |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>Evidence of the knowledge and understanding within this unit must be shown through one or more of:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) • Work based assessment • Other (as agreed with Skills for Justice and the relevant Awarding Organisation) |

| | | |
|--|--|---|
| Title | The criminal investigation process in relation to serious and complex crime | |
| Level | 5 | |
| Credit value | 16 | |
| GLH | 40 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1 | be able to locate, gather and retain material relevant to the criminal investigation process | <p>1.1 explain the meaning of material as applied to criminal investigations and give examples that are relevant to:</p> <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society <p>1.2 identify and critically assess potential sources from which material can be gathered including:</p> <ul style="list-style-type: none"> • victims • witnesses • suspects • locations • passive data generators • intelligence databases <p>1.3 gather, record and retain material from a range of sources in a format that is evidentially admissible</p> <p>1.4 liaise with other investigators and managers to establish and use appropriate methods for gathering material</p> <p>1.5 explain the attrition and wider use of material as information, intelligence and evidence</p> |
| 2 | be able to apply 'Golden Hour' principles | <p>2.1. explain the 'Golden Hour' principles and how they apply to:</p> <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society <p>2.2. apply 'Golden Hour' principles to an investigation</p> <p>2.3. record and justify the decisions made in the 'Golden Hour'</p> |

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| <p>3 be able to apply and justify the criminal investigation process for serious and complex crime</p> | <p>3.1. explain each of the following stages within the investigation process:</p> <ul style="list-style-type: none"> • instigation • initial investigation • investigative evaluation • suspect management • evidential evaluation • charge • case management • court <p>3.2. identify and justify suitable stages through the investigation process for a variety of offences</p> <p>3.3. apply a suitable criminal investigation process to a reactive investigation</p> <p>3.4. explain the process for a proactive investigation</p> |
| <p>Additional information about the unit</p> | |
| <p>Unit purpose and aim(s)</p> | <p>This unit is about the criminal investigation process in relation to serious and complex crime</p> |
| <p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)</p> | <p>CI102 Conduct Serious and Complex Investigations</p> |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of applying the criminal investigation process to a serious and complex crime.</p> <p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> |

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| Title | Investigative decision making within serious and complex crime | |
| Level | 5 | |
| Credit value | 16 | |
| GLH | 40 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1 be able to apply decision making to criminal investigations | 1.1 explain the meaning of 'working rules', how they are developed and the limitations of 'working rules' | 1.2 analyse the factors that will effect decision making including: <ul style="list-style-type: none"> • limited personal experience • the unconscious nature of working rules • personal bias • verification bias • availability error |
| | 1.3 record and justify decision making during a criminal investigation | 1.4 reflect upon decisions made during an investigation |
| 2 be able to apply the 'investigative mindset' to criminal investigations | 2.1 explain the five key principles of the 'investigative mindset': <ul style="list-style-type: none"> • understanding the source of the material • planning and preparation • examination • recording and collation • evaluation | 2.2 apply the five key principles of the 'investigative mindset' to criminal investigations |
| 3 be able to apply investigative and evidential evaluation to criminal investigations | 3.1 explain the process of investigative and evidential evaluation including: <ul style="list-style-type: none"> • objectives • material filters • organising knowledge • testing interpretation | 3.2 apply the investigative and evidential |

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| | | evaluation process in an investigation |
| 4 | be able to develop and test hypotheses to support a criminal investigation | <p>4.1 explain the meaning of hypotheses in the context of a criminal investigation</p> <p>4.2 identify when building a hypothesis may be a useful to support a criminal investigation</p> <p>4.3 analyse material and develop a hypothesis to support a criminal investigation</p> <p>4.4 test and further develop a hypothesis to support a criminal investigation</p> |
| 5 | be able to identify and work with decision support for a criminal investigation | <p>5.1 identify who can assist and support the decision making process:</p> <ul style="list-style-type: none"> • specialist internal support • line management • external agencies <p>5.2 work with internal and external decision support for an investigation</p> |
| 6 | be able to identify and evaluate appropriate lines of enquiry to direct the decision making process within the investigation | <p>6.1 identify and prioritise all appropriate lines of enquiry relating to:</p> <ul style="list-style-type: none"> • victim strategy • witness strategy • scene strategy • suspect strategy • forensic strategy • communication strategy • intelligence strategy • search strategy • passive data generator strategy <p>6.2 evaluate the resulting evidence to justify decisions made</p> <p>6.3 review the lines of enquiry to further direct the investigation</p> |
| Additional information about the unit | | |
| Unit purpose and aim(s) | | This unit is about investigative decision making within serious and complex crime |
| Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate) | | CI102 Conduct Serious & Complex investigations |
| Assessment requirements specified by a | | This unit requires the workplace |

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| sector or regulatory body (if appropriate) | assessment of occupational competence on at least 1 occasion of applying investigative decision making to serious and complex crime. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. |
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| Title | Investigative strategies for serious and complex crime | |
| Level | 5 | |
| Credit value | 24 | |
| GLH | 60 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1 be able to develop an investigative strategy | 1.1 | <p>review the circumstances of a serious and complex crime and determine:</p> <ul style="list-style-type: none"> • appropriate investigative actions • the legal and ethical considerations • the priority and proportionality of the investigative response <p>1.2 explain the purpose of an investigative strategy in terms of:</p> <ul style="list-style-type: none"> • identifying a line of enquiry • determining the objective of pursuing a particular line of enquiry • identifying the investigative action(s) necessary to efficiently achieve the objective, taking into account resources, priorities and proportionality • conduct the investigative action and gather the maximum amount of material, which may generate further lines of enquiry |

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| <p>2 be able to develop and implement a victim strategy</p> | <p>2.1 conduct an initial risk assessment to ensure the safety and wellbeing of the victim</p> <p>2.2 apply techniques for identifying and locating victims in an investigation</p> <p>2.3 formulate a victim strategy for an investigation through consultation with other investigators and managers</p> <p>2.4 determine the appropriate categorisation of a victim through initial assessment:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant (key) • non categorised <p>2.5 identify and implement 'special measures', if appropriate, for the victim</p> <p>2.6 provide appropriate support and relevant information to victim(s) during an investigation</p> |
| <p>3 be able to develop and implement a witness strategy</p> | <p>3.1 explain the importance of witnesses to the investigative process</p> <p>3.2 apply techniques for identifying and locating witnesses in an investigation</p> <p>3.3 determine the appropriate categorisation of a witness through initial assessment:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant (key) • non categorised <p>3.4 identify and implement 'special measures', if appropriate, for the witness</p> <p>3.5 formulate a witness strategy for an investigation through consultation with other investigators and managers</p> <p>3.6 provide support and relevant information to witnesses during an investigation</p> |

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| <p>4 be able to develop crime scene strategies and manage a crime scene</p> | <p>4.1 identify a crime scene and assess its potential to provide material</p> <p>4.2 formulate a crime scene strategy through consultation with other investigators and managers</p> <p>4.3 secure and maintain the integrity of a crime scene</p> <p>4.4 ensure the correct and appropriate examination of a crime scene is implemented</p> |
| <p>5 be able to develop and implement a suspect strategy</p> | <p>5.1 explain the procedure when a suspect has been identified in relation to:</p> <ul style="list-style-type: none"> • power of arrest • timing of an arrest • planning an arrest • searches • post arrest <p>5.2 plan and conduct pre-arrest briefings</p> <p>5.3 implement and record formal identification procedures in consultation with an identification officer</p> <p>5.4 formulate a suspect strategy through consultation with other investigators and managers</p> <p>5.5 explain the development and application of a Trace/Interview/Eliminate (TIE) strategy</p> |
| <p>6 be able to develop and implement a forensic strategy</p> | <p>6.1 formulate a forensic strategy through consultation with other investigators, managers and partner agencies</p> <p>6.2 ensure the maximum potential of evidential material is recovered</p> <p>6.3 minimise cross contamination of the scene, victim, witness and suspect</p> <p>6.4 justify the correct recovery, packaging and storage to maintain continuity and integrity</p> <p>6.5 evaluate and prioritise recovered material to maximise evidential potential</p> <p>6.6 apply the correct procedure for completion of appropriate documentation and records</p> |

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| <p>7 be able to develop and implement a communication strategy</p> | <p>7.1 explain the purpose of a communication strategy and information exchange to assist investigations</p> <p>7.2 plan, structure and conduct a formal briefing session</p> <p>7.3 explain the development and application of a media strategy for serious and complex crimes</p> <p>7.4 formulate a communication strategy through consultation with other investigators and managers</p> |
| <p>8 be able to develop and implement an intelligence strategy along with a covert policing strategy</p> | <p>8.1 explain the sources of intelligence available to an investigation and how they can be used</p> <p>8.2 explain the purpose of a covert policing strategy</p> <p>8.3 evaluate the reliability of information from intelligence sources and how they can be used as evidence as opposed to intelligence</p> <p>8.4 justify and record information from intelligence sources</p> <p>8.5 work with specialists to interpret and assess intelligence based material</p> <p>8.6 formulate an intelligence strategy for an investigation</p> <p>8.7 formulate a covert policing strategy through consultation with other investigators and managers</p> |
| <p>9 be able to develop, implement and justify a search strategy</p> | <p>9.1 identify the type of search required based on the nature and circumstances of an investigation</p> <p>9.2 formulate a search strategy for a serious and complex crime</p> <p>9.3 assess the risk of searching and apply suitable search methods for an investigation</p> <p>9.4 explain the legal powers for search</p> |
| <p>10 be able to develop and implement a passive data strategy</p> | <p>10.1 describe passive data systems and the ways in which material is created on such systems</p> <p>10.2 access material from passive data systems according to legislation and agreed protocols</p> |

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| | 10.3 formulate a passive data strategy for an investigation |
| Additional information about the unit | |
| Unit purpose and aim(s) | This unit is about investigative strategies for serious and complex crime |
| Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate) | CI102 Conduct Serious and Complex Investigations |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of applying investigative decision making to serious and complex crime.</p> <p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> |

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| Title | Interviewing victims and witnesses in relation to serious and complex investigations | |
| Level | 5 | |
| Credit value | 18 | |
| GLH | 42 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1 understand the application of interview models to interviews with victims and witnesses | 1.1. explain the principles and attributes of a range of interview models including: <ul style="list-style-type: none"> • cognitive interview model • conversation management model 1.2. explain the 'PEACE' structure and its use in interviewing victims and witnesses 1.3. describe how the Achieving Best Evidence (ABE) 'four phased structure' combines with the PEACE structure | |
| 2 be able to prepare and plan for interviews with victims and witnesses | 2.1 research and evaluate information about victims and witnesses 2.2 define the correct category taking account of the current physical, emotional and behavioural condition of victims and witnesses: <ul style="list-style-type: none"> • vulnerable • intimidated • significant (key) • non category 2.3 conduct an investigative evaluation of the material and information to determine interview objectives 2.4 analyse a range of factors that have the potential to affect the interview plan/strategy 2.5 develop and justify an interview strategy 2.6 produce a written interview plan that takes account of victim/witness assessment and the needs of the investigation 2.7 select and set up the necessary interview location, resources and personnel | |

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| <p>3 be able to conduct interviews with victims and witnesses</p> | <p>3.1 establish a rapport with the interviewee and others present</p> <p>3.2 provide information to all present and check their understanding</p> <p>3.3 conduct the interview in accordance with the interview plan/strategy</p> <p>3.4 apply the following models during interviews with victims and witnesses:</p> <ul style="list-style-type: none"> • cognitive interview model • conversation management model <p>3.5 close the interview in accordance with professional, legal and procedural requirements</p> <p>3.6 retain and record all material obtained from the interview</p> |
| <p>4 be able to evaluate interviews with victims and witnesses</p> | <p>4.1 conduct an investigative and evidential evaluation of the material obtained from the interview against the interview objectives</p> <p>4.2 carry out all relevant post interview actions including:</p> <ul style="list-style-type: none"> • further investigative actions • record keeping and documentation including written statement (if required) • witness management actions • updating other investigators and managers <p>4.3 critically evaluate own performance and identify positive and developmental learning needs in relation to interviewing victims and witnesses</p> |
| <p>Additional information about the unit</p> | |
| <p>Unit purpose and aim(s)</p> | <p>This unit is about interviewing victims and witnesses in relation to serious and complex investigations</p> |
| <p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate)</p> | <p>CJ102 Interview Victims and Witnesses in relation to Serious and Complex Investigations</p> |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of interviewing victims and witnesses in relation to serious and</p> |

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| | <p>complex crime.</p> <p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> |
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| Title | Interviewing suspects in relation to serious and complex investigations | |
| Level | 5 | |
| Credit value | 18 | |
| GLH | 42 | |
| Learning outcomes <i>The learner will:</i> | Assessment criteria <i>The learner can:</i> | |
| 1 understand the application of interview models to interviews with suspects | 1.4. explain the conversation management model and its use within the PEACE structure 1.5. explain the effects of adverse questioning on the admissibility of evidence 1.6. identify and evaluate tactical options for use with a variety of suspect responses: <ul style="list-style-type: none"> • co-operative • non co-operative • aggressive • passive | |
| 2 be able to plan and prepare for interviews with suspects | 2.1 research and evaluate intelligence and information about the suspect 2.2 define the type and recognise the current condition of the suspect to inform the approach to the interview in accordance with legal requirements 2.3 conduct an investigative evaluation of the material and information to determine interview objectives 2.4 produce a written interview plan that takes account of the suspect strategy, the needs of the investigation and legal requirements 2.5 select and set up the necessary interview location, resources and personnel | |

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| <p>3 be able to conduct interviews with suspects</p> | <p>3.1 provide information and explanations about the interview to all present and check their understanding</p> <p>3.2 conduct the interview in accordance with the interview plan and legal requirements</p> <p>3.3 obtain the suspect's initial account using appropriate techniques and in accordance with statutory obligations</p> <p>3.4 manage variations in the suspect's response using the conversation management technique and according to the interview plan</p> <p>3.5 check the meaning and accuracy of information and ensure that any inaccuracies or misunderstandings are clarified with the suspect</p> <p>3.6 manage important investigative topics according to the interview plan</p> <p>3.7 conduct a detailed examination of the suspect's account</p> <p>3.8 maintain ongoing notes during the interview using an established technique</p> <p>3.9 manage contingencies related to the suspect's legal advisor</p> <p>3.10 close the interview in accordance with professional, legal and procedural requirements</p> <p>3.11 retain and record all material obtained from the interview</p> |
| <p>4 be able to evaluate interviews with suspects</p> | <p>4.1 conduct an investigative and evidential evaluation of the material obtained from the interview against the interview objectives and identify any further actions</p> <p>4.2 carry out all relevant post interview processes including:</p> <ul style="list-style-type: none"> • further investigative actions • record keeping and documentation • updating other investigators and managers • interview summaries <p>4.3 critically evaluate own performance and identify positive and developmental learning needs in relation to interviewing suspects</p> |

| Additional information about the unit | |
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| Unit purpose and aim(s) | This unit is about interviewing suspects in relation to serious and complex investigations |
| Unit review date | |
| Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula (if appropriate) | CJ202 Interview Suspects in relation to Serious and Complex Investigations |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of interviewing suspects in relation to serious and complex crime.</p> <p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> |

Appendix One

Further Assessment Guidance

| Title | Criminal law and the legal framework in relation to the investigation of serious and complex crime | |
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| URN | J/505/1132 | |
| Level | 5 | |
| Credit value | 26 | |
| GLH | 80 | |
| Learning outcomes | Assessment criteria | Assessment Guidance |
| When awarded credit for this unit, a learner will: | Assessment of this learning outcome will require a learner to demonstrate that they can: | |
| 1 understand the application of criminal law and the legal framework to the investigation of serious and complex crime | 1.1 explain the application of the legal framework to investigations with reference to: <ul style="list-style-type: none"> • the powers of the police and the rights and freedoms of the public • the role of the investigator and duties of the police • vulnerable and intimidated witnesses • procedures for disclosure and the consequences for failing to comply • covert police investigations | Evidence of knowledge and understanding could be shown through one or more of the following: <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) • Work based assessment in line with NOS CI102 of the PIP2 portfolio Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Human Rights 1998 Equality Act 2010 Criminal Procedures and Investigations Act 1996 amended 2003 Achieving Best Evidence in Criminal Proceedings March 2011 Regulation of Investigatory Powers Act 2000 |

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| | <p>1.2 analyse and explain the 'Prosecution Team Approach' and joint working between the investigator and the CPS for a given investigation</p> | <p>Evidence could be shown through</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include liaising with the CPS for advice and charging standards</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 The Code for Crown Prosecution 2010 CPS Core Quality Standards 2010</p> |
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| | <p>1.3 apply the legal definitions of offences to serious and complex crimes including:</p> <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio (i.e. Points to prove) <p>Property Crime could include: theft, burglary, aggravated burglary, robbery, blackmail, fraud, handling stolen goods, proceeds of crime, criminal damage.</p> <p>Crimes against the person could include: sexual offences, child protection/abduction, assault, homicide, false imprisonment, kidnapping, racially, religiously, aggravated and homophobic offences.</p> <p>Crimes against society could include: misuse of drugs, firearms, gun crime, public order offences, racially, religiously, aggravated and homophobic offences, corruption, terrorism and associated offences.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Plus list below</p> |
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| | <p>1.4 establish and implement a recognised ethical framework to a given investigation</p> | <p>Evidence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include the investigation plan, all strategies e.g. victim, suspect, scene, witnesses etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | <p>1.5 keep up to date with criminal law and the legislation that regulates the process of investigations</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment <p>Examples could include continual professional development, courses, research and use of reflective logs. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force policies and procedures</p> |

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| <p>2 understand the rules of evidence</p> | <p>2.1 explain the application of the rules of evidence to a range of serious and complex crimes including:</p> <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Property Crime could include: theft, burglary, aggravated burglary, robbery, blackmail, fraud, handling stolen goods, proceeds of crime, criminal damage.</p> <p>Crimes against the person could include: sexual offences, child protection/abduction, assault, homicide, false imprisonment, kidnapping, racially, religiously, aggravated and homophobic offences.</p> <p>Crimes against society could include: misuse of drugs, firearms, gun crime, public order offences, racially, religiously, aggravated and homophobic offences, corruption, terrorism and associated offences.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Plus list below</p> |
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| | <p>2.2 evaluate material generated by the investigation of serious and complex crimes and identify:</p> <ul style="list-style-type: none"> • admissible evidence • exclusion of unfair evidence • best evidence • circumstantial evidence | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Plus list below</p> |
| | <p>2.3 assess the evidence from serious and complex crimes and explain the application of CPS criteria for:</p> <ul style="list-style-type: none"> • the full code including evidential test and public interest test • the threshold test • charging standards | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>2.4 explain the consequences of failure to comply with the rules of evidence</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Evidence of knowledge and understanding could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CI102 of the PIP2 portfolio testing knowledge and understanding <p>Examples could include miscarriage of justice, abuse of process, disciplinary action etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>3 understand the legal and procedural framework for interviews with victims and witnesses</p> | <p>3.1 identify and establish the category of witness according to relevant legislation, including:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant (key) • not otherwise categorised | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Youth Justice and Criminal Evidence Act 1999 as amended by the Coroners and Justice Act 2009. Achieving Best Evidence in Criminal Proceedings March 2011.</p> |

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| | <p>3.2 explain how 'Special Measures' assist victims and witnesses and supports police investigations</p> | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Achieving Best Evidence in Criminal Proceedings March 2011</p> |
| | <p>3.3 explain how the 'The Code of Practice for Victims of Crime' supports police investigations</p> | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: The Code of Practice for Victims of Crime</p> |

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| | <p>3.4 explain how the 'The Witness Charter' supports police investigations</p> | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: The Witness Charter</p> |
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| <p>4 understand the legal and procedural framework for interviews with suspects</p> | <p>4.1 explain the legal and procedural framework derived from:</p> <ul style="list-style-type: none"> • a suspect's right to legal advice • a suspect's right to silence | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984</p> |
| | <p>4.2 explain the general conditions for the conduct of interviews with suspects according to the law</p> | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984</p> |

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| | <p>4.3 explain the procedures relating to:</p> <ul style="list-style-type: none"> • audio-recorded interviews with suspects • visual recording of interviews with suspects • dealing with evidence of bad character at interview | <p>Evidence of knowledge and understanding could be shown through one or more of the following:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C The Criminal Justice Act 2003 section 103 (bad character)</p> |
| Additional information about the unit | | |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>Evidence of the knowledge and understanding within this unit must be shown through one or more of:</p> <ul style="list-style-type: none"> • Multiple choice examination • Timed essay • Written test • Scenario based demonstrations (in a classroom or other environment) • Work based assessment • Other (as agreed with Skills for Justice and the relevant Awarding Organisation) | <p>Evidence:</p> <p>Property Offences Assault, Misuse of Drugs, Firearms and Gun Crime Sexual Offences Preparatory Offences</p> <p>Police and Criminal Evidence Act 1984 Human Rights 1998 Equality Act 2010 Criminal Procedures and Investigations Act 1996 amended 2003 Achieving Best Evidence in Criminal Proceedings March 2011 Regulation of Investigatory Powers Act 2000 The Code for Crown Prosecution 2010 CPS Core Quality Standards 2010</p> |

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| | | <p>The Criminal Justice Act 2003</p> <p>Youth Justice and Criminal Evidence Act 1999 as amended by the Coroners and Justice Act 2009.</p> <p>The Code of Practice for Victims of Crime</p> <p>The Witness Charter</p> |
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| Title | The criminal investigation process in relation to serious and complex crime | |
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| URN | L/505/1133 | |
| Level | 5 | |
| Credit value | 16 | |
| GLH | 40 | |
| Learning outcomes When awarded credit for this unit, a learner will: | Assessment criteria Assessment of this learning outcome will require a learner to demonstrate that they can: | Assessment Guidance |
| 1 be able to locate, gather and retain material relevant to the criminal investigation process | 1.1 explain the meaning of material as applied to criminal investigations and give examples that are relevant to: <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include, understanding source of material. Property Crime could include: theft, burglary, aggravated burglary, robbery, blackmail, fraud, handling stolen goods, proceeds of crime, criminal damage Crimes against the person could include: sexual offences, child protection/abduction, assault, homicide, false imprisonment, kidnapping, racially, religiously, aggravated and homophobic offences Crimes against society could include: misuse of drugs, firearms, gun crime, public order offences, racially, religiously, aggravated and homophobic offences, corruption, terrorism and associated offences Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003</p> |

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| | <p>1.2 identify and critically assess potential sources from which material can be gathered including:</p> <ul style="list-style-type: none"> • victims • witnesses • suspects • locations • passive data generators • intelligence databases | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102, CJ102 and CJ202 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | <p>1.3 gather, record and retain material from a range of sources in a format that is evidentially admissible</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include information, objects, exhibits, 3rd party material, passive data such as CCTV and intelligence etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>1.4 liaise with other investigators and managers to establish and use appropriate methods for gathering material</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include statement taking, exhibit collection, source tasking, liaison with external agencies e.g. Social Services, Local Health Trusts etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | <p>1.5 explain the attrition and wider use of material as information, intelligence and evidence</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include utilising 'Golden Hour' principles, critical incident management etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| 2 | be able to apply 'Golden Hour' principles | <p>2.1 explain the 'Golden Hour' principles and how they apply to:</p> <ul style="list-style-type: none"> • property crime • crimes against the person • crimes against society | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Property Crime could include: theft, burglary, aggravated burglary, robbery, blackmail, fraud, handling stolen goods, proceeds of crime, criminal damage.</p> <p>Crimes against the person could include: sexual offences, child protection/abduction, assault, homicide, false imprisonment, kidnapping, racially, religiously, aggravated and homophobic offences.</p> <p>Crimes against society could include: misuse of drugs, firearms, gun crime, public order offences, racially, religiously, aggravated and homophobic offences, corruption, terrorism and associated offences.</p> <p>Relevant guidance/legislation includes: Golden Hour principles Core Investigative Doctrine 2005</p> |
| | | <p>2.2 apply 'Golden Hour' principles to an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include victims, witnesses, suspects, locations, passive data generators, intelligence, databases etc.</p> <p>Relevant guidance/legislation includes: Golden Hour principles Core Investigative Doctrine 2005</p> |

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| | <p>2.3 record and justify the decisions made in the 'Golden Hour'</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples to include investigation log and policy documents if applicable.</p> <p>Relevant guidance/legislation includes: Golden Hour principles Core Investigative Doctrine 2005</p> |
| <p>3 be able to apply and justify the criminal investigation process for serious and complex crime</p> | <p>3.1 explain each of the following stages within the investigation process:</p> <ul style="list-style-type: none"> • instigation • initial investigation • investigative evaluation • suspect management • evidential evaluation • charge • case management • court | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Core Investigative Doctrine 2005</p> |

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| | <p>3.2 identify and justify suitable stages through the investigation process for a variety of offences</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples to include instigation of investigation, attrition of material, development of core investigative strategies, evidential evaluation, prosecution etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Core Investigative Doctrine 2005</p> |
| | <p>3.3 apply a suitable criminal investigation process to a reactive investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples to include instigation of investigation, attrition of material, development of core investigative strategies, evidential evaluation, prosecution etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Core Investigative Doctrine 2005</p> |

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| | <p>3.4. explain the process for a proactive investigation</p> | <p>Evidence of knowledge and understanding could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>Additional information about the unit</p> | | |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of applying the criminal investigation process to a serious and complex crime.</p> <p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> | <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Core Investigative Doctrine 2005 Golden Hour principles</p> |

| Title | Investigative decision making within serious and complex crime | |
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| URN | R/505/1134 | |
| Level | 5 | |
| Credit value | 16 | |
| GLH | 40 | |
| Learning outcomes | Assessment criteria | Assessment Guidance |
| When awarded credit for this unit, a learner will: | Assessment of this learning outcome will require a learner to demonstrate that they can: | |
| 1 be able to apply decision making to criminal investigations | 1.1 explain the meaning of 'working rules', how they are developed and the limitations of 'working rules' | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Examples include, limited personal experience, the unconscious nature of working rules, personal bias, verification bias, availability error etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>1.2 analyse the factors that will effect decision making including:</p> <ul style="list-style-type: none"> • limited personal experience • the unconscious nature of working rules • personal bias • verification bias • availability error | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | <p>1.3 record and justify decision making during a criminal investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents if applicable.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>1.4 reflect upon decisions made during an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions. This could include group discussions/plenary • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include liaison/feedback with supervisors, evaluation and reflection.</p> <p>Relevant guidance/legislation includes:</p> <p>Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>2 be able to apply the 'investigative mindset' to criminal investigations</p> | <p>2.1 explain the five key principles of the 'investigative mindset':</p> <ul style="list-style-type: none"> • understanding the source of the material • planning and preparation • examination • recording and collation • evaluation | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes:</p> <p>Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>2.2 apply the five key principles of the 'investigative mindset' to criminal investigations.</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples to include, understanding the source of the material, planning and preparation, examination, recording and collation, evaluation.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>3 be able to apply investigative and evidential evaluation to criminal investigations</p> | <p>3.1 explain the process of investigative and evidential evaluation including:</p> <ul style="list-style-type: none"> • objectives • material filters • organising knowledge • testing interpretation | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>3.2 apply the investigative and evidential evaluation process in an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include creating, recording and reviewing alternative lines of enquiry. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>4. be able to develop and test hypotheses to support a criminal investigation</p> | <p>4.1 explain the meaning of hypotheses in the context of a criminal investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Examples could include the development of a theory to make valid judgements from limited facts. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | <p>4.2 identify when building a hypothesis may be useful to support a criminal investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Examples could include building a scenario that best explains the available material. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>4.3 analyse material and develop a hypothesis to support a criminal investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Examples could include building a scenario that best explains the available material.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | <p>4.4 test and further develop a hypothesis to support a criminal investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>5. be able to identify and work with decision support for a criminal investigation</p> | <p>5.1 identify who can assist and support the decision making process:</p> <ul style="list-style-type: none"> • specialist internal support • line management • external agencies | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include CSI, forensic service providers, fingerprint bureau, SOCA, high tech crime unit, partner agencies etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>5.2 work with internal and external decision support for an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include CSI, forensic service providers, fingerprint bureau, SOCA, high tech crime unit, partner agencies etc.</p> <p>Relevant guidance/legislation includes:</p> <p>Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>6. be able to identify and evaluate appropriate lines of enquiry to direct the decision making process within the investigation</p> | <p>6.1 identify and prioritise all appropriate lines of enquiry relating to:</p> <ul style="list-style-type: none"> • victim strategy • witness strategy • scene strategy • suspect strategy • forensic strategy • communication strategy • intelligence strategy • search strategy • passive data generator strategy | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions <p>Work based assessment in line with NOS CI102 of the PIP2 portfolio</p> <p>Relevant guidance/legislation includes:</p> <p>Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>6.2 evaluate the resulting evidence to justify decisions made</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include reflecting the decision made and the result of the action or activity raised. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | <p>6.3 review the lines of enquiry to further direct the investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include gap analysis to sustain the ongoing investigation.</p> |
| <p>Additional information about the unit</p> | | |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of applying investigative decision making to serious and complex crime. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> | <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

| Title | Investigative strategies for serious and complex crime | |
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| URN | Y/505/1135 | |
| Level | 5 | |
| Credit value | 24 | |
| GLH | 60 | |
| Learning outcomes | Assessment criteria | Assessment Guidance |
| When awarded credit for this unit, a learner will: | Assessment of this learning outcome will require a learner to demonstrate that they can: | |
| 1 be able to develop an investigative strategy | 1.1 review the circumstances of a serious and complex crime and determine: <ul style="list-style-type: none"> • appropriate investigative actions • the legal and ethical considerations • the priority and proportionality of the investigative response | Evidence of competence could be shown through: <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 |

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| | <p>1.2 explain the purpose of an investigative strategy in terms of:</p> <ul style="list-style-type: none"> • identifying a line of enquiry • determining the objective of pursuing a particular line of enquiry • identifying the investigative action(s) necessary to efficiently achieve the objective, taking into account resources, priorities and proportionality • conduct the investigative action and gather the maximum amount of material, which may generate further lines of enquiry | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| <p>2. be able to develop and implement a victim strategy</p> | <p>2.1 conduct an initial risk assessment to ensure the safety and wellbeing of the victim</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include witness assessment, fitness for interview, for example welfare, mental health, requirement for appropriate adult, interpreter and special measures etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |

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| | <p>2.2 apply techniques for identifying and locating victims in an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include house to house, press and media release etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |
| | <p>2.3 formulate a victim strategy for an investigation through consultation with other investigators and managers</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |

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| | <p>2.4 determine the appropriate categorisation of a victim through initial assessment:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant (key) • non categorised | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |
| | <p>2.5 identify and implement 'special measures', if appropriate, for the victim</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include screens, video links, video evidence in chief, removal of wigs and gowns, use of an intermediary, visual aids etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |

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| | <p>2.5 provide appropriate support and relevant information to victim(s) during an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include, witness contact plan, witness assistance, witness protection and victim support etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |
| <p>3 be able to develop and implement a witness strategy</p> | <p>3.1 explain the importance of witnesses to the investigative process</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011</p> |

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| | <p>3.2 apply techniques for identifying and locating witnesses in an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include house to house, press and media release.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |
| | <p>3.3 determine the appropriate categorisation of a witness through initial assessment:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant (key) • non categorised | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |

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| | <p>3.4 identify and implement 'special measures', if appropriate, for the witness</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include screens, video links, video evidence in chief, removal of wigs and gowns, use of an intermediary, visual aids etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |
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| | <p>3.5 formulate a witness strategy for an investigation through consultation with other investigators and managers</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |
| | <p>3.6 provide support and relevant information to witnesses during an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include witness contact plan, witness assistance, witness protection. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008</p> |

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| 4 | be able to develop crime scene strategy and manage a crime scene | 4.1 identify a crime scene and assess its potential to provide material | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include golden hour principles and management of exhibits, liaison with CSI and forensic service providers, specialist support etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |
| | | 4.2 formulate a crime scene strategy through consultation with other investigators and managers | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |

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| | <p>4.3 secure and maintain the integrity of a crime scene</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include setting and maintaining a cordon to prevent cross contamination and completing crime scene log to ensure ethical continuity.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |
| | <p>4.4 ensure the correct and appropriate examination of a crime scene is implemented</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include consultation with CSI and forensic service providers.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |

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| 5 | be able to develop and implement a suspect strategy | <p>5.1 explain the procedure when a suspect has been identified in relation to:</p> <ul style="list-style-type: none"> • power of arrest • timing of an arrest • planning an arrest • searches • post arrest | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |
| | | <p>5.2 plan and conduct pre-arrest briefings</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include IIMARCHE and SAFCOM briefings. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000</p> |

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| | <p>5.3 implement and record formal identification procedures in consultation with an identification officer</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include setting up identification procedure in line with PACE.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Identification policy</p> |
| | <p>5.4 formulate a suspect strategy through consultation with other investigators and managers</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Identification policy</p> |

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| | <p>5.5 explain the development and application of a Trace/Interview/Eliminate (TIE) strategy</p> | <p>Evidence of knowledge, understanding and competence could be shown through: Course based summative assessment, for example case study workbook with observed sessions Work based assessment in line with NOS CI102 of the PIP2 portfolio Examples could include being able identify/eliminate groups sharing common characteristics likely to be a suspect. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Major Incident Room Standardised Administrative Procedures 2005 Core Investigative Doctrine 2005</p> |
| <p>6 be able to develop and implement a forensic strategy</p> | <p>6.1 formulate a forensic strategy through consultation with other investigators, managers and partner agencies</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |

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| | <p>6.2 ensure the maximum potential of evidential material is recovered</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include liaison with CSI and forensic service providers, briefing of colleagues.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |
| | <p>6.3 minimise cross contamination of the scene, victim, witness and suspect</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include appropriate packaging and storage of exhibits, liaison with CSI and forensic service providers, briefing of colleagues etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |

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| | <p>6.4 justify the correct recovery, packaging and storage to maintain continuity and integrity</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include, preventing cross contamination and ensuring ethical continuity by correctly recording on MIR21 etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |
| | <p>6.5 evaluate and prioritise recovered material to maximise evidential potential</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include liaison with crime scene managers and forensic service providers . Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |

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| | <p>6.6 apply the correct procedure for completion of appropriate documentation and records</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include ensuring ethical continuity by correctly recording on MG21 and MIR21. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Forensic Science policy and procedure</p> |
| <p>7. be able to develop and implement a communication strategy</p> | <p>7.1 explain the purpose of a communication strategy and information exchange to assist investigations</p> | <p>Evidence of knowledge, understanding and competence be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include press and media, crime reduction, community groups, public reassurance. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Press and Media policy Crimestoppers</p> |

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| | <p>7.2 plan, structure and conduct a formal briefing session</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include witness appeals, reassuring the public, press conferences etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Press and Media policy Crimestoppers</p> |
| | <p>7.3 explain the development and application of a media strategy for serious and complex crimes</p> | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include witness appeals, reassuring the public, press conferences.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Press and Media policy Crimestoppers</p> |

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| | <p>7.4 formulate a communication strategy through consultation with other investigators and managers</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Force Press and Media policy</p> |
| <p>8. be able to develop and implement an intelligence strategy along with a covert policing strategy</p> | <p>8.1 explain the sources of intelligence available to an investigation and how they can be used</p> | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include source tasking (CHIS), technical options, covert surveillance etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 The National Intelligence model 2005 Force Intelligence policy</p> |

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| | <p>8.2 explain the purpose of a covert policing strategy</p> | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include obtaining intelligence and evidence. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 The National Intelligence model 2005 Force Intelligence policy</p> |
| | <p>8.3 evaluate the reliability of information from intelligence sources and how they can be used as evidence as opposed to intelligence</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include obtaining intelligence, evidence and appropriate authorities. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 The National Intelligence model 2005 Force Intelligence policy</p> |

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| | <p>8.4 justify and record information from intelligence sources</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include completion of NIR (5x5x5) documentation in accordance with the National Intelligent model.</p> <p>Relevant guidance/legislation includes:</p> <p>Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 The National Intelligence model 2005 Force Intelligence policy</p> |
| | <p>8.5 work with specialists to interpret and assess intelligence based material</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include liaison with intelligence branch or outside agencies e.g. SOCA, UK Border agency etc.</p> <p>Relevant guidance/legislation includes:</p> <p>Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 The National Intelligence model 2005 Force Intelligence policy</p> |

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| | <p>8.6 formulate an intelligence strategy for an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 The National Intelligence model 2005 Force Intelligence policy</p> |
| | <p>8.7 formulate a covert policing strategy through consultation with other investigators and managers</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 The National Intelligence model 2005 Force Intelligence policy</p> |

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| <p>9. be able to develop, implement and justify a search strategy</p> | <p>9.1 identify the type of search required based on the nature and circumstances of an investigation</p> | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include premises, vehicles, persons, external locations etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Search Management and Procedures 2006</p> |
| | <p>9.2 formulate a search strategy for a serious and complex crime</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Search Management and Procedures 2006</p> |

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| | <p>9.3 assess the risk of searching and apply suitable search methods for an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include identifying hazards and potential risks. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Search Management and Procedures 2006 Force Health and Safety policy</p> |
| | <p>9.4 explain the legal powers for search</p> | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Search Management and Procedures 2006</p> |

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| <p>10. be able to develop and implement a passive data strategy</p> | <p>10.1 describe passive data systems and the ways in which material is created on such systems</p> | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include CCTV, automated billing system/access system, 999 automatic voice recording system, ANPR, mobile phone top ups etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Management and Use of ANPR 2009 Data Protection Act 1998</p> |
| | <p>10.2 access material from passive data systems according to legislation and agreed protocols</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples of authorities could include products obtained as a result of RIPA authorities and evidence and information obtained under the Data Protection Act.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Management and Use of ANPR 2009 Data Protection Act 1998</p> |

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| | <p>10.3 formulate a passive data strategy for an investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based summative assessment, for example case study workbook with observed sessions • Work based assessment in line with NOS CI102 of the PIP2 portfolio <p>Examples could include investigation logs and policy documents. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Management and Use of ANPR 2009</p> |
| <p>Additional information about the unit</p> | | |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of applying investigative decision making to serious and complex crime. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> | <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Criminal Procedures and Investigations Act 1996 amended 2003 Regulation of Investigatory Powers Act 2000 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008 Force Forensic Science policy and procedure Force Identification policy Major Incident Room Standardised Administrative Procedures 2005 Core Investigative Doctrine 2005 Force Press and Media policy Crimestoppers The National Intelligence model 2005 Force Intelligence policy Search Management and Procedures 2006 Force Health and Safety policy Management and Use of ANPR 2009 Data Protection Act 1998</p> |

| Title | Interviewing victims and witnesses in relation to serious and complex investigations | |
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| URN | D/505/1136 | |
| Level | 5 | |
| Credit value | 15 for competence, 3 for knowledge | |
| GLH | 42 | |
| Learning outcomes | Assessment criteria | Assessment Guidance |
| When awarded credit for this unit, a learner will: | Assessment of this learning outcome will require a learner to demonstrate that they can: | |
| 1 understand the application of interview models to interviews with victims and witnesses | 1.1 explain the principles and attributes of a range of interview models including: <ul style="list-style-type: none"> • cognitive interview model • conversation management model | Evidence of knowledge, understanding and competence could be shown through: <ul style="list-style-type: none"> • Course based assessment for example formative and summative. • Work based assessment in line with NOS CJ102 of the PIP2 portfolio |
| | 1.2 explain the 'PEACE' structure and its use in interviewing victims and witnesses | Evidence of knowledge, understanding and competence could be shown through: <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio |

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| | <p>1.3 describe how the Achieving Best Evidence (ABE) 'four phased structure' combines with the PEACE structure</p> | <p>Evidence of knowledge, understanding and competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative <p>Relevant guidance/legislation includes: Achieving Best Evidence in Criminal Proceedings March 2011</p> |
| <p>2 be able to prepare and plan for interviews with victims and witnesses</p> | <p>2.1 research and evaluate information about victims and witnesses</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include interview plan showing decisions and rationale for the interview, investigation log etc.</p> <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003</p> |
| | <p>2.2 define the correct category taking account of the current physical, emotional and behavioural condition of victims and witnesses:</p> <ul style="list-style-type: none"> • vulnerable • intimidated • significant (Key) • non category | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include interview plan showing decisions and rationale for the interview, investigation log etc.</p> <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Youth Justice and Criminal Evidence Act 1999 as amended by Coroners and Justice Act 2009 Achieving Best Evidence in Criminal Proceedings March 2011</p> |

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| | <p>2.3 conduct an investigative evaluation of the material and information to determine interview objectives</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include interview plan showing decisions and rationale for the interview, investigation log etc.</p> <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Core Investigative Doctrine 2005</p> |
| | <p>2.4 analyse a range of factors that have the potential to affect the interview plan/strategy</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include interview plan showing decisions and rationale for the interview, investigation log etc.</p> <p>Factors could include, vulnerability, language, culture, lifestyle and repeat or linked incidents</p> <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Achieving Best Evidence in Criminal Proceedings March 2011 Core Investigative Doctrine 2005</p> |

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| | <p>2.5 develop and justify an interview strategy</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include interview plan showing decisions and rationale for the interview, investigation log etc.</p> <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008 Domestic Violence Crime and Victims Act 2004 (Codes of Practice for Victims of Crime)</p> |
| | <p>2.6 produce a written interview plan that takes account of victim/witness assessment and the needs of the investigation</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include interview plan showing decisions and rationale for the interview, investigation log etc.</p> <p>Needs can include:</p> <ul style="list-style-type: none"> • victim/witness - time, place of the interview • investigation - urgency of interview etc. <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003</p> |

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| | <p>2.7 select and set up the necessary interview location, resources and personnel</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include interview plan showing decisions and rationale for the interview, investigation log etc.</p> <p>Personnel could include suitably trained staff (i.e. visual recording of interviews)</p> |
| <p>3 be able to conduct interviews with victims and witnesses</p> | <p>3.1 establish a rapport with the interviewee and others present</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment phase in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008 Domestic Violence Crime and Victims Act 2004 (Codes of Practice for Victims of Crime)</p> |
| | <p>3.2 provide information to all present and check their understanding</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment phase in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008 Domestic Violence Crime and Victims Act 2004 (Codes of Practice for Victims of Crime)</p> |

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| | <p>3.3 conduct the interview in accordance with the interview plan/strategy</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment phase in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include a demonstration of the interviewer showing flexibility if the victim or witness diverts them from plan</p> |
| | <p>3.4 apply the following models during interviews with victims and witnesses:</p> <ul style="list-style-type: none"> • cognitive interview model • conversation management model | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment phase in line with NOS CJ102 of the PIP2 portfolio <p>Examples could include a demonstration of the interviewer combining the models to meet the needs of victim or witness</p> |
| | <p>3.5 close the interview in accordance with professional, legal and procedural requirements</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative or Q&A to test knowledge • Work based assessment phase in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Criminal Procedures rules 2011 R27.2 Criminal Justice Act 1967 S9 Magistrates court Act 1980 S5B The Witness Charter 2008</p> |

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| | 3.6 retain and record all material obtained from the interview | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Criminal Procedures rules 2011 R27.2 Criminal Justice Act 1967 S9 Magistrates court Act 1980 S5B The Witness Charter 2008</p> |
| 4 be able to evaluate interviews with victims and witnesses | 4.1 conduct an investigative and evidential evaluation of the material obtained from the interview against the interview objectives | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Core Investigative Doctrine 2005</p> |
| | 4.2 carry out all relevant post interview actions including: <ul style="list-style-type: none"> • further investigative actions • record keeping and documentation including written statement (if required) • witness management actions • updating other investigators and managers | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Criminal Procedures rules 2011 R27.2 Criminal Justice Act 1967 S9 Magistrates court Act 1980 S5B The Witness Charter 2008 Domestic Violence Crime and Victims Act 2004 (Codes of Practice for Victims of Crime)</p> |

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| | 4.3 critically evaluate own performance and identify positive and developmental learning needs in relation to interviewing victims and witnesses | Evidence of competence could be shown through: <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ102 of the PIP2 portfolio |
| Additional information about the unit | | |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | This unit requires the workplace assessment of occupational competence on at least 2 occasion of interviewing victims and witnesses in relation to serious and complex crime. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. | Relevant guidance/legislation includes: Criminal Procedures and Investigations Act 1996 amended 2003 Youth Justice and Criminal Evidence Act 1999 as amended by Coroners and Justice Act 2009 Achieving Best Evidence in Criminal Proceedings March 2011 The Witness Charter 2008 Domestic Violence Crime and Victims Act 2004 (Codes of Practice for Victims of Crime) Criminal Procedures rules 2011 R27.2 Criminal Justice Act 1967 S9 Magistrates court Act 1980 S5B Core Investigative Doctrine 2005 |

| Title | Interviewing suspects in relation to serious and complex investigations | |
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| URN | H/505/1137 | |
| Level | 5 | |
| Credit value | 15 for competence, 3 for knowledge | |
| GLH | 42 | |
| Learning outcomes | Assessment criteria | Assessment Guidance |
| When awarded credit for this unit, a learner will: | Assessment of this learning outcome will require a learner to demonstrate that they can: | |
| 1 understand the application of interview models to interviews with suspects | 1.1 explain the conversation management model and its use within the PEACE structure | Evidence of knowledge, understanding and competence could be shown through: <ul style="list-style-type: none"> Course based assessment formative and summative assessment for conversation management model within the PEACE structure |
| | 1.2 explain the effects of adverse questioning on the admissibility of evidence | Evidence of knowledge, understanding and competence could be shown through: <ul style="list-style-type: none"> Course based assessment formative and summative assessment Examples could include, misrepresenting facts and/or evidence. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C |

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| | <p>1.3 identify and evaluate tactical options for use with a variety of suspect responses:</p> <ul style="list-style-type: none"> • co-operative • non co-operative • aggressive • passive | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment formative and summative assessment within the PEACE framework • Work based assessment in line with NOS CJ202 of the PIP2 portfolio |
| <p>2 be able to plan and prepare for interviews with suspects</p> | <p>2.1 research and evaluate intelligence and information about the suspect</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio. <p>Examples could include, Interview plan showing decisions and rational for the interview.</p> <p>Information could include bad character</p> |
| | <p>2.2 define the type and recognise the current condition of the suspect to inform the approach to the interview in accordance with legal requirements</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include, fitness for interview i.e. welfare, mental health, requirement for appropriate adult, interpreter.</p> <p>Also consideration for use of PIP level 2 Interview Coordinator/Advisor.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C</p> |

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| | <p>2.3 conduct an investigative evaluation of the material and information to determine interview objectives</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include, Interview plan showing decisions and rational for the interview. This could include witness accounts, forensic evidence, exhibits and passive data</p> |
| | <p>2.4 produce a written interview plan that takes account of the suspect strategy, the needs of the investigation and legal requirements</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include, Interview plan showing decisions and rational for the interview.</p> |
| | <p>2.5 select and set up the necessary interview location, resources and personnel</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include room layout and equipment etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C</p> |
| <p>3 be able to conduct interviews with suspects</p> | <p>3.1 provide information and explanations about the interview to all present and check their understanding</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include pre interview disclosure, introduction, route map, reasons for interview and arrest etc. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C</p> |

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| | <p>3.2 conduct the interview in accordance with the interview plan and legal requirements</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C</p> |
| | <p>3.3 obtain the suspect's initial account using appropriate techniques and in accordance with statutory obligations</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include active listening, appropriate use of silence/pause etc.</p> <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C</p> |
| | <p>3.4 manage variations in the suspect's response using the conversation management technique and according to the interview plan</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include dealing with diversionary tactics, co-operative, non co-operative, aggressive, passive behaviours.</p> |

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| | <p>3.5 check the meaning and accuracy of information and ensure that any inaccuracies or misunderstandings are clarified with the suspect</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include appropriate challenges, probing and summary.</p> |
| | <p>3.6 manage important investigative topics according to the interview plan</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include dealing with diversionary tactics, co-operative, non co-operative, aggressive, passive behaviours.</p> |
| | <p>3.7 conduct a detailed examination of the suspect's account</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include appropriate challenges, probing and summary.</p> |

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| | <p>3.8 maintain ongoing notes during the interview using an established technique</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include ensuring the co-interviewer maintains ongoing notes. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C Criminal Procedures and Investigation Act 1996</p> |
| | <p>3.9 manage contingencies related to the suspect's legal advisor</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include legal issues and inappropriate behaviour. Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C</p> |
| | <p>3.10 close the interview in accordance with professional, legal and procedural requirements</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C</p> |

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| | <p>3.11 retain and record all material obtained from the interview</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include tapes, interview plan, notice to suspect, interview notes etc.</p> <p>Relevant guidance/legislation includes: Criminal Procedures and Investigation Act 1996</p> |
| <p>4 be able to evaluate interviews with suspects</p> | <p>4.1 conduct an investigative and evidential evaluation of the material obtained from the interview against the interview objectives and identify any further actions</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could include charge, bail/release, no further action, arrest of others, further enquiries etc.</p> |
| | <p>4.2 carry out all relevant post interview processes including:</p> <ul style="list-style-type: none"> • further investigative actions • record keeping and documentation • updating other investigators and managers • interview summaries | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Relevant guidance/legislation includes: Police and Criminal Evidence Act 1984 Code C. Criminal Procedures and Investigation Act 1996</p> |

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| | <p>4.3 critically evaluate own performance and identify positive and developmental learning needs in relation to interviewing suspects</p> | <p>Evidence of competence could be shown through:</p> <ul style="list-style-type: none"> • Course based assessment for example formative and summative within the PEACE framework. • Work based assessment in line with NOS CJ202 of the PIP2 portfolio <p>Examples could includes seeking feedback from others and self-reflection.</p> |
| <p>Additional information about the unit</p> | | |
| <p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p> | <p>This unit requires the workplace assessment of occupational competence on at least 1 occasion of interviewing suspects in relation to serious and complex crime.</p> <p>For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.</p> | <p>Relevant guidance/legislation includes:</p> <p>Police and Criminal Evidence Act 1984 Code C Criminal Procedures and Investigation Act 1996</p> |

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