Level 5 Diploma in Professional Policing Practice

Qualification Handbook

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1. Introduction

1.1. About SFJ Awards

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 qualifications regulators.

1.3. Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:
SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970
Email: info@sfjawards.com
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2. The Qualification

2.1. Qualification Objective

This handbook relates to the following qualification:

SFJ Awards Level 5 Diploma in Professional Policing Practice

This objective of this qualification is to provide learners with the knowledge and skills required for the role of the Police Constable. The qualification is based on and mapped to the College of Policing's "Police Constable Entry Programme" (PCEP) curriculum.

2.2. Pre-entry Requirements

Learners are required to have completed the PCEP recruitment process to access this qualification, which includes common eligibility requirements regarding age, nationality and physical fitness. Individual police forces may have additional specific entry requirements. Applications for the PCEP role are submitted through individual police forces, and prospective learners should check eligibility and recruitment windows locally.

2.3. Qualification Structure

To be awarded this qualification the learner must achieve **10** mandatory units as shown in the table below. To be awarded this qualification the learner must achieve a total of 240 credits as shown in the table below.

Unit Number	Odyssey Reference	Unit Title	GLH	TQT	Credit Value
1	6586	Managing information and intelligence	97	181	18
2	6587	Providing an initial response to policing incidents	180	335	34
3	6588	Managing conflict in a professional policing context	120	223	22
4	6589	Providing support to vulnerable people, victims and witnesses	120	223	22
5	6590	Using police powers to deal with suspects	120	223	22

6	6591	Conducting police searches	98	182	18
7	6592	Conducting police searches of individuals	98	182	18
8	6593	Conducting priority and volume investigations	180	335	34
9	6594	Interviewing victims, witnesses and suspects	180	335	34
10	6595	Community policing	97	181	18

2.4. Total Qualification Time (TQT)

Values for Total Qualification Time[1], 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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[1] Total Qualification Time, Ofqual
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 5 Diploma in Professional Policing Practice	2400	1290

An example of how guided learning hours can be evidenced is provided below.

Activity	Timeframe	Total Hours
Initial Programme	7 hours a day × 5 days a week × 21 weeks	= 735 hours
Supervision to Achieve IPS (Assuming IPS at 39 weeks)	6 hours a day × 5 days a week × 17 weeks	= 510 hours
Ongoing Assessment Visits	3 hours a month × 15 months	= 45 hours

Credits: This qualification comprises a total of 240 credits, with 120 credits aligned to Level 4 and the remaining 120 credits aligned to Level 5.

The qualification is holistically assessed, ensuring that all aspects of learning and achievement are taken into consideration to provide a comprehensive evaluation of the learners' capabilities. The units within this qualification are composed of a blend of both Level 4 and Level 5 criteria, offering a balanced and integrated learning experience that supports progression and depth of knowledge and skills across these levels.

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

You may have already completed qualifications such as:

- ➤ SFJ Awards Level 3 Certificate in Knowledge of Policing
- ➤ SFJ Awards Level 3 Diploma in Policing
- ➤ SFJ Awards Level 4 Diploma in Community Policing Practice

The SFJ Awards Level 5 Diploma in Professional Policing Practice offers numerous opportunities for progression within the police force. Beginning your career as a Police or Detective Constable, you can advance through the ranks, including Sergeant, Inspector, Chief Inspector, Superintendent, and Chief Superintendent, each with increasing levels of responsibility.

As a Police Constable, you may also have the opportunity to join specialist units, such as CID, firearms, child protection, cybercrime, roads policing, and dog handling, allowing for varied career paths.

With the SFJ Awards Level 5 Diploma in Professional Policing Practice, you could further your development by completing qualifications such as:

- ➤ SFJ Awards Level 4 Certificate in Police First Line Management
- ➤ SFJ Awards Level 5 Award in Neighbourhood & Community Planning
- ➤ SFJ Awards Level 5 Certificate in Police Management
- ➤ SFJ Awards Level 6 Diploma in Conducting Serious & Complex Investigations

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 https://sfjawards.com/policies/ or on request from SFJ Awards.

2.9. Qualification Design

The qualification has been structured around the national assessment criteria for Independent Patrol Status (IPS) and Full Operational Competence (FOC), the criteria are mapped throughout the handbook.

Before full operational competence can be assessed, learners are required to provide evidence that they have met Independent Patrol Status, this can be evidenced by sign off from the internal quality assurer confirming IPS status. Only when the learner has achieved IPS status can they begin to be assessed against performance criteria in units 1 to 10 of this handbook.

Learners are required to provide the following evidence in their Operational Competence Portfolio (OCP) to support achievement:

- knowledge criterion on at least **one** occasion
- performance criterion on at least **two** occasions
- specific performance criteria* on only **one** occasion due to the infrequent or unique nature of the scenario, in line with the College of Policing's requirements.

🟪 ***These criteria are highlighted in pink throughout the handbook.**

A full breakdown of the IPS and FOC criteria can be found in **appendix one** of this handbook.

The following additional competency areas have been included as 'golden threads' throughout the qualification units:

- Operating in accordance with the law, authorised professional practice and the Code of Ethics

The qualification units incorporate the relevant knowledge requirements throughout, therefore allowing a holistic approach to assessment during the learning programme.

3. Qualification Units

Title	Managing information and intelligence
Unit Number	1
GLH	97
Credit Value	18

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand the management of information and intelligence in the policing context	1.1	Explain the importance of information and intelligence in the policing context	• Purpose of intelligence reports • National Intelligence Model • Intelligence Cycle • Role of intelligence briefings, including content, evaluation and debriefing utilising NIM • How information and intelligence can be used in key areas of policing, e.g., directing roads policing activity • Reducing offending, e.g. combatting terrorism	Information, intelligence and evidence Year 1 LO1 Information, intelligence and evidence CLL LO1
	1.2	Explain roles associated with intelligence which support policing	For example, specialists and associated products	Information, intelligence and evidence Year 1 LO1

	1.3	Analyse the relationship between the Intelligence Cycle and the National Intelligence Model	• Elements of the Intelligence Cycle • Elements of NIM	Information, intelligence and evidence Year 1 LO2
	1.4	Analyse the role of the Intelligence Cycle and National Intelligence Model in shaping wider force policing objectives	Role in shaping policing objectives could include: **- Prioritisation of resources**: ensuring that limited resources are deployed where they can have the most significant impact. **- Improvement of responsiveness:** Allowing for dynamic and flexible responses to changing crime patterns and emerging threats. **- Enhancing Coordination:** Facilitating better coordination between different units and agencies, particularly for cross-border or national-level issues. **- Supporting Accountability:** Providing a clear rationale for decisions and actions, which is crucial for public trust and accountability.	Information, intelligence and evidence CLL LO4
	1.5	Analyse issues relating to the gathering, handling and retention of information and intelligence in the operational policing context		Information, intelligence and evidence Year 1 LO2 Year 2 LO1
	1.6	Explain the process for recording information and intelligence and how it is used	• Sources of information (such as international) • The use of digital technology in capturing best evidence	Criminal Justice System LO2

			to progress a policing operation	• how intelligence is: ➢ graded ➢ labelled ➢ prioritised ➢ risk-assessed ➢ actioned	Information, intelligence and evidence Year 1 LO2 Information, intelligence and evidence CLL LO6
		1.7	Explain how information intelligence supports the national decision model		Decision-making and Discretion LO1
2.	Understand data protection in professional policing	2.1	Analyse the impact of data protection regulations in policing operations	• Data protection principles • Storage, processing, use and sharing of police data, including retention periods • Data quality, including the impact on police service and reputation when holding incorrect, inaccurate or out-of-date information • Costs associated with data breaches	The Police Constable Role and professional standards LO6
		2.2	Evaluate the implications of data protection regulations for partnership and multi-agency working	• Data protection, data sharing / quality, privacy, risk management	The Police Constable Role and professional standards LO6
3.	Be able to manage information and intelligence	3.1	Gather and submit intelligence using systems, following the processes for	• Using NIM • Concepts and management of risk in law enforcement	IPS 2

according to force and national protocols		sourcing and receiving information	• Functionality for intelligence purposes • Requests for intelligence data from other databases • Accessing intelligence through the local police system	Information intelligence and evidence Year 1 LO2 Information, intelligence and evidence CLL LO2
	3.2	Apply appropriate processes for digital devices and systems	For example: • CCTV • Subscriber reports • Aceso	Information, intelligence and evidence CLL LO3
	3.3	Develop information and intelligence to inform the tasking and coordination process		FOC 3 Information and Intelligence
	3.4	Conduct effective analysis and evaluation of information and intelligence	For example, statistics, specialist reports, test results	FOC 3 Information and Intelligence

Additional information about the unit

Unit Purpose	This unit focuses on the effective management of information and intelligence within a policing context. It covers key principles such as understanding how information and intelligence are handled in law enforcement, ensuring compliance with data protection regulations, and applying force and national protocols to manage sensitive information. Learners will

	develop the skills necessary to process, protect, and use intelligence effectively in accordance with professional standards.
Assessment guidance	The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within.
	Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions.
	▢ Highlighted performance criteria: learner only required to provide evidence on one occasion.

Title	Providing an initial response to policing incidents
Unit Number	2
GLH	180
Credit Value	34

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand the response policing role	1.1	Explain the role and responsibilities of the first responder at incidents	• Role as an investigator and having an investigative mind-set • Be first contact for victim and shape their experience • Importance of links with other roles, e.g. control room staff and call takers	Response Policing Year 1 LO1

			• How the first responder fits into the command structure • Role in relation to national counter terrorism operations / threat levels	
	1.2	Summarise considerations and issues when responding to an incident	• Types of common incidents/crime/non-crime types, including civil emergencies • Principles and complexities of incident handling/management • Different sources an incident report may come from and how this influences the first responders actions • History of an incident, including previous incidents that may not reach a criminal threshold or involve a police presence • Role of professional curiosity in identifying and managing potential risks of harm or injury • Resources that can help support police at an incident, including other agencies • Use of body-worn video, and potential implications of its use • Potential threat/risk of harm, including vulnerability of self and others • Practical response – reactive v pro-active	
	1.3	Explain the importance of post incident procedures	• Confirming that personal protection equipment (PPE) and restraints have been used	Response Policing Year 1 LO6

		involving personal protection equipment or restraints	appropriately and effectively, ensuring the safety of both officers and the individuals involved. • After an incident, the condition and use of PPE and restraints can be vital in maintaining the integrity of evidence. Documenting the use and condition of these items helps in reconstructing the incident accurately and supports transparency and accountability in policing. • Adhering to post-incident procedures ensures that the police force remains compliant with health and safety regulations, as well as human rights guidelines. This compliance is essential for protecting the rights of individuals involved and upholding the ethical standards of policing.	
	1.4	Review additional responsibilities in response policing and public order incidents	For example: • Community Relations and Accountability • Public Safety and Welfare • Media and Public Relations • Risk Assessment and Planning • Crowd Management and Control • Use of Force and Equipment • Crowd psychology	Response Policing CLL LO1 Response Policing Year 2 LO1
	1.5	Analyse the role of the police within high-profile critical, major or joint emergency services incidents to establish	• Principles for joint working (JESIP), including using the JDM	Response Policing CLL LO2 Response Policing Year 1 LO5

			best practice when attending such incidents	• Role of police on attendance at an incident and use of Documentation Teams at Survivors Reception Centre (SuRC), including: • Major Incident Public Portal (MIPP) • Investigative Triage Form (ITF)	Response Policing Year 2 LO2
2.	Understand the use of the National Decision Model (NDM) in policing	2.1	Explain the elements of the NDM and the benefits it brings to an incident	• The link between the NDM, the Code of Ethics and human rights • Role of fairness and respect • Influences on the decision-making process, including the application of discretion • Personal experience, bias, values etc	Decision-making and Discretion LO1 Valuing Diversity and Inclusion LO1
		2.2	Explain barriers that could have an impact on decision-making during an incident	• Confirmation Bias: Officers may favour information that confirms their pre-existing beliefs or assumptions • Anchoring Bias: Initial information received during an incident can disproportionately influence subsequent decisions. • High Stress Levels: Stress can impair cognitive functions, such as attention, memory, and problem-solving abilities. • Environmental Conditions: External factors such as poor visibility, extreme weather, or difficult terrain can physically and mentally impair decision-making abilities.	Decision-making and Discretion LO1

				• Time Pressure: The urgency of an incident can lead to hasty decisions without sufficient deliberation.	
3.	Be able to provide an initial response to policing incidents in line with legal and professional practice	3.1	Apply practical policing skills when attending an incident as a first responder	Procedures and considerations at different types of incidents e.g. • First response protocols • Public order/public safety situations, including anti-social behaviour • Public protection incidents e.g. domestic abuse, rape, sexual offence including traumatised victims • Hate crimes and non-crime hate incidents • Criminal use, or suspected use of firearms/other potentially lethal weapons • High-risk incidents e.g. domestic abuse, mental ill health (including restraint) • Roads policing incidents e.g. death/serious injury on the roads, unfit through drink or drugs • Attending serious rail incidents or traffic incident (including traffic management) • Threats to life • Sudden or unexpected death • Terrorist incident or when approaching a suspect device • Corrosive substance attacks and / or chemical incidents, with potentially dangerous substances	Response Policing Year 1 LO2

			• Marauding attacks (e.g. use of knives or vehicles as weapons), including attacks involving firearms • Missing person and actions to be taken using technology/digital devices • Indicators of radicalisation • Briefing and debriefing of incidents	
	3.2	Provide an effective initial response to critical incidents	• Recognising 'critical' or 'major' incidents and the differences between them • Role and responsibilities of a first responder at a major/critical incident • Who can declare a major incident, including the Lead Agency at a major incident • Recording all decisions within a major/critical incident • Assessing scenes, including threat, risk, harm from a policing perspective and deciding who has primacy and establishing entry and exit routes • Identifying crime scenes, including linked crime scenes • Identifying, assessing and reducing risks at the scene • How evidence of first or early complaint is dealt with, including specialist evidence gathering requirements e.g. Early Evidence Kit	Response Policing Year 1 LO4 FOC 1 Response Policing

			• How to recognise an incident involves a digital element and identify devices that may be involved • Immediate action / advice that can be given to an individual who is vulnerable to online crime • Conducting an initial investigation • Documentation to be completed • Identify any potential links to other activity e.g. OCG activity	
	3.3	Communicate effectively with those at the scene		IPS 3 Communication Skills LO1
	3.4	Providing support to victims and witnesses of the incident	• Ensuring Safety: providing a secure environment. • Medical Assistance: calling for paramedics or providing first aid. • Reassurance: Offering emotional support and reassurance to help calm victims and witnesses who may be in shock or distress. • Taking Statements • Preserving Evidence	Response Policing Year 1 LO2 Valuing Diversity and Inclusion LO1, LO3 Communication Skills LO1
	3.5	Use a recognised approach to respond appropriately to issues of vulnerability as a first responder	e.g. THRIVE • Importance of vulnerable people being appropriately supported by the police, including the consequences when this is not done	Response Policing Year 1 LO3 Victims and Witnesses LO1

				Importance of recognising vulnerability and supporting / managing their welfare, including possibility of hidden medical conditions or non-visible signs that may lead to a person being vulnerable	Valuing Diversity and Inclusion LO1, LO3 Communication Skills LO1
				Digital signs at a crime scene, or home environment, that could indicate vulnerability and / or safeguarding measures	
				Initial action and procedures for dealing with a person who is, or may be vulnerable including mental health	
				Procedures when dealing with someone who is 'drunk and disorderly' or 'drunk and incapacitated', including the differences between the two states	
				Significance of adultification and the rights of children	
				How to identify when 'Early Help' is appropriate when dealing with vulnerable individuals and the relevant referral processes	
				Specialist roles, partnerships and multi-agency approaches for supporting and safeguarding victims and witnesses, particularly in relation to public protection incidents, including additional considerations for child safeguarding	

	3.6	Control incidents, preserving the scene and potential evidence	• Securing, preserving and recording information at the scene and potential evidence (including digital devices and materials) • Action to be taken when observing the use of a digital device by others at the scene, including when conducting a search, ensuring evidence is not overwritten, corrupted or lost • Forensic packaging processes • Importance of consent from victim relating to the recovery and preservation of forensic evidence • Knowing limits of own knowledge/competence and when there is a need for escalation to supervisors and/or appropriate and competent specialists	Response Policing Year 1 LO2 IPS 3 Conducting Investigation Year 1 LO2 Victims and Witnesses LO1 Valuing Diversity and Inclusion LO1, LO3 Communication Skills LO1
	3.7	Engage in appropriate multi-agency referrals		IPS 3
	3.8	Record decisions and actions taken, and retain and complete appropriate documents	For example, documents associated with: • Public protection incidents • Serious or complex incidents that should be communicated further or escalated • Roads Policing incidents and the requirement for a driver to stop, report an accident and provide information or documents • Incidents where the death of, or serious injury to, a member of the public occurs following police contact (a DSI)	IPS 3 Response Policing Year 1 LO2

		3.9	Employ the key protocols of police radio communication systems		Communication Year 1 LO6
4.	Be able to make and evaluate decisions made in the course of duty	4.1	Apply the National Decision Model in decision making	• Key influences on the decision-making process • Justification of the application of discretion and any risks involved • Information and intelligence used within the NDM • Influences of personal experience, bias, values etc. on ethical and professional decision making, including the role of fairness and respect • Barriers to effective decision-making and strategies used to mitigate them	Decision Making and Discretion LO1 Valuing Diversity and Inclusion LO1, LO3
		4.2	Critically compare decisions made over a number of incidents	• How the decision was made and the approach, including how circumstances can influence the decision-making process • Making and justifying ethical decisions • Importance of involving partners in decision-making where necessary, or there is a legal obligation • Terms associated with risk, the effect of risk avoidance and aversion on decision-making and the importance of allocation of correct risk to the correct person • Making decisions in 'quick time' and complex and unpredictable circumstances	Decision Making and Discretion LO2 Valuing Diversity and Inclusion LO1, LO3

			• Use of the Joint Decision Model at joint emergency services incidents • Importance of justification of decisions in the context of judicial reviews • Importance of reflecting upon decisions made The aim of this assessment criteria is to encourage self-reflection on practice.	

Additional information about the unit	
Unit Purpose	This unit prepares learners to effectively respond to policing incidents. It covers the role of response policing, the application of the National Decision Model (NDM), and the legal and professional practices required for initial response. Learners will gain the ability to make informed, quick decisions during incidents and evaluate those decisions to ensure they align with policing standards and legal requirements.
Assessment guidance	Assessment criteria 3.2, "Provide an effective initial response to a critical incident," can also encompass incidents that have the potential to become critical. This recognises that not all officers will have the opportunity to attend a confirmed critical incident during the course of their training. The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions. ⬜ Highlighted performance criteria: learner only required to provide evidence on one occasion.

Title	Managing conflict in a professional policing context
Unit Number	3
GLH	223
Credit Value	22

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand conflict management in a professional policing context	1.1	Explain situations where conflict may occur and the corresponding levels of response	• Potential causes, and levels of conflict, including influences of societal, cultural and personal • How situational factors and perceptions may cause a problem to proliferate and escalate • Levels of response to different types of conflict situations	Communication Skills Year 1
	1.2	Analyse the ethical and moral implications of the police using force	• Forms that 'use of force' can take • Implications of the Code of Ethics and Human Rights for the use of force • Impacts that using force can have on communities, including importance of police legitimacy and transparency	Communication Skills Year 1 Valuing Diversity and Inclusion LO1, LO2, LO3
	1.3	Explain techniques to manage an incident, maintain order, resolve conflict, and engage in de-escalation	• Conflict may be online, or physical • Violence and assaults on officers • Alternatives to using force • Appropriate communication techniques • Tactical considerations when dealing with conflict e.g. effective positioning	Communication Skills Year 1 Response Policing Year 1 LO6

				• Management of incidents involving edged weapons • Personal protection skills and equipment • Negotiation skills	
		1.4	Explain possible medical implications following use of force, restraints and personal safety equipment, including positional asphyxia		Response Policing Year 1 LO6
		1.5	Explain the importance of documenting actions and debriefing following a situation when personal protection equipment or personal or mechanical restraints have been used		
2.	Be able to apply conflict management and personal safety techniques with issued equipment	2.1	Make threat assessments using all available information		IPS 4
		2.2	Use approved and appropriate communication techniques to aid de-escalation in conflict situations	• Identify levels of tension within a conflict situation • How to assess the subject's behaviour • Factors that could increase the level of threat or risk	IPS 4 Communication Skills Year 1
		2.3	Recognise danger signs and warning signs	Recognising risk and mitigating threat	IPS 4

	2.4	Apply appropriate and proportionate options and conflict management techniques, using professional and ethical approaches	• Fairness, openness, honesty and integrity • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing	IPS 4 Response Policing Year 1 LO6
	2.5	Use personal protection equipment, physical and mechanical restraints in accordance with legal and organisational requirements	• Authorised personal protection equipment, e.g. Baton and incapacitant spray, including effects of their use and aftercare requirements • Physical and mechanical restraints, including 'spit and bite' guard	Response Policing Year 1 LO7
	2.6	Record and report all action taken and decision made in line with legal and organisational procedures	• Importance of documenting events and decisions where force was used post-incident, including: • post-incident-management (PIM) process should a person be killed or seriously injured following police contact • debrief where personal protection equipment or personal or mechanical restraints are used	IPS 4 Response Policing Year 1 LO8

Additional information about the unit	
Unit Purpose	This unit focuses on equipping learners with the knowledge and skills to effectively manage conflict in a policing environment. It covers key concepts of conflict management and teaches how to apply personal safety techniques using issued equipment. Learners will develop the ability to handle potentially volatile situations professionally while ensuring their own safety and the safety of others.
Assessment guidance	The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within.

	Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions.

Title	Providing support to vulnerable people, victims and witnesses
Unit Number	4
GLH	120
Credit Value	22

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand the vulnerability of individuals	1.1	Explain factors that can contribute to vulnerability, including their risks and limitations	• Vulnerable individuals can be victims, witnesses and suspects through the criminal justice process • Risk of grooming, exploitation, committing crimes or becoming radicalised • Personal vulnerabilities, when combined with situational / environmental factors	Protecting the Public LO2
	1.2	Explain the importance of assessing a person's ability to handle a situation and the consequences of not managing environmental or situational factors for vulnerable individuals	Resilience and capability may be without further assistance from the police or support agencies, or with support that augments their resilience and capability	Protecting the Public LO2

| | | 1.3 | Analyse the use of communication when dealing with potentially vulnerable individuals | • personal vulnerabilities and situational / environmental factors may affect a person's reaction to, and communication with authority figures
• avoiding assumptions and respecting individual communication needs
• relevance of non-verbal signals within social interactions
• challenging / difficult conversations
• adapting to different audiences
• importance of:
  o communication in procedural justice
  o perception and understanding, different viewpoints and priorities
  o non-judgemental and empathetic communication

Barriers to communication such as:
• impact of trauma
• cultural considerations / adapting policing style to police minority groups and additional support that may be required e.g. interpreter
• impact of neurodiversity upon communication | Communication Skills Year 1 LO1 |
| 2. | Understand the options available to protect and support victims and witnesses | 2.1 | Explain the Police's role in ensuring safety and directing victims and witnesses to specialist support, and the | • Options for safeguarding, including digital safeguarding plan and referral to support agencies
• Additional information regarding support required / available in providing victim care | Victims and Witnesses LO4 Valuing Diversity and Inclusion LO1, LO3 |

			measures available to protect them	• Information available from independent or force specialists in relation to victim and witness care Measures available could include: • Protection orders • Referral processes (e.g., National Referral Mechanism (NRM) • Police powers to safeguard potential victims and move them to a place of safety	The Police Constable Role and Professional Standards LO7
		2.2	Summarise good practice when dealing with victims and witnesses	Victims' Code: • Key terms, and categories associated with victims and witnesses • Appropriate initial actions when responding to potential victims of child abuse • Ensuring victims are dealt with fairly, with respect, in an ethical and non-biased manner • Concepts of procedural justice and why it is important to victims • Victim needs assessment and its ongoing review • Accurately identifying victims and witnesses • Techniques to enable a victim or witness to give their best evidence (ABE) • Ensuring victims and witnesses understand the role of the police • Involving the victim in the decision-making process • Victim consent to provide data and information and the right to privacy	Victims and Witnesses LO1

		2.3	Analyse the choices and autonomy available to victims in pursuing an outcome and what to do should they not support, or wish to pursue, a formal criminal justice outcome	Victim Autonomy and Decision-Making: • Informed consent • Choice of reporting • Options for pursuing justice Support for Victims Not Pursuing Formal Justice: • Respecting the victim's wishes • Alternative pathways such as mediation, counselling, or community-based support. • Confidentiality and Privacy Impact of Non-Pursuit on the Criminal Justice System: • Potential challenges • Legal obligations	Victims and Witnesses LO4
				• Importance of ongoing review of victim needs assessment • When the police may not be the most appropriate agency to deal with the situation e.g. Right Care Right Person • How a victim's or witness's vulnerability may change	
3. Understand the intricacies associated with victim and witness care during a		3.1	Explain principles of how to work with victims	e.g. special measures, withdrawal of support for the prosecution, retraction or partial retraction, victims right to review	Victims and Witnesses LO5
		3.2	Explain how to deal with a witness who becomes a	e.g. processes for witness management in complex cases	Victims and Witnesses LO5

Note: The first partial row of bullet points ("Importance of ongoing review of victim needs assessment", etc.) appears at the top of the page above row 2.3.

complex investigation		suspect in a complex investigation		
4.	Be able to provide support to vulnerable people, victims and witnesses	4.1	Communicate effectively with vulnerable people, victims and witnesses	This may include using assertiveness when necessary	IPS 5 Communication Year 1 LO1 Valuing Diversity and Inclusion LO1, LO3
		4.2	Provide appropriate support to vulnerable people, victims and witnesses		IPS 5 Victims and Witnesses LO1 Valuing Diversity and Inclusion LO1, LO3
		4.3	Address factors that may influence the ability and willingness of vulnerable individuals, victims and witnesses to receive support		IPS 5 Protecting the Public LO2
		4.4	Assess the resilience and capability of the individual, and provide further support, including referrals		IPS 5 Protecting the Public LO2 Victims and Witnesses LO1

	4.5	Deal with individuals in line with principles of ethics, equality, diversity and human rights	• Without judgement, fairly, in a manner appropriate to their needs and where they feel believed • Meeting the needs of people with disabilities • Demonstrating fairness, openness, honesty and integrity	Valuing Diversity and Inclusion LO1, LO3

Additional information about the unit	
Unit Purpose	This unit focuses on the critical role of supporting vulnerable individuals, victims, and witnesses in policing. It explores the concept of vulnerability, the available options to protect and assist those in need, and the complexities involved in providing care during investigations. Learners will develop the skills necessary to offer appropriate support and ensure the safety and well-being of victims and witnesses throughout the investigative process.
Assessment guidance	The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions.

Title	Using police powers to deal with suspects
Unit Number	5
GLH	120
Credit Value	22

Learning Outcomes The learner will:	Assessment Criteria The learner can:		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand police powers when dealing with suspects	1.1	Explain the legal and statutory requirements associated with police powers when dealing with suspects	• How powers may be used during arrests and warrants	The Police Constable role and professional standards LO7
	1.2	Summarise the options to arrest available to a police constable, when an offence has been committed	• Police service obligations and considerations relating to suspects e.g. benefits of an early arrest • How to use the police caution • Alternatives to arrest and when these should be used • Examples when discretion could be used, including managing and recording use of 'out-of-court' disposals • Procedures for planning and making an arrest, including de-arresting a suspect	Suspect / Offender Management LO6
	1.3	Summarise statutory processes relating to an individual detained in police custody	Time constraints associated with detention of persons, including extensions to the detention period	Suspect / Offender Management LO8

2.	Be able to use police powers to deal with suspects	2.1	Arrest and detain suspects in line with legal and organisational time scales		IPS 6 Suspect / Offender Management LO7
		2.2	Report suspects in line with legal and organisational time scales		IPS 6
		2.3	Apply alternative options regarding disposal of suspects in line with legal and organisational time scales		IPS 6
		2.4	Apply the processes for detaining and escorting a suspect to custody	• Police roles in relation to detaining and escorting a suspect to custody, including arresting officer, custody staff • Processes for transporting and presenting a detained person to custody, including welfare, risk and duty of care • Circumstances when a detainee should be transferred to another location apart from a custody suite • Booking-in process for a detained person • Record significant information in line with procedures	Suspect / Offender Management LO7
		2.5	Apply professional and ethical approaches when dealing with suspects	• Fairness, openness, honesty and integrity • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing	The Police Constable role and professional standards LO3

				Valuing Diversity and Inclusion LO1, LO2, LO3

Additional information about the unit	
Unit Purpose	This unit focuses on understanding and effectively applying police powers when dealing with suspects. It covers the legal framework and practical application of these powers, ensuring that officers can appropriately manage interactions with suspects in compliance with the law.
Assessment guidance	The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions.

Title	Conducting police searches
Unit Number	6
GLH	98
Credit Value	18

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand police powers and how to establish grounds and authority for carrying out lawful searches	1.1	Summarise legal and statutory requirements associated with police powers relating to searching: • Vehicles • Premises • Open spaces	• Establishing authority before a search • Reasonable suspicion or belief • Specific areas of policing e.g. investigations, counter terrorism • When the threshold changes based on reasonable grounds • Stopping and checking vehicles, including seizing or recovery • Roadside tests and entering premises following a 'fail to stop' • Entry, search and seizure, including legal privilege	The Police Constable role and professional standards LO8
	1.2	Analyse influences of search in relation to procedural justice		The Police Constable role and professional standards LO8
2. Be able to conduct safe,	2.1	Communicate appropriately with those at the search scene	May include:	IPS 7

lawful and effective police searches of premises, vehicles and outside spaces				• personal vulnerabilities and situational / environmental factors may affect a person's reaction to, and communication with authority figures • avoiding assumptions and respecting individual communication needs • relevance of non-verbal signals within social interactions • challenging / difficult conversations • adapting to different audiences • use of assertiveness where appropriate • importance of: o communication in procedural justice o perception and understanding, different viewpoints and priorities o non-judgemental and empathetic communication	Response Policing LO7 Communication Skills LO1
	2.2	Identify the correct search areas			IPS 7
	2.3	Establish grounds for a lawful search or a lawful entry and search			IPS 7
	2.4	Identify potential health and safety risks related to a search or an entry and search		For example: • Vulnerability during a stop search encounter • Physical risks • Environmental risks • Firearm and weapon risks • Health risks	IPS 7 The Police Constable role and professional standards LO8

				• Psychological risks • Operational risks • Mitigation measures	
	2.5	Protect search scenes			IPS 7
	2.6	Prevent loss or contamination of potential evidence			IPS 7
	2.7	Use approved search techniques			IPS 7
	2.8	Analyse the significance of items found during the search			IPS 7
	2.9	Seize items covered by identified search powers			IPS 7
	2.10	Maintain the integrity of seized items			IPS 7
	2.11	Leave the search scene in the required condition			IPS 7
	2.12	Document all decisions, actions, options and rationales			IPS 7
	2.13	Apply professional and ethical approaches when conducting searches		• Fairness, openness, honesty and integrity • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing	The Police Constable role and professional standards LO3

			Valuing Diversity and Inclusion LO1, LO2, LO3

Additional information about the unit

Unit Purpose	This unit covers the principles and practices of conducting police searches. It emphasises understanding the legal powers and requirements for establishing grounds and authority to perform searches and provides training on how to conduct these searches safely, lawfully, and effectively across various settings, including premises, vehicles, and outdoor areas.
Assessment guidance	To demonstrate competency in conducting police searches, learners are expected to provide a minimum of **one** example from each of the three key search types: vehicle searches, premises searches, and outside space searches. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions.

Title	Conducting police searches of individuals
Unit Number	7
GLH	98
Credit Value	18

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand police powers and how to establish grounds and authority for carrying out lawful searches of individuals	1.1	Explain the terms associated with searches, including differences between 'stop and search' and 'stop and account'		The Police Constable role and professional standards LO8
	1.2	Explain the use of a police search in the following contexts: • when a power or authority exists • when no stop and search powers exist	• Procedures and justifications for conducting a police search when specific legal powers or authorities are in place • Alternative positive interventions and strategies that can be employed in situations where stop and search powers are not applicable, including preventive measures, community engagement, and other law enforcement techniques.	The Police Constable role and professional standards LO8
2. Understand processes to take into account when conducting	2.1	Evaluate the potential impact of a search, or stop and search on individuals and the community	• influences of conscious and unconscious bias • identifying vulnerability • importance of employing an ethical stop and search process	The Police Constable role and professional standards LO8

a search of an individual.	2.2	Summarise information that must be provided prior to a search			The Police Constable role and professional standards LO8
	2.3	Explain when the threshold changes based on reasonable grounds			The Police Constable role and professional standards LO8
	2.4	Explain limitations when carrying out a search			The Police Constable role and professional standards LO8
	2.5	Explain how to deal with a young person and vulnerabilities during a stop and search			The Police Constable role and professional standards LO8
	2.6	Summarise processes for the transportation, storage and disposal of exhibits			The Police Constable role and professional standards LO8
3. Be able to conduct police searches of individuals in line with legal and	3.1	Use authorised and appropriate systematic search methods			IPS 8
	3.2	Communicate appropriately with the individual before and during the search	May include:		IPS 8 Communication Skills LO1

organisational requirements			• personal vulnerabilities and situational / environmental factors may affect a person's reaction to, and communication with authority figures
			• avoiding assumptions and respecting individual communication needs
			• relevance of non-verbal signals within social interactions
			• challenging / difficult conversations
			• adapting to different audiences
			• use of assertiveness where appropriate
			• importance of:
			  ○ communication in procedural justice
			  ○ perception and understanding, different viewpoints and priorities
			  ○ non-judgemental and empathetic communication	

	3.3	Control individuals in order to prevent loss or contamination of evidence, escape of individual(s) and/or harm to any person		IPS 8
	3.4	Maintain personal safety using approved and appropriate techniques		IPS 8
	3.5	Seize identified items covered by the relevant search power		IPS 8

	3.6	Maintain the integrity of seized items		IPS 8
	3.7	Inform individuals being searched of the results of the search and any further actions to be taken		IPS 8
	3.8	Document all decisions, actions, options and rationales		IPS 8
	3.9	Apply professional and ethical approaches when conducting searches of individuals	• Fairness, openness, honesty and integrity • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing	The Police Constable role and professional standards LO3 Valuing Diversity and Inclusion LO1, LO2, LO3

Additional information about the unit	
Unit Purpose	This unit focuses on the procedures and legal considerations for conducting searches of individuals. It includes understanding the necessary powers and grounds for lawful searches, recognising the processes involved in searching individuals, and ensuring that searches are performed in compliance with legal and organisational standards (such as section 1 of the Police and Criminal Evidence Act 1984, or section 23 of the Misuse of Drugs Act 1971)
Assessment guidance	The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions.
Title	Conducting priority and volume investigations

Unit Number	8
GLH	180
Credit Value	34

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand principles of conducting investigations	1.1	Explain ethical considerations when conducting investigations		Conducting Investigations Y1 LO1
	1.2	Analyse what is meant by the investigative mindset		Conducting Investigations Y1 LO1
	1.3	Explain the importance of a suspect focused investigation		Conducting Investigations Y1 LO1
2. Understand how to conduct investigations	2.1	Explain the stages of an investigation	• how to plan, manage and conduct an initial investigation • how and when to develop an investigative hypothesis • testing hypotheses • the importance of undertaking investigative and evidential evaluation throughout the investigation	Conducting Investigations Y1 LO3
	2.2	Summarise investigative strategies that may be considered and used for	Learners may consider sovereignty issues	Conducting Investigations Y1 LO3

		evidence gathering both domestic and international		
	2.3	Evaluate the impact of technology on investigations	• ANPR / CCTV (and other digital sources) as an investigative resource • Specialists' roles/assistance that may be required where the investigation involves a digital device • How digital or physical activity may be attributed forensically to a victim, suspect or incident	Conducting Investigations Y1 LO3
	2.4	Analyse issues with potential overlap between one type of investigation to another		Conducting Investigations Y1 LO3
	2.5	Explain how to undertake an evidence-led investigation where the victim is reluctant to support or withdraws from an investigation		Conducting Investigations Y1 LO3
	2.6	Explain additional investigative actions that may be required according to the complexity of the investigation	For example, procedures relating to international/European enquiries and investigations	Conducting Investigations Year 2 LO1, LO2, LO3
	2.7	Summarise the processes for provision of materials for		Criminal Justice System LO6

				disclosure by Crown Prosecution Service (CPS)	
3.	Be able to conduct priority and volume investigations in line with legal and organisation requirements	3.1	Plan the investigation	Planning would include aspects such as: • investigative strategy • lines of enquiry relevant to the investigation	IPS 9
		3.2	Gather information, intelligence and evidence to support the investigation	Gathering information, intelligence and evidence could include: • Accessing and interpreting intelligence databases • Collaborating with other agencies • Collecting physical evidence • Leveraging digital platforms and technologies for intelligence gathering (e.g., monitoring social media for open-source intelligence).	IPS 9
		3.3	Apply the processes for building effective case files and managing exhibits		
		3.4	Brief relevant others regarding the progress of the investigation		IPS 9
		3.5	Identify the need for any additional support, including escalation		IPS 9
		3.6	Identify victims, witnesses and suspects		IPS 9

	3.7	Deal with suspects in line with investigative decision making		IPS 9
	3.8	Providing victims, witnesses and their families with information, support and protection in accordance with their needs		IPS 9
	3.9	Undertake investigative and evidential evaluation throughout the investigation		Conducting Investigations Y1 LO3
	3.10	Apply strategies for dealing with more complex police interviews		FOC 4 Conducting Investigations
	3.11	Apply investigative procedures in respect of internet-facilitated crime		FOC 4 Conducting Investigations
	3.12	Manage cases through the criminal justice process		FOC 4 Conducting Investigations
	3.13	Retain and record the details of an investigation, including disclosure considerations and tasking of others		Conducting Investigations Y1 LO3 IPS 9

	3.14	Evaluate investigations to identify future learning		Conducting Investigations CLL LO2
	3.15	Apply professional and ethical approaches when conducting investigations	• Fairness, openness, honesty and integrity • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing	The Police Constable role and professional standards LO3 Valuing Diversity and Inclusion LO1, LO2, LO3
	3.16	Apply the processes for building effective case files and managing exhibits		Criminal Justice System LO3

Additional information about the unit	
Unit Purpose	This unit addresses the principles and practices of conducting both priority and volume investigations. It covers the foundational concepts of investigative work, provides guidance on how to carry out investigations effectively, and ensures that these investigations are conducted in accordance with legal and organisational requirements.
Assessment guidance	In line with the College of Policing requirements, evidence must include examples from complex investigations to demonstrate the learner's ability to handle more challenging cases. The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions. ■ Highlighted performance criteria: learner only required to provide evidence on one occasion.

Title	Interviewing victims, witnesses and suspects
Unit Number	9
GLH	180
Credit Value	34

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand the concept of memory upon interview methods and processes	1.1	Summarise psychological and physiological influences on memory, including the impact of trauma	**Psychological Influences on Memory:** • High levels of stress and anxiety can impair the encoding and retrieval of memories resulting in fragmented, distorted, or incomplete recollections. • Trauma increases cognitive load, which can overwhelm an individual's mental processing capacity leading to difficulties in organising and recalling details accurately. • Trauma may cause dissociative experiences, where the individual feels detached from reality resulting in memory gaps or a sense of disconnection from the event. **Physiological Influences on Memory:** • The body's fight-or-flight response triggers the release of stress hormones like adrenaline and cortisol which can impair memory formation, leading to fragmented or incomplete memories.	Conducting Investigations Y1 LO6

			• Trauma can lead to a state of hyperarousal, where the individual is constantly on high alert. This heightened state can interfere with the consolidation of memories, making it difficult to recall specific details later. **Impact of Trauma on Memory During Interviewing:** • Trauma can cause memories to be stored in a fragmented way, with disjointed pieces rather than a coherent narrative. • Some traumatic memories may be repressed or difficult to access immediately. • Recalling traumatic events during an interview can trigger emotional distress, which may further disrupt memory recall. • Individuals who have experienced trauma may be more susceptible to suggestibility during interviews.	
	1.2	Evaluate different methodologies for conducting an interview	Cognitive / enhanced cognitive	Conducting Investigations Y1 LO6
2. Understand investigative interviewing	2.1	Summarise the national principles of investigative interviewing, including the PEACE interview process		Conducting Investigations Y1 LO3

	2.2	Explain the requirements for an interview strategy and plan, including identification and initial accounts	• the importance of planning and having all necessary information prior to interview • the role of individuals who may need to be involved in the interview process • special arrangements that may be required and fitness for interview	Conducting Investigations Y1 LO3
	2.3	Explain types of witness interviews		Conducting Investigations Y1 LO5
	2.4	Explain the process to follow when a victim or witness may be reluctant to attend an interview or provide a statement		Conducting Investigations Y1 LO5
	2.5	Summarise processes to record an interview and store records, including interview documentation and witness statements to be completed		Conducting Investigations Y1 LO3
3. Be able to plan and prepare interviews with victims, witnesses and suspects	3.1	Produce an interview strategy and plan, including identification and initial accounts	• Identify individuals who need to be involved in the interview process • Establish characteristics and fitness to interview, including any special arrangements that may be required	Conducting Investigations Y1 LO4 IPS10

				• Collate required information prior to interview, including relevant interviewee information • Prepare interviews with victims, witnesses and suspects	
		3.2	Identify considerations to be taken into account when interviewing suspects, including: • recording a significant statement • silence and 'no comment' interviews • relevant comment • offences to be taken into consideration (TICs) • statements required according to anticipated plea, including pre-charge engagement, defence statements		Conducting Investigations Year 1 LO7
4.	Be able to conduct effective, ethical and professional interviews,	4.1	Prepare pre-interview briefings for suspects' legal representatives		IPS10

	4.2	Deliver pre-interview briefings to suspects' legal representatives		IPS10
ensuring compliance with legislation and the national investigative interviewing principles	4.3	Implement adjustments and support required for victims and witnesses	For example: • medical or neurological conditions • using appropriate facilities	Conducting Investigations Y1 LO5
	4.4	Explain the interview process to those present at interviews and confirm their understanding		IPS10
	4.5	Use the required cautions, evidential or special warnings during suspect interviews and check suspects' understanding		IPS10
	4.6	Maintaining the security and welfare of those present		IPS10
	4.7	Use approved interview and communication techniques to obtain accurate accounts		IPS10

	4.8	Use exhibits in line with approved interview techniques		IPS10
	4.9	Address any contingencies that may arise during the interview	For example: • adjustments and support required for victims and witnesses • no comment interviews	IPS10
	4.10	Complete all necessary documents and records		IPS10
	4.11	Close the interview, informing all present of the next steps		IPS10
	4.12	Evaluate interviews with victims, witnesses and suspects		IPS10
	4.13	Carry out post-interview procedures		IPS 10 Conducting Investigations Y1 LO4
	4.14	Apply professional and ethical approaches when conducting police interviews	• Fairness, openness, honesty and integrity • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing	The Police Constable role and professional standards LO3 Valuing Diversity and Inclusion LO1, LO2, LO3

Additional information about the unit	
Unit Purpose	This unit focuses on the techniques and principles of interviewing victims, witnesses, and suspects. It covers the impact of memory on interview methods, the fundamentals of investigative interviewing, and the preparation and planning required for effective interviews. Participants will learn to conduct interviews that are ethical, professional, and compliant with legislation and national investigative interviewing standards.
Assessment guidance	The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions.

Title	Community Policing
Unit Number	10
GLH	97
Credit Value	18

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	Mapping to PCEP Curriculum
1. Understand community policing	1.1	Analyse the function and key issues relevant to community policing		Community policing and partnership working Year 1 LO1
	1.2	Explain the opportunities within policing to support crime prevention		Community policing and partnership working Year 1 LO6
	1.3	Explain methods to maximise communication with individuals and communities		Community policing and partnership working Year 1 LO2
	1.4	Analyse why key incidents/events have had a	• 'Community trauma' and the potential impacts on current / future relationships with policing	Community policing and partnership

			damaging effect on community engagement with the police		working Year 1 LO3 Community policing and partnership working Year 2 LO1
2.	Understand diverse communities and the role of partners in community policing	2.1	Review how relationships between the police and diverse communities can be improved		Community policing and partnership working Year 1 LO4
		2.2	Evaluate the impact upon policing of differing values, ethics and norms within diverse communities		Community policing and partnership working Year 2 LO2
		2.3	Explain the importance of taking a multi-agency approach to public protection incidents	• Role of agencies and partners engaged in supporting policing in specific areas	Community policing and partnership working Year 1 LO5 Community policing and partnership working Year 2 LO3

3. Be able to engage with communities	3.1	Communicate and engage proactively with communities, including through use of social media		FOC 2
	3.2	Develop productive partnerships in community policing		FOC 2
	3.3	Apply professional and ethical approaches when engaging in community policing	• Fairness, openness, honesty and integrity • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing	The Police Constable role and professional standards LO3 Valuing Diversity and Inclusion LO1, LO2, LO3

Additional information about the unit

Unit Purpose	This unit explores the principles of community policing, focusing on its role in building relationships with diverse communities and collaborating with various partners. It covers the fundamentals of community policing, the importance of understanding and engaging with different community groups, and the strategies for effective community engagement.
Assessment guidance	The evidence provided must align with nationally agreed policing standards and ensure uniformity in the assessment process across different policing jurisdictions. This guarantees that learners are assessed fairly and equally, regardless of the force they are working within. Learners must evidence knowledge criterion on at least **one** occasion, and each performance criterion on at least **two** occasions. ⬛ Highlighted performance criteria: learner only required to provide evidence on one occasion.

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:

- Centre Handbook
- 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. 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 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.

5. Assessment

5.1. Qualification Assessment Methods

Assessment methods[2] that can be used for the SFJ Awards Level 5 Diploma in Professional Policing Practice are as follows:

- Aural Examination
- E-assessment
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, work products)
- 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 units. 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.[3] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:
- Valid
- Authentic
- Sufficient
- Current
- Reliable

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

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[2] Selected from assessment methods listed on Ofqual's regulatory system (Portal)
[3] 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

5.3.   Evidence for the Operational Competence Portfolio (OCP)

Centres are encouraged to use a range of different assessment methodologies (including reflective assessment and the use of learning technology, creativity and innovation) across the qualification units and wider workplace programme.

Much assessment evidence will occur naturally and will manifest itself in many different forms. Types of evidence that are likely to be relevant to achievement of operational competence can include the following (note: this is not an exhaustive list):

- Evidence from relevant incidents and situations that the candidate has taken part in during their operational duties
- Audio or digital recording (including body-worn video) of relevant events
- Testimonials e.g. where evidence has been prepared by the candidate for court purposes
- Feedback from the community, colleagues across the wider policing family and partner agencies or groups
- Evidence of continuing professional development (CPD) activities
- Reflective accounts
- Professional discussions
- Corroborating evidence.

Direct observation in the workplace by a competent assessor will naturally constitute a primary methodology in work-based assessment, because of the opportunities it presents for ensuring validity, authenticity and currency.

Whilst directly-observed competence by the assessor is preferable, in practical terms this can significantly restrict the opportunities for efficient and effective assessment practice in the workplace, not least because the assessor would need to be permanently shadowing or working alongside the individual being assessed.

Given the nature of their role, therefore, line managers and supervisors (who are occupationally competent in the area being assessed, but not performing the role of assessor) are well-placed to provide evidence in the capacity of an 'expert witness'. Such evidence should be encouraged as a contribution to the provision of performance evidence presented for assessment.

Technology also has an increasing role to play in supporting valid assessment. The introduction and greater use of mobile phones (with cameras), body-worn video and more sophisticated CCTV can all add to the range of assessment opportunities, and learners and assessors are positively encouraged to use this medium alongside documentary evidence.

The learner may also demonstrate evidence of competence while working as part of a team, but it will be the performance of the individual that is assessed within the team context, rather than the performance of the team itself.

Evidence presented must be safe i.e. 'disclosable'.

5.4. 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.

5.5. 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.

5.6.   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.

5.7. Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[4] 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.

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.

5.8. 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).

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[4] 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 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. For example, MCQs are unlikely to be appropriate for higher levels qualifications or assessment criteria which require learners to 'explain', 'describe', 'evaluate' or 'analyse'.

5.9. Assessment Planning

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

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

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

6. Assessor Requirements

6.1. Independent Patrol Status (IPS)

The tutor / coach supporting the learner up to the point of achieving IPS must be occupationally competent and have the requisite skills, knowledge and experience of the role (i.e. by being drawn from current PCSOs or PCs or other staff from within the operational environment) to confirm that the learner has demonstrated sufficient competence in role to be able to function independently, safely and lawfully in the workplace.

6.2. Full Operational Competence (FOC)

6.2.1. Occupational knowledge and competence

All assessors, internal and external quality assurers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- engage in continuous professional development activities to maintain:

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

Assessors must also:
- be occupationally competent in the functions covered by the units they are assessing
- have gained their occupational competence by working in the sector relating to the units or qualifications they are assessing. This means 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 units they are assessing as a practitioner, trainer or manager
- be able to interpret and make judgements on current working practices and technologies within the area of work.

Internal quality assurers (IQAs) must also:

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

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

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

6.2.2. Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions and have the skills and experience to facilitate assessment, in line with policing and SFJ Awards requirements. Assessors who are carrying out assessment of work-related performance standards should have current operational knowledge and understanding of the subject(s) they are assessing in line with the Police Sector Assessor Standard[5].

To demonstrate their competence, it is good practice for assessors to be qualified with, or working towards, a recognised assessor qualification.
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

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[5] Training essentials programme (TEP) from 2025

- 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.

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

6.3. Internal Quality Assurer Requirements

6.3.1. Occupational Knowledge

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.

Internal quality assurance of the assessment of work-place standards will be in line with the Police Sector Internal Verifier Standard.

To demonstrate their competence, it is good practice for IQAs to be qualified with, or working towards, a recognised internal quality assurance qualification.

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.

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

7. 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.

7.1. 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.

7.2. 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.

8. Standardisation

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

8.1. Internal Standardisation

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

8.2. External Standardisation

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

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

9. Recognition of Prior Learning (RPL)

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

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.

10. Equity and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equity 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 Equity 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.

11. 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 One - College of Policing Criteria for Independent Patrol Status/Full Operational Competence

College of Policing Criteria for Independent Patrol Status

1. Operating in accordance with the law, authorised professional practice and the Code of Ethics
   a. In the operational policing workplace, demonstrate knowledge and understanding of the legal and professional practice requirements relating to the professional policing activities set out in 2 to 10 below, having due regard to the Code of Ethics and the National Decision Model (NDM)
2. Following appropriate processes for the management of information and intelligence
   a. Gather and submit intelligence according to force and national protocols
3. Providing an initial response to policing incidents
   a. Provide an initial response to incidents in line with legal and professional practice requirements, including:
      - Using a recognised approach e.g., THRIVE
      - Communicating effectively with those at the scene
      - Controlling incidents, preserving the scene and potential evidence
      - Recognising and providing support to vulnerable individuals (including casualties)
      - Providing support to victims and witnesses at the incident
      - Engaging in appropriate multi-agency referrals
   b. Recording actions taken and retaining appropriate documents
4. Managing conflict in a professional policing context
   a. Apply conflict management and personal safety techniques with issued equipment, including:
      - Making threat assessments using all available information
      - Using approved and appropriate communication techniques
      - Danger signs and warning signs
      - Applying appropriate and proportionate options and conflict management techniques
   b. Recording and reporting all actions taken and decision made in line with legal and organisational procedures

5. Providing support to vulnerable people, victims and witnesses
   a. Communicate effectively with vulnerable people, victims and witnesses
   b. Provide appropriate support to vulnerable people, victims and witnesses
   c. Demonstrate an understanding of the factors pertaining to vulnerable individuals, victims and witnesses that may influence their ability and willingness to receive support
   d. Assess the resilience and capability of the individual, and provide further support (including referrals), as appropriate
6. Using police powers to deal with suspects
   a. Arrest and detain suspects in line with legal and organisational requirements and timescales
   b. Report suspects in line with legal and organisational requirements and timescales

      c. Apply alternative options regarding disposal of suspects, in line with legal and organisational requirements

7. Conducting police searches
      a. Conduct safe, lawful and effective police searches of premises, vehicles and outside spaces, including:
- Communicating appropriately with those at the search scene
- Identifying the correct search areas
- Protecting search scenes
- Preventing loss or contamination of potential evidence
- Utilising approved search techniques
- Analysing the significance of items found during the search
- Seizing items covered by identified search powers
- Maintaining the integrity of seized items
- Leaving the search scene in the required condition
- Documenting all decisions, actions, options and rationales

8. Conducting police searches of individuals
      a. Conduct police searches of individuals in line with legal and organisational requirements, including:
- Using authorised and appropriate systematic search methods
- Communicating appropriately with the individual before and during the search
- Controlling individuals in order to prevent loss or contamination of evidence, escape of individual(s) and/or harm to any person
- Maintaining personal safety using approved and appropriate techniques
- Seizing any identified items covered by the relevant search power
- Maintaining the integrity of seized items
- Informing individuals being searched of the results of the search and any further actions to be taken
- Documenting all decisions, actions, options and rationales

9. Conducting priority and volume investigations
      a. Planning and conducting an initial investigation
      b. Gathering information, intelligence and evidence to support the investigation
      c. Undertaking investigative and evidential evaluation throughout the investigation
      d. Briefing relevant others regarding the progress of the investigation
      e. Identifying the need for any additional support, including escalation
      f. Identifying and working with victims, potential witnesses and suspects
      g. Dealing with suspects in line with investigative decision-making
      h. Providing victims, witnesses and their families with information, support and protection in accordance with their needs
      i. Retain and record the details of an investigation

10. Interviewing victims, witnesses and suspects
      a. Plan and prepare interviews with victims, witnesses and suspects
      b. Conduct interviews with victims, witnesses and suspects, including:
- Explaining the interview process to those present and confirming understanding
- Maintaining the security and welfare of those present

- Using approved interview and communication techniques to obtain accurate accounts
- Using exhibits in line with approved interview techniques
- Addressing any contingencies that may arise during the interview
- Completing all necessary documents and records
- Closing the interview, informing all present of the next steps

And, for suspect interviews:

c. Delivering pre-interview briefings to legal representatives
d. Using the required cautions, evidential or special warnings and checking suspect's understanding
e. Evaluate interviews with victims, witnesses and suspects and carry out post-interview procedures

College of Policing Criteria for Full Operational Competence

1. Response policing
   a. Provide an effective initial response to a critical or major incident
2. Policing communities
   a. Communicate and engage proactively with communities, including through use of social media
   b. Foster productive partnerships in community policing
3. Information and intelligence
   a. Conduct effective analysis and evaluation of information and intelligence
   b. Develop information and intelligence to inform the tasking and coordination process
4. Conducting investigations
   a. Demonstrate appropriate strategies for dealing with more complex police interviews
   b. Apply appropriate investigative procedures in respect of internet-facilitated crime
   c. Manage cases through the criminal justice process

5. Roads policing
   a. Apply appropriate procedures and options for the disposal of offences committed by drivers and other road users of driving and vehicle offences

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