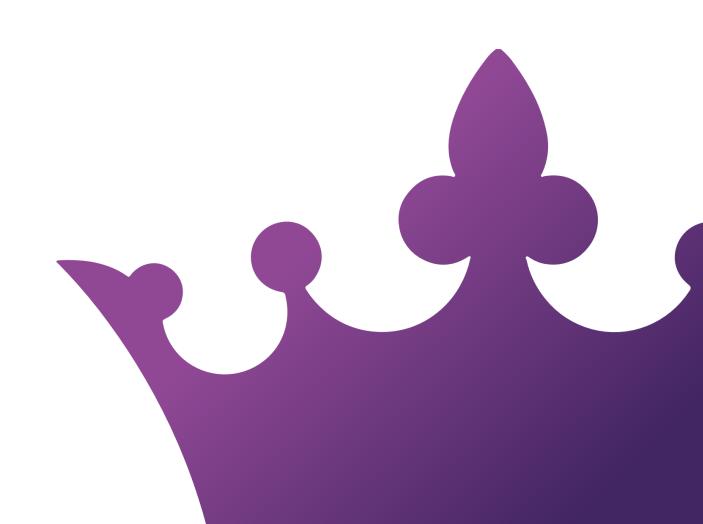# Level 6 Diploma in Conducting Serious and Complex Investigations

Qualification Handbook

SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations

Qualification Number:	610/3782/5
Operational Start Date:	1 March 2024

Document Control

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1 March 2024			1

Contents

1   Introduction

1.1 About Us

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health and People 1st International. The Workforce Development Trust is a not-for-profit organisation helping employers to continually improve their workforce through increasing productivity, improving learning solutions and helping to boost the skills for staff across a wide range of industries throughout the UK and internationally.

SFJ Awards is an independent Awarding Organisation, regulated by the UK qualifications regulators, including Ofqual, CCEA and Qualifications Wales, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. Our values are 'For Skills, For Flexibility and For Jobs' and our work embodies the core charitable aims of the wider Workforce Development Trust group that ultimately supports better jobs. We add value to employers and training providers by delivering a wide range of sector-specific regulated qualifications, bespoke learner certification and quality assurance; SFJ Awards is also an End-Point Assessment Organisation for Apprenticeships in England.

Whilst predominantly delivering qualifications and assessments to meet the needs of Policing, Fire and Rescue, Community Justice, Custodial Care, Armed Forces, Security and Emergency Services, we continue to grow into markets that require a robust, and quality assured certification solution.

1.2 Customer Service Statement

Our Customer Service Statement is published on the 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 qualification regulators.

1.3   Centre Support

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

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

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

2   The Qualification

2.1 Qualification Objective

This handbook relates to the following qualification:

SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations

The objective of this qualification is to provide learners with the knowledge and skills to carry out serious and complex investigations in a range of contexts. Factors that may identify an offence as 'serious and complex' include those that:

- involve the use of violence, including the use of weapons and firearms
- are sexual assaults
- involve physiological trauma or impact
- result in substantial financial gain
- cause substantial financial loss to the victim
- are conducted by a large number of persons in pursuit of a common purpose
- cause death and serious injury on the roads

Individuals who may wish to undertake this qualification include but are not limited to:

- Police constables who wish to progress to the detective role

- Existing detectives who wish to gain a qualification and recognition of their knowledge and competence

- Police staff investigators

- Individuals who carry out serious investigations, including fraud investigations, for government agencies such as DWP, HMRC, Trading Standards, National Crime Agency and Immigration Enforcement

- Individuals who carry out serious investigations, including fraud investigations, for commercial organisations such as banks.

The qualification aligns to the **College of Policing's Professionalising Investigation Programme (PIP) Level 2 Curriculum** and the **Government Counter Fraud Professions (GCFP) Counter Fraud Investigator Standard**.[1]

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[1] Government Counter Fraud Professional Standards and Guidance: Counter Fraud Investigator (HTML) - GOV.UK (www.gov.uk)

Mapping of the qualification to the PIP Level 2 Curriculum is shown in the unit tables and in Appendix 1 Section a). Further information on College of Policing requirements for achieving PIP Level 2 accreditation is provided in Appendix 1 Section b). The qualification is also mapped to the PIP 2 OCP Criteria Independent Status (IS) and Full Operational Competence (FOC) and details are included in Appendix 1 Section c).

2.2 Pre-entry Requirements

To undertake this qualification learners will need to:

- have already completed initial investigator training, for example the College of Policing's Professionalising Investigation Programme (PIP) Level 1

- be working in an investigative role which allows them to generate evidence to meet the learning outcomes

Centres must also ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

2.3 Qualification Structure

To be awarded this qualification the learner must achieve **6** mandatory units as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	Level	Credit Value	GLH
1	6473	Understand theory, policy, legislation and process for conducting serious and complex investigations	6	20	70
2	6474	Understand the impact of public protection in serious and complex investigations	6	20	70
3	6475	Victim and witness interviews in serious and complex investigations	6	15	50
4	6476	Suspect interviews in serious and complex investigations	6	15	50

Unit Number	Odyssey Reference	Unit Title	Level	Credit Value	GLH
5	6477	Manage the digital environment in serious and complex investigations	6	10	20
6	6478	Conduct serious and complex investigations	6	40	120

2.4   Total Qualification Time (TQT)

Values for Total Qualification Time[2], including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

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[2] Total Qualification Time, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

The Total Qualification Time (TQT), credit value and Guided Learning Hours (GLH) for this qualification are as follows:

Qualification Title	TQT	Credit Value	GLH
SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations	1200	120	380

2.5 Grading

This qualification is graded pass / fail.

2.6 Age Range and Geographical Coverage

This qualification is recommended to learners aged **18** years and over and is regulated in England and Wales.

2.7 Opportunities for Progression

This qualification creates a number of opportunities for progression. Learners may progress from investigator to investigative supervisor and investigative manager.

Within the police service there is a clear progression pathway and opportunities for learners to develop their specialist knowledge for example:

- child abuse investigator
- digital media investigator
- specialist interviewer
- interview adviser
- family liaison officer
- serious collision investigator

There are opportunities to progress to higher PIP levels e.g. senior investigating officer (PIP 3) or strategic investigator (PIP 4).

Further information is available on the College of Policing's website.

Learners who work in government agencies and commercial organisations may progress to specialist roles such as:

- fraud investigator
- cybercrime investigator
- major enquiries in a range of areas

Learners may also progress to post graduate study in higher education.

2.8 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 www.sfjawards.com or on request from SFJ Awards.

3 Qualification Units

3.1 Mandatory Units

Title	Understand theory, policy, legislation, and process for conducting serious and complex investigations
Level	6
Unit Number	1
Credit Value	20
GLH	70

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PIP 2 Curriculum Mapping	PIP 2 OCP Assessment Mapping (Appendix 1)
1. Understand the difference between 'volume and priority investigations' and 'serious and complex' investigations and its relevance to	1.1	Explain the difference between 'volume and priority' investigations and 'serious and complex' investigations	Supported by the recognised College of Policing link to the definition of Serious Crime from the Police Act 1997. S93 (4) For the purposes of subsection (2), conduct which constitutes one or more offences shall be regarded as serious crime if, and only if, — a) it involves the use of violence, results in substantial financial gain or is conduct by a	Conducting Investigations AC1.1	1

			large number of persons in pursuit of a common purpose, or b) the offence or one of the offences is an offence for which a person who has attained the age of twenty-one and has no previous convictions could reasonably be expected to be sentenced to imprisonment for a term of three years or more. This should also include some examples of offences that are serious and complex by definition. The principles behind the definition of serious and complex investigations as outlined by the Police Act 1997 can provide the basis for consideration and comparison with what other organisations may deem to be serious.		
the investigative process					
	1.2	Explain factors that will escalate a volume and priority investigation to serious and complex	This can be based on force or organisational policy around remit or allocated resources applied to different levels of investigation within the learner's department or organisation. Learners may also consider any specific considerations which are relevant e.g. • anti-social behaviour and disputes • hate crime and incidents • public protection • death and serious injury on the roads • public order	Conducting Investigations AC1.1, AC1.2	1

				• firearms • extremism • terrorism		
	1.3	Critically evaluate how the difference between a 'volume and priority' investigation and a 'serious and complex' investigation impacts upon process of the investigation itself	This can be specific to the learner's organisation, department or team and will be an evaluation of the level of service provided to investigations based on the classification of the organisation. This will also include an evaluation of the levels of resource allocated to the investigation and the proportionality considerations involved. The comparison of the two, with supporting policy or operational example, will demonstrate the critical evaluation.	Conducting Investigations AC1.1	1
	1.4	Explain the escalation routes via supervision for the engagement of specialists both within and outside the organisation	This will be determined by the nature and seriousness of the offence, the level of risk involved, complexity of the investigation or community impact as just some examples of the reason behind escalation to involve specialists. For example: • Police specialists e.g. counter terrorism officers, specialist public protection officers, PolSA (police search advisers) • Specialist organisations (e.g. Major Crime Investigative Support (MCIS) • Specialist resources (e.g. National Injuries Database (NID), National Ballistics Intelligence Service (NABIS)	Conducting Investigations AC1.3	5

				• Appointment of more senior Officer in Charge (OIC) or Senior Investigative Officer (SIO)		
2. Understand the legislation, policy and process associated with serious and complex investigations	2.1	Summarise investigative legislation applicable to serious and complex investigations	Legislation should be relevant to learner's own role/organisation and may include but is not limited to: • Criminal Procedure and Investigations Act 1996 (CPIA) • Police and Criminal Evidence Act 1984 (PACE) • Investigatory Powers Act 2016 (IPA) • Proceeds of Crime Act 2002 (POCA) Learners may select a serious and complex case relating to one of the offences below, cover the legislation expected to be used and include specifics of policy and or legislation that is unique to that type of crime investigation. • Sexual offences and offences relating to child protection • Homicide and other offences against the person • Public disorder, anti-social behaviour and youth crime • Weapons, firearms and gun crime • Misuse of drugs and licencing and alcohol • Criminal damage • Theft	Conducting Investigations AC2.1	1

				Fraud		
				Bribery and corruption		
				Cyber crime		
	2.2	Explain the considerations around covert methods and their use in serious and complex investigations	Learners would be expected to reference proportionality and necessity and a link to European Convention on Human Rights (ECHR), Regulation of Investigatory Powers Act 2000 (RIPA) and Investigatory Powers Act 2016 (IPA). May also include reference to: • Covert Human Intelligence Sources (CHIS) • Targeted Equipment Interference Warrants • Surveillance • Technical assets • Online and 'real-world' undercover operatives • Decoys • Investigatory Powers Commissioner's Office (IPCO)	Conducting Investigations AC6.10	5
	2.3	Explain the role and responsibilities of the coroner and the coroner's court		Conducting Investigations AC6.17	No mapping to PIP 2 OCP
	2.4	Analyse the process of recording, retaining, revealing, and reviewing sensitive and highly sensitive unused material in	Learners would be expected to reference: • Criminal Procedure and Investigations Act 1996 (CPIA) Codes of Practice • Attorney Generals Guidelines	Conducting Investigations AC6.18	6

			serious and complex investigations	• How unused material is assessed as sensitive and highly sensitive • The process of seeking Public Interest Immunity		
3. Understand the different investigative reviews and their purpose	3.1		Critically compare the types of review of investigations	For example: • Statutory reviews • Non-statutory reviews • Judicial reviews • Domestic homicide reviews • Serious case reviews	Conducting Investigations AC11.2	No mapping to PIP 2 OCP
	3.2		Explain what a cold case review is, and why it would take place	May include: • review periods • types of investigations – homicide, missing people • role of the Senior Investigative Officer (SIO) in reviews • benefits of cold case reviews	Conducting Investigations AC11.2	No mapping to PIP 2 OCP
4. Understand international and European enquiries and investigations	4.1		Identify legislation, processes, and procedures applicable to international and European enquiries and investigations	Sources of information may include: • Internal organisational policy and specialists for managing overseas enquiries • ACRO Criminal Records Office • Crown Prosecution Service • Interpol	Conducting Investigations AC3.1, AC3.3	No mapping to PIP 2 OCP

			• National Crime Agency https://www.library.college.police.uk Government legislation websites https://legislation.gov.uk Learners may consider: • Routine policing investigations or enquiries • Custody checks • Overseas conviction checks • Identity checks • Data sharing		
	4.2	Explain services available from partner agencies	For example: • ACRO Criminal Records Office • International Crime Coordination Centre (ICCC) • National Crime Agency • Partner agencies, including public sector	Conducting Investigations AC3.4	No mapping to PIP 2 OCP
	4.3	Explain circumstances when requests for domestic and international mutual legal assistance are required	Examples include: • Letters of Request • Mutual Legal Assistance Treaty (MLAT) • National Crime Agency (NCA) international request and submission of Form C	Conducting Investigations AC3.5	No mapping to PIP 2 OCP

		4.4	Explain the use of extradition and international arrest warrants		Conducting Investigations AC3.7	No mapping to PIP 2 OCP
5.	Understand the investigative process with a focus on serious and complex investigations	5.1	Evaluate the principles of the Golden Hour and Fast Track Actions to aid investigative decision making	• Building Blocks • Safeguarding • Preservation of life • THRIVE (threat, harm, risk, investigation, vulnerability and engagement) • National Decision Model (NDM)	Conducting Investigations AC2.3, AC2.7	2
		5.2	Explain the principles of Reasonable Lines of Enquiry	Reference may be made to Criminal Procedure and Investigations Act 1996 or the CPIA Codes of Practice.	N/A	2
		5.3	Evaluate the use of investigative strategy in serious and complex investigations	May reference one or more of the strategies outlined in the Major Crime Investigation Manual. https://library.college.police.uk/docs/NPCC/Major-Crime-Investigation-Manual-Nov-2021.pdf	Conducting Investigations AC6.3	2
6.	Understand trauma within the workforce and the support available to individuals in the context of	6.1	Explain the different types of trauma	Acute, chronic, complex.	N/A	No mapping to PIP 2 OCP
		6.2	Explain how to recognise signs of trauma in self and colleagues		Wellbeing and Resilience AC1.1	No mapping to PIP 2 OCP

wellbeing and resilience within the organisation	6.3	Explain types of incidents and situations that can cause trauma and the common responses	May include both physical and non-physical reactions. Physical indicators could include low energy, headaches, insomnia, sickness, loss of appetite, increased use of alcohol, drugs. Psychological indicators could include feeling overwhelmed, easily agitated, low self-esteem, difficulty in relaxing, poor judgment of self and others.	Wellbeing and Resilience AC1.1	No mapping to PIP 2 OCP
	6.4	Analyse early post-trauma interventions and support that can be used in organisations	For example: • Oscar Kilo resources • Emergency Services Trauma Intervention Programme (ESTIP) • Employee assistance programme relating to own organisation	Wellbeing and Resilience AC1.2 Conducting Investigations AC9.1	No mapping to PIP 2 OCP
Additional information about the unit					
Assessment guidance	Learners could produce an initial investigation strategy which can be kept as an assessment thread through the qualification, with Criminal Procedure and Investigations Act 1996 (CPIA) considerations. Assessment from a learning and development environment is allowed for this unit.				
College of Policing Information	• Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence • Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 National Policing Curriculum • Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 Standalone Programme Specification				

	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Assessment Strategy

Title	Understand the impact of public protection in serious and complex investigations
Level	6
Unit Number	2
Credit Value	20
GLH	70

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PIP 2 Curriculum Mapping	PIP 2 OCP Assessment Mapping (Appendix 1)
1. Understand the challenges to law enforcement for disrupting Organised Crime Groups (OCGs)	1.1	Critically compare the different types of Serious and Organised Crime (SOC) with a focus on public protection issues	Reference may be made to the National Crime Agency National Strategic Assessment. • Cross Cutting Threat Enablers • Child Sexual Abuse • Cyber Crime • Drugs • Firearms • Fraud • Modern Slavery and Human Trafficking • Money Laundering • Organised Acquisitive Crime • Organised Immigration Crime	Public Protection AC1.1	6

	1.2	Explain structures and skills that may be employed by OCGs	May include an assessment of the threat, harm and risk posed by OCGs, the capability and intent of OCGs, and the impact on communities and individuals locally, regionally, and nationally: • Local policing (basic command unit (BCU) and force level) • Regional Organised Crime Unit • National Crime Agency (NCA)	Public Protection AC1.1	No mapping to PIP 2 OCP
	1.3	Evaluate specialist skills and support which individuals and organisations can provide to investigate and disrupt OCGs	Organisations could include: • National Crime Agency (NCA) • International Crime Coordination Centre (ICCC) • HM Revenue & Customs (HMRC) • Child Exploitation and Online Protection (CEOP) • National Cyber Crime Unit (NCCU) • Financial Conduct Authority (FCA) • Government Agency Intelligence Networks (GAIN) • Public Sector Fraud Authority (PSFA)	Public Protection AC1.3	5
	1.4	Explain the disruption and detection strategies used to tackle Serious and Organised Crime	May include: • OCG mapping • National law enforcement response e.g. National Crime Agency (NCA) /	Public Protection AC1.3	4

			Organised Crime Coordination Centre (OCCC) • Multi-agency approaches			
	1.5	Critically evaluate the links between serious and organised crime and public protection issues	Public protection could include: • sexual offences • modern slavery • sex work • prostitution • child abuse • county lines	Public Protection AC1.2	4
2. Understand the parallel processes linked to public protection and serious offending	2.1	Explain the role of Multi-Agency Public Protection Arrangements (MAPPA)	MAPPA Guidance available from: Multi-agency public protection arrangements (MAPPA): Guidance - GOV.UK (www.gov.uk)	Conducting InvestigationsAC4.5	13
	2.2	Explain the impact that family court and parallel proceedings may have on an investigation	Sharing information under the Children's Act 1989 duty to safeguard and promote welfare of children	Conducting Investigations AC6.14	No mapping to PIP 2 OCP
3. Understand how young people can be diverted from crime	3.1	Explain the role of youth offending teams and the public body responsible for overseeing the youth justice system in diverting young people away from crime	Learners could consider: • Youth Justice Board • some of the reasons why young people offend • research into their own organisation's Youth Offending Team and partners	Criminal Justice AC1.1	8

	3.2	Evaluate the impact of interventions and diversions intended to help prevent offending behaviour in young people and adults	Learners may focus on own organisation approaches first. May include: • Reparative Justice • Rehabilitative Justice • Restorative Justice • Disposal options	Criminal Justice AC1.3	8
	3.3	Analyse how integrated offender management and rehabilitation can support a reduction in re-offending		Criminal Justice AC1.2	8
4. Understand effective partnership collaboration in supporting offender rehabilitation	4.1	Explain the role of partners involved in supporting offender rehabilitation	These may include Police and Crime Commissioners, partners and wider agencies	Criminal Justice AC1.4	13
	4.2	Explain the importance of liaison and early engagement with partners		Criminal Justice AC1.4	13

	4.3	Evaluate collaborative working with partners to support offender rehabilitation	This may include practical and/or theoretical examples and applications of local partnership collaborations and the referral of offenders such as: • Sex offenders • Violent offenders • Domestic abuse offenders	Criminal Justice AC1.4	13

Additional information about the unit	
Assessment guidance	This more theoretical and research driven unit provides learners with the opportunity to explore national news stories and cases that have been through court, and to learn from cases handled where they work (for example from SIOs in their own organisations). This will include the national strategies and policies to deal with organised crime and reference to other law enforcement agencies along with the regional organised crime unit (ROCU) and National Crime Agency (NCA) workstreams and how forces link regionally, nationally and beyond. Where possible the learner's own case studies can be used. Assessment must show the understanding of the complexities of OCGs and the fact they are not static in their construct. This is to be a detailed assessment of perhaps one factor of the OCG links e.g. encrypted communications, coercive behaviour, implanting 'sleeper' agents into public sector or critical national infrastructure organisations, how people can be bribed, the pressures of a criminal partner for a police officer etc. Assessment from a learning and development environment is allowed for this unit.
College of Policing Information	• Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence • Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 National Policing Curriculum • Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 Standalone Programme Specification • Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Assessment Strategy

Title	Victim and witness interviews in serious and complex investigations				
Level	6				
Unit Number	3				
Credit Value	15				
GLH	50				

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PIP 2 Curriculum Mapping – Conducting Investigations	PIP 2 OCP Assessment Mapping (Appendix 1)
1. Understand issues associated with victim and witness care during a complex investigation	1.1	Explain how Adverse Childhood Experiences (ACE) may impact on individuals		AC4.1	14
	1.2	Evaluate the impact of trauma on victim(s) and witness(es) involved in complex and serious offending	For example: • visible and hidden trauma • instances where the victim and/or witness may be subject to intimidation Additional information is available from APP, Critical Incident Management, Phase 2 Managing Critical Incidents	AC4.2	14

	1.3	Evaluate the support that may be required for victims throughout the investigation	May include: • Therapeutic support • Consent issues • Maintenance of on-going support • Code of Practice for Victims of Crime • Achieving Best Evidence Guidelines • Youth Justice and Criminal Evidence Act 1999 (S.16 and S.17) The Victims' Code https://www.cps.gov.uk APP, Investigation, Working with Victims and Witnesses Victim Code e-learning available on the College Managed Learning Environment	AC4.3, AC8.6	14
	1.4	Explain the professional support for victim(s) and witness(es) that may be involved	Learners may refer to: • Criminal Injuries Compensation Authority • His Majesty's Courts and Tribunals Service (HMCTS) • Witness Care Units	AC4.4	7

	1.5	Evaluate the methods of dealing with victims and witnesses who do not support the prosecution	For example: • Withdrawal of support for the prosecution • Retraction or partial retraction • Victimless prosecution	AC4.6	7
	1.6	Explain the victim's right to review in a complex investigation	Code of Practice for Victims of Crime in England and Wales (Victims' Code) https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code Victim Code e-learning also supports this content (available on the College Managed Learning Environment)	AC4.7	10
2. Understand the concept of memory upon interview methods and processes	2.1	Explain the psychological and physiological influences on memory	To include: • impact of trauma • the effect of stressors (e.g. the offence) • medical conditions or head injury • age of individual • influences of suggestibility	AC7.1	18
	2.2	Analyse different methodologies for conducting an interview	To include: • account, clarification and challenge	AC7.2	18

			• cognitive interviews • free recall • initial witness accounts • enhanced cognitive interview Content is supported by APP, Investigation, Investigative interviewing and Working with Victims and Witnesses.		
	2.3	Evaluate the evidence base associated with interview methodologies and memory recall	To include: • cognitive interview • free recall • enhanced cognitive interview	AC7.3	18
	2.4	Explain the methods of exploring a young witness's understanding of the concept of truthfulness	May also include: • appreciation of differences between truth and lies • consequences of truthfulness/ dishonesty • necessity for accuracy • use of illustrative examples that are appropriate to age and cognitive ability	AC8.5	15
3. Be able to conduct complex interviews with victims and witnesses	3.1	Plan interviews with victims and witnesses	Conduct Achieving Best Evidence (ABE) assessment for victims and witnesses.	N/A	14

3.2	Engage specialists to be involved in complex interviews as appropriate	May include: • Witness intermediary • Interview adviser	AC8.2	16
3.3	Liaise with interview specialists	May include: • Specialist Investigative Interviewers and Interview Advisers in the context of serious and complex investigations • For example, if interviewees have complex needs	AC8.3	16
3.4	Conduct complex victim and witness interviews in line with legal and organisational requirements	For example, use of fast-track questions to direct the investigation.	AC8.1	20
3.5	Demonstrate skills and behaviours relevant to the interview, adjusting to meet the needs of the investigation	To include: • conversation management • listening skills • active questioning skills	AC8.1	21
3.6	Record interviews in complex cases in line with legal and organisational requirements	May include: • factors associated with the offence and the interviewee that may influence recording of interviews. • types of recording	AC8.4	17

				• use of props, and when appropriate during an interview		
	3.7	Determine when an initial account should be used or not used	For example: • to progress investigation rapidly or early identification or arrest of suspect • to help overall witness interview strategy e.g. categorising witness as vulnerable, intimidated, or significant		AC10.1	20
	3.8	Use appropriate methods to probe the initial account and detail provided	For example: • breaking the intended conversation into areas e.g. before the offence, at the time of the offence, and after the offence • using conversational management techniques to obtain information		AC10.4	18
	3.9	Deal with a witness who may become a suspect in complex investigations, in line with processes and procedures	May include any adjustments that will need to be made to the investigation.		AC8.7	14
	3.10	Manage the use of exhibits in victim and witness interviews in serious and complex investigations	To include both the introduction and creation of exhibits in the interview process.		N/A	19

	3.11	Take measures based on risk assessments to maintain the security and welfare of those present during complex victim and witness interviews	Learners may reference: The Victims' Code (available at https://www.cps.gov.uk) APP, Investigation, Working with Victims and Witnesses.	AC2.7, AC4.3	14
4. Be able to evaluate interviews with victims and witnesses	4.1	Evaluate material obtained from the interview against the plan to identify any further actions		N/A	15
	4.2	Carry out post interview processes	For example: - further investigative actions - completion of records / documents - interview summaries - updating relevant parties	N/A	15

Additional information about the unit	
Assessment guidance	Assessment from a learning and development environment is allowed for the knowledge and understanding learning outcomes in this unit. The competence-based learning outcomes of this unit require the workplace assessment of occupational competence when conducting a serious and complex investigation. It is anticipated that learners working towards the College of Policing PIP Level 2 accreditation will be able to use evidence for their OCP for this unit and mapping is provided in the final column of the unit table and in Appendix 1. All evidence must be mapped to the qualification learning outcomes/assessment criteria.
College of Policing Information	- Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence - Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 National Policing Curriculum

	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 Standalone Programme Specification
	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Assessment Strategy

Title	Suspect interviews in serious and complex investigations				
Level	6				
Unit Number	4				
Credit Value	15				
GLH	50				
Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PIP 2 Curriculum Mapping – Conducting Investigations	PIP 2 OCP Assessment Mapping (Appendix 1)
1. Understand the application of interview models to interviews with suspects in serious and complex investigations	1.1	Explain the conversation management model and its use within the PEACE structure	• Planning and preparation • Engage and explain • Account — clarification and challenge • Closure • Evaluation	AC8.1	23
	1.2	Explain the process of undertaking an urgent interview in line with legislation	Police and Criminal Evidence Act 1984 (PACE)	AC10.2	No mapping to PIP 2 OCP
	1.3	Critically analyse the effects of adverse questioning on the admissibility of evidence	Refer to S76 and S78 PACE	N/A	29

		1.4	Evaluate tactical options for use with a variety of suspect responses: • co-operative • non co-operative • aggressive • passive		AC8.1	28
2. Be able to plan and prepare complex suspect interviews		2.1	Evaluate intelligence and information about the suspect		N/A	22
		2.2	Evaluate material and information to determine interview objectives		N/A	22
		2.3	Produce an interview plan that takes account of the suspect strategy, the needs of the investigation, and legal requirements		N/A	22
		2.4	Liaise with interview specialists	May include: • Specialist investigative interviewer • Interview adviser	AC8.3	24
		2.5	Engage specialists to be involved in complex suspect interviews as appropriate	May include: • Medical adviser (as to fitness for interview) • Interpreter • Legal adviser • Interview adviser	AC8.2	24

3. Be able to conduct complex suspect interviews	3.1	Conduct complex interviews with suspects in line with the interview plan, and legal and organisational requirements	For example: PACE requirements such as if an urgent interview is considered	AC8.1	26
	3.2	Demonstrate skills and behaviours relevant to the complex suspect interview, adjusting to meet the needs of the investigation	For example • conversation management • listening skills • active questioning skills	AC8.1	29
	3.3	Record suspect interviews in complex cases in line with legal and organisational requirements	May include: • factors associated with the offence and the interviewee that may influence recording of interviews. • types of recording (audio only or audio and video)	AC8.4	25
	3.4	Use appropriate methods to probe the initial account and detail provided by the suspect, to check the meaning and accuracy	For example: • breaking the intended conversation into areas e.g. before the offence, at the time of the offence and after the offence • using conversational management techniques to obtain information	AC10.4	26

				AC10.3	28
	3.5	Deal with 'no comment', partial admission and full admission interviews in line with procedures	For example: • putting planned questions to the suspect • leaving no gaps that the defence could fill in court • providing sufficient time for suspect to respond if they choose • use of special warnings • bad character reference How does that drive future relevant lines of enquiry?	AC10.3	28
	3.6	Manage the use of exhibits in suspect interviews in serious and complex investigations	To include both the introduction and creation of exhibits in the interview process.	N/A	27
	3.7	Take measures based on risk assessments to maintain the security and welfare of those present during a complex suspect interview		AC2.7	22
4. Be able to evaluate interviews with suspects	4.1	Evaluate material obtained from the interview against the plan to identify any further actions		N/A	
	4.2	Carry out post interview processes	For example: • further investigative actions	N/A	

			• completion of records / documents		
			• interview summaries		
			• updating relevant parties		

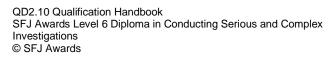| **Additional information about the unit**	
Assessment guidance	Assessment from a learning and development environment is allowed for the knowledge and understanding learning outcomes in this unit.
	The competence-based learning outcomes of this unit require the workplace assessment of occupational competence when conducting a serious and complex investigation. It is anticipated that learners working towards the College of Policing PIP Level 2 accreditation will be able to use evidence for their OCP for this unit and mapping is provided in the final column of the unit table and in Appendix 1. All evidence must be mapped to the qualification learning outcomes/assessment criteria.
College of Policing Information	• Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence
	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 National Policing Curriculum
	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 Standalone Programme Specification
	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Assessment Strategy

Title	Manage the Digital Environment in Serious and Complex Investigations				
Level	6				
Unit Number	5				
Credit Value	10				
GLH	20				
Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**	**PIP 2 Curriculum Mapping – Digital Policing**	**PIP 2 OCP Assessment Mapping (Appendix 1)**
1. Understand vulnerability and risk of harm or injury in a digital environment	1.1	Explain vulnerability and risk assessment principles in a digital environment	Learners may refer to: • College of Police Vulnerability and Risk Assessment principles • Indicators of vulnerability-related risk • Professional curiosity in identifying and managing potential risks of harm or injury	AC1.1	11
	1.2	Explain the value of partner agencies who are able to provide support and reduce further risk of harm or injury, including provision of digital advice	To include responsibilities under the Victims' Code in relation to referrals to partner agencies, including online access.	AC1.2	11
2. Be able to manage potential risk of	2.1	Manage potential risk of harm or injury in a digital		AC1.1, AC1.2	11

harm or injury in a digital environment		environment using vulnerability and risk assessment principles			
3. Understand how to maximise digital information and intelligence in an investigation	3.1	Explain the principles for the extraction of material from digital devices	Learners should refer to APP guidance.	AC2.1	11
4. Be able to manage a digital crime scene in line with processes and procedures	4.1	Manage a digital crime scene	To include the necessary procedures to identify, seize, secure and process digital evidence.	AC3.1	11
	4.2	Evaluate the process of dealing with digital devices at a crime scene	To include influences of forensic science on the initial actions at a crime scene in relation to digital devices and the processes for gathering and managing digital evidence / information that is pertinent to the investigation.	AC3.2, AC3.3	11
5. Be able to apply case file digital evidence practice and procedures	5.1	Apply procedures to manage digital exhibits through the criminal justice process	To include: • national file standard • Criminal Procedure and Investigations Act 1996 (CPIA) • investigation management document	AC5.1	12
6. Understand the considerations in relation to digital evidence in a court	6.1	Explain interpretations and analysis that can be drawn from digital evidence and used in a court		AC6.1	12
Additional information about the unit					

Assessment guidance	Learners could use written submissions of digital strategies based on a real or fictional case study.
	Assessment from a learning and development environment is allowed for the knowledge and understanding learning outcomes in this unit.
	The competence-based learning outcomes of this unit require the workplace assessment of occupational competence when conducting a serious and complex investigation. It is anticipated that learners working towards the College of Policing PIP Level 2 accreditation will be able to use evidence for their OCP for this unit and mapping is provided in the final column of the unit table and in Appendix 1. All evidence must be mapped to the qualification learning outcomes/assessment criteria.
College of Policing Information	• Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence
	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 National Policing Curriculum
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	• Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Assessment Strategy

Title	Conduct serious and complex investigations
Level	6
Unit Number	6
Credit Value	40
GLH	120

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PIP 2 Curriculum Mapping – Conducting Investigations	PIP 2 OCP Assessment Mapping (Appendix 1)
1. Be able to apply the investigation process to serious and complex offending	1.1	Critically evaluate the investigation to determine that it is serious and complex	The circumstances of the offence that determine that it is serious and complex with supporting rationale. Reference may be made to case specific legislation that defines serious crime or policy that supports the classification as complex. Factors to be considered around the reasonable lines of enquiry may include investigation of offences which: • involve the use of violence, including weapons and firearms • are sexual assaults • can result in substantial financial gain	AC2.2, AC2.5	1

			• cause substantial financial loss to the victim			
			• are conducted by a large number of persons in pursuit of a common purpose			
			• involve death or serious injury on the roads.			
			• other fatal and non-fatal offences			
	1.2	Apply specific investigative legislation to offences in complex investigations	Legislation may include:	AC2.1	1
			• Police and Criminal Evidence Act 1984 (PACE)		
			• Criminal Procedure and Investigations Act 1996 (CPIA)		
			• Investigatory Powers Act 2016 (IPA)		
			• Regulation of Investigatory Powers Act 2000 (RIPA)		
			• Proceeds of Crime Act 2002 (POCA)		
			• Sexual Offences Act (SOA) 2003 / Sexual Harm Prevention Orders (SHPOs)		
			Offences may be relating to:		
			• sexual offences and offences relating to child protection.		
			• homicide and other offences against the person		

			• public disorder, anti-social behaviour, and youth crime		
			• weapons, firearms, and gun crime		
			• misuse of drugs and licencing and alcohol		
			• criminal damage		
			• theft		
			• fraud		
			• bribery and corruption		
			• cyber crime		
	1.3	Implement reasonable lines of enquiry as fast-track actions, including involvement of any specialists	May include firearms officers, crime scene investigators, digital specialists, PCSO or forensic collision investigators.	AC2.3	2
	1.4	Address issues and actions associated with reporting that is: • first-hand • delayed • third-party • anonymous	Considerations may include: • golden hour principles • intelligence grading and handling conditions • what is the evidential weighting of reporting? • protection of sources	AC2.4	2
	1.5	Develop a strategy to support the investigation	Should include reference to the Major Crime Investigation Manual and the	AC6.3	2

			development and relevant strategy in Serious and Complex Investigation.		
			May include reference to:		
			• Disclosure Strategy		
			• Safeguarding Strategy		
			• Scene Management		
			• Searching Strategy		
			• Digital Strategy		
			• House to House Strategy		
			• Victim Strategy		
			• Witness Strategy		
			• Communication Strategy		
			• Community Engagement Strategy		
			• Elimination Strategy		
			• Suspect Management Strategy		
			• Covert Strategy		
	1.6	Manage inconsistent accounts and allegations	Consider the context in which the original complaint was made.	AC2.6	3
			Ensure personal bias is managed.		
			Learners may also consider CPS Guidance: Perverting the Course of Justice and Wasting Police Time in Cases involving Allegedly False Allegations of Rape and / or Domestic Abuse.		

		1.7	Conduct risk assessments using a prescribed risk assessment model of serious and complex offending to those involved in the investigation	Those involved in the investigation may include victims, witnesses, offenders, investigation team, community etc Learners may consider: • factors causing risk • level of risk • vulnerability Risk assessment models could include THRIVE, DARA, DASH etc.	AC2.7	8
2. Be able to gather, use and manage intelligence during a complex investigation		2.1	Gather information and intelligence during a complex investigation	For example: • reports or referrals from other local, national, and international agencies • use APP for Intelligence management cycle to create material	AC5.1	3
		2.2	Utilise specialists to retrieve information, intelligence, and material from devices		AC5.2	3
		2.3	Interpret results of specialist reports obtained from professionals supporting or advising the investigation	For example, analysts, communications data, forensic or digital reports.	AC5.3	3
		2.4	Manage sensitive information and intelligence in line with gradings	May include: • Public Interest Immunity (PII) • handling conditions of intelligence	AC6.18	3

| 3. Be able to conduct serious and complex investigations | 3.1 | Apply relevant legislation in relation to complex investigations | Legislation associated with serious and complex offences, may include (but not limited to):

• sexual offences and offences relating to child protection.

• homicide and other offences against the person

• public disorder and anti-social behaviour and youth crime

• weapons, firearms, and gun crime

• misuse of drugs and licencing and alcohol

• criminal damage

• theft

• fraud

• cyber crime

Legislation may include:

• Police and Criminal Evidence Act 1984 (PACE)

• Criminal Procedure and Investigations Act 1996 (CPIA)

• Investigatory Powers Act 2016 (IPA)

• Regulation of Investigatory Powers Act 2000 (RIPA) | AC6.1 | 1 |

			• Management of police information (MoPI) • Data Protection Act 2018 (DPA) • Police, Crime, Sentencing and Courts Act 2022 (PCSCA)		
	3.2	Conduct initial assessment and management of potential vulnerabilities of: • victim(s) • witness(es) • suspect(s)	Content is supported by APP, Investigation, Working with Victims and Witnesses May include consideration of: • repeat victimisation • repeat offender(s)	AC6.2	7
	3.3	Utilise own and others' strategies to manage the investigation	May include for example: • digital • covert tactics • family liaison • use of media • mass DNA screening	AC6.3	1
	3.4	Take into account community considerations during a complex investigation	May include for example: • role of the community, and community engagement in investigations • how they can contribute to an investigation • impact that an investigation may have on the community.	AC6.4	7

			• use of Independent Advisory Groups		
	3.5	Conduct briefings and de-briefings using recognised national formats	For example, IIMARCH, SAFCOM.	AC6.5	1
	3.6	Record the tasking of others, to include: • experts or tactical advisors • ethical crime recording considerations and requirements		AC6.6	5
	3.7	Conduct and prioritise fast-track responses in an auditable and retrievable format		AC6.7	2
	3.8	Critically analyse evidence and findings to direct the investigation	Consider use of the National Intelligence Model (NIM).	N/A	3
	3.9	Engage with internal specialists in complex investigations	May include: • Crime Scene Investigator • Digital or traditional forensics specialists • Area specialists • Digital Media Investigator • Financial Investigator	AC6.8	9

				AC5.1, AC6.9	9
			• Senior Investigating Officer		
			• Modern slavery specialist		
			• Single Point of Contact (SPoC)		
	3.10	Interpret reports from professionals supporting and advising the investigation, including forensic specialists		AC5.1, AC6.9	9
	3.11	Demonstrate rationale in consideration of the submission of application for the use of covert methods during a complex investigation, using appropriate authorities	May include: • Regulation of Investigatory Powers Act 2000 • CHIS Code of Practice • Investigatory Powers Act 2016	AC6.10	5
	3.12	Process sensitive information in an appropriate manner	For example: • handling codes and conditions • Form C risk assessment	AC6.12	6
	3.13	Follow additional investigative processes that are required	For example, inquests.	AC6.13	12
	3.14	Establish the level of involvement in an incident or joint criminal enterprise	Considerations may include: • proving liability • liability of a joint enterprise offender when a death has taken place	AC6.15	1

			• proving an accessory is still liable when the principal is acquitted or has a valid defence for their actions • making an effective withdrawal before any liability is incurred • examples where someone cannot be charged as an accessory to an offence		
	3.15	Obtain warrants and orders required for complex investigations	For example: • production orders • arrest warrants – application and execution • search warrants – application process and execution • European Convention on Extradition (1957) – application and execution following the UK's withdrawal from the EU Consideration of partners required to support action and they are recorded on warrants.	AC6.16	3
	3.16	Maintain records during the investigation in line with legal and organisational requirements	Continual evolvement of the strategy, review and update hypothesis and investigative questions to answer.	N/A	1

		3.17	Gather sufficient evidence to enable a charge for suspect(s) in a serious and complex investigation	Evidence will meet threshold and full code tests.		1
4.	Be able to liaise with specialists in relation to complex cases	4.1	Liaise with the Crown Prosecution Service in serious or complex investigations	Early engagement, role of CPS during the investigation and at specific times e.g. pre-trial case conferences.	AC11.1	9
		4.2	Conduct case discussions prior to engaging specialists in complex live or cold cases	Cases may be live or cold May include: • cost of using specialists (e.g. Forensic Medical Examiner) • procedures for engaging with specialists • role of specialists in a complex case	AC11.3	9
		4.3	Conduct duties relating to disclosure during complex or major investigations	May include: • reference to and operating within policy and procedure (MIRSAP) • the use of case management systems and databases (HOLMES) Will include reference to: • CPIA Codes of Practice • Attorney Generals Guidelines • CPS Disclosure Manual • Investigation Management Document	AC11.4	12

				• Rebuttable Presumption • Completion of Disclosure Schedules		
5. Be able to apply learning from investigations and interviewing	5.1	Review own practice and learning from investigations		AC12.1	1
	5.2	Carry out effective de-briefing		AC12.2	1
	5.3	Identify organisation lessons learnt	Where and how is this corporate memory recorded and referenced back to in the future?	AC12.3	1

Additional information about the unit	
Assessment guidance	AC3.11: If the learner cannot gain access to an investigation where covert methods are used, the learner can put forward a rationale to consider their use and why they are not appropriate/required. This unit require the workplace assessment of occupational competence when conducting a serious and complex investigation. It is anticipated that learners working towards the College of Policing PIP Level 2 accreditation will be able to use evidence for their OCP for this unit and mapping is provided in the final column of the unit table and in Appendix 1. All evidence must be mapped to the qualification learning outcomes/assessment criteria.
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4   Centre Requirements

4.1 Centre Responsibilities

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.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of assessor and IQA competence
- sample assessment materials and mark schemes
- scheme of work
- details of available resources

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
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards

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 handbook should be used in conjunction with the following SFJ Awards documents:

- Assessment Guidance
- Centre Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Conflict of Interest Policy
- Whistleblowing Policy
- Malpractice and Maladministration Policies

- Equality and Diversity Policy
- Appeals Policy
- Complaints Policy
- Sanctions Policy
- Examinations and Invigilation Policy
- Risk and Centre Monitoring Policy
- Fair Access and Equality of Opportunity Policy
- Reasonable Adjustment and Special Considerations Policy
- Standardisation Policy
- Direct Claims Policy
- Centre Approval Process

All documents referenced in the strategy are available to centres on Odyssey, SFJ Awards learner management system, or on request from SFJ Awards.

4.2 Centre Assessment Standards Scrutiny (CASS) Strategy

Awarding Organisations are required by Ofqual to have a CASS Strategy in place to improve the controls where an assessment is devised and marked by a centre.[3] In line with our CASS Strategy, SFJ Awards will determine the most appropriate CASS approach for each qualification / qualification suite using a risk-based approach.

Any Subject Matter Experts (SMEs) used by centres to develop and/or mark assessments must declare any conflict of interest, and centres must ensure that any such conflicts are mitigated. All details of such conflicts of interest must be recorded by the centre.

SFJ Awards will require sample assessments from centres to maintain confidence with our centres' approach to maintaining the integrity of our quality assurance strategy defined within the CASS strategy. Centre marking will be subject to external quality assurance.

Centres **are permitted** to develop and mark assessments for the qualification in this handbook, in line with our CASS Strategy.

4.3 Facilities

Training and assessment for approved qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit

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[3] Condition H2 - Centre Assessment Standards Scrutiny where an assessment is marked by a Centre

for purpose. All examination venues must comply with the policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

Training and assessment facilities must comply with the ongoing approval arrangements of SFJ Awards.

4.4 Trainers

Some sectors specify trainer requirements for qualification delivery, for example first aid and security. Details of any specific trainer requirements are included in this qualification handbook. Centres should therefore check the handbook, or with SFJ Awards, for any trainer requirements that apply to the qualification(s) they wish to deliver. Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each trainer meets the requirements, for example certificates of achievement, CV or CPD records.

5 Assessment

5.1 Qualification Assessment Methods

Assessment methods[4] that can be used for the SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations are as follows:

- Coursework
- E-assessment
- Portfolio of Evidence
- Practical Demonstration/Assignment
- Practical Examination
- Task-Based Controlled Assessment
- Written Examination
- Observation
- Professional Discussion
- Interview
- Presentation and Questioning
- Project

5.2 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 Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current

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[4] Selected from assessment methods listed on Ofqual's regulatory system (Portal)
[5] Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

- Reliable

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

5.3 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 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 Guidance.

5.3.1 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.

5.3.2 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).

5.3.2 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.

5.3.4 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.

5.3.5 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.

5.3.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre. The qualification handbook will specify whether simulations are allowed for the qualification and/or units within it. 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

5.4 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 Guidance.

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

[6] Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

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.

5.5   Methods for Assessing Knowledge and Understanding

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)   Evidenced question and answer sessions with assessors
c)   Evidenced professional discussions
d)   Written assignments (including scenario-based written assignments)

Where written assessments are centre-devised and centre-assessed, centres must:

- maintain a sufficient bank of assignments which are changed regularly
- record how risks in tests/exams conducted in controlled environments are mitigated
- conduct assessments in line with SFJ Awards Examination and Invigilation Policy

Centres must take into account the qualification when selecting knowledge assessment methods to ensure they are appropriate and allow the learner to evidence the assessment criteria.

5.6   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.

6 Assessor Requirements

6.1 Occupational Knowledge and Competence

Due to the risk-critical nature of the work, particularly when assessing in the public and security 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 for this qualification should therefore be experienced in carrying out serious and/or complex investigations.**

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.

6.2 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.

6.3 Assessor Competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification

However, there may be circumstances when assessors have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis.

Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution
- interview (the verification process must be recorded and available for audit)

Recognised assessor qualifications include, but are not limited to:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- An appropriate Assessor qualification in the SCQF as identified by SQA Accreditation
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Where assessors hold an older qualification e.g. D32/33 or A1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence.

Assessors must hold an assessor qualification, or equivalent competence if agreed by SFJ Awards, relevant to the type of qualification they are assessing e.g.

- Level 3 Award in Assessing Competence in the Work Environment:
  For assessors who assess **competence in a work environment**, which requires the use of the following assessment methods: observation, examining work products or outputs, oral questioning, discussion, use of witness testimony, learner statements and Recognition of Prior Learning (RPL).
- Level 3 Award in Assessing Vocationally Related Achievement:
  For assessors who assess **knowledge and/or skills in vocationally related areas** using the following assessment methods: tests of skills, oral questioning, written questions, case studies, assignments, projects and RPL.

To be able to assess both knowledge and competence-based qualifications, new assessors should be working towards the **Level 3 Certificate in Assessing Vocational Achievement.** Centres must have in place a procedure to ensure that their trainee assessors have a representative sample of their assessment decisions counter signed by a qualified and competent assessor. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee assessors working towards a qualification must be registered for the qualification with a regulated AO and achieve it within 18 months. Assessor competence will be checked through annual External Quality Assurance checks.

Centres must check the qualification handbook for assessor requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement. Centres who apply for approval to offer additional qualifications will be required to provide evidence of assessor competence for the qualifications they wish to offer.

6.4 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.

It is the centre's responsibility to retain the CPD information of assessors. Assessor competence and CPD will be checked by External Quality Assurers at the centre's annual compliance visit.

7   Internal Quality Assurer Requirements

7.1   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, community safety and security 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.

7.2   Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification 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.

7.3   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

However, there may be circumstances when IQAs have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis. Recognised IQA qualifications include, but are not limited to:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- An appropriate IQA qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

Where IQAs hold an older qualification e.g. D34 or V1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence. Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement.

Centres must have in place a procedure to ensure that their trainee IQAs have a representative sample of their IQA decisions counter signed by a qualified IQA who holds a minimum of the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee IQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and achieve it within 18 months. IQA competence will be checked through annual External Quality Assurance checks.

7.4 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

Centres must check the qualification handbook for IQA requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

8   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.

8.1   Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the unit(s) 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.

8.2   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.

9 External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. 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 and appropriate occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support

9.1 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

Relevant qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Trainee EQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and aim to achieve it within 18 months. Whilst working towards a qualification, trainee EQAs will be supported by qualified EQA and receive training, for example by shadowing the EQA on compliance visits. EQA competence will be checked and monitored by SFJ Awards.

9.2 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.

10 Standardisation

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

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.

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) Guidance and the SFJ Awards Standardisation Policy.

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).

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.

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 or who have additional learning needs 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.

All cases where reasonable adjustment has been used must be fully documented, made available for external quality assurance and retained for a minimum of 3 years.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

SFJ Awards will conduct Equality Impact Assessments in the design and development of qualifications to minimise as far as possible any impact on learners with a protected characteristic, disability or additional learning needs.

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 some sectors 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.

Appendix 1: College of Policing Professionalising Investigation Programme (PIP) Level 2 Serious and Complex investigations

This appendix includes information from the College of Policing about the PIP 2 Serious and Complex Investigations programme accreditation and how it relates to the SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations.

a) Level 6 Diploma in Conducting Serious and Complex Investigations mapping to College of Policing PIP 2 National Curriculum[7]

College of Policing PIP 2 National Curriculum		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations	
LO	Minimum Content Coverage (Delivery)	Unit	AC
Wellbeing & Resilience			
1	1.1	1	6.2, 6.3
	1.2	1	6.4
	1.3	-	
	1.4	-	
Public Protection			
1	1.1	2	1.1, 1.2
	1.2	2	1.5
	1.3	2	1.3, 1.4
Digital Policing			
1	1.1	5	1.1, 1.2, 2.1
	1.2	5	1.2, 2.1
2	2.1	5	3.1
3	3.1	5	4.1
	3.2	5	4.2
	3.3	5	4.2
	3.4	-	
4	No LO4 in CoP document		
5	5.1	5	5.1
6	6.1	5	6.1

[7] Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 National Policing Curriculum (Standalone) V5 March 2022 / Digital Policing: September 2022

College of Policing PIP 2 National Curriculum		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations	
LO	Minimum Content Coverage (Delivery)	Unit	AC
Criminal Justice			
1	1.1	2	3.1
	1.2	2	3.3
	1.3	2	3.2
	1.4	2	4.1, 4.2, 4.3
Conducting Investigations			
1	1.1	1	1.1, 1.2, 1.3
	1.2	1	1.1, 1.2
	1.3	1	1.4
2	2.1	1	2.1
		6	1.2
	2.2	6	1.1
	2.3	1	5.1
		6	1.3
	2.4	6	1.4
	2.5	6	1.1
	2.6	6	1.6
	2.7	1	5.1
		3	3.11
		6	1.7
3	3.1	1	4.1
	3.2	-	
	3.3	1	4.1
	3.4	1	4.2
	3.5	1	4.3
	3.6	-	
	3.7	1	4.4
	3.8	-	
4	4.1	3	1.1
	4.2	3	1.2
	4.3	3	1.3, 3.11
	4.4	3	1.4
	4.5	2	2.1
	4.6	3	1.5
	4.7	3	1.6
5	5.1	6	2.1, 3.10
	5.2	6	2.2
	5.3	6	2.3
6	6.1	6	3.1
	6.2	6	3.2
	6.3	1	5.3
		6	3.3
	6.4	6	3.4
	6.5	6	3.5
	6.6	6	3.6
	6.7	6	3.7

College of Policing PIP 2 National Curriculum		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations	
LO	Minimum Content Coverage (Delivery)	Unit	AC
	6.8	6	3.9
	6.9	6	3.10
	6.10	1	2.2
		6	3.11
	6.12	6	3.12
	6.13	6	3.13
	6.14	2	2.2
	6.15	6	3.14
	6.16	6	3.15
	6.17	1	2.3
	6.18	1	2.4
		6	2.4
7	7.1	3	2.1
	7.2	3	2.2
	7.3	3	2.3
8	8.1	3	3.4, 3.5
		4	1.1, 1.4, 3.1, 3.2
	8.2	3	3.2
		4	2.5
	8.3	3	3.3
		4	2.4
	8.4	3	3.6
		4	3.3
	8.5	3	2.4
	8.6	3	1.3
	8.7	3	3.9
9	9.1	1	6.4
10	10.1	3	3.7
	10.2	4	1.2
	10.3	4	3.5
	10.4	3	3.8
		4	3.4
11	11.1	6	4.1
	11.2	1	3.1, 3.2
	11.3	6	4.2
	11.4	6	4.3
12	12.1	6	5.1
	12.2	6	5.2
	12.3	6	5.3

b) PIP Level 2 Serious and Complex Investigations: College of Policing Accreditation Requirements

Organisations using the PIP 2 accreditation must refer to the College of Policing's documents:

- Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Level 1 and 2 National Policing Curriculum (Standalone)

- Policing Education Qualifications Framework: Professionalising Investigations Programme (PIP) Level 1 and 2 Standalone Programme Specification

- Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence

- Policing Education Qualifications Framework: Professionalising Investigation Programme (PIP) Assessment Strategy

The following information is taken from the College of Policing document:

- **Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence**[8]

Before a learner can commence a PIP 2 learning programme/accreditation, they should be a fully trained and competent PIP 1 Investigator and have successfully completed the National Investigators Exam (NIE).

Before deploying the investigator independently into the workplace, the force should satisfy themselves that the learner is acting in a safe and lawful manner. Whilst there is no formal 'Independent Status' associated with PIP 2 standalone programmes, adherence to the following standard will assure forces that the trainee investigator (detective) has achieved a level of competence commensurate with Independent Patrol Status (IPS) across other Police Education Qualification Framework (PEQF) entry programmes, before being independently assigned to investigative duties at PIP 2 level.

All learners should be able to demonstrate applied practice during a coached/tutored phase of their respective programme key areas of professional knowledge and performance set out below.

Evidence supporting the learner's competence in relation to the following OCP criteria should be recorded within their OCP **on at least one occasion** during their period of tutorship, to support demonstration of the minimum level of competence to be recognised as having achieved an independent operational standard.

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[8] Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence V1.3 August 2021

c) PIP 2 OCP Criteria Independent Status (IS) and Full Operational Competence (FOC) mapping to Level 6 Diploma in Conducting Serious and Complex Investigations

The following tables show where evidence for the PIP 2 OCP can be used towards achievement of the SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations.

Conducting serious and complex investigations

Learners will be able to provide evidence of the following in order to demonstrate full operational competence.

College of Policing PIP 2 OCP		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations: Units & Learning Outcomes
Reference	**Criterion Description**	
1	Conduct serious and complex investigations, including: Ascertaining the nature of the investigation as being serious and/or complex e.g. offences which: • Involve the use of violence, including weapons and firearms • Are sexual assaults • Can result in substantial financial gain • Cause substantial financial loss to the victim • Are conducted by a large number of persons in pursuit of a common purpose	**Unit 1** Outcome 1 (1.1, 1.2, 1.3) Outcome 2 (2.1) **Unit 6** Outcome 1 (1.1, 1.2) Outcome 3 (3.3, 3.5, 3.14, 3.16, 3.17) Outcome 5 (5.1, 5.2, 5.3)
2	Planning and conducting an initial investigation, including any necessary fast track action or escalation required to avoid risk of threat or harm	**Unit 1** Outcome 5 (5.1, 5.2, 5.3) **Unit 6** Outcome 1 (1.3, 1.4, 1.5) Outcome 3 (3.7)
3	Gathering and analysing information, intelligence and evidence to support the investigation, including making use of additional sources of intelligence available within serious and complex investigations	**Unit 6** Outcome 1 (1.6) Outcome 2 (2.1, 2.2, 2.3, 2.4) Outcome 3 (3.8, 3.15)
4	Undertaking investigative and evidential evaluation and analysis to direct the investigation.	**Unit 2** Outcome 1 (1.4, 1.5)

College of Policing PIP 2 OCP		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations: Units & Learning Outcomes
Reference	**Criterion Description**	
		Unit 6 Outcome 3 (3.1)
5	Identifying and using appropriate specialist support where necessary	**Unit 1** Outcome: 1 (1.4) Outcome 2 (2.2) **Unit 2** Outcome 1 (1.3) **Unit 6** Outcome 3 (3.6, 3.11)
6	Handle and protect sensitive and highly sensitive information and intelligence e.g. Public Interest Immunity (PII)	**Unit 1** Outcome 2 (2.4) **Unit 6** Outcome 3 (3.12)
7	Employ appropriate tactics for engaging with victims, potential witnesses and suspects in serious and complex investigations	**Unit 3** Outcome 1 (1.4,1.5) **Unit 6** Outcome 3 (3.2, 3.4)
8	Take appropriate measures to minimise threat, risk, harm and vulnerability in serious and complex investigations	**Unit 2** Outcome 1 (1.1) Outcome 3 (3.1, 3.2, 3.3) **Unit 6** Outcome 1 (1.7)
9	Liaise with specialists in relation to complex live (or cold) cases, including: • CPS • Forensic Medical Examiner	**Unit 6** Outcome 3 (3.9, 3.10) Outcome 4 (4.1, 4.2)
10	Manage case files in serious and complex investigations	**Unit 3** Outcome 1 (1.6)
11	Apply appropriate investigative procedures in respect of internet-facilitated crime	**Unit 5** Outcome 1 (1.1, 1.2) Outcome 2 (2.1) Outcome 3 (3.1, 3.2)
12	Manage serious and complex cases through the criminal justice process, including the	**Unit 5** Outcome 4 (4.1)

College of Policing PIP 2 OCP		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations: Units & Learning Outcomes
Reference	Criterion Description	
	appropriate disclosure of material as and when required	Outcome 5 (5.1) **Unit 6** Outcome 3 (3.13) Outcome 4 (4.3)
13	Engage in effective partnership collaboration with respect to offender rehabilitation	**Unit 2** Outcome 2 (2.1) Outcome 4 (4.1, 4.2, 4.3)

Interviewing victims, witnesses and suspects in the PIP 2 context

Learners will be able to provide evidence of the following in order to demonstrate full operational competence:

College of Policing PIP 2 OCP		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations: Units & Learning Outcomes
Reference	Criterion Description	
14 (Witness) 22 (Suspect)	Plan and prepare interviews with victims, witnesses and suspects in serious and complex investigations, including: Conduct risk assessments and take appropriate measures to maintain the security and welfare of those present during a complex interview	**Unit 3** Outcome 3 (3.1, 3.8, 3.9, 3.11) **Unit 4** Outcome 2 (2.1, 2.2, 2.3, 2.4)
15 (Witness) 23 (Suspect)	Conduct interviews with victims, witnesses and suspects, including: Demonstrate appropriate strategies for dealing with more complex police interviews	**Unit 3** Outcome 1 (1.1, 1.2, 1.3) Outcome 2 (2.4) **Unit 4** Outcome 1 (1.1)
16 (Witness) 24 (Suspect)	Liaise with interview advisor during a serious or complex investigation	**Unit 3** Outcome 3 (3.2, 3.3) **Unit 4** Outcome 2 (2.4, 2.5)
17 (Witness) 25 (Suspect)	Analyse the factors associated with the offence and interviewee that may influence recording of interviews	**Unit 3** Outcome 3 (3.6) **Unit 4** Outcome 3 (3.3)

College of Policing PIP 2 OCP		SFJ Awards Level 6 Diploma in Conducting Serious and Complex Investigations: Units & Learning Outcomes
Reference	Criterion Description	
18 (Witness) 26 (Suspect)	Apply appropriate adjustment to interview approach/tactics to maximise outcomes in a serious and complex investigation	**Unit 3** Outcome 2 (2.1, 2.2, 2.3) Outcome 3 (3.7) **Unit 4** Outcome 3 (3.2) Outcome 3 (3.5)
19 (Witness) 27 (Suspect)	Using exhibits to maximise the effectiveness of a complex interview	**Unit 3** Outcome 3 (3.10) **Unit 4** Outcome 3 (3.6)
20 (Witness)	Demonstrate appropriate and legitimate use of the fast-track interview process	**Unit 3** Outcome 3 (3.4, 3.7)
28 (Suspect)	Demonstrate appropriate tactics for dealing with 'no comment' interviews	**Unit 4** Outcome 1 (1.4) Outcome 3 (3.5)
21 (Witness) 29 (Suspect)	Demonstrate methods of probing the initial account and detail provided in a complex interview	**Unit 3** Outcome 3 (3.5) **Unit 4** Outcome 1 (1.3) Outcome 3 (3.4)

d) Achieving PIP 2 OCP Criteria Independent Status (IS) and Full Operational Competence (FOC)

Note: Before being confirmed as having achieved the equivalent of independent status, the learner should have successfully completed all the learning, development and professional practice linked to the above criteria.

The precise timeline of linkage between achievement of independence and completion of relevant units of learning within the qualification will need to be agreed at force level. Where partnership arrangements exist with an external provider, these they should be agreed in the collaborative arrangements negotiated and confirmed between the force and the relevant programme provider.

Final assessment decisions for independent operation

Where this is not present in the evidence provided in the OCP alone, final assessments for independent operation should be made via an appropriate holistic (integrated) assessment instrument e.g. professional discussion, presentation, assignment etc., linking the evidence provided in the OCP to appropriate underpinning theories, knowledge and understanding from the PIP 2 curriculum. This should constitute a reasonable sample of evidence for assessment purposes.

Full operational competence (FOC) PIP 2 standalone

In order to achieve Full Operational Competence (FOC), further evidence relating to the performance areas originally covered above will continue to be collated independently throughout the remainder of the programme, even after independent operation has been achieved. Evidence should be presented in the portfolio relating to two further occasions of professional performance linked to each of the OCP criteria above.

The OCP should therefore provide evidence supporting achievement of each of the OCP criteria on at least **three occasions.** In instances where opportunities to provide operational evidence prove limited, forces may wish to use simulated exercises or 'professional discussion' as an evidence-gathering methodology (except that no OCP area should be entirely evidenced through simulation or professional discussion alone).

Final assessment decisions PIP 2 standalone

Where this is not present in the evidence provided in the OCP alone, final assessments of Full Operational Competence should be made via an appropriate holistic (integrated) assessment instrument e.g. professional discussion, presentation, assignment etc., linking the evidence provided in the OCP to appropriate underpinning theories, knowledge and understanding from the PIP 2 curriculum. This should constitute a reasonable sample of evidence for assessment purposes.[9]

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[9] Policing Education Qualifications Framework: Guidelines for Assessment of Operational Competence V1.3 August 2021

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