SFJ Awards Level 4 Diploma in Community Policing Practice

SFJ Awards Level 4

Qualification Handbook

Qualification Number: 610/5206/1

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Contents

Document Control

Revisions and Amendment Register

Date of Issue	Page No	Revision	Version
20/01/2025	12	Amendment to competency areas V (inclusion community resolution)	V2
31/1/2025	16-63	Amendments to PEQF Mapping	V3
13/03/2025	13	Amendment to unit 3	V4

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:

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2. The Qualification

2.1. Qualification Objective

This handbook relates to the following qualification:

Level 4 Diploma in Community Policing Practice

The primary function of the Police Community Support Officer (PCSO) is to be the visible and uniformed presence of the service in the community, fostering and promoting relationships (especially in respect of community cohesion, diversity and inclusivity) across communities. Policing Vision 2025 recognises that PCSOs play a key role in helping to 'solve local problems, tackle anti-social behaviour and build trust and legitimacy in communities.'

The main objective of this qualification is to provide learners with the knowledge and skills required for the role of the Police Community Support Officer. The qualification is based on and mapped to the PCSO curriculum, which is available in the document 'Policing Education Qualifications Framework: Police Community Support Officer (PCSO) Entry Routes – Curriculum, Qualification and Assessment'[1].

The qualification is a mandatory component of the apprenticeship programmes in England and Wales.

2.2. Pre-entry Requirements

Learners are required to have completed the PCSO 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.

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[1] College of Policing (2018)

Applications for the PCSO role are submitted through individual police forces, and prospective learners should check eligibility and recruitment windows locally. The recruitment process includes the PCSO Recruit Assessment Centre, details of which can be found on the College of Policing's website.

Learners following the apprenticeship route in England should refer to the Level 4 Police Community Support Officer Apprenticeship Standard and Assessment Plan available on the Institute for Apprenticeships website. Apprentices in Wales must undertake an initial and diagnostic assessment of essential skills using WEST (Wales Essential Skills Toolkit) in Communication, Application of Number and Digital Literacy available on the Wales Essential Skills Toolkit website.

2.3. Qualification design

The qualification is designed to be flexible and optimise learner opportunities across the three professional phases of the development programme detailed in the above referenced document:

- Phase 1: operational learning and on programme tutoring (1st period)
- Phase 2: operational learning and on-programme tutoring (2nd period), leading to the achievement of Independent Patrol Status (IPS)
- Phase 3: operational deployment, leading to programme completion

The qualification has been structured around the national assessment criteria for Independent Patrol Status and Full Operational Competence competency areas:

- Provide an initial response to policing incidents
- Engage with the community
- Information and intelligence
- Foster and promote partnership working in community policing
- Manage conflict in a professional policing context
- Engage in problem solving and evidence-based policing
- Deal with minor crime or anti-social behaviour
- Provide support to vulnerable people, victims and witnesses

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

- Operate in accordance with the law, Authorised Professional Practice and the Code of Ethics
- Use PCSO powers

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

2.4. Qualification Structure

To be awarded this qualification the learner must achieve **8** mandatory units as shown in the table below.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	Credit Value	GLH
1.	6661	Engage with the community	4	12	35
2.	6662	Handle information and intelligence	4	8	30
3.	6663	Provide an initial response to policing incidents	4	10	25
4.	6664	Partnership working in the community	4	12	25
5.	6665	Manage conflict in community policing	4	6	20
6.	6666	Engage in problem-solving and evidence-based community policing	4	15	40
7.	6667	Deal with minor crime or anti-social behaviour	4	6	25
8.	6668	Provide support to vulnerable people, victims and witnesses	4	12	40

2.5. Total Qualification Time (TQT)

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

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

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

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

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

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

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

Qualification Title	TQT	GLH	Credits
SFJ Awards Level 4 Diploma in Community Policing Practice	810	240	81

2.6. Grading

This qualification is graded pass / fail.

2.7. Age Range and Geographical Coverage

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

2.8. Opportunities for Progression

There is no formal progression route from PCSO to police officer, but the training and experience gained in the PCSO role could help those who want to move into this role.

Learners could also use their experience to mentor and train new PCSOs.

2.9. Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website sfjawards.com or on request from SFJ Awards.

2.10. Learner support and responsibilities

SFJ Awards is committed to supporting learners through their qualification. We therefore have policies in place to make clear our approach and ensure that there is consistency for learners. All policies are available on our website.

- The SFJ Awards Fair Access and Equality of Opportunity Policy details how we adhere to the diversity and equality legislation and principles in our responsibilities as a regulated awarding organisation, and what we expect of our centres, in the development, delivery and award of our qualifications. The policy also includes information on centre and learner responsibilities.
- The SFJ Awards Reasonable Adjustments and Special Considerations Policy details our approach to making reasonable adjustments and giving special considerations, to ensure that learners are not disadvantaged by circumstances which are outside their control and to ensure that requests are dealt with in a consistent manner.
- The Learner Study Conduct Policy sets out SFJ Awards' approach to preventing and managing any form of malpractice or cheating by learners which undermines the credibility of qualifications and genuine learner achievements.

Learners are also expected to take responsibility across all professional environments (both academic and workplace) to ensure they manage their time, learning and responsibilities within the timeframe and to the required level.

2.11. National assessment criteria for Independent Patrol Status

(IPS)

Assessment of the competency-based criteria in the qualification is designed to assess the learner's skills and abilities in carrying out PCSO operational duties in the workplace. All learners should therefore be able to demonstrate competence during a coached/tutored phase of their programmes in the key areas of professional knowledge and performance set out below.
Evidence of the learner's competence in relation to the following assessment criteria should be recorded within their OCP on **at least one occasion** during their second period of tutorship:

Competency Areas

I. Operate in accordance with the law, Authorised Professional Practice and the Code of Ethics
- Demonstrate knowledge and understanding of the legal and professional practice requirements in the operational policing workplace relating to the professional policing activities set out in II to V below, having due regard to the Code of Ethics and the National Decision Model (NDM)

II. Provide an initial response to policing incidents
- Provide an initial response to incidents in line with legal and professional practice requirements, including:
    o Use the THRIVE approach
    o Preserve the scene and potential evidence and provide assistance to other colleagues at the scene (e.g. house to house enquiries)
    o Provide support to vulnerable individuals (including casualties), including victims and witnesses to the incident
    o Record actions taken

III. Engage with the community
- Engage with individuals, focus groups and communities:
    o Communicate with the community via social/online media
    o Conduct a community meeting
    o Use community engagement to inform community of policing strategies to deal with crime and anti-social behaviour

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IV. Information and Intelligence
- Gather and submit intelligence according to force and national protocols

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V. Use PCSO powers
- Correctly issue a Fixed Penalty Notice (FPN)/Community resolution within the scope of their role.
- Apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements

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2.12. National assessment criteria for Full Operational Competence (FOC)

Achieving Full Operational Competence

In order to achieve Full Operational Competence (FOC), the OCP (Occupational Competence Portfolio) should provide evidence of the learner's application of the acquired knowledge and skills in the workplace throughout the later months of the programme.

For English Apprenticeships, the learner will only be eligible to enter the End-Point Assessment (EPA) for the apprenticeship when the OCP is confirmed as complete by the employing force. For all entry routes, the qualification cannot be achieved unless the OCP is complete.

Evidence for FOC will be of two broad types:

1. Further evidence relating to the performance areas originally covered by IPS will continue to be collated throughout the programme, even after IPS has been achieved. Evidence should be presented in the portfolio relating to **one further occasion** of professional performance linked to each of the assessment criteria for Independent Patrol Status (IPS).

2. Additional entries in the portfolio should provide evidence of **enhanced professional practice** relating to the criteria for full operational competence. These should be evidenced on **at least two occasions**, before the OCP is deemed to be complete.

Summary

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

Competency Areas

VI. Foster and promote partnership working in community policing
- Identify suitable partner agencies to deal with an ongoing community issue
- Develop action plans involving partners to solve or mitigate a community issue
- Understand the relevancy of specific partners to particular issues

VII. Manage conflict in a professional policing context
- Apply conflict management and personal safety techniques with issued equipment, including:
  - Make threat assessments using all available information e.g. recognise danger clues
  - Apply appropriate and proportionate tactical options and conflict management techniques, including appropriate communication techniques
  - Record and report all actions taken and decisions made, in line with legal and organisational procedures.

VIII. Engage in problem solving and evidenced-based policing
- Apply approaches to mitigate or solve community issues, problems or concerns showing:
  - Understanding of the principles of preventative, evidence-based community policing
  - Searching for new information to understand alternative sources of best practice
  - Use of policing problem-solving methods (e.g. SARA and POP).

IX. Deal with minor crime or anti-social behaviour (ASB)
- Conduct an inquiry into a minor crime (or ASB)
- Deal with any suspect using an out-of-court resolution e.g. disposal options
- Record the out of court disposal in line with crime recording standards
- Provide victims, witnesses and their families with information on case resolution

X. Provide support to vulnerable people, victims and witnesses
- Communicate effectively with and provide appropriate support to vulnerable people, victims and witnesses
- Signpost appropriate support agencies who may be able to assist the vulnerable person

2.13. End-Point Assessment (English apprenticeships only)

Learners undertaking the Police Community Support Officer Apprenticeship will also have to complete the following End-Point Assessments:

- 1-hour professional discussion, based around the work-based activities outlined in the English Apprenticeship End-Point assessment plan
- 15-minute presentation by the learner relating to problem-solving in the community, observed by the assessment panel, followed by a 10-minute question and answer session

The presentation will be based on the learner's community-based problem-solving assignment, submitted as the final assessment for the qualification. The assignment will be based on an issue encountered in the workplace, providing evidence for the unit 'Engage in problem-solving and evidence-based community policing.'

Both assessments will be conducted and led by a panel comprising an Independent Assessor (IA) from a registered End-Point Assessment Organisation (EPAO) and a force representative to provide any necessary clarification to the IA of local force policy and procedure, local demographics and the validity and legitimacy of the presentation and answers provided by the learner.

The End-Point Assessment Plan provides more details of the above assessments and can be found on the Institute for Apprenticeships website.

3. Qualification Units

3.1. Mandatory Units

Title	Engage with the community		
Level	4		
Unit Number	1		
Credit Value	12		
GLH	35		
Learning Outcomes *The learner will:*	**Assessment Criteria** *The learner can:*		**Guidance and/or Indicative Content**	**PEQF Curriculum Reference**
1. Understand the key features of community policing	1.1	Explain the aims of community policing	Reduced crime, anti-social behaviour and demand; problem solving; preventative policing; partnership building; improved public perceptions (e.g. reassurance, confidence) and better future engagement; stronger communities (e.g. collective efficacy)	1.2-Community policing and partnership working-Phase 1
	1.2	Explain the key aspects of community policing	Targeted foot patrol, community engagement, problem-solving and preventative policing	1.2 1.3 1.4-Community policing and partnership working-Phase 1

					3.1 3.2 The PCSO role and professional standards P1
	1.3	Explain the role and responsibilities of the PCSO in community policing	To include differences between roles of police constable, PCSOs, special constable, police staff		1.1 1.3 -Community policing and partnership working-Phase 1 1.1-1.6 2.1 2.2 The PCSO role and professional standards
	1.4	Analyse issues relevant to the community policing role	Includes issues such as differences between neighbourhoods and communities; types of communities; public perception; risk; harm and vulnerability; difference between community policing and other policing functions and models; using data to profile neighbourhoods and communities; demand and shared priorities for partner organisations		1.3 1.5-Community policing and partnership working-Phase 1 2.1 2.2 The PCSO role and professional standards P2
2. Understand ethics, equality, equity, diversity and human rights in community policing	2.1	Explain the terms: • ethics • equality • equity • diversity • human rights			1.1-Valuing diversity and inclusion-Phase 1

		in the community policing context		
	2.2	Analyse how the application of legislation and guidance relating to ethics, equality, equity, diversity and human rights impacts on community policing	Learners may consider relevant recent reports that highlight issues in diversity and inclusion alongside the relevant legislation and guidance, for example: • Human Rights Act 1998 • Equality Act 2010 and Public Sector Equality Duty • Police Staff Council Joint Circular 54 • Code of Ethics • Investigative reports e.g. IOPC Operation Hotton learning report • Strategies e.g. NPCC Diversity and Equality Inclusion • Strategy 2018-25 Inquiries and reviews e.g. Macpherson Report: Twenty-two years on (2021)	1.2-1.6 2.1-2.6 3.1-3.4.1-4.3-Valuing diversity and inclusion-Phase 1 Wellbeing and resilience
3. Understand the principles of community engagement in a policing context	3.1	Explain the benefits of community engagement		2.1- Community policing and partnership working P1
	3.2	Compare different types of community engagement	Types of engagement will depend on the community context and could include but are not limited to: community meetings, social media,	2.1-Community policing and partnership working P1

			school liaison, police surgeries, digital/online engagement. Learners will be expected to provide a detailed comparison of different types of community engagement	
	3.3	Evaluate options to enhance relationships with Black and other ethnic communities.	Learners may consider: • improvements to community policing practice which have impacted positively on relationships • the need to continue to change policing practices and understand communities that are policed role of individuals to create positive encounters to develop and build trust and confidence with Black communities	2.1-2.4 5.1-5.3-Community policing and partnership working P2
	3.4	Explain how community engagement can inform police practice		1.1 1.2 2.1 -Community policing and partnership working P1
	3.5	Analyse the relationship between community engagement and preventative policing		4.1-4.3-Community policing and partnership working P1
	3.6	Analyse the impact of 'community trauma' on policing relationships	Learners should include reference to historical events that have negatively impacted police and black community relationships causing trauma for example:	1.1 1.2-Community policing and partnership working P1

			• Windrush		
			• Notting Hill race riots (1958)		
			• Mangrove Nine (1970)		
			• Oval Four (1970s)		
			• Brixton, Toxteth and St Pauls riots (1980s)		
			• New Cross house fire (1981)		
			• Broadwater Farm, including death of Cynthia Jarrett (1985)		
			• Murder of Stephen Lawrence (1993)		
			• Tottenham and wider London riots following Mark Duggan		
			• Shooting (2011)		
			• Black Lives Matter protests in Britain in aftermath of		
			• George Floyd murder (2020)		
			• Strip searching of teenagers, including Child Q (2020)		
	3.7	Explain the importance of avoiding and mitigating community trauma to improve policing relationships			6.1-Community policing and partnership working P2
4. Understand communication when engaging with the	4.1	Explain the importance of communication when engaging with the community	The community will include individuals, groups and partners Communication will include:		2.1 3.1-Community policing and partnership working P1

				1.1 Communication skills P1
community in a policing context			• the need to build rapport and gain an understanding of different viewpoints • communication in relation to procedural justice (e.g. voice, neutrality, trustworthiness and respect) technology used to enhance communication	
	4.2	Analyse the risks and potential impact resulting from ineffective communication		2.1.-Community policing and partnership working 1.1-1.7 Communication skills P1 1.1 1.2 Communication skills P2
	4.3	Summarise essential elements of communication	Learners should consider verbal and non-verbal communication, active listening skills, open / closed questions, building rapport, negotiation and audience engagement, being assertive	1.1 Communication skills P1
	4.4	Compare different communication methods		1.1 Communication skills P1
	4.5	Explain how to adapt communication for different audiences	Learners should consider a range of audiences, including children and young people	1.7 Communication skills P1

	4.6	Analyse the role of digital technology in everyday policing	For example, the use of social / online media and how technology may assist with: • community engagement • data retained in apps on devices e.g. locations • gathering information managing incidents and enhancing an investigation	1.4-Community policing and partnership working 2.3 Information, intelligence and evidenceP1
5. Be able to engage with the community in a policing context	5.1	Analyse the nature of individuals, groups and partners in own community	Communication will be with all sections of the community including individuals, groups and partners	3.1 3.2-Community policing and partnership working
	5.2	Identify concerns and priorities of the community		1.1 1.2 -Community policing and partnership working P1
	5.3	Apply different methods to engage with all sections of the community	Learners should consider: • social/online media and community meetings additional support that may be required to optimise communication skills (interpreter/language line/google translate etc)	2.1 -Community policing and partnership working 1.1 1.2 Communication skills P1
	5.4	Build rapport with the community	Learners will be expected to demonstrate the ability to build rapport with different sections of the community including individuals, agencies	2.1 -Community policing and partnership working P1

			and partners and in different contexts (on an individual basis, at meetings etc)	
	5.5	Inform the community of policing strategies to deal with crime and anti-social behaviour		1.2 -Community policing and partnership working P1
	5.6	Use appropriate communication skills when engaging the community	• personal interaction with the community including individuals and community stakeholders • effective communication skills for different audiences e.g. young adults/children, parents, youth groups, elderly, vulnerable people, individuals with neurodiverse conditions and those with limited English • assertiveness skills to be able to: • take control of a situation • have difficult conversations (both internally and externally) recognising when assertiveness becomes aggression	2.1 -Community policing and partnership working
	5.7	Collate and record feedback from the community		1.1 1.2-Community policing and partnership working P1

	5.8	Apply principles of ethics, equality, equity, diversity and human rights in community policing	Learners should demonstrate that they <u>apply</u> relevant legislation and guidance in a policing context: • Human Rights Act 1998 • Equality Act 2010 and Public Sector Equality Duty • Police Staff Council Joint Circular 54 for Police Staff • Code of Ethics Learners may also consider the importance of reflecting on their own knowledge, attitudes and behaviour, for example in relationships with Black or other ethnic minority communities	5.1-5.3-Community policing and partnership working P1 1.1 1.2 Leadership and team-working P2 Wellbeing and resilience
	5.9	Maintain professional standards in community policing	Includes fair, ethical and unbiased delivery of policing services	1.1 -Community policing and partnership working - P1 1.1 Conducting investigations P1 1.1 Response policing P1 5.1-5.4 The PCSO role and professional standards P1
Additional information about the unit			
Assessment guidance			

Links	*Insert any relevant sector information*	

Title	Handle information and intelligence
Level	4
Unit Number	2
Total Hours	8
GLH	30

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PEQF Curriculum Reference
1. Understand the use of information and intelligence in policing	1.1	Explain how information and intelligence can be used in different areas of policing	May include: • community policing • response policing • roads policing • investigation • countering terrorism • public protection • vulnerability and risk • major policing operations	1.1 1.2 1.3- Information, intelligence and evidence- P1 2.1 2.2 Response policing P2

		1.2	Summarise key countering terrorism terminology and concepts	• radicalisation • extremism, including domestic extremism • interventions • terrorism-related offences • CONTEST strategy (Pursue, Prevent, Protect and Prepare)	1.2-Information, intelligence and evidence- P1 2.1 2.2 Response policing P2
		1.3	Explain the role of community policing in gathering intelligence that can be used to combat terrorism	Intelligence in counter-terrorism operations can be local, regional or national and includes the importance of community intelligence: • community engagement • developing intelligence • fostering co-operation	1.1 2.1- Information, intelligence and evidence- P1
		1.4	Evaluate the impact of inaccurate and unreliable use of critical information and intelligence		2.1-2.3- Information, intelligence and evidence- P1
2.	Understand the process for gathering and submitting intelligence according to force and national protocols	2.1	Compare sources of information and intelligence	Learners will be expected to provide a detailed comparison of different sources, which include: • open/closed sources • Police National Computer (PNC) • Police National Database (PND) • International Law Enforcement Alerts Platform (I-LEAP)	1.1 1.2- Information, intelligence and evidence- P1 2.1 Suspect / offender management P1

				• digital sources • policing registers • other forces/agencies • social media • community intelligence	
		2.2	Explain the benefits of the National Intelligence Model		1.1 1.2 1.3 2.1-2.3 1.1-1.2-Information, intelligence and evidence- P1
		2.3	Analyse the role of technology in gathering information and intelligence		2.3-Information, intelligence and evidence- P1
3.	Be able to handle information and intelligence relating to the community	3.1	Gather information and intelligence		2.1 2.3-Information, intelligence and evidence- P1
		3.2	Handle information and intelligence in line with legislation and guidance	Legislation includes: • Data Protection Act 2018 / General Data Protection Regulation 2018 (GDPR) • Human Rights 1998 • Protection of Freedoms Act 2012 • Freedom of Information Act 2000	1.2-Information, intelligence and evidence- P1 1.1 1.2 2.1 2.2 Conducting investigations P1 6.1 6.2 The PCSO role and

				professional standards P1
			• Regulation of Investigatory Powers Act 2000	
			• Investigatory Powers Act 2016	
			• Computer Misuse Act 2018	
			• Police, Crime, Sentencing and Courts Act 2022	
			Guidance includes:	
			• Management of Police Information	
			• APP Information Management	
			• Government Security Classifications	
			• Information Sharing Agreements	
	3.3	Use systems to submit information and intelligence reports in line with legal and organisational requirements	Information and intelligence must be submitted promptly, appropriately and to the correct person (including all systems within the organisation)	2.3-Information, intelligence and evidence- P1

Additional information about the unit	
Unit aim	The aim of this unit is to provide PCSOs with an understanding of the types of intelligence and information and how intelligence and information is used. It also aims to develop the skills to handle information and intelligence within the community context.
Assessment guidance	
Links	*Insert any relevant sector information*

Title	Provide an initial response to policing incidents
Level	4
Unit Number	3
Total Hours	10
GLH	25

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PEQF Curriculum Reference
1. Know how to respond to an incident or crime as a Police Community Support Officer (PCSO)	1.1	Explain the role of the PCSO when attending a report of an incident or crime		1.1-1.3- Response policing- P1
	1.2	Compare the initial response that would be required at different types of incidents	May include initial response to a crime scene involving digital devices, public protection or potential terrorist incident. Learners will be expected to provide a detailed comparison of the initial response required at different incidents and how they would identify a crime may have been conducted as part of Organised Crime Group activity	2.3 2.4- Response policing- P1 3.1 Response policing P2
	1.3	Explain the factors and considerations to take into account when responding to an incident	May include: • Missing persons (definition, grading, procedure, debriefing) • Domestic abuse	1.2 2.2 2.5 2.6 2.7 -Response policing- P1

			• Mental health (including restraint) • Sudden death (including conveying death messages and contacting next of kin abroad) • Providing support to victims and witnesses (Code of Practice for Victims of Crime) • High risk incidents	
	1.4	Summarise PCSO powers that may be used when attending an incident	May include: • correct handling of exhibits • traffic management road safety	2.3-Response policing- P1
	1.5	Identify situations where the police service may not be the most appropriate agency to deal with the incident		2.3 Response policing- P1
	1.6	Explain the difference between a 'critical incident' and a 'major incident'	Learners should know the difference between the two types of incident, as on attendance an incident may be more serious than originally indicated and require a different response	4.1 4.4 5.1-5.3 Response policing- P1 1.1-1.3 Response policing- P2
	1.7	Explain how technology may be used in everyday policing	Considerations may include: • legal restrictions • professional standards • disclosure	2.4 Response policing- P1

				unlawful research/examination of a device	
		1.8	Summarise influences on the decision-making process		1.1 2.2.3 - Decision-making and discretion- P1
2.	Understand the National Decision Model (NDM)	2.1	Explain the purpose and benefits of the NDM		1.1-Decision-making and discretion- P1
		2.2	Explain each element of the NDM		1.1-Decision-making and discretion- P1
		2.3	Analyse the role of discretion in the decision-making process		1.1-Decision-making and discretion- P1
3.	Be able to provide an initial response when attending an incident as a PCSO first responder	3.1	Conduct an initial assessment at the incident	May include digital signs in a home or crime scene that could indicate vulnerability and/or safeguarding measures	2.1 Response policing- P1 1.1-Decision-making and discretion- P1
		3.2	Provide an update and status of the incident		Response policing- P1 1.1 Decision-making and discretion- P1

	3.3	Provide support to vulnerable person, victim or witness at the scene of an incident	Code of Practice for Victims of Crime	3.1-3.8 Response policing- P1 1.1-Decision-making and discretion- P1 3.1 Victims and witnesses P2
	3.4	Use PCSO powers required at the incident in line with legal and organisational requirements		1.1-Decision-making and discretion-P1 7.1-7.3 The PCSO role and professional standards P1
	3.5	Preserve the scene and potential evidence at an incident	May include: use of available digital devices	2.8 Response policing P1 3.1 Response policing- P2 1.1-Decision-making and discretion- P1

	3.6	Assist colleagues at the scene		5.1-5.3 Response policing- P1 1.1-Decision-making and discretion- P1
	3.7	Update records and record decisions and rationale in line with organisational requirements		2.7 Response policing- P1 1.1-Decision-making and discretion-P P1
	3.8	Adhere to legal and organisational requirements when attending an incident		Response policing- P1 1.1 2.4-Decision-making and discretion- P1
	3.9	Apply the National Decision Model to an incident		1.1-Decision-making and discretion- P1
	3.10	Apply principles of ethics, equality, equity, diversity and human rights when providing an initial response		1.1 2.2-Decision-making and discretion- P1

Additional information about the unit

Unit aim	The aim of this unit is to provide PCSOs with the knowledge and skills to be able to provide an initial response at an incident, within the limits of PCSO powers, including decision-making and the application of discretion.
Assessment guidance	
Links	*Insert any relevant sector information*

Title	Partnership working in the community
Level	4
Unit Number	4
Total Hours	12
GLH	25

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PEQF Curriculum Reference
1. Understand the key features of partnership working in the community	1.1	Explain the role of partners when working in the community	'Partners' can include but are not limited to statutory or voluntary agencies, organisations within the criminal justice system, other blue light services, police volunteers, schools, social housing officers, social services, local authorities	1.2 1.3 Community policing and partnership working P1
	1.2	Evaluate the benefits that partnership working can provide	Examples may include effective problem-solving: • shared problems • data/intelligence sharing • problem identification and analysis • non-police responses to problems • joint responsibilities • shared costs • shared resources	1.1 1.2 1.3 1.4 1.5 Community policing and partnership working P1

		1.3	Analyse the barriers to effective partnership working		2.2 Community policing and partnership working P2
		1.4	Explain considerations, policies and procedures when sharing information with partners	May include: • GDPR • Mental Health Act • PSPO • Community protection notices	3.2 5.2 6.1 Community policing and partnership working P2
2.	Be able to foster and promote partnership working in community policing	2.1	Identify partners to work with relating to community issues	Research into the community (community mapping)	4.1 Community policing and partnership working P2
		2.2	Develop effective partnerships in the community	Learners must be able to evidence ongoing and consistent relationships, through for example: • Structured and effective community engagement • Protecting the community • Building community trust, cohesion and confidence • Focus groups and the community • Team-building for partnership working • Blue light partners in community strategies • Formal and informal local partnership approaches	2.2 5.1 Community policing and partnership working P2 2.1-2.3 Leadership and team-working P1

				Partnership building and networking	
				Use of police volunteers e.g. speed watch	
	2.3	Develop action plans involving partners to solve or mitigate community issues			1.3 Community policing and partnership working P1
	2.4	Work with partners to solve or mitigate community issues			6.1 Community policing and partnership working P2
	2.5	Maintain records of partnership working			1.2 Community policing and partnership working P1
	2.6	Evaluate the effectiveness of multi-agency partnership working			3.1 3.2 3.3 3.4 Community policing and partnership working P1
	2.7	Adhere to legislation, local protocols and organisational policies and procedures when working with partners			1.2 Community policing and partnership working P1
Additional information about the unit					
Unit aim	The aim of this unit is to provide PCSOs with the knowledge and skills to work effectively with partners in the community. Learners will gain an understanding of the wide range of partners in the community, as				

	well as the benefits of and barriers to constructive partnership working. They will also develop the skills to work with partners in the resolution of community issues.
Assessment guidance	
Links	*Insert any relevant sector information*

Title	Manage conflict in community policing
Level	4
Unit Number	5
Total Hours	6
GLH	20

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PEQF Curriculum Reference
1. Understand conflict in community policing	1.1	Explain what is meant by the term 'conflict' in the community policing context		2.1 Communication skills P1 1.2 Communication skills P2
	1.2	Summarise models of conflict management		2.1 4.1 Communication skills P1
	1.3	Explain potential causes of conflict	May include for example, effects of societal and cultural influences and the conflict such influences can cause	2.1 Communication skills P1
	1.4	Explain levels of conflict		3.1 Communication skills P1

		1.5	Analyse situations where conflict may occur		2.2 3.1-3.3 Communication skills P1
		1.6	Explain escalation factors in conflict situations	Factors may include drugs, alcohol, stress, anxiety	2.1-2.3 Communication skills P2
2.	Understand responses to conflict in the community policing context	2.1	Summarise legislation and guidance governing a lawful response		Communication skills P1 1.2 Response policing P1 1.2 Community policing and partnership working P1
		2.2	Explain different levels of response and de-escalation		1.1 1.2 Communication skills P2
		2.3	Evaluate the role of communication in conflict situations		2.3 3.2 Communication skills P1
		2.4	Explain communication skills for maintaining law and order and resolving conflict	Learners may consider: • verbal and non-verbal communication (e.g. appropriate body language) • active listening skills • open and closed questions	1.1 4.3 Communication skills P1

			• building rapport		
			• negotiation skills		
			• audience engagement		
			• assertiveness		
			• empowerment		
	2.5	Explain personal protection skills available to the PCSO		4.2 4.3 Communication skills P1
3. Be able to manage conflict in a community policing context	3.1	Identify levels of tension within a conflict situation		3.1-3.3 Communication skills P1
	3.2	Carry out threat assessments in a conflict situation	• assessing the subject's behaviour • external influences that could increase the level of threat or risk • recognising risk and mitigating threat • warning signs and danger cues	3.1-3.3 Communication skills P1 2.2 Response policing P1
	3.3	Use communication skills and tactics to maintain order, resolve conflict and de-escalate situations		4.1-4.3 Communication skills P1
	3.4	Use personal protection skills relevant to the PCSO role in conflict situations		4.1-4.3 Communication skills P1

	3.5	Manage conflict in line with legal and organisational requirements when using PCSO powers	Learners will be expected to take account of legislation and guidance relevant to the policing context when managing conflict e.g. • Human Rights Act 1998 • Equality Act 2010	4.1 7.2 The PCSO role and professional standards P1
	3.6	Record actions taken to manage conflict in line with legal and organisational requirements	• Police Reform Act 2002 • Police Staff Council Joint Circular • Independent Office for Police Conduct (IOPC) Statutory Guidance on Police Complaints System 2020	7.2 The PCSO role and professional standards P1 1.1-1.3 The PCSO role and professional standards P2
	3.7	Apply principles of ethics, equality, diversity and human rights when managing conflict in community policing		1.1 1.6 Valuing diversity and inclusion P1
Additional information about the unit				
Unit aim	The aim of this unit is to provide PCSOs with the knowledge and skills to deal with conflict in a community policing context. Learners will gain an understanding of the causes of conflict and strategies to deal with it and prevent escalation. They will also develop the skills to manage conflict situations, in particular the ability to assess threats and use communication to de-escalate conflict.			
Assessment guidance				
Links	*Insert any relevant sector information*			

Title	Engage in problem-solving and evidence-based community policing
Level	4
Unit Number	6
Total Hours	15
GLH	40

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PEQF Curriculum Reference
1. Understand the principles of evidence-based community policing	1.1	Explain the concept of evidence-based policing		1.1 Prevention and problem solving (incorporating evidence-based policing) P1
	1.2	Analyse types and sources of information that can be used to identify best practice and inform decisions	Sources could include but are not limited to: • College of Policing Knowledge Hub • College of Policing College Learn • College of Policing Authorised Professional Practice • National Police Library	1.2 Prevention and problem solving (incorporating evidence-based policing) P1

		1.3	Evaluate the use of a preventative evidence-based approach to a community policing issue		1.1-1.4 Prevention and problem solving (incorporating evidence-based policing) P1
2. Understand problem-solving in community policing		2.1	Explain the principles of underpinning problem-solving techniques	May include: • model of problem-oriented policing (POP) • principles of problem solving and preventative policing theories and strategies • principles of preventative policing • primary/secondary/tertiary prevention • situational preventative policing • early help and action Examples of tools/models: • SARA (Scan, Analysis, Response, Assessment) • PAT (Problem Analysis Triangle) • NDM (National Decision Making Model) • Rational Choice Theory • Routine Activity Theory • ARC principles (Appropriate, Realistic, Cost Effective)	2.1 Prevention and problem solving (incorporating evidence-based policing) P1

	2.2	Analyse tools and approaches for problem-solving in community policing		2.1 Prevention and problem solving (incorporating evidence-based policing) P1
	2.3	Identify potential barriers to problem-solving in community policing		2.2 Prevention and problem solving (incorporating evidence-based policing) P1
	2.4	Analyse ways to overcome barriers to problem-solving		2.2 2.3 Prevention and problem solving (incorporating evidence-based policing) P1

		2.5	Explain factors which can assist with problem-solving		2.3 Prevention and problem solving (incorporating evidence-based policing) P1
		2.6	Explain the role of the public in problem-solving in the community		2.1-2.3 Prevention and problem solving (incorporating evidence-based policing) P1
3.	Be able to apply evidence-based policing when engaging in problem-solving activities in the community	3.1	Define community problems		2.1-2.3 Prevention and problem solving (incorporating evidence-based policing) P1

	3.2	Gather evidence and intelligence to support the development of an evidence-based policing approach		2.1-2.3 Prevention and problem solving (incorporating evidence-based policing) P1
	3.3	Use evidence-based policing problem-solving tools to mitigate or solve community problems within scope of own role and responsibility	Could include the use of tools/models such as: • SARA (Scan, Analysis, Response, Assessment) • PAT (Problem Analysis Triangle) • NDM (National Decision Making Model) • Rational Choice Theory • Routine Activity Theory • ARC principles (Appropriate, Realistic, Cost Effective) Learners must include at least one example of applying NDM in a professional policing situation	2.1-2.3 Prevention and problem solving (incorporating evidence-based policing) P1 2.1Prevention and problem solving (incorporating evidence-based policing) P2
	3.4	Engage with stakeholders in problem-solving activities		2.1-2.3 Prevention and problem solving (incorporating

				evidence-based policing) P1
	3.5	Seek resolutions to on-going problems prior to referral to other agencies		2.1-2.3 Prevention and problem solving (incorporating evidence-based policing) P1
	3.6	Evaluate the effectiveness of the problem-solving activities		2.1-2.3 3.1 Prevention and problem solving (incorporating evidence-based policing) P1 1.1 1.2 Prevention and problem solving (incorporating evidence-based policing) P2

	3.7	Record details of the problem and actions taken in line with legal and organisational requirements		2.1-2.3 Prevention and problem solving (incorporating evidence-based policing) P1
	3.8	Adhere to professional and ethical standards when using an evidence-based policing approach to engage in problem-solving activities		2.1-2.3 Prevention and problem solving (incorporating evidence-based policing) P1

Additional information about the unit	
Unit aim	The aim of this unit is to provide PCSOs with the knowledge and skills to resolve problems in the community using appropriate tools and evidence-based policing approaches. Learners will be introduced to the principles of evidence-based policing and tools used in problem-solving approaches. They will also develop the skills to implement and evaluate the tools and approaches when identifying and resolving problems in the community.
Assessment guidance	
Links	*Insert any relevant sector information*

Title	Deal with minor crime or anti-social behaviour
Level	4
Unit Number	7
Total Hours	6
GLH	25

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PEQF Curriculum Reference
1. Understand key features of the criminal justice system and the role of the PCSO within this system	1.1	Explain the key purpose and function of the criminal justice system	Adversarial criminal justice system including: • police impartiality (impacts of unconscious bias), right to a fair trial, the need to safeguard and support victims and witnesses throughout the criminal justice system • importance of police to investigate, gather, manage and maintain the continuity of evidence for prosecution and court, for the purposes of a fair trial	1.1 Criminal Justice System P1 1.1 Conducting investigations P1
	1.2	Analyse the role of the PCSO within the criminal justice system	Learners may consider the importance of relevant governance roles and police responsibilities to stakeholders/partners and explain the role of the PCSO as a professional witness	1.1 2.1-2.6 Criminal Justice System P1 1.1-1.5 2.1-2.2 Criminal Justice System P2

	1.3	Explain how legislation associated with criminal justice is relevant to the PCSO role	May include: • Criminal Justice Act 2003 • Criminal Procedure Rules 2020 • Policing and Crime Act 2017 • Youth Justice and Criminal Evidence Act 1999 • Civil Evidence Act 1995 • Criminal Procedure and Investigations Act 1996 • Terrorism Act 2000 • Counter Terrorism and Security Act 2015	1.1 Criminal Justice System P1
	1.4	Explain the role of partners and stakeholders in the criminal justice system relevant to the PCSO role	Examples could include: • National Crime Agency (NCA) • International Crime Bureau (UKICB) • NCA International, Modern Slavery & Human Trafficking Unit (MSHTU) • Cyber Crime Unit • Special Branch • National Countering Terrorism & national threat levels including National Border Targeting centre (NBTC) • UK Financial Intelligence Unit (UKFIU) Community • Border Force - National Border Targeting centre (NBTC)	1.1 Criminal Justice System P1 1.7 Wellbeing and resilience P1

					NCPL (National Centre for Police Leadership Centre)	
					• NCPL (National Centre for Police Leadership Centre)	
					• Police Federation of England and Wales	
					• Police & Crime Commissioners (Combined Authority Mayor)	
					• HMICFRS	
					• Crown Prosecution Service (CPS)	
					• Local Authorities	
					• Youth Offender Teams	
					• Probation Service	
					• Oscar Kilo and the National Police Wellbeing Service	
					• Partnership with UK Police Memorial (digital.ukpolicememorial.org)	
2. Understand how to deal with minor crime and anti-social behaviour		2.1	Analyse the impact of minor crime and anti-social behaviour on the community			1.1 Response policing P2
		2.2	Explain the role of a PCSO when dealing with a minor crime or an incident of anti-social behaviour			1.1 1.2 3.1 3.2 The PCSO role and professional standards 1.1 Response policing P1

		2.3	Explain the factors to take into account when determining whether the incident can be dealt with by a PCSO		1.1 The PCSO role and professional standards 1.2 2.3 2.5 Response policing P1
		2.4	Identify resources that can support a PCSO at an incident		1.1 1.2 Response policing P1
		2.5	Explain the disposal options available to a PCSO to deal with a minor crime or an incident of anti-social behaviour		7.1-7.3 The PCSO role and professional standards P1
3.	Be able to deal with a minor crime or incident of anti-social behaviour	3.1	Attend the scene of a minor crime or incident of anti-social behaviour		2.1- 2.3 Response policing P1
		3.2	Communicate details of the incident		1.1 1.2 Response policing P1
		3.3	Escalate serious or complex incidents		1.1 1.2 Response policing P2 The PCSO role and

				professional standards
	3.4	Deal with a minor crime or incident of anti-social behaviour within the scope of the PCSO role and powers		The PCSO role and professional standards
				1.1-1.4 3.1-3.3 Suspect / offender management
	3.5	Deal with any suspect using an out-of-court resolution in line with legal and organisation requirements	Learners should reference: • any disposal options used • issue of a Fixed Penalty Notice (FPN) where these are used by the force Examples of other resolutions that may also be used include: • cycling on the pavement • breach of dog control orders • section 59 (vehicles being used in a manner which causes alarm, distress or annoyance)	The PCSO role and professional standards 3.1-3.3 Suspect / offender management 1.1-1.5 Suspect / offender management P2
	3.6	Provide victims, witnesses and their families with information on incident resolution		1.1 Victims and witnesses P1
	3.7	Record the out-of-court disposal and other relevant documentation in line with crime		2.1-2.3 2.6 Criminal Justice System P1

	recording standards and organisational procedures		1.3 2.2 Criminal Justice System P2

Additional information about the unit	
Unit aim	The aim of this unit is to provide PCSOs with the knowledge and skills to deal with minor crime or anti-social behaviour in the community. This will include an understanding of their own role when dealing with an incident and the skills to deal with individuals at the incident e.g. suspects, victims and witnesses.
Assessment guidance	
Links	*Insert any relevant sector information*

Title	Provide support to vulnerable people, victims and witnesses
Level	4
Unit Number	8
Total Hours	12
GLH	40

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*		Guidance and/or Indicative Content	PEQF Curriculum Reference
1. Understand key considerations when supporting vulnerable people, victims and witnesses	1.1	Explain the meaning of 'vulnerable' in the context of operational policing	'Vulnerable' people could include: • victims • witnesses • children/young people • the elderly • perpetrators/suspects • people with mental ill-health / learning disabilities / diagnosed conditions Personal vulnerabilities, when combined with situational / environmental factors, that can result in harm, or risk of harm, for example: • Disability • Ethnicity and/or faith • Gender identity • Sexual orientation	1.1 Victims and witnesses P1 1.1-1.5 Protecting the public P1 1.1-1.7 Wellbeing and resilience P1

			• Age • Lack of ability to understand a situation through circumstance e.g. age, mental ill-health, learning disabilities, dementia, substance misuse	
	1.2	Define the duty of the police when dealing with vulnerable people		1.1 Victims and witnesses P1
	1.3	Analyse factors that can result in a person becoming vulnerable	• Adverse family circumstances • Language barriers • Lack of support • Poverty • Isolation • Presence of an abuser, coercive and controlling behaviour • Grooming	1.2 Victims and witnesses P1 1.1-1.5 Protecting the public P1
	1.4	Explain the importance of recognising vulnerability in risk assessment	Learners may consider: • situational factors and complexities which may result in the person being both victim and/or perpetrator and susceptible to a range of harms • if the victim or witness is portraying psychological influences e.g. trauma, anxiety, withdrawal, loss of memory, confusion, shame, fear (including fear of personal consequences)	1.3 1.4 2.1 3.1 Victims and witnesses P1

	1.5	Compare the safeguarding requirements and issues for adults and children	Learners will be expected to provide a detailed comparison of the requirements and issues, including those who may be more vulnerable to online crime and consider adultification and the rights of children	3.1 Victims and witnesses P1 1.1-1.3 Protecting the public P2
	1.6	Explain how a vulnerable person, victim or witness may respond to police presence at an incident	Learners may wish to consider different contexts and scenarios and possible responses. Personal vulnerabilities, perceptions and situational factors may affect a person's reaction to and communication with authority figures	1.1 1.2 1.3 Victims and witnesses P1 1.1 1.2 2.1-2.3 Victims and witnesses P2
	1.7	Explain communication skills required when supporting a vulnerable person, victims and witnesses	Consider skills for different audiences including children, young people, the elderly, people with learning disabilities, mental ill-health, diagnosed conditions or perpetrators / suspects. Communication may need to be adapted to support those who may be vulnerable by virtue of the incident	1.1 1.3 Victims and witnesses P1 2.1 Protecting the public P2
	1.8	Explain why being vulnerable may impact on a person's need for support		1.4 2.1 Victims and witnesses P1
	1.9	Summarise sources of support for vulnerable people and victims	Consider safeguarding and signposting to digital advice / websites offering security advice for safe internet use	1.1 3.1 Victims and witnesses P1 3.1 Victims and witnesses P2

2.	Understand offences, terms and legislation associated with public protection	2.1	Explain offences and terms associated with public protection	Learners should be able to identify a range of offences and terms e.g. child abuse, adults at risk, managing sexual and violent offenders, domestic abuse, families with complex needs, missing persons, forced marriage, honour-based abuse, female genital mutilation, modern slavery, human trafficking, coercive control, including grooming, prostitution, stalking, harassment, sexual offences, vulnerability to radicalisation, hate crime, county lines	
		2.2	Summarise the legislation associated with public protection	- Protection from Harassment Act 1997 - Racial and Religious Hatred Act 2006 - Sexual Offences Act 2003 - Mental Health Act 2007 - Mental Health Care Act 2017 - Modern Slavery Act 2015 - Stalking Protection Act 2019 - Domestic Abuse Act 2021 - Marriage and Civil Partnership (Minimum Age) Act 2022 - NPCC National Policing Prevention Strategy 2022	1.1 1.3 3.1 Victims and witnesses P1
		2.3	Analyse the potential relationships between public	Learners should be able to identify overlap between public protection offences and other offences	1.1 1.3 2.1 3.1 Victims and witnesses P1

					3.1 Victims and witnesses P2
			protection offences and other offences		
3.	Be able to take initial action in line with the PCSO role when dealing with a person who may be vulnerable	3.1	Apply own organisation's methodology to underpin approach to identifying a person who may be vulnerable	Learners should consider the use of a recognised approach e.g. THRIVE (Threat, Harm, Risk, Investigation, Vulnerable and Engagement)	1.1 3.1 Victims and witnesses P1
		3.2	Assess the situation involving a potentially vulnerable person	May include identification, assessment and management of risk posed by suspects / potential abusers	1.1 1.2 2.1 2.2 2.3 3.1 Victims and witnesses P2
		3.3	Manage and reduce risks at the scene to ensure safeguarding of the person who may be vulnerable	Learners may consider for example digital signs in a home or crime scene that could indicate vulnerability and/or safeguarding measures including social media posts and apps	3.1Victims and witnesses P2
		3.4	Refer the situation to the relevant individual or organisation	Examples include: • Multi Agency Safeguarding Hub (MASH) or other vulnerability hub referral • Local specialist support services • Local Authority Hubs • Prevent Hubs • Early Help Directory • Prevent Case Management	3.1 Victims and witnesses P2
		3.5	Deal with a person who may be vulnerable according to their	Professional practice includes areas such as: • Code of Ethics	1.1 1.3 Victims and witnesses P1

		needs and in line with professional practice	• equality, equity and diversity • immediate safeguarding considerations • Domestic Violence Disclosure Scheme (DVDS) • Child Sex Offender Discloser Scheme (CSODS) • common law • multi-agency referrals	
	3.6	Record information and actions in line with legal and organisational requirements		1.1 1.3 Victims and witnesses P1
4. Be able to provide support to vulnerable people, victims and witnesses	4.1	Use appropriate communication skills to support vulnerable people, victims and witnesses	This will include communicating with different audiences including children, young people, the elderly, people with learning disabilities, mental ill-health, diagnosed conditions or perpetrators/suspects	1.3 Victims and witnesses P1
	4.2	Establish support needs of vulnerable people, victims and witnesses		1.1-1.4 3.1 Victims and witnesses P1
	4.3	Signpost the vulnerable person to support agencies who may be able to address their needs	Examples of agencies include: • Multi Agency Support Hub (MASH) • local specialist support services • Crown Prosecution Service (CPS) • Victim Support • Victim Contact Scheme	1.1 3.1 Victims and witnesses P1

				Witness Care Units	
				• Witness Care Units	
				• Citizens Advice	
				• Criminal Injuries Compensation Authority (CICA)	
				• Hate Crime Support	
				• GALOP (LGBT+ anti-abuse charity)	
				• Independent domestic violence / abuse advisors	
				• Women's Aid	
				• Safeguarding services	
				• Her Majesty's Courts and Tribunals Service	
				• Action Fraud	
	4.4	Record support needs, agreements reached, and actions taken in line with legal and organisational requirements		Learners may consider making and communicating decisions that may not align to the victims' or vulnerable persons expectations	3.1 Victims and witnesses P2

Additional information about the unit

Unit aim	The aim of this unit is to provide PCSOs with the knowledge and skills to provide support to vulnerable people, victims and witnesses. This includes an understanding of 'public protection' and the factors to take into account when dealing with vulnerable individuals. Learners will also develop skills to be able to deal with incidents involving vulnerable individuals and how to provide the required support.
Assessment guidance	
Links	*Insert any relevant sector information*

4. Centre Requirements

4.1. Centre Responsibilities

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

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

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

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

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards.

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

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

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

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

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

4.2. Centre Assessment Standards Scrutiny (CASS) Strategy

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

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

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

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

4.3. Facilities

Training and assessment for approved qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose. All examination venues must comply with the policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

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

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

4.4. Trainers

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

5. Assessment

5.1. Qualification Assessment Methods

Assessment methods[4] that can be used for the **SFJ Awards Level 4 Diploma in Community Policing Practice** are as follows:

- Aural Examination
- E-assessment
- Multiple Choice Examination
- 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

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

5.2. Assessing Competence

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

Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable

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

5.3. Methods for Assessing Competence

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

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods which are most likely to be used are outlined below. However, these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Guidance.

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

5.3.1. Observation

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

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

5.3.2. Testimony of Witnesses and Expert Witnesses

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

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

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

5.3.3. Work Outputs (Product Evidence)

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

5.3.4. Professional Discussion

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

5.3.5. Questioning the Learner

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

5.3.6. Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre. The qualification handbook will specify whether simulations are allowed for the qualification and/or units within it. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

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

Simulations must follow the principles below:

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

5.4. Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.[6] Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Assessments must be:

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

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

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

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

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.

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

5.5. Methods for Assessing Knowledge and Understanding

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

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

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

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

Centres must take into account the qualification when selecting knowledge assessment methods to ensure they are appropriate and allow the learner to evidence the assessment criteria. For example, MCQs are unlikely to be appropriate for higher levels qualifications or assessment criteria which require learners to 'explain', 'describe', 'evaluate' or 'analyse'.

5.6. Assessment Planning

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

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

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

6. Assessor Requirements

6.1. Occupational Knowledge and Competence

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

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

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

6.2. Qualification Knowledge

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

6.3. Assessor Competence

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

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

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

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

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification

- corporate membership of a relevant professional institution
- interview (the verification process must be recorded and available for audit).

Recognised assessor qualifications include, but are not limited to:

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

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

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

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

To be able to assess both knowledge and competence-based qualifications, new assessors should be working towards the **Level 3 Certificate in Assessing Vocational Achievement.**

Centres must have in place a procedure to ensure that their trainee assessors have a representative sample of their assessment decisions counter signed by a qualified and competent assessor. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

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

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

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

6.4. Continuing Professional Development

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

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

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

7. Internal Quality Assurer Requirements

7.1. Occupational Knowledge

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

7.2. Qualification Knowledge

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

7.3. Internal Quality Assurer Competence

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

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

To demonstrate their competence, IQAs must be:

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

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

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

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

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

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

7.4. Continuing Professional Development

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

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

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

8. Expert Witnesses

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

8.1. Occupational Competence

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

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

8.2. Qualification Knowledge

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

9. External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres.

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

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

9.1. External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

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

Relevant qualifications include:

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

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

9.2. Continuing Professional Development

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

10. Standardisation

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

10.1. Internal Standardisation

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

10.2. External Standardisation

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

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

11. Recognition of Prior Learning (RPL)

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

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

12. Equality and Diversity

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

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

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

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

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

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

13. Health and Safety

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

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

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

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

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

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