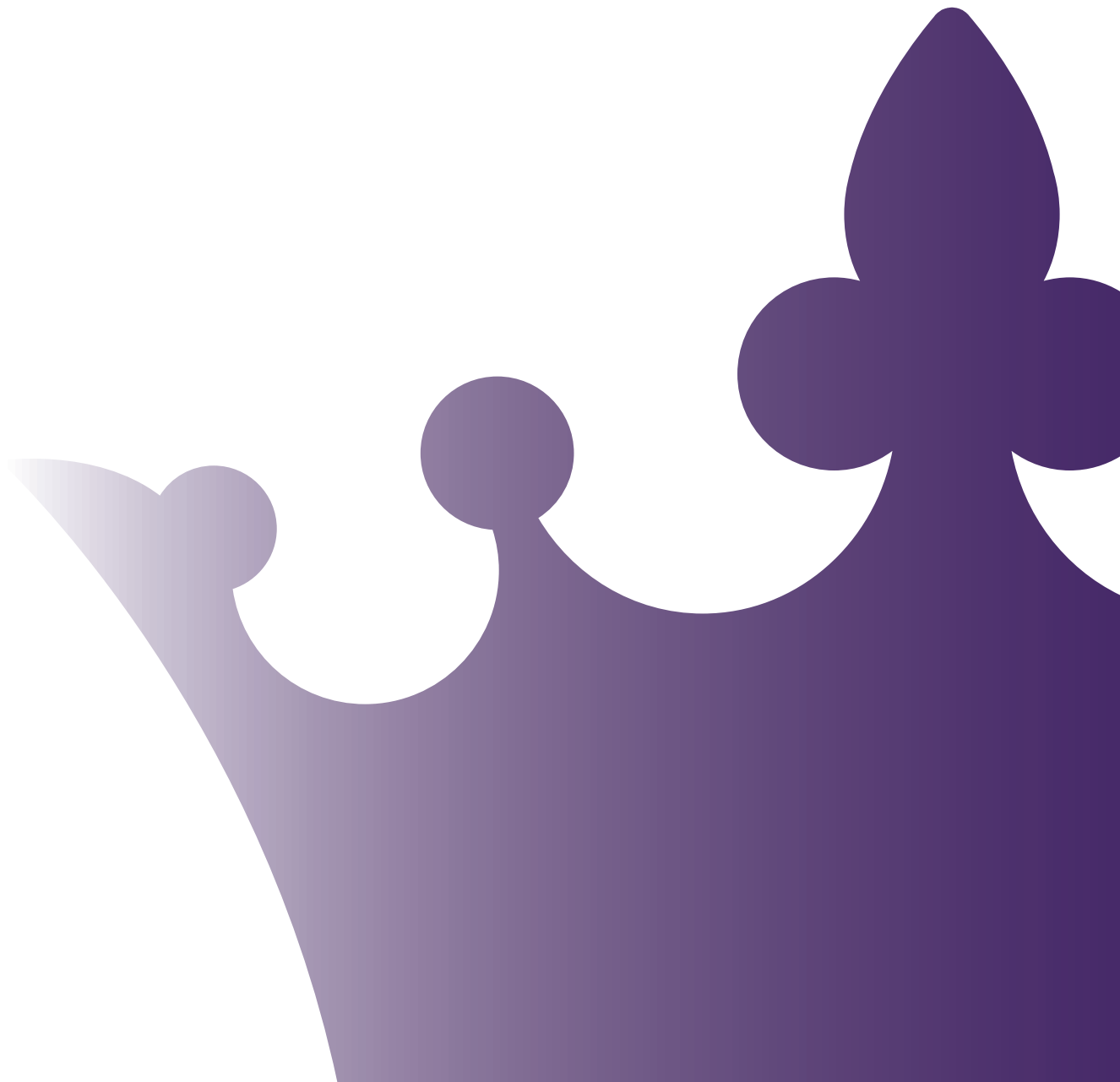# Qualification Handbook

Police First Line Management

Qualification Handbook

SFJ Awards Level 4 Certificate in Police First Line Management

Qualification No: 601/7447/X

Version	Date of issue	Amendment(s)	Section
V3	05.05.16	Replacement units • Supervise the response to critical incidents • Conduct performance reviews with individuals in policing Update TQT and GLH Update assessment strategy	2, 5 2 4
V2	20.01.16	Remove references to QCF	Various
V1	26.08.15		

Contents

1   Introduction

1.1   About us

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

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

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

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

1.2   Customer Service Charter

Our Customer Service Charter is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Charter will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
1st Floor, Unit C
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970
Fax: 0114 284 1978

E-mail: info@sfjawards.com
Website: www.sfjawards.com

2   The Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 4 Certificate in Police First Line Management

This qualification is for individuals who are aspiring and practising managers within the police sector.

2.1   Overall Objective for the Qualification

The objective of this qualification is to support individuals to develop the specific knowledge, understanding and skills that are required within first line management in the police service. It covers areas such as supervising investigations and responses to critical incidents, police operations, conducting briefings and debriefings and managing staff.

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification but learners will need to be aspiring and practising managers within the police sector.

2.3   Units and Rules of Combination

Level 4 Certificate in Police First Line Management

This qualification comprises 8 units, all of which must be completed to achieve a total of 34 credits.

Unit Reference Number	Unit Title	Level	Credit Value
R/507/6650	Conduct evidence based information briefings, tasking and debriefings	4	3
Y/507/6651	Prepare for, monitor and maintain police operations	4	5
R/508/4120	Supervise the response to critical incidents	4	4
H/507/6653	Supervise police investigations and investigators	4	4
L/506/1953	Provide leadership and management	4	5

Unit Reference Number	Unit Title	Level	Credit Value
A/506/1821	Manage team performance	3	4
T/506/2952	Manage personal and professional development	3	3
Y/508/4121	Conduct performance reviews with individuals in policing	3	6

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

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

(a)   The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

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

The estimated total hours and Guided Learning hours for each unit are provided in Section 5. This information has been produced by Skills for Justice and the College of Policing as part of the qualification development process.

The Total Qualification Time for this qualification is **344** hours, of which **146** hours are Guided Learning.

2.5 Age Restriction

The qualification is available to learners aged 19+ years.

2.6 Opportunities for Progression

This qualification offers progression into other management and police related qualifications.

2.7 Exemption

No exemptions have been identified.

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

2.8   Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred. Learners who have achieved unit D/507/6652 Supervise the response to critical incidents are able to claim credit transfer for unit R/508/4120 Supervise the response to critical incidents.

2.9   Use of Languages

SFJ Awards conducts its business activities in English and the qualification handbook for this qualification is provided in English. The SFJ Awards policy on the use of languages (Welsh and Irish) is available on the website.

SFJ Awards will provide assessment materials and qualification handbooks expressed in English. If there is sufficient demand; in Wales materials will be provided in English and Welsh or Welsh. In Northern Ireland assessment materials will be provided in English and Irish.

For vocational qualifications SFJ Awards will support the assessment of Learners in Irish or Welsh provided that sufficient notice is given to ensure that an assessment in a language other than English is comparable.

SFJ Awards carries out its business activities in English and may employ the services of a translator for quality assurance purposes.

Reasonable adjustments may be made by carrying out the assessment in British or Irish Sign Language.

The qualification handbook for this qualification is currently available in English.

3   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out

- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and

- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com.

4   Assessment

4.1   Assessors

4.1.1   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.

4.1.2   Occupational Knowledge

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

4.1.3   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.

4.1.4   Assessor Competence

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

- qualified with a recognised assessor qualification, or

- working towards a recognised assessor qualification, or

- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement[2] 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.

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[2] National Occupational Standards for Learning and Development, LLUK 2010

4.1.5 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.

4.2 Internal Quality Assurers

4.2.1 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.

4.2.2 Qualification Knowledge

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

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

4.2.3 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 assessment[3] 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.

4.2.4 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.

4.3 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 are responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge

- current experience of external quality assurance

- access to appropriate training and support.

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.

4.3.1 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.

4.3.2 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.

4.4 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

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[3] National Occupational Standards for Learning and Development, LLUK 2010

performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

4.4.1   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.

4.4.2   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.

4.5   Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work.

Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[4] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

4.6   Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods, as stipulated either by SFJ Awards or within specific qualifications, and which clearly demonstrate that the learning outcomes and assessment criteria have been met. Some sectors may have specific assessment requirements that apply to their qualifications and where these apply, details will be included in the qualification-specific handbook.

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 expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods which are most likely to be used are

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

outlined below. However these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Policy.

4.6.1 Observation

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

4.6.2 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).

4.6.3 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.

4.6.4 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.

4.6.5 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 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at

the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

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

- Time bound conditions

- Invigilation.

Where assessment in controlled environments is considered appropriate for qualifications, or the use of specific assessment materials (for example, exemplars or scenarios) is required, information will be included in the qualification handbook.

4.8   Methods for Assessing Knowledge

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

a)   Written tests in a controlled environment

b)   Multiple choice questions

c)   Evidenced question and answer sessions with assessors

d)   Evidenced professional discussions

e)   Written assignments (including scenario-based written assignments).

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

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

4.9   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.

4.10   Standardisation

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

4.10.1 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.

4.10.2 External standardisation

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

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.11   Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.[6]

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards support the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

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

4.12 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.

4.13 Health and Safety

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

SFJ Awards foster 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	Conduct evidence based information briefings, taskings and debriefings
Level	4
Credit value	3
GLH	16
Total Hours	33

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*

1. Understand the legal and organisational requirements relating to briefing, tasking and debriefing of evidence based information	1.1 Summarise the key features of:
	
	  • legislation
	  • organisational requirements
	  • guidelines
	
	  in relation to briefing, tasking and debriefing of evidence based information
	
	1.2 Summarise the key features of evidence based information used within own organisation
	
	1.3 Evaluate briefing models in use within own organisation
	
	1.4 Summarise the management of information in own area of work

2. Be able to conduct briefings and tasking using evidence based information	2.1 Conduct briefings of individuals in line with their information needs and operational requirements 2.2 Use gathered evidence based information to assign tasks to individuals, commensurate with their abilities, training and experience 2.3 Confirm that individuals understand assigned tasks and responsibilities 2.4 Monitor the progress of tasks against set objectives

3. Be able to conduct evidence based information debriefings in accordance with legal, organisational and operational requirements	3.1 Conduct debriefings of individuals
	3.2 Submit all acquired evidence based information
	3.3 Document decisions, actions, options and rationales

Additional information about this unit	
Unit aim(s)	This unit is about conducting briefing, tasking and debriefing of individuals in a manner that is driven by, and contributes to, the use of evidence based information to support organisational objectives. This work will be informed by the requirements of the Intelligence Model used in your organisation (for example, National Intelligence Model for policing).
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCB3
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services

Title	Prepare for, monitor and maintain police operations
Level	4
Credit Value	5
GLH	11
Total Hours	49

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand legal and organisational requirements, codes of practice and guidelines in relation to planning police operations	1.1 Summarise legislation, codes of practice and guidelines for planning police operations 1.2 Summarise policies and procedures for planning police operations 1.3 Explain how the required authorities are obtained
2. Be able to prepare for police operations	2.1 Confirm tasks and objectives allocated to them 2.2 Gather information in relation to operations 2.3 Review information in relation to operations 2.4 Justify the resources required for operations 2.5 Establish resource availability to inform decision making 2.6 Allocate resources in line with operational requirements 2.7 Report any resources not available to designated person in charge 2.8 Obtain the required authorities

3. Be able to monitor and maintain police operations in line with legal and organisational requirements	3.1 Follow operational plans when deploying resources and taking actions
	3.2 Take action to deal with any contingencies that may occur
	3.3 Monitor evolving operations
	3.4 Adjust team actions in response to evolving operations
	3.5 Communicate actions to others in line with operational requirements
	3.6 Record information and outcomes of operations
	3.7 Report findings to designated person in charge

Additional Information about the unit	
Unit aim(s)	This unit is concerned with the planning of law enforcement operations. These may be small-scale operations, involving only a few officers, or they may be larger scale events. In either case, the planning of the operation is crucial to ensure that the operation is carried out safely, effectively and sensitively.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCC7
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit. |
| Endorsement of the unit by a sector or other appropriate body (if required) | This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice |
| Location of the unit within the subject/sector classification system | 1.4 Public Services |

Title	Supervise the response to critical incidents
Level	4
Credit value	4
GLH	24
Total Hours	43

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the requirements for responding to critical incidents	1.1 Summarise legislation, protocols and guidelines for supervision of critical incidents
	1.2 Summarise policies and procedures for supervision of critical incidents
	1.3 Define a critical incident
	1.4 Summarise the key features of critical incidents
	1.5 Diagnose factors which may indicate that critical incidents are developing
	1.6 Explain the reasons for using the golden hour principles
	1.7 Explain how to use the National Decision Making Model
	1.8 Explain the principles of resource deployment and management during critical incidents
	1.9 Evaluate the potential impact of critical incidents on individuals and communities
	1.10 Critically compare the methods of communication required with: • Colleagues • Multi agency partners • Members of the public • The media
	1.11 Summarise roles and responsibilities within the command and control structure used during critical incidents

2. Be able to supervise the response to critical incidents	2.1 Make initial assessments of situations
	2.2 Implement structured responses in the event of critical incidents
	2.3 Check actions are taken promptly to preserve and secure information and evidence
	2.4 Conduct on-going risk assessments in line with organisational requirements
	2.5 Escalate incidents to the appropriate level of authority if required
	2.6 Deploy resources required to meet the needs of the response
	2.7 Liaise with multi-agency partners in line with incident protocols
	2.8 Share information with multi-agency partners when required

Additional information about the unit	
Unit aim(s)	This unit is intended for police officers and staff who provide immediate response and supervision in the event of a critical incident.
	It describes the performance required when supervising the response to critical incidents. This includes:
	• identifying a potential critical incident
	• dealing with the incident
	• referral to others when required.
	A critical incident is defined as any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCD101

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.
	Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services

Title	Supervise police investigations and investigators
Level	4
Credit value	4
GLH	18
Total Hours	42

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the requirements for supervising police investigations and investigators	1.1 Summarise legislation, codes of practice and guidelines for supervising and conducting investigations 1.2 Summarise policies and procedures for supervising and conducting investigations 1.3 Explain the procedures for disclosing information in accordance with national crime recording standards 1.4 Explain how to select investigators according to their skills and experience in relation to the investigation concerned 1.5 Summarise the risk assessment processes associated with conducting police investigations
2. Be able to supervise police investigations in line with legal and organisational requirements	2.1 Prepare information for investigations 2.2 Evaluate the progress of investigations 2.3 Take action to support investigators if necessary 2.4 Confirm that individuals are dealt with in an ethical manner, recognising their needs with respect to equality and diversity 2.5 Confirm case files are submitted 2.6 Verify post-charge procedures are completed in line with operational requirements 2.7 Confirm the investigation has been finalised in accordance with national crime recording standards

		2.8	Complete a lessons learnt log that reflects the outcomes of police investigations
		2.9	Share lessons learnt with relevant others
3. Be able to supervise and support police investigators		3.1	Clarify roles and responsibilities to people involved in investigations
		3.2	Confirm that investigators follow risk assessment procedures associated with conducting police investigations
		3.3	Verify that investigators develop effective investigation plans
		3.4	Provide support to investigators where required to ensure that all lines of enquiry are dealt with
		3.5	Confirm that investigators document information in accordance with policy and legislation
		3.6	Confirm that investigators pass on information to the appropriate person or department

Additional information about the unit	
Unit aim(s)	This unit is about supervising police investigations which fall within the learner's area of responsibility and the investigators conducting them. These may be either volume and priority or serious and complex investigations.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	SFJCI105
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for Justice
Location of the unit within the subject/sector classification system	1.4 Public Services

Title	Provide leadership and management
Level	4
Credit Value	5
GLH	28
Total Hours	47

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the principles supporting leadership and management	1.1 Analyse how leadership and management theories may be applied
	1.2 Assess the influence of an organisation's culture on its leadership styles and management practices
	1.3 Assess the influence of an organisation's structure on its leadership styles and management practices
	1.4 Analyse how theories of motivation may be applied in the practice of leadership
	1.5 Evaluate the role of stakeholder engagement in leadership and management
	1.6 Assess the suitability of a range of leadership styles and management practices to the culture of an organisation
2. Be able to engage and inspire stakeholders and colleagues	2.1 Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals
	2.2 Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values
	2.3 Identify who stakeholders are and the nature of their interest
	2.4 Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives
	2.5 Win the trust and support of colleagues and other key stakeholders through

	exemplary performance and behaviour
	2.6 Take action to maintain morale through difficult times
	2.7 Take action to secure the on-going commitment of colleagues and other key stakeholders
3. Be able to deliver results	3.1 Make planning and resourcing decisions that optimise the available resources, skills and expertise
	3.2 Use delegation techniques whilst delivering targets
	3.3 Empower individuals to take responsibility for their decisions and actions within agreed parameters
	3.4 Adapt plans, priorities and resource allocations to meet changing circumstances and priorities

Additional information about the unit	
Unit aim(s)	This unit aims to provide the underpinning knowledge of principles around leadership and management to enable learners to implement these skills and deliver results.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Management & Leadership (2012) National Occupational Standards: CFAM&LBA2 Provide leadership in your area of responsibility
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.
Endorsement of the unit by a sector or other appropriate body (if required)	Skills CFA

Location of the unit within the subject/sector classification system	15.3 Business Management

Title	Manage team performance
Level	3
Credit Value	4
GLH	21
Total Hours	41

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand the management of team performance	1.1 Explain the use of benchmarks in managing performance 1.2 Explain a range of quality management techniques to manage team performance 1.3 Describe constraints on the ability to amend priorities and plans
2. Be able to allocate and assure the quality of work	2.1 Identify the strengths, competences and expertise of team members 2.2 Allocate work on the basis of the strengths, competences and expertise of team members 2.3 Identify areas for improvement in team members' performance outputs and standards 2.4 Amend priorities and plans to take account of changing circumstances 2.5 Recommend changes to systems and processes to improve the quality of work
3. Be able to manage communications within a team	3.1 Explain to team members the lines of communication and authority levels 3.2 Communicate individual and team objectives, responsibilities and priorities 3.3 Use communication methods that are appropriate to the topics, audience and timescales 3.4 Provide support to team members when they need it

	3.5 Agree with team members a process for providing feedback on work progress and any issues arising
	3.6 Review the effectiveness of team communications and make improvements

Additional information about the unit	
Unit aim(s)	This unit aims to provide the underpinning knowledge of team management to enable learners to implement these skills and gain maximum performance from their team.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LDB2 Allocate work to team members • CFAM&LDB3 Quality assure work in your team
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.
Endorsement of the unit by a sector or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15.3 Business Management

Title	Manage personal and professional development
Level	3
Credit Value	3
GLH	12
Total Hours	32

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Be able to identify personal and professional development requirements	1.1 Compare sources of information on professional development trends and their validity 1.2 Identify trends and developments that influence the need for professional development 1.3 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2. Be able to fulfil a personal and professional development plan	2.1 Evaluate the benefits of personal and professional development 2.2 Explain the basis on which types of development actions are selected 2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis 2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives 2.5 Execute the plan within the agreed budget and timescale 2.6 Take advantage of development opportunities made available by professional networks or professional bodies

3. Be able to maintain the relevance of a personal and professional development plan	3.1 Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
	3.2 Obtain feedback on performance from a range of valid sources
	3.3 Review progress toward personal and professional objectives
	3.4 Amend the personal and professional development plan in the light of feedback received from others

Additional information about the unit	
Unit aim(s)	This unit aims to provide learners with the skills to manage their professional development.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Management & Leadership (2012) National Occupational Standards: • CFAM&LAA1 Manage yourself • CFAM&LAA2 Develop your knowledge, skills and competence • CFAM&LAA3 Develop and maintain your professional networks
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.
Endorsement of the unit by a sector or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15.3 Business Management

Title	Conduct performance reviews with individuals in policing
Ofqual reference	Y/508/4121
Level	3
Credit Value	6
GLH	16
Total Hours	57

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*	Guidance from NPC *(Provided by Skills for Justice and College of Policing)*
1. Understand how to conduct performance reviews with individuals in policing	1.1 Summarise organisational policies and procedures relating to performance reviews 1.2 Explain the role of the reviewer in performance reviews 1.3 Describe the standards and / or objectives against which individuals may be reviewed 1.4 Describe how to set SMART objectives 1.5 Summarise methods for gathering evidence to support decision making within performance reviews 1.6 Explain how to make justifiable and objective decisions when conducting performance reviews 1.7 Describe how to give and receive effective feedback 1.8 Summarise professional development opportunities available within policing 1.9 Explain why it is important to maintain records that include justifiable decisions	Identify current policy and operating process. Explain how to conduct an assessment within national guidelines. Describe force policy and process to be able to identify and plan for evidence requirement when PDR is to be used for pay progression. Understand and describe what the various forms of assessment are. When it is most appropriate to use the various methods of assessment – observation, witness testimony etc. Explain the need for the reviewer to involve the individual being reviewed. Explain how evidence and decision making are linked to police ethics.

2.	Be able to prepare for individuals' performance reviews in line with policing requirements	2.1	Agree with individuals which standards and / or objectives they are to be reviewed against	To understand the role requirements and personal quality statements applicable to the Force PDR.
		2.2	Identify with individuals the actions they need to take to prepare for performance reviews	To include agreeing dates, times and places for performance reviews, allowing sufficient notice for all parties.
		2.3	Agree fair, safe, valid and reliable performance review methods to be used with individuals	Describe review methods and how they align with police ethics.
		2.4	Review available evidence prior to performance reviews	Sources of supporting evidence to be agreed with individuals – to include but not be limited to work related activity, SMART objectives, CPD, ethical 3rd party comment.
		2.5	Prepare performance review documentation	
				Impact of PDR review on pay increment.
				Appeal process.
3.	Be able to conduct performance reviews with individuals in line with policing requirements	3.1	Encourage self-reflection on performance by individuals against agreed standards and / or objectives	Describe use of self-reflection as part of CPD element.
		3.2	Review individuals' performance against agreed standards and / or objectives	Describe the role specific standards of the individual, how they will be reviewed how decisions on performance will be recorded.
		3.3	Make justified and objective decisions about individuals' performance that are measured against agreed standards and / or objectives	To include HR related performance standards.
				Decisions must align with police ethics.
		3.4	Record outcomes of performance reviews	

4. Be able to provide effective feedback following performance reviews in line with policing requirements	4.1 Give individuals constructive feedback on their performance 4.2 Agree with individuals any developmental activities which align to both organisational aims and individuals' needs 4.3 Provide information on the outcomes of performance reviews to authorised individuals	Explain what types of feedback there are. The positive and negative effects of feedback. Recording of feedback. Participation of individual in the feedback process. Explain process for formal recognition of good performance. Explain when a development plan should be used. Explain when UPP should be considered. Describe how PDR outcome may affect pay progression. Timescales to provide Information to appropriate HR personnel and reviewer's line manager.
5. Be able to evaluate own practice following the conduct of performance reviews with individuals in policing	5.1 Seek feedback from reviewed individuals 5.2 Reflect on own practice in managing performance review processes 5.3 Identify how areas for potential development may be met	Explain how they can obtain internal and external feedback – Supervisors, peer group quality assurance personnel. Explain how self - evaluation becomes part of their CPD. Use identified activities for forward planning of their CPD. Maintain Personal Development Plan.
Additional information about the unit		
Unit aim(s)	This unit is about reviewing the performance of individuals against policing standards and / or objectives. It is aimed at those working towards or those who already have first line management responsibility for the performance management of others. It may also be relevant to those who do not line manage individuals, but use performance reviews as part of another process such as coaching.	

Details of the relationship between the unit and relevant national occupational standards (if appropriate)	CFAM&LDB4
Details of the relationship between the unit and other standards or curricula (if appropriate)	Core Leadership Programme: • Manage Personal Development • Managing and Developing Individuals within their team
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit requires the workplace assessment of occupational competence. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit. This unit can be assessed by personnel who have undertaken training in and who work to the Police Sector Standard for the Training of Assessors.
Endorsement of the unit by a sector or other appropriate body (if required)	This unit is endorsed by Skills for Justice, the Sector Skills Council for policing and law enforcement, and the College of Policing, the professional body for policing in England and Wales
Location of the unit within the subject/sector classification system	1.4 Public Services