Pearson
BTEC Level 3 Certificate in Knowledge of Policing (QCF)

Specification

BTEC Specialist qualification

First teaching September 2014

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: www.pearson.com/uk

Contents

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

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. 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.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2   Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Certificate in Knowledge of Policing (QCF)
QCF Qualification Number (QN)	601/4979/6
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/09/2014
Approved age ranges	16–18 19+
Credit value	23
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	79
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 our access and recruitment policy (see *Section 10 Access and recruitment*).

QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

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: www.edexcel.com/iwantto/Pages/uk-information-manual

Qualification objective

The Pearson BTEC Level 3 Certificate in Knowledge of Policing (QCF) is for learners who wish to pursue their career in policing.

The qualification will give learners an opportunity to:

- develop knowledge and understanding of policing and police law
- learn about some of the critical decision-making skills such as: using police powers in a fair and just manner, responding to incidents and providing initial support to victims and witnesses, searching premises and individuals within a policing context
- achieve a nationally recognised level 3 qualification
- develop personal growth and engagement in learning.

Progression opportunities through Pearson qualifications

Where the learner achieves the Pearson BTEC Level 3 Certificate in Knowledge of Policing (QCF) through a provider approved by the College of Policing, this qualification can be submitted as evidence of the knowledge component of the Diploma in Policing which forms part of the Initial Police Learning and Development Programme (IPLDP) designed for the uniformed officer during their initial period of service.

Learners can progress to job roles such as Crime Scene Coordinator, Intelligence Officer and Surveillance Officer.

Industry support and recognition

This qualification is supported by Skills for Justice, the Sector Skills Council for this sector.

3   Qualification structure

Pearson BTEC Level 3 Certificate in Knowledge of Policing (QCF)

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 All 10 units are mandatory	23

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/503/6540	Knowledge of providing initial support to victims and witnesses within a policing context	3	1	4
2	H/503/6542	Knowledge of providing an initial response to incidents within a policing context	3	2	7
3	D/503/6541	Knowledge of gathering and submitting information to support law enforcement objectives within a policing context	3	1	4
4	T/503/6545	Knowledge of conducting priority and volume investigations within a policing context	4	4	13
5	A/503/6546	Knowledge of interviewing victims and witnesses within a policing context	4	3	10
6	F/503/6547	Knowledge of interviewing suspects in relation to priority and volume investigations within a policing context	4	3	10
7	L/503/6549	Knowledge of searching individuals within a policing context	3	2	7
8	F/503/6550	Knowledge of searching vehicles, premises and open spaces within a policing context	3	2	7
9	Y/503/6554	Knowledge of managing conflict within a policing context	3	2	7
10	F/503/6967	Knowledge of arresting, detaining and reporting individuals within a policing context	3	3	10

Centres should be aware that within the Level 4 units in this specification, learners will be required to meet the demands of units at this level. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level units 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 of the unit's 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.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre 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 to 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. For details please 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: www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies 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 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 the processes listed below:

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, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9   Programme delivery

Centres are free to offer this qualification 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 the sector employers to make sure that 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 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 between 14 and 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

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

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.

Unit 1: Knowledge of providing initial support to victims and witnesses within a policing context

Unit reference number: Y/503/6540

QCF level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

This unit is about giving initial support to victims of, or witnesses to, offending or antisocial behaviour. This initial support may be practical and relate to safety, security and paperwork, or it may be emotional and therefore require the human skills of listening, giving reassurance and support.

The learner must be able to identify how to assess the individual's need for further support, and identify and discuss possible sources of such support. The ability to outline how to communicate effectively to encourage individuals to express their feelings and needs is of key importance.

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	Understand the factors that affect victims and witnesses and impact on their need for support	1.1	Describe how crime impacts on victims and witnesses
		1.2	Explain the reasons why it is important to recognise and address the needs of victims and witnesses
		1.3	In the context of a policing response to incidences, identify the legislation, national policies, procedures, codes of practice and/or guidelines that relate to: • race, diversity, human rights • health and safety (self and others) • working with vulnerable groups
		1.4	Explain why it is important to involve those with parental responsibility when working with children affected by crime or antisocial behaviour
		1.5	Describe how to use relevant legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses
		1.6	Identify appropriate sources of advice and support to meet an individual's needs
2	Understand how to gather information and plan a response to an incident	2.1	Explain how to establish the nature of incidents based on an assessment of available information
		2.2	Explain how to obtain any necessary additional information to inform the nature of response to an incident
		2.3	Explain how incidents are prioritised
		2.4	Explain how a response to incidents is planned, in accordance with the nature of the incident, including: • protecting the scene of the incident • preserving evidence
		2.5	Explain how to respond to incidents to ensure that they: • act in a way that values people as individuals • use law enforcement actions proportionately, recording actions correctly, within agreed timescales

Unit 2: Knowledge of providing an initial response to incidents within a policing context

Unit reference number: H/503/6542

QCF level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

This unit is about delivering an initial response to incidents, including crime, non-crime and traffic incidents.

The learner will need to describe how to grade and gather information on the incident, establish the nature of the incident and plan their actions accordingly. In the case of a major or critical incident where they are first on the scene, the learner will need to outline how to take control of the incident until the appropriate people arrive at the incident, for example road closure and securing crime scenes.

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	Understand relevant legal and Service requirements for responding to an incident	1.1	Identify the relevant legislation, policy and guidelines relating to given incidents, whether crime, non-crime or road policing
		1.2	Describe the application (models, methods and processes) of relevant legislation, policy and guidelines relating to given incidents, whether crime, non-crime or road policing
		1.3	In the context of a policing response to incidences, identify the legislation, national policies, procedures, codes of practice and/or guidelines that relate to: • race, diversity, human rights • health and safety (self and others) • working with vulnerable groups
		1.4	Explain why it is important to provide an initial response to incidents in accordance with relevant legal and organisational requirements
		1.5	Outline the different types of incident for which an initial response is required, explaining the different procedures for response
2	Understand how to gather information and plan a response to an incident	2.1	Explain how to establish the nature of incidents based on an assessment of available information
		2.2	Explain how to obtain any necessary additional information to inform the nature of response to an incident
		2.3	Explain how incidents are prioritised
		2.4	Explain how a response to incidents is planned, in accordance with the nature of the incident, including: • protecting the scene of the incident • preserving evidence
		2.5	Explain how to respond to incidents to ensure that they: • act in a way that values people as individuals • use law enforcement actions proportionately, recording actions correctly, within agreed timescales

Unit 3

Knowledge of gathering and submitting information to support law enforcement objectives within a policing context

Unit reference number: D/503/6541

QCF level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

This unit is about gathering intelligence information to support law enforcement objectives. The learner will need to be able to explain how to work in accordance with the requirements of the National Intelligence Model used in their organisation (for example National Intelligence Model for policing). They must be able to explain how to identify information that has the potential to become intelligence from a variety of situations and sources (human and technical), and describe how to conduct an initial assessment and grading of that information.

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	Understand relevant legal and Service requirements related to gathering and submitting information	1.1	Describe the application of legislation, national policies, procedures, codes of practice and/or guidelines that relate to: • gathering, submitting, retaining, recording and disseminating information • race, diversity and human rights • health and safety • disseminating and disclosing confidential information and contacts
		1.2	Identify the types and sources of information that have the potential to support law enforcement objectives
		1.3	Explain how information and sources of information are graded for intelligence value
		1.4	Describe the National Intelligence Model or a model relevant to their organisation and explain how it fits within their organisation
		1.5	Explain the importance of maintaining the security, integrity and continuity of information and sources, and how this is achieved for information assurance purposes
		1.6	Define how to distinguish between information and evidence, and the procedures to follow for each
		1.7	Identify ethical and lawful methods to gather information to ensure that its security, integrity and confidentiality is maintained

Unit 4: Knowledge of conducting priority and volume investigations within a policing context

Unit reference number: T/503/6545

QCF level: 4

Credit value: 4

Guided learning hours: 13

Unit aim

This unit is about conducting investigations for priority and volume investigations. The learner will need to be able to explain how to gather and assess the available information and intelligence, conduct a risk assessment, identify and preserve the initial scene(s), and identify and deal with material. They must also identify how to develop initial lines of enquiry and deal with any victim(s), witnesses and suspects appropriately. In addition, to maintain continuity they will need to outline how they make sure that the appropriate people are briefed about the status of the investigation.

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	Understand the legal and Service requirements in relation to conducting priority and volume investigations	1.1	Identify the relevant legislation which may necessitate the onset of a priority or volume investigation in given circumstances, whether crime, non-crime or road policing incidents
		1.2	Describe the application of the relevant legislation which may necessitate the onset of a priority or volume investigation in given circumstances, whether crime, non-crime or road policing incidents
		1.3	Describe the national policies, procedures and codes of practice in relation to conducting investigations
		1.4	Explain the importance of applying human rights in respect to race and diversity and other issues when conducting investigations
		1.5	Outline the types of investigation that are within their limits of responsibility
		1.6	Specify the restrictions that apply to the disclosure of sensitive information
		1.7	Explain the purpose and importance of risk assessments within the context of priority and volume investigations
2	Understand the professional practice applicable to conducting priority and volume investigations	2.1	Describe the impact of crime and criminality upon communities
		2.2	Describe the characteristics of crimes and how they are committed
		2.3	Describe the investigative process including the activities and decision making required to progress an investigation
		2.4	Explain what is meant by 'an investigative mindset'
		2.5	Explain how applying 'an investigative mindset' can contribute to the investigative process

Unit 5: Knowledge of interviewing victims and witnesses within a policing context

Unit reference number: A/503/6546

QCF level: 4

Credit value: 3

Guided learning hours: 10

Unit aims

This unit is about interviewing victims and witnesses as part of priority and volume crime investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must explain the principles of the victim and witness interview, including planning and preparing for the interview, conducting the interview and evaluating the interview.

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	Understand relevant legal and Service requirements in relation to interviewing victims and witnesses	1.1	Identify the relevant legislation which may necessitate the onset of a victim/witness interview in given situations
		1.2	Explain the relevant aspects of the legislation and how they link to a given situation
		1.3	Describe the points to prove under the relevant legislation
		1.4	Identify the legislation, national policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: • conducting interviews with victims and witnesses • race, diversity and human rights • health, safety, security and welfare • dealing with victims, witnesses and relevant others in an ethical and effective manner • rules of evidence and disclosure
		1.5	Explain the importance of fully and correctly completing all relevant documentation associated with interviews with victims and witnesses
2	Understand the principles of interviewing victims and witnesses	2.1	Describe the features of an interview strategy
		2.2	Identify the resources which can assist in developing an interview strategy
		2.3	Define the categories of interviewee (e.g. vulnerable, intimidated, significant or other influencing factor)
		2.4	Explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews
		2.5	Describe the features of approved interview techniques and communication methods
		2.6	Describe the types of contingencies (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions) that might arise during interview and how to deal with them

Unit 6: Knowledge of interviewing suspects in relation to priority and volume investigations within a policing context

Unit reference number: F/503/6547

QCF level: 4

Credit value: 3

Guided learning hours: 10

Unit aim

This unit is about interviewing suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not, and whether the interview is conducted at police premises or elsewhere.

The learner must identify how to plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. The learner must be able to outline how to conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills.

Finally, learners will be able to explain how to evaluate interviews and take any necessary further action.

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	Understand the relevant legal and Service requirements in relation to interviewing suspects	1.1	Identify the relevant legislation which may necessitate the onset of a suspect interview in given situations
		1.2	Explain the relevant aspects of the legislation and how they link to a given situation
		1.3	Describe the points to prove under the relevant legislation
		1.4	Identify the legislation, national policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: • conducting interviews with suspects • race, diversity and human rights • health, safety, security and welfare • dealing with suspects and relevant others in an ethical and effective manner • rules of evidence and disclosure
		1.5	Explain the importance of fully and correctly completing all relevant documentation associated with suspect interviews
2	Understand the principles of interviewing suspects	2.1	Describe the features of a suspect interview strategy
		2.2	Identify the resources which can assist in developing a suspect interview strategy
		2.3	Describe the role of 'relevant others' regarding the interview of suspects (e.g. prosecutors, legal representatives, appropriate adults, health care professionals, custody officer, officers required for legal authorities, colleagues, interpreters)
		2.4	Describe the features of approved interview techniques and communication methods
		2.5	Explain the importance of appropriate timings, locations, and environmental conditions relevant to the conduct of interviews (e.g. urgent interviews, interviews at the scene, in police premises, at a healthcare facility)

Learning outcomes	Assessment criteria	
	2.6	Identify the types of contingencies (e.g. legal, medical, welfare, abusive or aggressive behaviour, technical faults, complaints and environmental conditions) that might arise during interview
	2.7	Describe how contingencies which might occur during the process of interview would be dealt with
	2.8	Describe the procedures and reasons for assuming responsibility for suspects

Unit 7: Knowledge of searching individuals within a policing context

Unit reference number: L/503/6549

QCF level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

This unit is about searching individuals for items that may be evidence of an offence, or that may cause harm to self or others.

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	Understand legal and Service requirements in relation to searching individuals	1.1	Identify and explain the relevant legislation, policy and guidelines giving grounds and legal authority to search individuals in given situations
		1.2	Describe the application of relevant legislation, policy and guidelines to the process of searching individuals in given situations
		1.3	Identify the relevant legislation, national policies, procedures, codes of practice and/or guidelines that relate to: • race, diversity and human rights • health and safety • working appropriately with children and young people • personal safety • dealing with individuals in an ethical manner • documenting decisions, actions, options and rationale
		1.4	Describe how to ensure that they have the grounds, legal authority and correct conditions for carrying out searches
		1.5	Describe the types of risks and contingencies that may arise when searching individuals and how to deal with these
		1.6	Explain how to conduct the following searches using appropriate search methods: • of individuals not under arrest • of individuals post arrest • of any connected property
		1.7	Explain how items covered by the relevant search power are identified and seized
		1.8	Explain how to search individuals, communicate effectively and: • promote equality • respect diversity • value people as individuals • manage risks to health and safety • use law enforcement actions proportionately, recording actions correctly in agreed timescales

Unit 8:   Knowledge of searching vehicles, premises and open spaces within a policing context

Unit reference number: F/503/6550

QCF level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

This unit identifies the relevant legislation, policy and authority to search vehicles, premises and open spaces. The learner needs to be able to explain legal and ethical search methods, identifying whether they have the grounds and legal authority to carry out a search.

Learners must be able to outline how and where evidence that can be seized legally may be found, and how it must be packaged and stored in a manner that maintains its integrity and continuity. They will also need to describe how to complete any necessary documentation.

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	Understand legal and Service requirements in relation to searching vehicles, premises and open spaces	1.1	Identify and explain the relevant legislation, policy and guidelines giving grounds and legal authority to search vehicles, premises and open spaces in given situations
		1.2	In the context of searching vehicles, premises and open spaces, describe current national policies, procedures, codes of practice and guidelines for carrying out those searches
		1.3	Identify current and relevant legislation, organisational requirements and national guidelines in relation to: • race, diversity and human rights • health and safety • working appropriately with children and young people
		1.4	Explain how to maintain the health and safety of self and others during the search
		1.5	Identify the information which must be provided to relevant person(s) during the search procedures
		1.6	Explain how to inform the appropriate individuals of the purpose, authority and grounds for the search, and their rights in accordance with legislation
		1.7	Describe how to leave the search area (e.g. vehicles, premises, open spaces) in an appropriate condition and conclude the search procedures in accordance with current legislation and policy

Unit 9: Knowledge of managing conflict within a policing context

Unit reference number: Y/503/6554

QCF level: 3

Credit value: 2

Guided learning hours: 7

Unit aim

In this unit, the learner will study legislation and guidelines for managing conflict by recognising and dealing with a range of behaviours and actions. The learner must be able to explain how to respond in ways that do not provoke conflict, and must seek to defuse situations where such behaviour is present. They must explain how they can use appropriate personal safety skills (including self-defence and restraint) and equipment.

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 the legislation and other relevant guidance related to managing conflict	1.1	Identify the relevant legislation, Service requirements, national guidelines and personal responsibilities (including level of training and duty of care) that relate to managing conflict
		1.2	Describe the application of relevant legislation, Service requirements, national guidelines and personal responsibilities (including level of training and duty of care) that relate to managing conflict
		1.3	Explain why it is important to adhere to national guidelines relating to working appropriately with children and young people
		1.4	Explain the importance of fully documenting subject behaviours and resulting actions taken
2	Understand how to apply conflict management skills and techniques	2.1	Describe how to gather information in order to make a threat assessment
		2.2	Explain how to select and apply an appropriate tactical option, based on a threat assessment, legislation, training and organisational policy, calling for any necessary assistance, back-up and support if required
		2.3	Explain how to communicate with people in a way that: • shows respect for them, their property and their rights • is appropriate to them • is free from discrimination and oppressive behaviour • uses actions and words that signal non-aggression at the appropriate times • remains alert to verbal and non-verbal communication pertaining to danger cues • uses language and speech; actions, gestures and body language; space and position appropriately

Unit 10: Knowledge of arresting, detaining and reporting individuals within a policing context

Unit reference number: F/503/6967

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit aim

This unit looks at how to conduct arrests and detentions, and the related reporting procedures. The learner will need to be able to state how they will ensure that they conduct their actions legally and in a balanced and proportionate manner, considering the impact of their actions on others. They will need to be able to identify the correct techniques and discuss how to deal with any contingencies that arise.

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	Understand relevant legal and Service requirements relating to the arresting, detention and reporting of individuals	1.1	Identify the relevant legislation supporting the arrest, detention or reporting of individuals in given circumstances, whether dealing with crime, non-crime or road policing incidents
		1.2	Describe the application of legislation relevant to the arrest, detention or reporting of individuals in given circumstances, whether dealing with crime, non-crime or road policing incidents
		1.3	In the context of arresting, detaining and reporting individuals, identify the relevant legislation, national policies, procedures, codes of practice and/or guidelines that relate to: - documentation of actions, options, and decisions - documentation of rationale - the legal rights of individuals subject to these actions
		1.4	Explain why it is necessary to release the individual without delay where information is received that negates the need for arrest, detention or reporting
		1.5	Explain how contingences which might occur during the process of an arrest or detention should be dealt with
		1.6	Explain how to ensure that there is sufficient evidence and legal authority to justify actions
		1.7	Explain how to select and carry out actions in a manner that is justifiable and proportionate to the circumstances, ensuring that attention is paid to the rights and needs of individuals being arrested or detained
		1.8	Explain how to ensure communication is effective and that actions: - are lawful - ensure the safety of self and others - recognise diversity issues - value people as individuals

13 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus

- BTEC: www.edexcel.com/btec

- Pearson Work Based Learning and Colleges: www.edexcel.com/about-wbl

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.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 www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to: www.edexcel.com/resources/publications/Pages

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 at: www.edexcel.com/resources/publications/Pages

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: www.edexcel.com/resources/Training

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: www.edexcel.com/contactus

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages
- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A – Skills for Justice Assessment Strategy

Skills for Justice Assessment Strategy for Policing Qualifications

Guidance on the Principles of Assessment Practice for Vocational Police Knowledge and Competence Based Qualifications in England and Wales May 2014

This document has been jointly developed by Skills for Justice and the College of Policing, to set out the expectations of employers in policing in relation to the principles of assessment practice for knowledge-based and competence-based qualifications in England and Wales. It is intended to be a guidance document to support Awarding Organisations in the quality assurance of centres offering these qualifications. Guidance to centres is the responsibility of Awarding Organisations; however there is no embargo on this document being circulated to centres.

Employers in policing require a consistency of approach to assessment for qualification purposes to ensure transferability between forces, without the need for re-assessment. They require a robust system which ensures the validity, reliability and authenticity of the evidence produced and the assessment decisions made.

For qualifications in policing to be successful, employers must be confident about the quality of assessment and quality assurance, and that there are no perceived easy routes which compromise that quality. To this end, this document seeks to set out the principles of assessment which employers consider necessary to maintain the value, quality and consistency of the qualifications.

1. Background

Skills for Justice

Skills for Justice is the Sector Skills Council (SSC) covering all employers, employees and volunteers in the Justice sector throughout the United Kingdom. This includes:

- Police Forces
- Law Enforcement Agencies including National Crime Agency, HMRC, Border Force, Immigration Enforcement Agency
- Custodial Care including the public and private sector establishments
- Community Justice
- Forensic Science
- Courts and Tribunals Services
- Prosecution Services
- Fire and Rescue Sector
- Local and Central Government
- Legal Services
- Youth Justice
- Armed Forces.

The College of Policing

The College of Policing is the Professional Body for policing in England and Wales, and was created in December 2012. Representatives from the Police Federation, the Superintendents' Association, ACPO and UNISON worked with the Home Office to create the College, ensuring that it represents the police service's desires and aspirations.

The College's aim is to use knowledge of what works well to raise standards across policing, supporting police forces to cut crime, protect the public and support the development of an evidence-based profession. The College has a remit to set standards for the police service on training, development, skills and qualifications. The College also provides support to help the service implement these standards.

2. Introduction

This document sets out the principles for the summative assessment and quality assurance systems required for current and future vocational knowledge and competence based qualifications in England and Wales from May 2014. These principles apply to all Awarding Organisations and centres offering qualifications in the policing and law enforcement strand of the justice sector.

The following sections outline the specific principles in regard to:

- external quality assurance
- workplace assessment including the use and characteristics of simulation
- knowledge based assessment
- the required expertise of assessors and those involved in quality assurance/verification of assessment.

These principles are in addition to the criteria that Awarding Organisations must meet for the delivery of qualifications on the QCF, as required by Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework' and the 'General Conditions of Recognition for Awarding Organisations.'

This guidance document does not describe the detail of systems to deliver these principles. It only provides the overarching principles. The systems may vary from one organisation to another and Skills for Justice and the College of Policing accept this, providing the overarching principles of this document are consistently put into practice. Where the police service determines that it is appropriate for specific assessment processes to be designed and delivered in a standardised way across England & Wales, additional guidance on the specific detail of the assessment requirements and methodology will be provided and agreed with the Awarding Organisations or relevant bodies.

Skills for Justice aims to work in partnership with Awarding Organisations to ensure that the assessment principles are consistently applied to qualifications in policing and law enforcement, which have been developed by the Sector Skills Council on behalf of employers. Awarding Organisations are encouraged to contact Skills for Justice if they require any additional guidance and support in implementing the requirements.

3. External Quality Assurance

External quality assurance is the responsibility of Awarding Organisations, and the mechanisms required to achieve this are outlined in Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

External quality assurance, monitoring, support, development and control will be put in place as appropriate to each Centre's level of risk and in line with the Awarding Organisations General Conditions of Recognition.

4. Workplace Assessment

Direct observation in the workplace by a competent assessor (as outlined in Section 6.1) is the preferred methodology in work-based assessment. It should be noted that an officer may demonstrate competence as part of a team but it will be the performance of the individual assessed within the team context.

Alternative assessment methods may be used where direct observation is not possible or practical. Examples of these include:

- records
- work products
- reflective accounts
- professional discussion
- simulations.

In all forms of assessment the assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit, confirmed via the process of internal and external quality assurance.

Scenarios/simulations based assessment can be used when:

- There are limited opportunities to demonstrate competence in the workplace against all of the learning outcomes or the length of time for opportunities to arise is considered too long by the employer or Assessor.
- Scenarios/simulations would provide a more consistent demonstration of competence.
- It would enable candidates to be assessed in more difficult circumstances than is likely to happen day to day.
- Scenarios may be appropriate where there is a health and safety consideration for example, firearms, or there are legal implications, for example driving.

The use of scenarios/simulations cannot be used to cover all of the workplace assessment requirements. They should be used to supplement when necessary for the reasons listed above. Where simulations are used, the methodology should have previously been agreed as part of the ongoing quality assurance by the Awarding Organisations.

The Awarding Organisations should issue adequate guidance and strategies to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more, nor less than they would be in a real work situation. Simulations must be agreed between the representative from the Awarding Organisation who is responsible for external quality assurance and with the person who is responsible for internal quality assurance in the assessment centre, prior to use.

All simulations should follow these basic principles:

- A centre's overall strategy for simulation must be examined and approved by the person from the Awarding Organisation who is responsible for external quality assurance
- The nature of the contingency and the physical environment for the simulation must be realistic and candidates should be given no indication as to exactly what contingencies they may come across
- Where simulations are used they must reflect the requirements of the qualification criteria
- The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to taking place and be in accordance with agreements made with the Awarding Organisation's representative
- All 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
- There should be a range of simulations to cover the same aspect of a unit so that the risk of candidates successfully colluding is reduced.

All arrangements for assessment should be agreed with the Awarding Organisation and be monitored through the external quality assurance process. Centres need to comply with the malpractice policy of the Awarding Organisation and be alert to the risks that all such arrangement could present. All Awarding Organisations must adhere to the unit specification and assessment strategy; if an Awarding Organisation wants to use an assessment method which falls outside the unit specification or assessment strategy the SSC and the College of Policing must be consulted.

5. Knowledge Based Assessment

The General Conditions of Recognition for Awarding Organisations detail the requirements expected of Awarding Organisations in delivering tests and in setting assessment. It explains that all assessments must be fair, robust, rigorous, appropriate, authentic, sufficient and transparent.

Methodologies to be considered for knowledge-based assessments might include:

- Written tests/essays in a controlled environment.
- Multiple choice questions.
- Evidenced questions and answers sessions with assessors.
- Evidenced professional discussions; for example on legislation, principles and practices.
- Scenario based demonstrations (in a classroom or other environment).
- Individual scenario based written assignments – time-bound.

For the employer the key to knowledge based assessment is that the learner is able to apply the knowledge they have attained in a relevant context. This means that whilst the term knowledge based assessment is used to describe these assessments, the requirement is not just knowledge (or recall) but rather, it extends to understanding (including theoretical application).

Good practice around policing knowledge based assessments, should include:

- Answering specific questions with short answers which draw on a student's knowledge (recall of facts) and
- Longer answers where candidates would need to demonstrate a broader understanding of a policing context e.g. theoretical application (this might be an answering questions around specific points of law and how this relates to given policing incidents)

Written assignments cannot be used under any circumstances as the only source of evidence for assessment. Centres must maintain a sufficient bank of assignments, which are regularly updated, to minimise the likelihood of a candidate being given an assignment which has been recently used.

All other assessment should be carried out under closed book conditions. Other forms of assessment may only be used by agreement with Skills for Justice, the College of Policing and the relevant Awarding Organisation.

An appropriate blend of the above methodologies should be used to attain greater accuracy when measuring a candidates understanding, i.e. some candidates may perform better orally than in writing. Therefore assessment of the knowledge and understanding within each unit of assessment should ideally be shown through more than one method of assessment. Applying the principle of reasonable adjustment for those candidates who may be disadvantaged through use of certain assessment methodologies and deliveries will also better ensure that assessments remain fair.

Validity and Controlled Assessment

Key to the success of policing knowledge qualifications is that they are a valid measure of a candidate's knowledge and understanding; as such the following key requirements are recommended:

- Candidates must demonstrate that they have satisfied all assessment criteria of any qualification

- A proportion of the summative assessment must be conducted in a controlled environment (i.e. under supervision) and must be closed book (i.e. without the availability of reference material) to establish that it is actually the candidate completing the assessment. Such assessment should be time-bound and the conditions the same for all candidates. The proportion of summative assessment undertaken in controlled conditions should, as a minimum, be that which the Awarding Organisations would deem sufficient to ensure the validity of the assessment.

- All assessments whether created by Awarding Organisations or providers must be limited to the content of the unit and its learning outcomes so as not to create a demand on the candidate which is beyond the requirements of the qualification.

- All assessments whether created by Awarding Organisations or providers must be current, legally up to date and align to current authorised professional practice at the time the assessments are undertaken. Awarding Organisations and/or providers should ensure that they have appropriate measures in place for maintaining the validity, currency and integrity of assessments.

6. The required occupational knowledge or competence of Assessors and Internal & External Quality Assurers

Skills for Justice and the College of Policing believe that the occupational knowledge or competence of those undertaking the roles of assessment, internal and external quality assurance is one of the key factors underpinning valid, fair and reliable assessment. Assessors and assurers need to have the right skills and knowledge to perform the role as agreed by the employer and the Awarding Organisation. The integrity of assessments and quality assurance is of paramount importance.

Assessors

All assessors must:

- Be qualified as an assessor by having the relevant qualifications or have been trained to assess through a programme that meets the standards laid out in the Police Learning Descriptor for Assessor Training. Those carrying out assessment whilst working towards a qualification must have a lead assessor's sign-off for their work until they achieve the qualification. The Assessor must be trained to the level of assessment that they will be required to perform. Assessor training approved and monitored by an Awarding Organisation would also be acceptable

- Have the role of assessor identified within their role profile, where assessment forms part of an individuals' role

- Be occupationally competent in the unit (subject areas) they are assessing. For knowledge based qualifications they must be occupationally knowledgeable.

This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence or knowledge working within the policing sector or within an appropriate occupational sector, e.g. law/crime based learning environment. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing.

- Be familiar with the units that relate to the qualification and must be familiar with the correct application of current working practices and technologies within the area of work.

- Maintain their occupational competence and/or knowledge by either actively engaging in continuous professional development activities such as attendance at role specific seminars, any other training and also attendance at exercises and refresher events or by performing the operational role as part of their regular responsibilities in order to keep up-to-date with developments relating to the changes taking place in the policing sector.

- Maintain their professional competence or knowledge as an assessor by actively engaging in continuous professional development activities such as by attending regular assessor standardisation meetings, and effectively performing the assessor role as part of their regular responsibilities in order to keep up-to-date with developments relating to the assessment of competence/knowledge based qualifications.

- Have knowledge and/or competence in the assessment methodology they are utilising.

- Have an appropriate induction to qualifications and the standards that they are assessing provided to them by the centre, including how to identify and deal with plagiarism. Assessors must have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of assessors must be made available to the assessor.

Expert Witnesses

The use of expert witnesses is encouraged as a contribution to the provision of performance evidence presented for assessment.

All expert witnesses must:

- Be occupationally competent in the area being assessed. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the policing sector or within an appropriate occupational sector.

- Maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up to date with developments relating to the changes taking place in the Justice sector. These may include those offered by the Awarding Organisation, Skills for Justice or other relevant providers in the sector.

- Provide current records of their 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.

- Be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.

- Be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness evidence. They must also understand the centre's recording requirements and will need guidance on the skills required to provide evidence for the qualification unit(s).

Internal Quality Assurance (IQA)

All IQAs must:

- Have been trained to perform the function of quality assurance. Those with previous V1 qualifications are acceptable. Where centres use trained IQAs, they must provide evidence of the training undertaken to Awarding Organisations.

- Be occupationally knowledgeable, displaying sufficient operational knowledge and experience Due to the risk critical nature of the work and the legal implications of the assessment process, IQAs must understand the nature and context of the assessors' work and that of their candidates. 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 standards.

- Sample the assessment process and resolve differences and conflicts on assessment decisions.

- Ensure that assessment has been carried out by persons who are 'occupationally competent' or in the case of knowledge based qualifications 'occupationally knowledgeable' within the area they are assessing.

- Maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the policing sector.

- Maintain their professional competence as an internal assurer by actively engaging in continuous professional development activities, for example by attending regular internal assurer standardisation meetings and effectively performing the internal assurer role as part of their regular responsibilities, in order to keep up-to-date with developments relating the IQA of competence based qualifications.

- Have an appropriate induction to qualifications and the standards that they are verifying provided to them by the centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal quality assurer must be made available to the external quality assurer.

External Quality Assurance (EQA)

All External Quality Assurers must:

- Be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.

- Have a thorough understanding of the qualification units that they will be quality assuring.

- Have a detailed knowledge of the Awarding Organisation's systems and documentation.

- Have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice.

- Maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Policing sector. These activities may include those offered by the Awarding Organisation, Skills for Justice, The College of Policing or other relevant providers in the sector.

- Maintain their professional competence as an EQA by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the assessment of competence based qualifications. These activities may include those offered by the Awarding Organisation, Skills for Justice, The College of Policing or other relevant providers in the sector.
- Hold or be working towards an external quality assurance qualification.
- Have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. The Awarding Organisation may seek clarification from Skills for Justice on the appropriateness of the specific external quality assurance applicant where appropriate.

7. Glossary of terms

Please find a glossary of terms used within this document below:

Assessors – an individual assessing the knowledge or competence of candidates to ensure they meet the work related standards to achieve a qualification. This may be a dedicated role or as part of an individuals' wider role e.g. supervisor, manager or tutor.

Awarding Organisation (AO) – The Awarding Organisation is a body recognised by the qualifications regulators to award credits and qualifications according to the regulatory arrangements.

Expert Witness – The role of the expert witness is to submit evidence to the assessor as to the competence of the candidate in any given unit. This evidence must directly relate to the candidate's performance in the work place which has been seen by the expert witness.

External Quality Assurance (EQA) – EQA allows training/testing sites to assess the quality of their performance using an External Assurer from the Awarding Organisation.

EQA often includes on-site evaluation of the training to review the quality of test performance and operations.

Internal Quality Assurance (IQA) – IQA is an activity that can be performed by a dedicated individual or as part of an individual's wider role. The role requires regular checks on the quality of training delivery and assessment to be completed by an Internal Assurer.

Scenario/simulation based assessment –Scenario/simulation based assessment of knowledge and understanding may take place in a non-operational environment for example in a training and development centre, which is not the immediate workplace.

Sector Skills Council (SSC) – An SSC is an employer-led organisation that covers specific economic sectors in the United Kingdom. They have four key goals; to reduce skills gaps and shortages, to improve productivity, to boost the skills of their sector workforces and to improve learning supply.

Workplace Assessment – Workplace assessment is the gathering and judging of evidence during normal work activities in order to determine whether a required standard has been achieved. Workplace assessment is any real policing situation where a candidate demonstrates their competence against the qualification unit or units and does this entirely without intervention from a tutor, supervisor or fellow officer.