

Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing

Specification

Pearson BTEC Specialist qualification

First teaching February 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing Issue 2 changes

Summary of changes made between previous issue 1 and this current 2 issue	Section Number
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	2
TQT value added	2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	2
QCF references removed from unit titles and unit levels in all units	12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing
Qualification Number (QN)	601/2471/4
Regulation Start date	09/01/2014
Accreditation start date	01/02/2014
Approved age ranges	16-18 19+
Credit value	40
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	400
Guided learning hours	321
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at: <http://qualifications.pearson.com/en/search.html?q=information%20manual>

Objective of the qualification

The Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing is for learners who work as police officers in the armed services.

It gives learners the opportunity to:

- develop their knowledge and understanding of defence policing
- achieve a nationally-recognised Level 3 qualification
- develop personal growth and engagement in learning.

Apprenticeships

Skills for Justice, the SSC for the police force and law enforcement agencies approves the Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing as a knowledge component for the Advanced Apprenticeship in Policing.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing can progress to the full Pearson Apprenticeship in Policing. Completion of the full apprenticeship will provide progression routes to careers in Policing and Law Enforcement.

Industry support and recognition

This qualification is supported by Skills for Justice.

3 Qualification structure

Pearson BTEC Level 3 Diploma in Knowledge of Defence Policing

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	40
Minimum number of credits to be achieved at or above the level	28

Learners must complete all 11 mandatory units to achieve 40 credits.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/601/5081	Understanding Miscellaneous Policing Skills	2	3	22
2	D/601/5084	Understanding Powers of Arrest and the Procedures of Arrest and Custody	4*	2	17
3	K/601/5072	Understanding How to Obtain Witness Statements	3	3	14
4	D/601/5070	Understanding Forensic Awareness and Evidence Recovery	3	2	16
5	M/601/5073	Understanding Initial Actions at a Crime Scene	3	3	28
6	M/505/5398	Understanding the Gathering of Intelligence in Relation to the National Intelligence Model	3	3	24
7	L/601/5078	Understanding Investigations and Case File Management	2	9	82
8	R/601/5079	Understanding Investigative Interviewing Including PEACE	4*	4	30
9	H/601/5071	Understanding General Principles of English Law and Legislation and Different Levels of Crime	3	4	34
10	H/601/5085	Understanding Powers of Search	4*	2	12
11	L/505/5408	Understanding Use of Force	3	5	42

*Centres should be aware that within the Level 3 qualification in this specification, learners are required to meet the demands of three unit(s) at Level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit(s) during delivery and assessment of the qualification.

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Centres can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13. Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: qualifications.pearson.com

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Assessment requirements

This section provides the assessment requirements for the unit as stipulated by the Sector Skills Council, Skills for Justice.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit 1: Understanding Miscellaneous Policing Skills

Unit reference number: L/601/5081

Level: 2

Credit value: 3

Guided learning hours: 22

Unit aim

This unit is about understanding miscellaneous policing skills. The aim of the unit is for learners to know and understand relevant policing structures, learn how to present evidence, how to give advice on crime reduction and other general policing duties.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of miscellaneous policing skills within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand relevant policing structures	1.1	Describe the different policing structures within the service
		1.2	Explain the principal functions of different internal and external agencies that can be utilised to assist investigations
		1.3	Explain potential liaison with foreign government and non-government agencies that can be utilised to assist investigations
		1.4	Explain the benefits of liaison
		1.5	Explain the limits of liaison
2	Know and understand how to present evidence	2.1	Explain current courts guidelines
		2.2	Describe personal actions on being summoned
		2.3	Explain how to present evidence in court or other hearings
		2.4	Outline additional types of judicial proceedings and inquiries
3	Know and understand crime reduction advice	3.1	Explain the aim of crime reduction
		3.2	List the principles of crime reduction
		3.3	Explain how to implement crime reduction measures
		3.4	Explain crime pattern analysis
4	Know and understand miscellaneous policing skills	4.1	Explain how to maintain police documentation
		4.2	Explain the appropriate method of approach when dealing with different individuals within the policing framework
		4.3	Explain the reason for the correct recording and passage of information within a policing context
		4.4	Explain the importance of a code of conduct in policing

Unit 2: Understanding Powers of Arrest and the Procedures of Arrest and Custody

Unit reference number: D/601/5084

Level: 4

Credit value: 2

Guided learning hours: 17

Unit aim

This unit is about the knowledge required in relation to arresting and the custody of individuals. The aim of this unit is for learners to know and understand what their powers are in relation to arrest and the procedures associated with arresting and the custody of individuals.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of powers of arrest and the procedures of arrest and custody within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand powers of arrest	1.1	Define the meaning and purpose of an arrest
		1.2	Identify from where the police derive their power of arrest
		1.3	Explain the powers of arrest conferred by the different legislation and codes of practice
		1.4	Explain how relevant codes of practice relate to powers of arrest
		1.5	Explain what constitutes an arrestable offence
		1.6	Explain the term 'indictable offence'
		1.7	Explain how legislation relates to the level of force permissible to effect an arrest
		1.8	Define the provisions of legislation in relation to resisting arrest
2	Know and understand the procedures of arrest and custody	2.1	Identify the key elements of effecting the arrest of a suspect
		2.2	Clarify the information to be given to a suspect upon arrest
		2.3	Identify the information to be recorded when arresting a suspect
		2.4	Explain the reporting procedure to be taken when making an arrest
		2.5	Explain the principles in relation to the arrest of members of the opposite sex
		2.6	Explain the procedure for the release of an arrested person
		2.7	Explain the treatment of intoxication in relation to arrest and custody
		2.8	Explain how arrest documentation is compiled and processed
		2.9	Explain the correct method of approach in conducting an arrest of a person
		2.10	Explain Duty of Care in relation to arrested persons showing signs of Suicidal Tendencies
		2.11	Explain the relevant legislation in relation to the procedures of arrest

Unit 3: Understanding How to Obtain Witness Statements

Unit reference number: K/601/5072

Level: 3

Credit value: 3

Guided learning hours: 14

Unit aim

This unit is about gaining information from witnesses. The aim of the unit is for learners to know and understand the types of interview techniques and the methods of recording information.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of how to obtain witness statements within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand how to recover information from witnesses	1.1	Explain statement types and procedures
		1.2	Analyse the components of identification evidence
		1.3	Describe how to include identification evidence in a statement
		1.4	Explain the use of R v Turnbull (ADVOKATE) in recording statements
		1.5	Explain investigative interviewing when dealing with witnesses
		1.6	Explain the use of cognitive interviewing when dealing with witnesses
		1.7	Describe the term 'victim personal statement' and the associated procedures

Unit 4: Understanding Forensic Awareness and Evidence Recovery

Unit reference number: D/601/5070

Level: 3

Credit value: 2

Guided learning hours: 16

Unit aim

This aim of this unit is for learners to understand the basic principles of forensics and how they relate to the collection of evidence.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of forensic awareness and evidence recovery within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand the basic forensic principles	1.1	Define Locard's Exchange Principle
		1.2	Explain cross-contamination and random transfer
		1.3	Outline the types of physical evidence available for forensic exploitation
		1.4	Explain the principles of: <ul style="list-style-type: none"> • packaging • evidence continuity
		1.5	Explain the basic principles of crime scene photography
		1.6	Explain how forensic evidence can be used to assist investigations
2	Know and understand how to collect forensic evidence	2.1	Explain the principles and process of taking fingerprints
		2.2	Identify the relevant documents used when taking fingerprints
		2.3	Differentiate between intimate and non-intimate DNA samples
		2.4	Explain when and by whom intimate and non-intimate DNA samples can be taken
		2.5	Identify the relevant documents used when taking intimate and non-intimate DNA samples
		2.6	Explain the principles and process for recovering real evidence

Unit 5: Understanding Initial Actions at a Crime Scene

Unit reference number: M/601/5073

Level: 3

Credit value: 3

Guided learning hours: 28

Unit aim

This unit is about management of crime scenes. The aim of the unit is for learners to know and understand the procedures for dealing with crime scenes.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of initial actions at a crime scene within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand the procedures when dealing with a crime scene	1.1	Explain the immediate actions on discovery of a crime scene in accordance with core investigative doctrine
		1.2	Explain the evidential capture of a crime scene
		1.3	Explain the process of handing over a crime scene
		1.4	Describe how to approach different types of complainants
		1.5	State the procedure and primary objectives on arrival at different scenes of crime including, major incidents
		1.6	Explain the process of recording information and reporting at an incident of crime
		1.7	Explain the principles and process of preserving and closing a crime scene

Unit 6: Understanding the Gathering of Intelligence in Relation to the National Intelligence Model

Unit reference number: M/505/5398

Level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit is for learners to be able to use computer-based intelligence applications. Learners will gain an understanding of how to relate intelligence legislation to police duties.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of the gathering of intelligence in relation to the National Intelligence Model (NIM) within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand computer-based intelligence applications	1.1	Identify various computer applications used in intelligence gathering
		1.2	Explain the background to the computer intelligence applications
		1.3	Explain the procedures and principles of utilising the computer intelligence applications
		1.4	Explain how computer intelligence applications link to legislation
2	Know and understand intelligence legislation in relation to police duties	2.1	Identify legislation relating to the gathering and implementation of intelligence
		2.2	Explain the impact of intelligence legislation on policing
		2.3	Define the following intelligence terms: <ul style="list-style-type: none"> • surveillance • communication
		2.4	Explain the different techniques for gathering intelligence
		2.5	Explain the authority to conduct surveillance operations in support of police investigations
		2.6	Identify how intelligence data is reported
		2.7	Explain the information that is recorded in intelligence reports

Unit 7: Understanding Investigations and Case File Management

Unit reference number: L/601/5078

Level: 2

Credit value: 9

Guided learning hours: 82

Unit aim

This unit is about preparing and submitting case files. The aim of the unit is for learners to understand the factors that need to be taken into account when preparing case files for submission.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of investigations and case file management within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand how to prepare and submit case files	1.1	Describe how case identification numbers are created and for what reason
		1.2	Describe the differing levels of investigations
		1.3	Explain caveats and descriptors
		1.4	Explain the structure of a case file
		1.5	Analyse and explain the different aspects of enclosures
		1.6	Explain the process of raising a case file through to closure and submission
		1.7	Explain the different methods of recording information in case files and why they are used
		1.8	Explain the investigator's role and responsibilities in relation to case files
		1.9	Describe the storage and security procedures for case files

Unit 8: Understanding Investigative Interviewing Including PEACE

Unit reference number: R/601/5079

Level: 4

Credit value: 4

Guided learning hours: 30

Unit aim

This unit is about understanding the principles and techniques of interviewing. The aim of this unit is for learners to gain knowledge of investigative interviewing, cognitive interviewing and conversation management.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of investigative interviewing within their organisational guidelines.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand the principles of investigative interviewing	1.1	Explain the principles and process of investigative interviewing
		1.2	Compare the different types and uses of questions
		1.3	Explain the importance of environment and equipment for investigative interviewing
		1.4	Explain the roles of investigators during an interview
		1.5	Clarify the information to be given to a suspect prior to, during and at the end of an interview after caution
		1.6	Explain the legislation relating to investigative interviewing
		1.7	Explain the methods and techniques used in relation to investigative interviewing
		1.8	Explain the importance of self-evaluation in relation to investigative interviewing
2	Know and understand cognitive interviewing	2.1	Explain the purpose and uses of cognitive interviewing
		2.2	Explain the methods and techniques used in relation to cognitive interviewing
		2.3	Analyse the roles of investigators in a cognitive interview
3	Know and understand conversation management	3.1	Explain the methods and techniques of conversation management
		3.2	Summarise the different types of questioning techniques and how they are used
		3.3	Explain the following terms in relation to conversation management: <ul style="list-style-type: none"> • topics • parameters • probe • summarise • link
		3.4	Explain the process of summarising and concluding an interview

Unit 9: Understanding General Principles of English Law & Legislation and Different Levels of Crime

Unit reference number: H/601/5071

Level: 3

Credit value: 4

Guided learning hours: 34

Unit aim

This unit is about law and legislation in a policing context. The aim of this unit is for learners to understand the principles of English law and the different levels of crime.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of general principles of English law and legislation and different levels of crime within their organisational guidelines.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand the general principles of English law	1.1	Explain the origins of English law
		1.2	Explain the rules of evidence
		1.3	Explain basic elements of crime
		1.4	Explain the various classification of offences
		1.5	Describe the impact of case law
		1.6	Describe the hierarchy of the courts
2	Know and understand the differing levels of crime	2.1	Define what constitutes minor and volume crime
		2.2	Define what constitutes serious and complex crime
		2.3	Explain the law and legislation in relation to the differing levels of crime

Unit 10: Understanding Powers of Search

Unit reference number: H/601/5085

Level: 4

Credit value: 2

Guided learning hours: 12

Unit aim

This unit is about powers of search. The aim of this unit is for learners to understand the powers of entry, search and seizure, and powers of stop and search.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of powers of search within their organisational guidelines.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand the statutory powers of entry, search and seizure	1.1	Explain what type of an offence may require entry, search and seizure
		1.2	Define the terms in relation to powers of entry, search and seizure
		1.3	Explain who and what can be searched on arrest and for what items
		1.4	Explain documentation used for search on arrest.
		1.5	Explain powers in relation to powers of entry, search and seizure
		1.6	Describe the different types of search warrants that may be used
		1.7	Explain the different processes involved in entry, search and seizure, including: <ul style="list-style-type: none"> • seize and sift • retention
		1.8	Explain searches of arrested persons
		1.9	Explain how the appropriate legislation relate to powers of entry, search and seizure
2	Know and understand statutory powers of stop and search	2.1	Describe the principles of stop and search
		2.2	Identify legislation and guidelines from which powers of stop and search are derived
		2.3	Explain procedures in relation to stop and search
		2.4	Explain the methods of recording information in relation to stop and search

Unit 11: Understanding Use of Force

Unit reference number: L/505/5408

Level: 3

Credit value: 5

Guided learning hours: 42

Unit aim

This unit is about use of force in policing context. The aim of this unit is for learners to understand the legislation, the contexts for application of force and the possible medical implications as a result of using force.

Essential resources

There are no special resources needed for this unit.

Assessment requirements

The unit requires the assessment of occupational knowledge and understanding wherever practicable. Assessment can take place either in the workplace or in a learning and development environment. Individuals must demonstrate their knowledge and understanding of use of force (personal safety training (PST)) within relevant organisational guidelines.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Know and understand legislation in relation to use of force	1.1	Explain legislation in relation to use of force
		1.2	Explain the conflict resolution model
2	Know and understand the application of force	2.1	Identify the situations where the application of use of force techniques may be appropriate
		2.2	Describe the factors to take into account before the application of force
		2.3	Explain techniques available for restraining people
		2.4	Describe the use and limitations of equipment
3	Know and understand the medical implications in relation to the use of force	3.1	Explain the possible medical implications in relation to the use of force
		3.2	Describe the symptoms of medical conditions in relation to the use of force

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, qualifications.pearson.com

14 Professional development and training

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