

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 3 Diploma in Policing (QCF)

For first registration September 2010

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.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Authorised by Roger Beard
Prepared by Sukhvinder Bhatnagar

Publications Code N025048

All the material in this publication is copyright
© Edexcel Limited 2010

Contents

Qualification title covered by this specification	1
Key features of the Edexcel Level 3 Diploma in Policing	2
What is the purpose of this qualification?	2
Who is this qualification for?	2
What are the benefits of this qualification to the learner and the employer?	2
What are the potential job roles for those working towards this qualification?	2
What progression opportunities are available to learners who achieve this qualification?	3
What is the qualification structure for the Edexcel Level 3 Diploma in Policing (QCF)?	4
How is the qualification graded and assessed?	5
Assessment strategy	5
Types of evidence	6
What do you need to offer this qualification?	7
Centre recognition	7
Approvals agreement	7
Quality assurance	7
What resources are required to deliver this qualification?	7
Unit format	8
Units	9
Unit 1: Provide Initial Support to Victims and Witnesses	11
Unit 2: Gather and Submit Information to Support Law Enforcement Objectives	19
Unit 3: Provide an Initial Response to Incidents	25
Unit 4: Arrest, Detain or Report Individuals	31
Unit 5: Conduct Priority and Volume Investigations	37
Unit 6: Interview Victims and Witnesses in Relation to Priority and Volume Investigations	45
Unit 7: Interview Suspects in Relation to Priority and Volume Investigations	53
Unit 8: Searching People in a Policing Context	61
Unit 9: Search Vehicles, Premises and Open Spaces	67
Unit 10: Manage Conflict in a Policing Context	73

Further information	79
Useful publications	79
How to obtain National Occupational Standards	79
Professional development and training	80
Annexe A: Progression pathways	81
The Edexcel qualification framework for the policing sector	81
Annexe B: Quality assurance	85
Key principles of quality assurance	85
Quality assurance processes	85
Annexe C: Centre certification and registration	87
What are the access arrangements and special considerations for the qualification in this specification?	87
Annexe D: Assessment strategy	89
Appendix A: Police Sector Qualification units	94

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Diploma in Policing:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 3 Diploma in Policing	500/8022/2	01/01/2010	31/12/2014

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is 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 title listed above features 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 Qualification 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.

This title replaces the following qualification from 01/02/2010:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 3 NVQ in Policing	100/4053/5	01/07/2004	31/01/2010

Key features of the Edexcel Level 3 Diploma in Policing

This qualification:

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

What is the purpose of this qualification?

The purpose of this qualification is to provide a 190 guided learning hour qualification based on the knowledge and skills required for a Level 3 police officer.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

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

This qualification is primarily aimed at those currently in employment as trained police officers, who are more likely to achieve learning related to their work context.

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

The new qualification provides a nationally consistent standard which is to be introduced across the police forces, for training of police officers. This qualification meets the need for flexibility in assessment within the learning environment, activities carried out within the tutor phase and evidence collected from student officers on independent patrol. The new qualification units include details of the assessment criteria and tightly defined individual unit evidence requirements.

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

Learners completing this qualification will meet the requirements to be a police officer.

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

This qualification provides learners with opportunities for progression to further learning and qualifications such as specialist areas of study in response policing or specialist awards in working on roads or investigation policing awards or intelligence awards. Learners can also use this qualification to progress up through their career pathway to support supervisor roles by completing qualifications such as the Level 3 NVQ in Police Supervisory Management or to inspector/middle management police roles by completing qualifications such as the Level 4 NVQ in Operational Management.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 Diploma in Policing (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.

Learners must complete all mandatory units to achieve this qualification. A total of 38 credits.

Mandatory units

Unit Reference	Unit title	Credit
R/502/5732	Provide Initial Support to Victims and Witnesses	3
D/502/5734	Gather and Submit Information to Support Law Enforcement Objectives	2
H/502/5735	Provide an Initial Response to Incidents	4
M/502/5737	Arrest, Detain or Report Individuals	4
J/502/5596	Conduct Priority and Volume Investigations	5
R/502/5598	Interview Victims and Witnesses in Relation to Priority and Volume Investigations	5
Y/502/5599	Interview Suspects in Relation to Priority and Volume Investigations	5
R/502/5603	Searching People in a Policing Context	3
D/502/5605	Search Vehicles, Premises and Open Spaces	4
L/502/5731	Manage Conflict in a Policing Context	3

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 strategy

The assessment strategy for this qualification has been developed by Skills for Justice in partnership with employers, training providers, awarding organisation and the regulatory authorities.

It includes details on:

- external quality assurance
- workplace assessment
- requirements of the centre
- requirements of assessors and verifiers

Please see *Annexe D* for the full assessment strategy.

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 (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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 this qualification?

Each qualification is designed to support learners working in the policing and law enforcement sector. Physical resources need to support the delivery of the qualification and the assessment of the learning outcomes and must be of industry standard. 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:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					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:					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:					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.
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:	
			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.	

Units

Unit 1: Provide Initial Support to Victims and Witnesses

Unit reference number: R/502/5732

QCF 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 (eg relating to safety and security, compensation claims, paperwork) or emotional (eg 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

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.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following units in the Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence 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>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<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 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Be able to communicate effectively with victims and witnesses</p>	<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 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<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 - manage risks to health and safety 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>4 Be able to assess the needs and wishes of victims and witnesses for further support</p>	<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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 2: Gather and Submit Information to Support Law Enforcement Objectives

Unit reference number: D/502/5734

QCF 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

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.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence 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>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<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 			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 3: Provide an Initial Response to Incidents

Unit reference number: H/502/5735

QCF level: 3

Credit value: 4

Guided learning hours: 20

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

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 types of incident.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>1 Know and understand relevant legal and organisational requirements for responding to an incident</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"> - race, diversity, human rights - health and safety (self and others) - working with vulnerable groups - using personal safety techniques (including force) <p>1.2 explain the reasons why it is important to provide an initial response to incidents in accordance with relevant legal and organisational requirements</p> <p>1.3 identify different types of incident for which an initial response is required, explaining the different procedures for response</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
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 prioritise and plan actions in accordance with 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 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>3 Be able to respond to incidents</p>	<p>3.2 respond and take control of incidents, within 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 race, diversity and human rights <p>3.3 demonstrate how to provide support to victims, witnesses and/or others</p> <p>3.4 identify and prioritise casualties, and provide 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 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
3 Be able to respond to incidents	3.7 respond to incidents ensuring that they: <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 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 4: Arrest, Detain or Report Individuals

Unit reference number: M/502/5737

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about conducting arrests, detentions and reporting procedures. The learner will need to be able to conduct their actions legally and in a balanced and proportionate manner, considering the impact of their actions on others. They will need to use the correct techniques and deal with any contingencies that arise.

Assessment 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 in the workplace on two occasions each for learning outcomes 2 and 3.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way
- GC10: Manage conflict.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>1 Know and understand relevant legal and organisational requirements relating to the arresting, detention and reporting of individuals</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"> - arrest, detention and reporting procedures (including the legal rights of individuals subject to these actions) - documentation of actions, options, and decisions - documentation of rationale <p>1.2 explain why it is necessary to release the individual without delay where information is received that negates the need for arrest, detention or reporting</p> <p>1.3 describe the types of contingencies that may occur and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Be able to arrest and detain individuals</p>	<p>2.1 ensure that there is sufficient evidence and legal authority to justify actions</p> <p>2.2 select and conduct actions in a manner that is justifiable and proportionate to the circumstances</p> <p>2.3 take action to prevent the loss, damage, destruction or contamination of material/evidence</p> <p>2.4 document decisions, actions and rationale and submit the documentation in accordance with current policy and legislation</p> <p>2.5 when conducting an arrest ensure you communicate effectively and that actions:</p> <ul style="list-style-type: none"> - are lawful - ensure the safety of self and others - recognise diversity issues - value people as individuals 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>3 Be able to report individuals</p>	<p>3.1 ensure that there is sufficient evidence and legal authority to justify actions</p> <p>3.2 select and conduct actions in a manner that is justifiable and proportionate to the circumstances</p> <p>3.3 document decisions, actions, and rationale submitting the documentation in accordance with current policy and legislation</p> <p>3.4 when reporting individuals ensure that communication is effective and that actions:</p> <ul style="list-style-type: none"> - are lawful - ensure the safety of self and others - recognise diversity issues - value people as individuals 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Conduct Priority and Volume Investigations

Unit reference number: J/502/5596

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about conducting investigations for priority and volume investigations and is applicable to the investigation of all types of priority and volume incidents. They will need to be able 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 be able to develop initial lines of enquiry and deal with any victim(s), witnesses and suspects appropriately. In addition, they will need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity.

Assessment 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.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>1 Know and understand the legal and organisational requirements in relation to conducting priority and volume investigations</p>	<p>1.1 describe the legislation, policies, procedures, codes of practice in relation to conducting investigations</p> <p>1.2 explain what support should be provided to victim(s), potential witnesses and suspects</p> <p>1.3 outline the types of investigation that are within their limits of responsibility</p> <p>1.4 specify the restrictions that apply to the disclosure of sensitive information</p> <p>1.5 explain the purpose and importance of risk assessments within the context of priority and volume investigations</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Know and understand the professional practice applicable to conducting priority and volume investigations</p>	<p>2.1 recognise the impact of crime and criminality upon the community</p> <p>2.2 describe the characteristics of crimes and how they are committed</p> <p>2.3 describe the investigative process including the activities and decision making required to progress an investigation</p> <p>2.4 explain how applying an investigative mindset can contribute to the investigative process</p>			
<p>3 Be able to conduct priority and volume investigations</p>	<p>3.1 investigate the incident ensuring that they understand its nature</p> <p>3.2 identify the need for any additional support (eg specialist, line management, external agencies) and take appropriate action to minimise risk</p> <p>3.3 identify and deal appropriately with victims, suspects and potential witnesses, assessing the factors likely to impact on the investigation (eg vulnerability, language, culture, lifestyle, repeat/linked incidents)</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>3 Be able to conduct priority and volume investigations</p>	<p>3.4 identify and take the necessary steps to protect and preserve the scene</p> <p>3.5 gather all available material, retain and record in line with current legislation and policy</p> <p>3.6 identify and prioritise all lines of enquiry (eg suspects, witnesses, victims, forensic/scientific, intelligence, property, technology)</p> <p>3.7 identify and take steps to deal with any suspects</p> <p>3.8 deal with persons in custody diligently and expeditiously, ensuring the custody officer is kept informed of progress to reach a decision on disposal</p> <p>3.9 ensure that victims, witnesses and families are kept informed, and provided with any necessary support and protection</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
3 Be able to conduct priority and volume investigations	3.10 demonstrate whilst conducting an investigation that their actions <ul style="list-style-type: none"> - are lawful - promote equality and respect diversity - are communicated effectively 			
4 Be able to complete and submit documentation relating to priority and volume investigations	4.1 fully document all actions taken in accordance with current policy and legislation 4.2 prepare and submit case files in compliance with legislation and the manual of guidance for file completion 4.3 prepare evidence for presentation to courts and other hearings 4.4 pass on any information and intelligence that may be relevant to other investigations, promptly, to the appropriate person or department			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 6: Interview Victims and Witnesses in Relation to Priority and Volume Investigations

Unit reference number: R/502/5598

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action in relation to investigations.

Assessment requirements

This unit requires the workplace assessment of occupational competence.

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 assessed on three occasions in the workplace, two interviews must be with a victim(s) and one interview must be with a witness.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>1 Know and understand relevant legal and organisational requirements in relation to interviewing victims and witnesses</p>	<p>1.1 identify the key features of legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to:</p> <ul style="list-style-type: none"> - conducting interviews with victims and witnesses - race, diversity and human rights - health, safety, security and welfare - dealing with victims and witnesses in an ethical and effective manner - rules of evidence and disclosure 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Know and understand the principles of interviewing victims and witnesses</p>	<p>2.1 describe the features of an interview strategy and indicate resources which can assist in developing the strategy</p> <p>2.2 identify the relevant points they need to prove during the interview</p> <p>2.3 classify the categories of interviewee (eg vulnerable, intimidated, significant or other influencing factor)</p> <p>2.4 explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews</p> <p>2.5 describe the features of approved interview techniques and communication methods</p> <p>2.6 describe the types of contingencies (eg medical, welfare, hostile/reluctant behaviour, environmental conditions) that might arise during interview and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>3 Be able to plan and prepare interviews with victims and witnesses</p>	<p>3.1 prepare a written plan for an interview taking into account the legal nature of the incident to be investigated and the circumstances under which interviews can be conducted</p> <p>3.2 determine whether the individual is fit for interview by making a basic assessment of:</p> <ul style="list-style-type: none"> - physical condition - mental condition - emotional condition 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>3 Be able to plan and prepare interviews with victims and witnesses</p>	<p>3.3 plan and prepare for interviews by:</p> <ul style="list-style-type: none"> - identifying the category of interviewee (eg vulnerable, intimidated, significant) - reviewing all available material - consulting with relevant others (eg prosecutors, legal representatives, appropriate adults, health care professionals, custody officers, officers required for legal authorities, colleagues, interpreters) - establishing an appropriate time, place and environmental conditions for the interview - setting up the necessary interview location and resources (eg relevant documentation, exhibits, appropriate adult or interpreter) 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>4 Be able to conduct interview with victims and witnesses</p>	<p>4.1 explain the interview process to all those present and confirm their understanding</p> <p>4.2 conduct interviews with victims and witnesses in a manner which:</p> <ul style="list-style-type: none"> - maintains the security and welfare of all present - is ethical and effective - employs appropriate interview techniques and communication methods to obtain an accurate account - makes appropriate use of exhibits - addresses any contingencies which arise (eg medical, welfare, hostile/reluctant behaviour, environmental conditions) <p>4.3 complete all relevant documentation, and obtain any necessary endorsements (eg interview notes, pocket notebook, criminal justice statements, including victim personal statements and exhibit forms)</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
4 Be able to conduct interview with victims and witnesses	4.4 conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes			
5 Know how to evaluate and carry out post-interview procedures with victims and witnesses	5.1 evaluate the interview and all available material and prioritise any further action (eg pursue further lines of enquiry, brief others, update intelligence systems) 5.2 update relevant others based on the evaluation of the interview 5.3 evaluate their own performance in interviews and identify any learning points.			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 7: Interview Suspects in Relation to Priority and Volume Investigations

Unit reference number: Y/502/5599

QCF level: 3

Credit value: 5

Guided learning hours: 25

Unit summary

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 under arrest, whether the interview is conducted at police premises or elsewhere. The learner must plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action.

Assessment 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 assessed on three occasions in the workplace.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

This unit requires the workplace assessment of occupational competence.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>1 Know and understand relevant legal and organisational requirements in relation to interviewing suspects</p>	<p>1.1 identify the legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to:</p> <ul style="list-style-type: none"> - 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 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Know and understand the principles of interviewing suspects</p>	<p>2.1 describe the features of an interview strategy and indicate resources which can assist in developing the strategy</p> <p>2.2 describe the role of `relevant others' regarding the interview of suspects (eg prosecutors, legal representatives, appropriate adults, health care professionals, custody officer, officers required for legal authorities, colleagues, interpreters)</p> <p>2.3 describe the features of approved interview techniques and communication methods</p> <p>2.4 explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews (eg urgent interviews, interviews at the scene, in police premises, healthcare facility)</p> <p>2.5 describe the types of contingencies (eg legal, medical, welfare, abusive or aggressive behaviour, technical faults, complaints and environmental conditions) that might arise during interview and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
2 Know and understand the principles of interviewing suspects	2.6 describe the procedures and reasons for assuming responsibility for suspects			
3 Be able to plan and prepare interviews with suspects	<p>3.1 review the material in relation to the incident in question (eg information, objects, written documentation, audio recording, passive data generators, visual images)</p> <p>3.2 identify the factors that affect a suspect's fitness for interview, and explain how these inform their approach to interviews (eg intoxication by drink or drugs, behaviour, age, physical disorder or disability, learning disability, mental health)</p> <p>3.3 describe the use of the following resources during interviews:</p> <ul style="list-style-type: none"> - audio/video recording equipment - appropriate documentation - exhibits <p>3.4 prepare for a pre-interview briefing with a legal advisor by determining the extent and supply of appropriate material</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>4 Be able to conduct an interview with a suspect</p>	<p>4.1 deliver a pre-interview briefing to a legal representative prior to interview</p> <p>4.2 assume responsibility for a suspect ensuring their safety, security and welfare and that of relevant others (eg legal representatives, appropriate adults, healthcare professionals, interpreters and colleagues)</p> <p>4.3 explain the interview process to all those present and confirm understanding</p> <p>4.4 use the required caution, evidential or special warning and confirm the suspect's understanding</p> <p>4.5 conduct interviews with suspects in a manner which:</p> <ul style="list-style-type: none"> - is ethical and effective - employs appropriate interview techniques and communication methods - makes appropriate use of exhibits - addresses any contingencies which arise (eg medical, welfare, hostile/reluctant behaviour, environmental conditions) 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
4 Be able to conduct an interview with a suspect	<p>4.6 conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes</p> <p>4.7 complete all relevant documentation, and obtain any necessary endorsements eg interview notes, pocket notebook, criminal justice statements and exhibit forms</p>			
5 Be able to evaluate interviews with suspects and carry out post-interview procedures	<p>5.1 evaluate the interview and all available material and prioritise any further action (eg other lines of enquiry, charge, release, arrest or no further action)</p> <p>5.2 update relevant others and intelligence systems based on the evaluation of the interview</p> <p>5.3 evaluate their own performance in interviews and identify any learning points</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 8: Searching People in a Policing Context

Unit reference number: R/502/5603

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about searching individuals for items suspected of being evidence of an offence, or for prevention of harm to self or others.

Assessment 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 for all learning outcomes.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way
- GC10: Manage conflict.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>1 Know and understand legal and organisational requirements in relation to searching individuals</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"> - searching individuals - race, diversity and human rights - health and safety - working appropriately with children and young people - the use of personal safety techniques (including force) - dealing with individuals in an ethical manner - documenting decisions, actions, options and rationale <p>1.2 explain the reasons why it is important to search individuals in accordance with relevant legal and organisational requirements</p> <p>1.3 describe how to ensure that they have the grounds, legal authority and correct conditions for carrying out searches</p> <p>1.4 describe the types of risks and contingencies that may arise when searching individuals and how to deal with them</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Be able to search individuals</p>	<p>2.1 establish the grounds and legal authority to carry out the search</p> <p>2.2 communicate effectively with those present throughout the search (including informing the individual of the purpose and grounds for the search, their rights, and the results of the search)</p> <p>2.3 control individuals in order to prevent loss or contamination of evidence, escape of individual(s) or harm to any person, using appropriate personal safety techniques where necessary</p> <p>2.4 conduct the following searches using appropriate search methods:</p> <ul style="list-style-type: none"> - of individuals not under arrest - of individuals post arrest - of any connected property <p>2.5 identify and seize any item covered by the relevant search power</p> <p>2.6 package and store evidence seized in order to maintain its integrity and continuity</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
2 Be able to search individuals	<p>2.7 document the following:</p> <ul style="list-style-type: none"> - decisions - actions - options - rationale <p>2.8 search individuals, communicate effectively and:</p> <ul style="list-style-type: none"> - 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 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Search Vehicles, Premises and Open Spaces

Unit reference number: D/502/5605

QCF level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about searches of vehicles, premises and open spaces.

The search must be conducted in a legal and ethical way, using approved search methods. They will need to establish that they have the grounds and legal authority to carry out the search. Where evidence is found this may be seized, packaged and stored in a manner that maintains its integrity and continuity. They will also need to complete any necessary documentation.

Assessment 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, in the workplace, on three occasions, once for each type of search, ensuring that all assessment criteria are covered.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way
- GC10: Manage conflict.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>1 Understand legal and organisational requirements in relation to searching vehicles, premises and open spaces</p>	<p>1.1 identify current and relevant legislation, policies, procedures, codes of practice and guidelines for searching premises, vehicles and open spaces</p> <p>1.2 identify current and relevant legislation, organisational requirements and national guidelines in relation to:</p> <ul style="list-style-type: none"> - race, diversity and human rights - health and safety - working appropriately with children and young people <p>1.3 explain how to maintain the health and safety of yourself and others during the search</p> <p>1.4 identify the contingencies that may occur and explain how to deal with them (eg firearms, drugs, explosives)</p> <p>1.5 identify the information which must be provided to relevant person(s) during the search procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Be able to prepare to search vehicles, premises and open spaces</p>	<p>2.1 establish the grounds and legal authority to carry out the search</p> <p>2.2 carry out planning appropriate to the circumstances and conduct an accurate risk assessment</p> <p>2.3 manage the health and safety of self and others prior to the search</p> <p>2.4 identify the search area (eg vehicles, premises, open spaces), confirming that the location corresponds with the details on any search authority</p> <p>2.5 inform the appropriate individuals of the purpose, authority and grounds for the search, and their rights in accordance with legislation</p> <p>2.6 deal with individuals in an ethical manner, recognising their needs with respect to race, diversity and human rights</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>3 Be able to conduct searches of vehicles, premises and open spaces</p>	<p>3.1 conduct the search in an ethical and effective manner, recognising the individuals' and community needs with respect to race, diversity and human rights and management of the health and safety of self and others during and after the search</p> <p>3.2 deal with personal property respectfully and in accordance with current policy</p> <p>3.3 respond to any contingencies appropriately and in accordance with current policy and legislation</p> <p>3.4 liaise with all relevant parties to maintain the effectiveness of the search</p> <p>3.5 conduct the search using approved and appropriate search methods</p> <p>3.6 identify and seize any item suspected of being evidence of an offence</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
3 Be able to conduct searches of vehicles, premises and open spaces	3.7 package and store any evidence seized to maintain its integrity and continuity 3.8 leave the search area (eg vehicles premises, open spaces) in an appropriate condition and conclude the search procedures in accordance with current legislation and policy 3.9 document all decisions, actions, options and rationale in accordance with current policy and legislation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Manage Conflict in a Policing Context

Unit reference number: L/502/5731

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit covers managing conflict, ie 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

Workplace assessment

Competence must be practically demonstrated in the workplace for all learning outcomes.

Simulation

Simulation is permissible in this unit, please refer to Annexe D Assessment Strategy for guidance on the use of simulation.

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.

Links to National Occupational Standards

This unit links to the following Skills for Justice National Occupational Standards:

- AA1: Promote equality and value diversity
- AB1: Communicate effectively with people
- AE1: Maintain and develop your own knowledge, skills and competence
- AF1: Ensure your own actions reduce risks to health and safety
- CA1: Use law enforcement actions in a fair and justified way.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
1 Understand legislation and other relevant guidance related to managing conflict	<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>			
2 Be able to apply conflict management skills and techniques	<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>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Be able to apply conflict management skills and techniques</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 - uses language and speech; actions, gestures and body language; space and position appropriately 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>2 Be able to apply conflict management skills and techniques</p>	<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 			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
<p>3 Use personal safety skills and any issued equipment</p>	<p>3.1 use appropriate skills at the incident ensuring that:</p> <ul style="list-style-type: none"> - force used during the incident is reasonable, proportionate and necessary - a duty of care and aftercare is demonstrated <p>3.2 carry and use approved personal protective and communication equipment in line with organisational operating procedures and training in order to:</p> <ul style="list-style-type: none"> - communicate accurate and clear information to the individual(s), colleagues and other specialist staff - promptly and accurately report on the incident, justify or evidence the action taken <p>3.3 promptly inform a supervisor of the actions taken during the incident</p>			

Learning outcomes	Assessment criteria	Evidence type	Evidence reference	Date
3 Use personal safety skills and any issued equipment	3.4 when using personal safety skills and equipment ensure: <ul style="list-style-type: none"> - people are valued as individuals - risks to health and safety are managed - law enforcement actions are used proportionately and actions are recorded and used correctly and timely 			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

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

Telephone: 0114 261 1499

Email: info@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 policing 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 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		

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 the 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 the qualification 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 qualifications by ensuring that the awarding of this qualification 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 qualification 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 NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment strategy

Assessment Strategy for Police competence based qualifications other than NVQs in the QCF

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:

- police forces
- law enforcement agencies including SOCA, HMRC, UK Border Agency
- custodial care including the public and private sector establishments
- community justice
- forensic science
- courts and tribunals services
- prosecution services
- fire and rescue sector.

2 Introduction

This document sets out the specifications of Skills for Justice on behalf of the police and law enforcement strand of the Justice sector of the UK, for the assessment and quality control systems required for competence based qualifications in the QCF other than NVQ's.

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 organisations.

These principles are in addition to the generic criteria that Awarding Organisations must meet for the delivery of qualification on the QCF, as required by Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'. This Assessment Strategy does not describe these systems in detail. It only provides the overarching principles. These systems may vary from one awarding organisation to another and Skills for Justice accepts this, providing the overarching principles of this document are consistently put into practice. Skills for Justice works in partnership with its awarding organisations 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

The monitoring and standardisation of assessment decisions will be achieved by a robust and strong centre monitoring and quality assurance by awarding organisations. The mechanisms required to achieve this are outlined in Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'. In addition to the Regulator's requirements, Skills for Justice will require all external quality assurance reports and other data relating to a centre to be evaluated by the awarding organisation and any risks relating to quality control to be addressed. External quality assurance, monitoring, support, development and control should be put in place as appropriate to each Centre's level of risk. The awarding organisations is a body recognised by the qualifications regulators against the requirements set out in these regulatory arrangements to award credits and qualifications. All assessors, internal verifiers and external verifiers ie those persons whose role is to carry out assessment and quality assurance, must meet the requirements of Ofqual's 'Regulatory arrangements for the Qualifications and Credit Framework'.

4 Workplace assessment

Skills for Justice believes that direct observation in the workplace by a competent assessor (as outlined in Section 6.1) is always to be preferred. Workplace assessment is any real policing situation where a candidate demonstrates their competence against a unit or units and does this entirely without intervention from a tutor, supervisor or fellow officer (for example, candidates can provide evidence of competence during their tutor period – provided that the activities are completed without the intervention of their tutor, supervisor or fellow officers).

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical eg work products, records, reflective accounts, professional discussion, simulations etc. Where other forms of evidence are used the Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Scenario/simulation based assessment of 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.

Scenarios/simulations can be used when:

- there are limited opportunities to demonstrate competence in the workplace against all of the learning outcomes or that the length of time for opportunities to arise is considered too long
- 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.

The use of scenarios/simulations cannot be used to cover all of the workplace assessment requirements. They should only 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 Organisation.

5 Requirements of the centre

For the purpose of this Assessment Strategy, the Centre is defined as the team responsible for working with the Awarding Organisation on behalf of the organisation.

The Assessment Centre must:

- 1 Ensure that there are a sufficient number of people trained or qualified to assess the number of candidates they anticipate to register and qualify.
- 2 Provide quality assured training for those people identified as being responsible for assessing candidates that meets the requirements of Skills for Justice.
- 3 Put verification systems and verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient.
- 4 Provide quality assured training for those people identified as being responsible for verification that meets the requirements of Skills for Justice.
- 5 Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair.
- 6 Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.
- 7 Comply with the requirements of the Awarding Organisations.

6 Requirements of assessors and verifiers

Skills for Justice believes that the occupational expertise of those undertaking the roles of assessment, internal and external verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and verification.

6.1 Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role eg Supervisor, manager, tutor.

All assessors must:

- 1 be qualified as an Assessor (A1) or have been trained to assess through a programme that meets the requirements of the Police Learning Descriptor for Assessor Training. Assessor training authorised and monitored by an Awarding Organisation (although not necessarily leading to A1) would also be acceptable. Where Centres use trained assessors they must provide evidence of the training undertaken to Awarding Organisations.
- 2 have the role of assessor identified within their role profile, where assessment forms part of an individual's role.
- 3 be occupationally competent in the unit they are assessing. 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. 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. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager.
- 4 be familiar with the units that relate to the qualification 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 either actively engaging in continuous professional development activities 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 Justice sector.

6.2 Internal verifiers

Verification is an activity that can be performed by a dedicated individual or as part of an individual's wider role.

All Internal verifiers must:

- 1 be either qualified as a Verifier (V1) or have been trained to perform the function of verification. A programme that meets the requirements of any Police Learning Descriptor for Verification Training or V1 training authorised and monitored by an Awarding Organisation (although not necessarily leading to V1) would also be acceptable. Where Centres use trained Verifiers, they must provide evidence of the training undertaken to awarding organisations.

- 2 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. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- 3 Ensure that assessment has been carried out by persons who are 'occupationally competent' within the area they are assessing.
- 4 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 justice sector.
- 5 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 verifiers must be made available to the external verifier.

6.3 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 qualification units that they will be verifying
- 3 have a detailed knowledge of the Awarding Organisation'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 Organisations 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 Organisation, Skills for Justice or other relevant providers in the sector
- 6 hold, or be working towards, an external verifier qualification
- 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 Organisations.

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

Appendix A: Police Sector Qualification units

The acceptability of simulation for police sector qualification units

Police Sector Qualification units		Simulation allowed
Unit 1	Provide Initial Support to Victims and Witnesses	Yes
Unit 2	Gather and Submit Information to Support Law Enforcement Objectives	Yes
Unit 3	Provide an Initial Response to Incidents	Yes
Unit 4	Arrest, Detain or Report Individuals	Yes
Unit 5	Conduct Priority and Volume Investigations	Yes
Unit 6	Interview Victims and Witnesses in Relation to Priority and Volume Investigations	Yes
Unit 7	Interview Suspects in Relation to Priority and Volume investigations	Yes
Unit 8	Searching People in a Policing Context	Yes
Unit 9	Search Vehicles, Premises and Open Spaces	Yes
Unit 10	Manage Conflict in a Policing Context	Yes

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Publications Code N025048 October 2010

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07

