

Specification

Edexcel NVQ/competence-based
qualifications

Edexcel Level 3 Certificate in Policing (Police
Community Support Officer) (QCF)
For first registration August 2010

PRE-PUBLICATION

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Certificate in Policing (Police Community Support Officer) (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 3 Certificate in Policing (Police Community Support Officer)(QCF)	501/0395/7	01/08/2010

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualifications Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

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Key features of the Edexcel Level 3 Certificate in Policing (Police Community Support Officer) (QCF)

This qualification:

- is nationally recognised
- is based on the Policing and Law Enforcement National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Justice.

What is the purpose of this qualification?

This qualification has been designed for those working as Police Community Support Officer to gain an accredited qualification.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of this qualification to the learner and employer?

This qualification has been designed for those working as Police Community Support Officer to gain an accredited qualification.

The role of a police community support officer (PCSO) is to reduce crime, fear and antisocial behaviour in the community.

PCSOs provide support for the work of police officers and aim to provide a visible and reassuring presence in the neighbourhood helping to prevent trouble, deter crime and make communities safer.

What are the potential job roles for those working towards this qualification?

PCSOs with experience can progress into a role supervising or managing other PCSOs.

The job of PCSO can provide essential skills and experience for those interested in applying to become police officers.

What progression opportunities are available to learners who achieve this qualification?

This qualification provides learners with opportunities to gain further learning and qualifications such as the Edexcel Level 3 Diploma in Policing. Learners can also use this qualification to progress up through their career

pathway to Support Supervisor roles by completing qualifications such as the Police Promotion Examinations. Some PCSOs go on to apply to become police officers.

Further information is available in *Annexe A*.

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What is the qualification structure for the Edexcel Level 3 Certificate in Policing (Police Community Support Officer)(QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

Credit Value required: Minimum 18.

F/601/2422 - Communicate effectively with people maintaining the security of information

R/502/5732 - Provide initial support to victims and witnesses

D/502/5734 - Gather and submit information to support law enforcement objectives

H/601/4793 - Provide an initial response to incidents

D/601/4842 - Prepare for, and participate in, planned enforcement operations

L/502/5731 - Manage conflict in a policing context

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe D*. They have been developed by Skills for Justice in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

What do you need to offer this qualification?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel 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.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required to deliver these qualifications?

Each qualification is designed to support learners working in the Public Service sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title: Understanding the retail selling process		The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).		
Unit code: 1		This is Edexcel's reference number for the specified unit.		
Unit reference number: F/502/5807		This NDAQ code is a unique reference number for the unit.		
QCF level: 3		All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.		
Credit value: 2		All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.		
Guided learning hours: 19		A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.		
Unit summary:		This provides a summary of the purpose of the unit.		
The unit provides the learner with an understanding of the retail selling process. It covers the communication process involved in the customer choosing products, the importance of good product knowledge and the part this plays in the selling process. There is also a focus on the legislation that applies in relation to selling and also how sales levels can be managed.				
Assessment requirements/evidence requirements:		The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.		
Assessment methodology:		This provides a summary of the assessment methodology to be used for the unit.		
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
1 Understand how communication techniques can be used to help the customer choose products	1.1 Explain how communication techniques can be used to match product features and benefits to complex customer needs 1.2 Explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs	O observation Q&A questions and answers P learner products RA reflective accounts/ personal statements S simulation PD professional discussion A assignment, project/case studies WT witness testimony EPW expert witness evidence RPL Recognition of Prior Learning	The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

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Units

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Unit 1: Communicate effectively with people maintaining the security of information

Unit reference number: F/601/2422

QCF level: Level 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about communicating effectively with people – orally, in writing, using electronic and/or telecommunication and using non-verbal forms of communication. The term ‘people’ is used broadly to cover any child, adult, group, community or agency that workers come into contact with, either directly or indirectly. It includes members of the public, individuals who are clients of the justice sector, and colleagues in the workplace.

Assessment requirements/evidence requirements

Workplace Assessment: Competence must be practically demonstrated in the workplace for all learning outcomes

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to communicate with people	1.1 identify the legislation, organisational policies and procedures that apply to communicating with people 1.2 explain the features of effective communication 1.3 describe techniques for overcoming barriers to effective communication, (including those that are personal, environmental and social)			
2	Understand how to maintain the security of information in communications with people	2.1 identify the legislation, organisational policies and procedures that apply to the security and management of information 2.2 identify types of information that might be sensitive and/or confidential 2.3 describe the appropriate precautions to be taken when communicating confidential and/or sensitive information 2.4 explain the reasons for alerting an appropriate person when issues arise about the handling of/misuse of information			
3	Be able to communicate with people	3.1 identify and use four different methods of communication which meet the different needs of people 3.2 identify and use different methods to reduce any barriers to effective communication 3.3 explain precautions necessary when communicating			

	sensitive and/or confidential information			
	3.4 explain support available when experiencing difficulties in communicating			

Learner name:

Date:

Learner signature:

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Assessor signature:

Date:

Internal verifier signature:

Date:

(if sampled)

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Unit 2: Provide initial support to victims and witnesses

Unit reference number: R/502/5732

QCF level: Level 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about providing initial support to those affected by offending or anti-social behaviour (victims and witnesses). This initial support may be practical (e.g. relating to safety and security, compensation claims, paperwork) or emotional (e.g. listening, reassurance). The learner must also assess the individual's need for further support, and identify and discuss possible sources of such support. Of key importance throughout is the ability to communicate effectively to encourage individuals to express their own feelings and needs.

Assessment requirements/evidence requirements

Knowledge Element - Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

Workplace Assessment - Competence must be practically demonstrated on two occasions in the workplace.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Know and understand the factors that affect victims and witnesses and impact on their need for support</p>	<p>1.1 describe how crime impacts on victims and witnesses</p> <p>1.2 explain the reasons why it is important to recognise and address the needs of victims and witnesses</p> <p>1.3 identify the range of needs that victims and witnesses (including those who are particularly vulnerable) may have, and the ways in which they can be addressed</p> <p>1.4 explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour</p> <p>1.5 describe how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses</p> <p>1.6 identify appropriate sources of advice and support to assist meeting an individual's need for support.</p>			
<p>2. Be able to communicate effectively with victims and witnesses</p>	<p>2.1 communicate with individuals appropriately taking account of:</p> <ul style="list-style-type: none"> • pace • their level of understanding • their preferred form of communication <p>2.2 encourage individuals to express their own views about their immediate needs by creating an appropriate environment, actively listening and using appropriate:</p>			

	<ul style="list-style-type: none"> • body language • position • tone of voice <p>2.3 explain clearly to individuals your organisation's policy in respect of:</p> <ul style="list-style-type: none"> • confidentiality • who will have access to information provided by individuals • how the information will be recorded and stored <p>2.4 maintain contact with individuals communicating as necessary</p> <p>2.5 when communicating with victims and witnesses ensure your actions:</p> <ul style="list-style-type: none"> • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety • are recorded timely and accurately to meet requirements/deadlines 			
<p>3. Be able to provide initial support to victims and witnesses</p>	<p>3.1 give initial support that is appropriate to the individuals' needs</p> <p>3.2 explain clearly to individuals the range of services available from his/her organisation, providing details of how to access these services and those of other relevant organisations</p> <p>3.3 make clear and accurate records of:</p> <ul style="list-style-type: none"> • the individuals' immediate needs • the initial support provided to them <p>3.4 when providing initial support to victims and witnesses ensure your actions:</p> <ul style="list-style-type: none"> • apply principles of equality, diversity and anti-discrimination practice 			

		<ul style="list-style-type: none"> • manage risks to health and safety 			
4.	Be able to assess the needs and wishes of victims and witnesses for further support	<p>4.1 discuss with individuals the nature and extent of their needs helping them to identify their priorities and how they could be addressed</p> <p>4.2 explain clearly to individuals the range of support and other services available from his/her and other organisations</p> <p>4.3 make clear and accurate records of:</p> <ul style="list-style-type: none"> • the individuals' needs and wishes • the agreements reached with them • the resulting actions taken <p>4.4 when assessing the needs of victims, and witnesses ensure actions:</p> <ul style="list-style-type: none"> • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety 			

Learner name:

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Unit 3: Gather and submit information to support law enforcement objectives

Unit reference number: D/502/5734

QCF level: Level 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is about gathering information which has the potential to become intelligence and which is, therefore, likely to assist and support law enforcement objectives. The learner will need to be able 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 identify information that has the potential to become intelligence from a variety of situations and sources (human and technical), and conduct an initial assessment and grading of that information.

Assessment requirements/evidence requirements

Knowledge Element - Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

Workplace Assessment - Competence must be practically demonstrated on three occasions of which at least two must be in the workplace.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Know and understand relevant legal and organisational requirements related to gathering and submitting information</p>	<p>1.1 identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to:</p> <ul style="list-style-type: none"> • gathering, submitting, retaining, recording and disseminating information • race, diversity and human rights • health and safety • disseminating and disclosing confidential information and contacts <p>1.2 identify the types and sources of information that has the potential to support law enforcement objectives</p> <p>1.3 describe the National Intelligence Model or a model relevant to their organisation and explain how it fits within their organisation</p> <p>1.4 explain the importance of maintaining the security, integrity and continuity of information and sources, and how this is achieved</p> <p>1.5 distinguish between information and evidence, and the procedures to follow for each</p>			
<p>2. Be able to gather and submit information that has the potential to support law enforcement objectives</p>	<p>2.1 use ethical and lawful methods to gather information, ensuring that it's security, integrity and confidentiality is maintained</p> <p>2.2 conduct an initial evaluation of information, including an assessment of risk and take any necessary immediate action</p>			

	<p>2.3 record information (including provenance) using appropriate systems and protocols</p> <p>2.4 submit information to the appropriate person in an appropriate format and using recognised submission methods</p> <p>2.5 communicate effectively when gathering information and act in a way which:</p> <ul style="list-style-type: none"> • promotes equality • respects diversity • values people as individuals • manages risks to health and safety 			
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Unit 4: Provide an initial response to incidents

Unit reference number: H/601/4793

QCF level: Level 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit covers providing an initial response to incidents, including: crime, non-crime and traffic incidents. The learner will need to be able to 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, when first on the scene, they will need to take control of the incident until relieved by the appropriate person.

Assessment requirements/evidence requirements

Knowledge Element –

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

Workplace Assessment –

Competence must be practically demonstrated on three occasions, covering two different types of incident.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know and understand relevant legal and organisational requirements for responding to an incident	1.1 identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to: <ul style="list-style-type: none"> • equality, diversity, human rights • health and safety (self and others) • working with vulnerable groups • using personal safety techniques (including force) 1.2 explain the reasons why it is important to provide an initial response to incidents in accordance with relevant legal and organisational requirements 1.3 identify procedures for initial response to different types of incident			
2. Be able to gather information and plan a response to an incident	2.1 establish the nature of incidents based on an assessment of available information 2.2 obtain any necessary additional information which will support response to the incident 2.3 identify options for actions in response to the nature of the incident			
3. Be able to respond to incidents	3.1 liaise and communicate effectively with the following people regarding the incident, requesting other resources as necessary: <ul style="list-style-type: none"> • members of the public • control room • line management • other specialists, including external agencies 3.2 respond and take control of incidents, within			

	<p>appropriate timescales, according to current policy, demonstrating the ability to:</p> <ul style="list-style-type: none"> • challenge and deal appropriately with unacceptable behaviour • use appropriate personal safety techniques • recognise individual needs with respect to equality, diversity and human rights <p>3.3 demonstrate how to provide support to victims, witnesses and/or others</p> <p>3.4 identify casualties, and arrange necessary assistance</p> <p>3.5 take action to protect the scene of the incident and preserve evidence</p> <p>3.6 record the following and submit for supervision within agreed timescales:</p> <ul style="list-style-type: none"> • information, intelligence and sources from the incident • decisions • actions • rationale <p>3.7 respond to incidents ensuring that they:</p> <ul style="list-style-type: none"> • act in a way that values people as individuals • use law enforcement actions proportionately, recording actions correctly, within agreed timescales 			
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Internal verifier signature:

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(if sampled)

PRE-PUBLICATION

Unit 5: Prepare for, and participate in, planned enforcement operations

Unit reference number: D/601/4842

QCF level: Level 3

Credit value: 4

Guided learning hours: 12

Unit summary

This unit is about taking part in planned law enforcement operations. The unit applies to all types of pre-planned law enforcement operations (e.g. public order, sporting events, Royal visits, co-ordinated structured searches or firearms operations). The learner will need to prepare for, and participate in, planned law enforcement operations. This includes carrying out their roles and responsibilities according to the brief, using authorised equipment correctly (as issued in line with their role and responsibilities), co-ordinating their actions with others involved in law enforcement operations, and completing the necessary documentation.

Assessment requirements/evidence requirements

Knowledge Element –

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

Workplace Assessment –

Competence must be practically demonstrated on three occasions, covering two different types of operation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Know, understand and apply relevant legal and organisational requirements</p>	<p>1.1 describe the key features of the legislation, policies, procedures, codes of practice and guidelines in relation to:</p> <ul style="list-style-type: none"> • preparing for, and participating in, planned law enforcement operations (including the gathering of information and intelligence) • equality, diversity and human rights • health and safety • working appropriately with children and young people • the use of authorised equipment (as issued in line with role and responsibilities) • the use of personal safety or conflict resolution management techniques (as expected in line with role and responsibilities) • documenting decisions, actions, options and rationale <p>1.2 describe the command structure that applies to your work, the way in which it functions, and the procedures for communicating within it</p> <p>1.3 identify the types of law enforcement operations in which they are likely to take part, their role within them, and the role of responsibilities of other personnel and agencies</p>			
<p>2. Be able to prepare for, and participate in, planned law enforcement</p>	<p>2.1 identify their specific role and the roles of others within the planned operation</p> <p>2.2 gather, clarify and review all available information</p>			

operations	<p>and intelligence in relation to their role within the planned operation</p> <p>2.3 carry out allocated tasks in accordance with the brief and their specific role and, where appropriate:</p> <ul style="list-style-type: none"> • using authorised equipment (as issued in line with role and responsibilities) • taking independent action • challenging and dealing with unacceptable behaviour • using personal safety or conflict resolution techniques (as expected in line with role and responsibilities) <p>2.4 gather information and intelligence during law enforcement operations</p> <p>2.5 liaise and communicate effectively with others throughout the operation, including updating those within the command structure</p> <p>2.6 contribute appropriately to any debrief concerning the operation</p> <p>2.7 fully document all decisions, actions, options and rationale in relation to the operation</p>			
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Learner name:

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Learner signature:

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Assessor signature:

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Internal verifier signature:
(if sampled)

Date:

PRE-PUBLICATION

Unit 6: Manage conflict in a policing context

Unit reference number: L/502/5731

QCF level: Level 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit covers managing conflict i.e. recognising and dealing with a range of behaviours and actions. The learner must respond in ways that do not provoke conflict, and seeking to defuse situations where such behaviour is present. They must use appropriate personal safety skills (including self defence and restraint) and equipment.

Assessment requirements/evidence requirements

Workplace Assessment: Competence must be practically demonstrated in the workplace for all learning outcomes

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1. Understand legislation and other relevant guidance related to managing conflict</p>	<p>1.1 identify the legislation, organisational requirements, national guidelines and personal responsibilities (including level of training and duty of care) that relate to managing conflict.</p> <p>1.2 explain why it is important to adhere to national guidelines relating to working appropriately with children and young people</p> <p>1.3 explain the procedures for recording and reporting incidents involving personal safety skills and equipment</p>			
<p>2. Be able to apply conflict management skills and techniques</p>	<p>2.1 gather information in order to make a threat assessment</p> <p>2.2 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</p> <p>2.3 communicate with people in a way that:</p> <ul style="list-style-type: none"> • Shows respect for them, their property and their rights • Is appropriate to them • Is free from discrimination and oppressive behaviour • Ensures that your actions and words signal non-aggression at the appropriate times • Remains alert to verbal and non-verbal communication pertaining to danger cues 			

	<ul style="list-style-type: none"> • Uses language and speech; actions, gestures and body language; space and position appropriately <p>2.4 take action to defuse conflict with both compliant and non-compliant people that:</p> <ul style="list-style-type: none"> • will not make the situation worse and promotes calmness and reassurance • is consistent with the organisation's policies, procedures and your legal responsibilities and training <p>2.5 when applying conflict management skills ensure your actions:</p> <ul style="list-style-type: none"> • act in a way that values people as individuals • manage risks to health and safety • use law enforcement actions proportionately, recording actions correctly and timely. 			

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

Date:

(if sampled)

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Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Skills for Justice

Centre Court, Atlas Way

Sheffield S4 7QQ

T: 0114 261 1499

www.skillsforjustice.com

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Public Service sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7					
6					
5			Higher Nationals in Public Services		
4					Edexcel Level 4 NVQ in Operational Management.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Edexcel Level 3 2 Principal Learning in Public Services	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Public Services	Edexcel BTEC Level 3 Award in Fitness Testing and Training for the Uniformed Public Services (QCF) Edexcel BTEC Level 3 Award in Understanding Discipline in the Uniformed Public Services (QCF) Edexcel BTEC Level 3 Certificate in Public Sector Practice (QCF) Edexcel BTEC Level 3 Certificate in Public Sector Practice (Uniformed) (QCF) Edexcel BTEC Level 3 Diploma in Public Sector Practice (QCF) Edexcel BTEC Level 3 Diploma in Public Sector Practice (Uniformed) (QCF)	Edexcel Level 3 Diploma in Policing Edexcel Level 3 NVQ in Police Supervisory Management

Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Edexcel Level 2 Principal Learning in Public Services	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Public Services	Edexcel BTEC Level 2 Award in Improving Health and Fitness for Entry to the Uniformed Public Services (QCF) Edexcel BTEC Level 2 Award in Public Sector Practice (QCF) Edexcel BTEC Level 2 Extended Certificate in Public Sector Practice (QCF)	Edexcel Level 2 NVQ Diploma in Public Services – Operational Delivery (Uniformed) (QCF)	
1			Level 1 Diploma in Public Services Level 1 Certificate in Public Services Level 1 Award in Public Service			
Entry				Entry Level 3 Award in Public Services		

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Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVOs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVO Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment requirements/strategy

1. Background

Skills for Justice is the sector skills council covering all employers, employees and volunteers in the criminal justice sector throughout the United Kingdom. This includes:

- 1 the police
- 2 custodial care, including prisons, secure transport and electronic tagging
- 3 community justice, including supervision and rehabilitation of offenders, services for victims, survivors and witnesses and community safety
- 4 court services, including court administration and management, judges and magistrates
- 5 HM Revenue & Customs law enforcement
- 6 prosecution services, including the Crown Prosecution Service in England and Wales, the Crown Office and Procurator Fiscal Service in Scotland and the Public Prosecution Service in Northern Ireland

Skills for Justice has brought together the work of three former National Training Organisations (NTOs), the Police Skills and Standards Organisation, the Custodial Care NTO and the Community Justice NTO. Between them these three NTOs were responsible for four suites of National Occupational Standards: Policing, Custodial Care, Community Justice and Youth Justice. Each of these suites had a related assessment strategy.

With the creation of the sector skills council for the justice sector it is appropriate to now bring those four assessment strategies together and to provide a coherent and cohesive approach to assessment across the sector.

This assessment strategy will therefore replace the four assessment strategies as from May 2006

2. Introduction

This document sets out the recommendations and specifications of Skills for Justice on behalf of the justice sector of the UK, for the assessment and quality control systems required for the NVQs/SVQs.

The following sections outline Skills for Justice's specific principles in regard to:

- 1 external quality control of assessment
- 2 workplace assessment
- 3 the use and characteristics of simulation
- 4 the required occupational expertise of assessors and verifiers
- 5 liaison between the SSC and the Awarding Bodies

These principles are in addition to the generic criteria that Awarding Bodies must meet for the delivery of NVOs/SVOs, as required by the Qualifications and Curriculum Authority's (QCA's) 'NVQ Code of Practice' and Scottish Qualifications Authority (SQA 's) 'SVQ Criteria and Guidance' for Awarding Bodies

This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one Awarding Body to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice.

Skills for Justice sees itself as working in partnership with its Awarding Bodies in order to deliver quality assessment and will be happy to provide them with appropriate guidance and support in implementing its requirements.

3. External Quality Assurance - A rigorous and robust system of Internal and External Verification

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong external verification system. The mechanisms required to achieve this are outlined in QCA's 'NVQ Code of Practice' and Scottish Qualifications Authority (SQA 's) 'SVQ Criteria and Guidance' for Awarding Bodies.

In addition to the Regulators' requirements Skills for Justice will require all external verification reports and other data relating to a centre to be evaluated by the Awarding Body and any risks relating to quality control to be addressed. External verification, monitoring, support and control should be put in place as appropriate to each centre's level of risk.

All assessors, internal verifiers and external verifiers must meet the requirements of the NVQ Code of Practice and the SVQ Criteria and Guidance.

4. Workplace Assessment

Assessments of candidates' performance must take place in a work based situation, except for those units for which simulation has been deemed acceptable (see Section 5 below).

In order to ensure that the evidence used to assess candidates against the National Occupational Standards is valid, all centres must demonstrate that the candidates have access to the types of resources commonly in use in the sector and that the pressures and constraints of the workplace are reflected.

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding

should be linked directly to workplace performance and should include performance evidence.

Skills for Justice believes that direct observation by a competent assessor (as outlined in Section 6.1) or testimony from an Expert Witness (as outlined in Section 6.2) is always to be preferred. Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion etc.

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5 Simulation

Simulations should only be used where stated in the National Occupational Standards. Where simulation can be used within individual units, it is specified in Appendix A.

Assessment in a simulated environment should only be used in the following circumstances:

- 1 where evidence in the workplace will not be demonstrated within an acceptable time frame.
- 2 where the nature of the work activity presents high risk/danger to the candidate and others, for example, firearms operations

The Awarding Bodies should issue adequate guidance 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. This guidance should clearly state that the strategy for simulations should be approved by the External Verifier and all simulations must be agreed with the internal verifier prior to use.

All simulations should follow these basic principles:

- 1 A centre's overall strategy for simulation must be examined and approved by the external verifier
- 2 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.
- 3 Where simulations are used they must reflect the requirements of the National Occupational Standards.
- 4 The location and environment of simulation must be agreed with the internal verifier prior to taking place and be checked by the external verifier.
- 5 All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the National Occupational Standard seeks to assess and all simulations should follow these documented plans.
- 6 There should be a range of simulations to cover the same aspect of the unit so that the risk of candidates successfully colluding is reduced.

6. Requirements of Assessors, Expert Witnesses and Verifiers

Skills for Justice believes that the occupational expertise of assessors, expert witnesses, internal and external verifiers is one of the key factors underpinning valid, fair and reliable assessment. The integrity and professionalism of assessors, expert witnesses, internal and external verifiers are of paramount importance. Centres must ensure that both assessors and verifiers are given sufficient time to carry out their role effectively.

6.1 Assessors

- 1 All assessors must:
- 2 be occupationally competent. 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 working within the justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors.
- 3 be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS that they are assessing as a practitioner, trainer or manager.
- 4 be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- 5 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 activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
- 6 hold or be working towards the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Approved centres will be required to provide the Awarding Body with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Bodies must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing

NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new NVQ/SVQ is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from introduction of the NVQ/SVQ.

Any such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

Centres should ensure that they check the Appendices for any additional requirements for specific Justice Sector NVQs/SVQs.

6.2 Expert Witnesses

All Expert Witnesses must:

- 1 be occupationally competent. 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 justice sector or within an appropriate occupational sector.
- 2 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 Body, Skills for Justice or other relevant providers in the sector.
- 3 be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS that they are witnessing as a practitioner, trainer or manager.
- 4 be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work
- 5 have had an appropriate induction to Skills for Justice NVQs/SVQs, the assessment centre and Awarding Body requirements, and have access to ongoing training and updating on current issues relevant to these NVQs/SVQs and NOS.

6.3 Internal Verifiers

All Internal verifiers must:

- 1 be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers 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 national occupational standards,

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. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.

- 2 understand the content, structure and assessment requirements for the NVQs/SVQs they are verifying
- 3 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 activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- 4 hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.
- 5 occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier.
- 6 have an appropriate induction to Skills for Justice NVQs or SVQs 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 NVQs, SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.
- 7 In England, Wales and Northern Ireland, hold or be working towards the Internal Verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where an Internal Verifier is working towards their Internal Verifier qualification, Awarding Bodies must require that their internal verification decisions are counter-signed by an Internal Verifier who holds the qualification for internally verifying NVQs. The Internal Verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

6.4 External Verifiers

All External Verifiers must:

- 1 be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.
- 2 have a thorough understanding of the national occupational standards for the qualifications that they will be verifying

- 3 have a detailed knowledge of the Awarding Body's systems and documentation
- 4 have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Bodies describing assessment and verification practice
- 5 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 activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
- 6 hold, or be working towards, the external verifier qualification as approved, and specified by, the Regulatory Authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities
- 7 have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to. This will be arranged by Skills for Justice in conjunction with the Awarding Bodies.

The Awarding Body may seek clarification from Skills for Justice of the appropriateness of the specific external verifier applicant where appropriate.

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