

Pearson Edexcel Level 3 Diploma in Policing

Specification

NVQ/Competence-based qualification

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Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

The QN remains the same.

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All information in this specification is correct at time of going to publication.

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Summary of Pearson Edexcel Level 3 Diploma in Policing specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

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

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

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1 Introducing Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

NVQ/Competence-based qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Diploma in Policing
Qualification Number (QN)	601/8246/5
Regulation start date	21/12/2015
Operational start date	01/01/2016
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements in <i>Section 8, Assessment</i> .
Total Qualification Time (TQT)	840 hours
Guided learning (GL)	320 hours
Credit value	84
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	Learners must be employed as a Probationary Police Officer to access this qualification. Centres must also follow the Pearson <i>Access and Recruitment</i> policy (see <i>Section 7 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

3 Qualification purpose

Qualification objectives

The Pearson Edexcel Level 3 Diploma in Policing is for learners who are currently employed as a probationary police officer. The qualification gives learners the opportunity to:

- demonstrate competence in the role of probationary police officer
- develop the technical skills, role-related knowledge, understanding and behaviours required to work in the job role of police officer
- achieve a nationally-recognised Level 3 qualification

This qualification is based on the Initial Police Learning and Development Programme (IPLDP).

Relationship with previous qualifications

This qualification is a replacement for the Pearson Edexcel Level 3 Diploma in Policing (QCF), which has expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 3 Diploma in Policing can progress to the role of police officer. The qualification will also provide learners with opportunities to progress through their career within the police service. More information on the National Police Promotion Framework can be found on the College of Policing website, www.college.police.uk

Industry support and recognition

This qualification is supported by Skills for Justice, the Sector Skills Council for Community Justice, Courts Services, Custodial Care, Fire and Rescue, Forensic Science, Policing and Law Enforcement and Prosecution Services. The qualification is a collaborative development with the College of Policing the professional body for policing in England and Wales.

4 Qualification structure

Pearson Edexcel Level 3 Diploma in Policing

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

Number of units that must be achieved (all units are mandatory)	10
Number of credits that must be achieved	84

Unit number	Mandatory units	Level	Credit	Guided learning
1	Plan, Implement and Review an Evidence-based Preventative Policing Approach	4	8	30
2	Support Victims, Witnesses and Vulnerable People	3	8	30
3	Manage Conflict Situations in Policing	4	10	40
4	Use Police Powers to Deal with Suspects	3	10	40
5	Conduct Police Searches	3	10	40
6	Handle Information and Intelligence that Can Support Law Enforcement	3	8	30
7	Provide an Initial Response to Policing Incidents	3	8	30
8	Conduct Priority and Volume Investigations	4	10	40
9	Interview Victims and Witnesses in Relation to Priority and Volume Investigations	3	6	20
10	Interview Suspects in Relation to Priority and Volume Investigations	4	6	20

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. The *Collaborative Arrangements for the Delivery of Vocational Qualifications* policy is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 Centre resource requirements

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

General resource requirements

- Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where a RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector. There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have robust internal verification systems and procedures in place to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *Quality Assurance Centre Handbook – NVQ/SVQ Competence-based Qualifications* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the act, visit www.legislation.gov.uk

Specific resource requirements

As well as the general requirements above, centres must have access to the National Centre for Applied Learning Technologies (NCALT) Managed Learning Environment (MLE). The MLE provides updates regarding changes to the National Policing Curriculum (NPC), which this qualification links to.

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Prior knowledge, skills and understanding

Learners are required to be employed in the role of probationary police officer, which is guided by the police entry and recruitment policy.

Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for the units in this qualification are in English only.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, General and Vocational qualifications*. The document is available on our website.

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes 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.

Learners can provide evidence of occupational competence 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 programme. The evidence provided must meet the assessment requirements for the qualification

- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit’s assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

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

- a combination of these.

Assessment requirements

The assessment strategy for the qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remain valid and reliable. It has been developed by Skills for Justice and the College of Policing in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment strategy given in *Annexe A*.

In line with the assessment strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O) – **preferred methodology**
- 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 (S) – **see assessment strategy**
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the Assessor, the Internal Verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learner's knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with *The Strategic Governance of National Policing Qualifications in England and Wales 2015*, the assessment strategy developed by Skills for Justice and the College of Policing included in *Annexe A*.

Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Units*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications* policy, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to carry out internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the investigations team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2a form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the investigations team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see section 6.15 of JCQ's *General and Vocational qualifications, Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals about Pearson Vocational Qualifications policy* on our website. In the initial stage of any aspect of malpractice, please notify the investigations team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the JCQ document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the JCQ document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

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

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

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verification visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

Where a centre is offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *Quality Assurance Centre Handbook – NVQ/SVQ Competence-based Qualifications* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website.

11 Units

Each unit has the following sections.

Unit title

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

Unit reference number

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

Credit value

All units in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Level

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

Guided learning hours (GLH)

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

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Additional guidance

This provides further information for delivery and assessment of the unit and should be read in conjunction with the assessment strategy and *Section 8, Assessment*.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Indicative content

This describes the link between the assessment criteria, relevant areas of the National Policing Curriculum (NPC) and other relevant information.

Centres must keep abreast of changes to the NPC via the National Centre for Applied Learning Technologies (NCALT) Managed Learning Environment (MLE). The MLE provides updates regarding changes to the National Policing Curriculum (NPC), which this qualification links to.

Unit 1: Plan, Implement and Review an Evidence-based Preventative Policing Approach

Level:	4
Credit value:	8
Guided learning:	30

Unit summary

This unit is about applying an evidence-based preventative approach to policing which may often be complex and broad ranging. This should include applying the principles of evidence-based policing and problem solving/identification to a perceived concern, problem, issue or situation.

The learner must be able to gather information and intelligence, analyse that information and apply a proactive, preventative initiative to address an identified situation. The learner may draw on relevant practice relating to similar situations and draw on the work of others to propose initiatives to solve the perceived concern, issue or problem.

The learner must then go on to implement the initiative and collate the findings from the implementation.

Finally, learners are expected to evaluate the implementation of the initiative and where appropriate, share the findings with others.

Note: It is appreciated that the learner will not always be given the necessary authorisation to implement initiatives. Where they are not permitted to implement, learners should be able to describe how they would implement, collate findings, evaluate and share their findings with others. This unit is not limited to any particular type of preventative initiative or intervention. It is expected that Officers will be able to evidence this unit in the normal course of their duties.

Unit assessment requirements

Knowledge element

Knowledge and understanding must be adequately demonstrated in a learning and development environment prior to application in the workplace

Workplace assessment

The learner must have identified a problem/concern/issue/situation and applied an initiative to mitigate the risk of escalation, continuation or incidents occurring. Additionally the learner must follow-up on the success or otherwise of the intervention and finally they should share their findings. This must be practically assessed on at least one occasion in the workplace.

Where the learner is not given authorisation to implement a mitigating initiative, they must describe how they would implement their planned intervention and detail how they would go about monitoring, analysing and sharing the results of their initiative.

Additional guidance

Assessment support for this unit could include:

- case studies
- relevant legislation
- research data.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- production and implementation of sample policing plans
- simulated presentations to key stakeholders.

(This is not definitive and a variety of evidence should be used to make an assessment.)

Additional sources of information could include:

- face to face interviews
- online forums
- auditable events.

For assessment criteria 1.1, learners must provide a brief description of the legislation, organisational requirements, national guidelines and personal responsibilities that relate to multi-agency information sharing, stating how they support an evidence-based preventative policing approach.

For assessment criteria 2.1, learners must analyse information and evidence (e.g. statistics) and use this to substantiate their decision concerning appropriateness of a preventative policing approach.

For assessment criteria 2.3, learners must analyse appropriate data and provide clear rationale for identification of possible causes for concern.

For assessment criteria 4.2, learners must analyse information (e.g. statistics) when monitoring an implementation to ascertain the extent to which it is effective, economical and essential. Initial analysis should be followed by subsequent analyses where appropriate.

For assessment criteria 5.3, key stakeholders must include relevant colleagues in line with policing chain of command. Findings must be shared in a suitable format (e.g. report, presentation) for the intended audience.

As per the unit assessment requirements, where the learner is not given authorisation to implement a mitigating initiative, they must describe via professional discussion how they would implement their planned intervention and detail how they would go about monitoring, analysing and sharing the results of their initiative.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand an evidence-based preventative policing approach	1.1	Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to multi-agency information sharing, in order to support an evidence-based preventative policing approach	<p>NPC</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ an introduction to evidence-based policing (EBP) ● Information and Intelligence <ul style="list-style-type: none"> ○ handling information and intelligence <p>Considerations:</p> <ul style="list-style-type: none"> ● Management of Police Information (MOPI) ● Data Protection Act (DPA) 1998 ● Freedom of Information (FOI) Act 2000 ● Criminal Procedure and Investigations Act (CPIA) 1996 ● Regulation of Investigatory Powers Act (RIPA) 2000 ● local force systems and protocols
		1.2	Explain the principles of an evidence-based preventative policing approach	<p>NPC</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP

Learning outcomes	Assessment criteria	Indicative content
	1.3 Explain the sources and types of evidence that can inform good practice in preventative policing	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <p>Considerations, e.g.</p> <ul style="list-style-type: none"> • context of the problem • features of the problem • information and evidence that will help the learner understand the problem <p>Types of evidence, e.g.</p> <ul style="list-style-type: none"> • practice-based expertise • qualitative research focus groups/case studies/observation • quantitative research, e.g. questionnaires • what works <p>Sources, e.g.</p> <ul style="list-style-type: none"> • community • colleagues • surveys • published reports • What Works Centre • POLKA (the Police OnLine Knowledge Area) • Knowledge Bank • evidence from other forces/agencies

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • HMIC website • Campbell Collaboration website • local universities • Home Office research • Effective Practice database
		1.4	Explain the relationship between decision-making processes and an evidence-based preventative policing approach	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> – conducting EBP research ○ National Decision Model (NDM) • Community Engagement <ul style="list-style-type: none"> ○ policing in the community <ul style="list-style-type: none"> – crime prevention
		1.5	Explain the benefits of an evidence-based preventative policing approach to reducing crime	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP • Community Engagement <ul style="list-style-type: none"> ○ policing in the community <ul style="list-style-type: none"> – crime prevention
		1.6	Evaluate different policing situations in which an evidence-based preventative policing approach can be effective	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ Crime

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP ● Community Engagement <ul style="list-style-type: none"> ○ policing in the community <ul style="list-style-type: none"> – crime prevention
		1.7	Explain the importance of collaborative action between stakeholders to achieve an evidence-based preventative policing approach	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP ● Community Engagement <ul style="list-style-type: none"> ○ policing in the community ● Information and Intelligence <ul style="list-style-type: none"> ○ submitting, sharing and disposal of information
2	Be able to develop a preventative policing approach in a given situation	2.1	Confirm that situations are appropriate for the use of a preventative policing approach	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP ● Community Engagement <ul style="list-style-type: none"> ○ policing in the community <ul style="list-style-type: none"> – crime prevention ● Crime and Investigation <ul style="list-style-type: none"> ○ Crime

Learning outcomes	Assessment criteria		Indicative content
	2.2	Gather evidence and information from relevant sources to support the development of a preventative policing approach	<p>NPC</p> <ul style="list-style-type: none"> ● Information and Intelligence <ul style="list-style-type: none"> ○ handling information and intelligence ● Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP ● Community Engagement <ul style="list-style-type: none"> ○ policing in the community <ul style="list-style-type: none"> - crime prevention <p>See 1.3 for:</p> <ul style="list-style-type: none"> ● considerations ● types of evidence ● sources
	2.3	Determine possible causes of concern in given policing situations	<p>NPC</p> <ul style="list-style-type: none"> ● Information and Intelligence <ul style="list-style-type: none"> ○ handling information and intelligence <ul style="list-style-type: none"> - managing information and intelligence ● Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - developing a hypothesis <p>Concerns may include:</p> <ul style="list-style-type: none"> ● social and environmental conditions ● crime rates

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • fear of crime • vulnerability • anti-social behaviour • police presence
		2.4	Analyse the evidence and information to develop appropriate solutions via preventative policing approaches	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research - setting out a proposal
		2.5	Obtain agreement from key stakeholders on preventative policing approaches adopted	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research • Community Engagement <ul style="list-style-type: none"> ○ policing in the community <ul style="list-style-type: none"> - crime prevention
3	Be able to develop plans to support preventative policing approaches	3.1	Develop preventative policing plans, including: <ul style="list-style-type: none"> • a resources plan • a plan for dealing with contingencies 	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research

Learning outcomes		Assessment criteria		Indicative content
4	Be able to implement preventative policing plans	4.1	Implement preventative policing plans	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research
		4.2	Monitor the progress of the implementation	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research
		4.3	Make amendments to preventative policing plans as required	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research
5	Be able to review preventative policing approaches adopted	5.1	Gather evidence from implementations to support approach reviews	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research
		5.2	Analyse findings regarding the implementation of approaches	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research

Learning outcomes		Assessment criteria		Indicative content
		5.3	Share findings of the review with key stakeholders	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research
		5.4	Conduct any further actions as determined by review findings	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ an introduction to EBP <ul style="list-style-type: none"> - conducting EBP research

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Support Victims, Witnesses and Vulnerable People

Level:	3
Credit value:	8
Guided learning:	30

Unit summary

This unit is about providing initial support to those affected by offending or anti-social behaviour (victims and witnesses) and those who may be particularly vulnerable to becoming a victim of crime or anti-social behaviour. 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.

Unit 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.

Additional guidance

Assessment support for this unit could include:

- case studies
- codes of practice
- legislation
- research data
- crime data.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- simulated scenario and production of follow-up paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

Additional resources and sources of information to access could include:

- appropriate ICT (technology)
- reports and case studies from wider organisations.

For assessment criteria 1.1, learners must explain what is meant by duty of care and how it should be applied, with examples.

For assessment criteria 1.3, learners must provide a brief description of at least three factors, stating how they may cause someone to be particularly vulnerable and require support .

For assessment criteria 1.11, learners must provide a brief description of at least three appropriate sources of advice and support that may be accessed, stating how they assist in meeting individuals' needs.

For assessment criteria 3.1, learners must appropriately initiate and provide support, and be able to explain why it is appropriate to individual's needs and wishes.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support	1.1	Define the duty of care that police officers have in relation to providing support to the public	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ duty of care ○ policing by consent ○ building public trust and confidence ○ upholding the law
		1.2	Explain how crime impacts on victims, witnesses and the vulnerable	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ social, community issues and neighbourhood policing ○ code of practice for victims of crime (Ministry of Justice) ○ victims and witnesses ○ develop effective relationships with members of the community and other agencies

Learning outcomes	Assessment criteria		Indicative content
	1.3	Summarise the factors which may cause someone to be particularly vulnerable and require support	<p>NPC</p> <ul style="list-style-type: none"> ● Public Protection, including: <ul style="list-style-type: none"> ○ adults at risk (vulnerable adults) ○ domestic abuse ○ hate crime ○ prostitution ○ missing persons ○ forced marriage ○ honour-based violence ○ stalking and harassment ○ child abuse ○ child sexual exploitation (CSE) ○ female genital mutilation ○ sexual offences ○ human trafficking ○ mental ill health ● Equality Act 2010 – protected characteristics

Learning outcomes	Assessment criteria		Indicative content
	1.4	Explain why vulnerable people are more likely to become victims of technology-enabled crime, and require advice, support or a protective policing intervention	Reasons may include: <ul style="list-style-type: none"> ● young children <ul style="list-style-type: none"> ○ unaware ● individuals with protected characteristics ● vulnerable adults, i.e. <ul style="list-style-type: none"> ○ not technologically aware ○ bereaved/emotionally vulnerable
	1.5	Explain how technology can be used to enable perpetrators to target vulnerable people	Vulnerable people may be particularly at risk from: <ul style="list-style-type: none"> ● stalking, harassment and bullying ● grooming ● trolling ● abusive, racist inflammatory language and articles ● image trafficking ● advance fee scams ● fraud ● phishing

Learning outcomes	Assessment criteria		Indicative content
	1.6	Explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them	NPC <ul style="list-style-type: none"> ● Public Protection <ul style="list-style-type: none"> ○ introduction to public protection ○ adults at risk ○ child abuse ○ CSE ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses
	1.7	Explain how behaviour can often be an indicator of a need for support rather than a policing enforcement intervention	NPC <ul style="list-style-type: none"> ● Public Protection <ul style="list-style-type: none"> ○ adults at risk ○ child abuse ○ CSE
	1.8	Explain how to address the needs of victims, witnesses and vulnerable people	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses ● Public Protection <ul style="list-style-type: none"> ○ introduction to public protection

Learning outcomes	Assessment criteria		Indicative content
	1.9	Explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour	NPC <ul style="list-style-type: none"> ● Public Protection <ul style="list-style-type: none"> ○ CSE ○ child abuse Legislation: <ul style="list-style-type: none"> ● Section 1 – The Children and Young Persons Act 1933 ● Section 46 – The Children’s Act 1989
	1.10	Explain how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims, witnesses and vulnerable people	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses ● Public Protection
	1.11	Summarise the sources of advice and support that may be accessed to assist meeting individuals’ needs	NPC <ul style="list-style-type: none"> ● Public Protection ● Ethics and Values ● victims and witnesses ● community policing Sources may include: <ul style="list-style-type: none"> ● Public Protection Unit (PPU) ● external agencies ● social services ● community ● colleagues

Learning outcomes		Assessment criteria		Indicative content
2	Be able to communicate effectively with victims, witnesses and vulnerable people	2.1	Communicate with individuals, taking account of: <ul style="list-style-type: none"> • pace of communication • their level of understanding • their preferred form of communication 	NPC <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ PSP communication
		2.2	Encourage individuals to express their own views about their immediate needs by creating an appropriate environment, actively listening and using appropriate: <ul style="list-style-type: none"> • body language • position • tone of voice 	NPC <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ PSP communication
		2.3	Explain to individuals own organisation's policy in respect of: <ul style="list-style-type: none"> • confidentiality • who will have access to information provided by individuals • how the information will be recorded and stored 	NPC <ul style="list-style-type: none"> • Information and Intelligence • handling information and intelligence • Management of Police Information (MOPI) • local force policy
		2.4	Maintain the appropriate level of contact with individuals	NPC <ul style="list-style-type: none"> • Ethics and Values

Learning outcomes		Assessment criteria		Indicative content
3	Be able to provide initial support to victims, witnesses and vulnerable people	3.1	Establish initial support that is appropriate to individuals' needs and wishes	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ responding to incidents ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses
		3.2	Explain clearly to individuals the range of support services available, providing details of how to access these services	NPC <ul style="list-style-type: none"> ● Public Protection ● Ethics and Values ● victims and witnesses ● community policing Sources of support: <ul style="list-style-type: none"> ● PPU ● external agencies ● social services ● community ● colleagues
		3.3	Produce records in line with organisational requirements of: <ul style="list-style-type: none"> ● the individuals' immediate needs ● the initial support provided to them 	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● documentation

Learning outcomes		Assessment criteria		Indicative content
4	Be able to assess the needs and wishes of victims, witnesses and the vulnerable for further support	4.1	Discuss with individuals the nature and extent of their further needs, helping them to identify their priorities and how they could be addressed	NPC <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ PSP communication ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses
		4.2	Produce records in line with organisational requirements of: <ul style="list-style-type: none"> ● the individuals' needs and wishes ● the agreements reached with them ● the resulting actions taken 	NPC <ul style="list-style-type: none"> ● Public Protection ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Manage Conflict Situations in Policing

Level:	4
Credit value:	10
Guided learning:	40

Unit summary

Police officers have the authority to exercise an extensive range of police powers and skills with autonomy across many volatile situations. These are particularly relevant when dealing with potentially life-threatening, conflict management situations. This unit covers recognising and dealing with a range of behaviours and incidents requiring proportionate responses and actions. The learner must act in ways that does not provoke conflict, they should seek to defuse situations where conflict exists or threats of conflict are present. They must use appropriate personal safety techniques and equipment, including self-defence and restraint.

Unit 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.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation
- appropriate paperwork relating to the use of conflict management.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- practical demonstrations and appropriate follow-up paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

Communication skills could include:

- face to face
- verbal communication
- non-verbal communication.

Additional resources to access could include:

- appropriate Personal Protective Equipment (PPE).

For assessment criteria 1.2, learners must provide a brief description of legislation, organisational requirements, national guidelines and personal responsibilities.

For assessment criteria 1.4, learners must provide a brief description of the national guidelines relating to managing conflict involving children, young or vulnerable people.

For assessment criteria 1.6, learners must provide a brief description of procedures that are appropriate for recording and reporting incidents involving personal safety skills and equipment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand the legal and organisational requirements related to managing conflict	1.1	Explain the duty of care police officers have to the public when managing conflict	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ code of ethics ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ equipment and restraints ○ personal protection <ul style="list-style-type: none"> – use of force ○ communication ○ health and safety
		1.2	Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict	Legislation: <ul style="list-style-type: none"> ● Human Rights Act 1998 ● European Convention on Human Rights NPC <ul style="list-style-type: none"> ● Ethics and Values ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ equipment and restraints ○ personal protection ○ communication

Learning outcomes		Assessment criteria	Indicative content
		1.3 Explain the levels of training required to use personal safety skills and equipment	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ equipment and restraints ○ personal protection ○ communication ○ health and safety
		1.4 Summarise the national guidelines relating to managing conflict involving children, young or vulnerable people	<p>NPC</p> <ul style="list-style-type: none"> • Public Protection <ul style="list-style-type: none"> ○ adults at risk (vulnerable adults) ○ domestic abuse ○ hate crime ○ prostitution ○ missing persons ○ forced marriage ○ honour-based violence ○ stalking and harassment ○ child abuse ○ child sexual exploitation ○ female genital mutilation ○ sexual offences ○ human trafficking

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • mental ill health • Equality Act 2010 – protected characteristics • The Children and Young Persons Act 1933 • The Children’s Act 1989
		1.5	Explain how the National Decision Model (NDM) applies to conflict management situations	NPC <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ conflict management ○ personal safety: knowledge and skills ○ equipment and restraints • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
		1.6	Summarise the procedures for recording and reporting incidents involving personal safety skills and equipment	NPC <ul style="list-style-type: none"> • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety: documentation ○ personal safety: reporting
2	Be able to apply conflict management techniques	2.1	Analyse all available information to make threat assessments	NPC <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM) • Crime and Investigation <ul style="list-style-type: none"> ○ respond to incidents • Information and Intelligence

Learning outcomes	Assessment criteria		Indicative content
	2.2	Communicate with individuals using approved techniques that: <ul style="list-style-type: none"> • value people as individuals • are appropriate to the individuals' understanding • are appropriate to the individuals' cultural background 	Considerations of manner of communication that: <ul style="list-style-type: none"> • shows respect for their property and rights • is appropriate to them • is free from discrimination and oppressive behaviour • ensures that actions and words signal non-aggression at the appropriate times • uses language and speech, actions, gestures and body language, space and position appropriately
	2.3	Assess verbal and non-verbal communication signals pertaining to danger cues	NPC <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management
	2.4	Apply tactical options taking into account: <ul style="list-style-type: none"> • threat assessment • any other necessary assistance required • legislation • training • organisational policy 	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ responding to incidents • Ethics and Values <ul style="list-style-type: none"> ○ police powers <ul style="list-style-type: none"> – using police powers in a fair and justified way • Personal Safety and Risk Management

Learning outcomes		Assessment criteria		Indicative content
		2.5	<p>Apply conflict management techniques which:</p> <ul style="list-style-type: none"> • are likely to defuse conflict with all parties involved • recognise there may be cultural differences in the way that individuals respond to the police • manage risks to health and safety • take into account any health factors which may affect individuals' behaviour • are proportionate to the situation 	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values <ul style="list-style-type: none"> ○ equality and diversity ○ police powers <ul style="list-style-type: none"> - using police powers in a fair and justified way • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ health and safety ○ personal safety <ul style="list-style-type: none"> - use of force
		2.6	Record actions taken to manage conflict in line with legal and organisational procedures	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety: documentation • local force procedures
3	Be able to apply personal safety techniques with issued equipment	3.1	Use approved personal protective and communication equipment in line with organisational procedures	<p>NPC</p> <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ conflict management ○ personal protection: knowledge and skills ○ equipment and restraints

Learning outcomes		Assessment criteria	Indicative content
		3.2 Take action to avoid situations escalating	NPC <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety: communications skills
		3.3 Use personal safety techniques and equipment, ensuring: <ul style="list-style-type: none"> • people are valued as individuals • risks to health and safety are managed • action taken is proportionate 	NPC <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ health and safety ○ use of force ○ equality and diversity ○ using police powers in a fair and justified way
		3.4 Advise line manager of actions taken during incidents	NPC <ul style="list-style-type: none"> • Ethics and Values • Personal Safety and Risk Management <ul style="list-style-type: none"> ○ reporting conflict management interventions ○ documentation relating to deployment of personal safety skills and equipment

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Use Police Powers to Deal with Suspects

Level:	3
Credit value:	10
Guided learning:	40

Unit summary

This unit is about conducting arrests, detentions and reporting procedures, including the disposal options available. Police Constables have the authority to exercise an extensive range of police powers with autonomy, across many potentially volatile situations, not least when dealing with individuals suspected of committing an offence. 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.

Unit 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, across each of the following:

- arresting a suspect
- reporting a suspect
- applying an alternative disposal option from arresting and reporting
- applying discretion and taking no further action.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation
- codes of practice
- appropriate paperwork such as custody/evidence logs.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- practical scenarios and appropriate follow-up paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

For assessment criteria 1.1, learners must provide a brief description of the legislation, organisational requirements, national guidelines and personal responsibilities and state how they relate to using police powers.

For assessment criteria 1.3, learners must provide a brief description of the differing types of contingencies that may arise during the processing of suspects.

For assessment criteria 1.4, learners must explain at least four options.

For assessment criteria 2.1, learners must demonstrate clear grounds for justifying arrest based on reasonable suspicion and appropriate case law, and provide communication appropriately (e.g. suspects informed, cautioned) in line with legal and organisational requirements and timescales.

For assessment criteria 2.2, learners must arrest suspects in line with legal and organisational requirements and timescales.

For assessment criteria 2.3, learners must detain detained suspects in line with legal and organisational requirements and timescales.

For assessment criteria 3.1, learners must demonstrate clear grounds for justifying reporting of suspects based on reasonable suspicion and appropriate case law, in line with legal and organisational requirements and timescales.

For assessment criteria 4.3, learners must provide communication clearly in ways that are appropriate for relevant others (e.g. solicitor, guardian).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand the requirements for using police powers when dealing with suspects	1.1	Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to using police powers	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants ● Ethics and Values <ul style="list-style-type: none"> ○ police powers ○ justice outcomes <p>Legislation</p> <ul style="list-style-type: none"> ● Police and Criminal Evidence (PACE) Act 1984 codes of practice
		1.2	<p>Explain the principle of releasing suspects without delay, where information is received that negates the need for:</p> <ul style="list-style-type: none"> ● arrest ● detention ● reporting ● other disposal options 	<p>NPC</p> <ul style="list-style-type: none"> ● Information and Intelligence <ul style="list-style-type: none"> ○ gathering information ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants ○ de-arresting suspects ○ cancelling reports and contacting suspects ● Ethics and Values <ul style="list-style-type: none"> ○ police powers

Learning outcomes	Assessment criteria	Indicative content
	1.3 Summarise the types of contingencies that may arise during the processing of suspects	NPC <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants ○ dealing with contingencies, e.g. <ul style="list-style-type: none"> – medical – welfare – abusive or aggressive behaviour ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
	1.4 Explain the options available to police officers for disposing of suspects	NPC <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants ● Ethics and Values <ul style="list-style-type: none"> ○ justice outcomes ○ disposal options Disposal options in relation to incidents, e.g. <ul style="list-style-type: none"> ● arrest ● report for summons ● Fixed Penalty Notice (FPN) ● restorative justice ● formal caution ● verbal warning ● take no action

Learning outcomes		Assessment criteria		Indicative content
2	Be able to arrest and detain suspects in line with legal and organisational requirements and timescales	2.1	Establish grounds to justify an arrest	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants <ul style="list-style-type: none"> - grounds and legal authority - necessity
		2.2	Arrest suspects	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants <ul style="list-style-type: none"> - arrest, detain and report suspects - Police and Criminal Evidence (PACE) Act 1984 <p>Local force policy and procedure</p>
		2.3	Detain suspects	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants
		2.4	Keep the custody officer informed of progress to enable them to make a decision on disposal	<p>Options, e.g.</p> <ul style="list-style-type: none"> ● report ● verbal warning ● local resolution ● formal caution ● restorative justice ● take no action

Learning outcomes		Assessment criteria		Indicative content
		2.5	Preserve evidence during the arrest in line with approved practice	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ○ scenes of crime ● Forensics <ul style="list-style-type: none"> ○ preserving evidence
		2.6	Record actions taken throughout the arrest, noting: <ul style="list-style-type: none"> ● rationale ● grounds ● compliance or otherwise ● action taken to deal with contingencies 	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants <ul style="list-style-type: none"> - documentation - timings ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
3	Be able to report suspects in line with legal and organisational requirements and timescales	3.1	Establish grounds to justify reporting suspects	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants <ul style="list-style-type: none"> - grounds and legal authority - necessity <p>Local force policies and procedures</p>

Learning outcomes		Assessment criteria		Indicative content
		3.2	Report suspects	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants <p>Local force policies and procedures</p>
		3.3	Record actions taken whilst reporting	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants <ul style="list-style-type: none"> - grounds and legal authority - necessity - timings - documentation
4	Be able to apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements	4.1	Evaluate the risks and benefits of alternative disposal options	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ correct use of arrest and warrants ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM) <p>Disposal options may include:</p> <ul style="list-style-type: none"> ● Fixed Penalty Notice (FPN) ● restorative justice ● formal caution ● verbal warning ● take no action

Learning outcomes		Assessment criteria		Indicative content
		4.2	Implement alternative disposal options to formal criminal justice processes	Local force policies and procedures
		4.3	Communicate the conditions of alternative disposal options to relevant others	Relevant others, e.g. <ul style="list-style-type: none"> • alleged suspect • victims • witnesses • police service • criminal justice service

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Conduct Police Searches

Level:	3
Credit value:	10
Guided learning:	40

Unit summary

Police officers have the authority to exercise an extensive range of police powers, with autonomy, in many potentially volatile situations, including conducting police searches. This unit is about searching individuals, vehicles, premises and outside spaces for items suspected to be evidence of an offence as part of an investigation, or for prevention of harm to self or others.

The search must be conducted in a legal and ethical way, using approved search methods. The person carrying out the search will need to establish that they have the grounds and legal authority to carry out the search and preserve the search scene. 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.

Unit 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 five occasions, comprising, a minimum of two searches of individuals, including one stop and search and one search of each of the following; premises, vehicles and outside spaces ensuring that all assessment criteria are covered.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation
- appropriate paperwork relating to scene preservation/risk assessments.

Assessment evidence could include:

- written reports
- evidence gathering exercises

- practical searching scenarios and appropriate paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

Communication types could include:

- face to face
- verbal communication
- non-verbal communication.

For assessment criteria 1.1, learners must provide a brief description of the legislation, organisational requirements, national guidelines and personal responsibilities, stating how they relate to conducting police searches.

For assessment criteria 2.1, learners must identify whether there is a need to carry out searches based on evidence or reasonable suspicion, in line with legal and organisational protocol and requirements.

For assessment criteria 3.5, learners must respond appropriately, in an appropriate timeframe, in line with legal and organisational protocol and requirements.

For assessment criteria 3.10, learners must conclude searches in line with legal and organisational protocol and requirements including appropriate communication (e.g. informing those searched of the outcome).

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand legal and organisational requirements in relation to police searches	1.1	Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to conducting police searches	<p>NPC</p> <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ● Ethics and Values <ul style="list-style-type: none"> ○ code of ethics <p>Legislation</p> <ul style="list-style-type: none"> ● Human Rights Act 1998 ● European Convention on Human Rights ● Equality Act 2010 ● Health and Safety at Work etc Act 1974 ● Police (Health and Safety) Act 1997 ● Police and Criminal Evidence (PACE) Act 1984 ● Children's Act 1989 ● Children and Young Persons Act 1933 ● Criminal Justice and Public Order Act 1994 ● Misuse of Drugs Act 1971 ● Criminal Justice Act 1988 ● Terrorism Act 2000

Learning outcomes	Assessment criteria	Indicative content
	1.2 Explain the procedures that relate to searches of: <ul style="list-style-type: none"> ● individuals ● premises ● vehicles ● outside spaces 	NPC: <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches <ul style="list-style-type: none"> - mnemonic – GOWISELY - mnemonic – SCENARIO
	1.3 Explain how to preserve the scene when conducting searches	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ protecting the scene
	1.4 Explain how to secure potential evidence from search scenes	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ protecting the scene
	1.5 Explain methods of handling risks and contingencies that may arise during search procedures	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches

Learning outcomes		Assessment criteria		Indicative content
		1.6	Explain how to maintain health and safety of self and others during search procedures	<p>NPC</p> <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches <ul style="list-style-type: none"> – custody procedures ○ personal protection and risk management <ul style="list-style-type: none"> – conflict management ● Ethics and Values <ul style="list-style-type: none"> ○ risk assessment (as outlined in the National Decision Model NDM) ○ health and safety
2	Be able to prepare to conduct police searches in line with legal and organisational requirements	2.1	Establish the need to carry out searches, including: <ul style="list-style-type: none"> ● the legal authority ● grounds ● justification 	<p>NPC</p> <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches <ul style="list-style-type: none"> – mnemonic – GOWISELY – mnemonic – SCENARIO
		2.2	Conduct risk assessments when preparing searches	<p>NPC</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ riskassessment (as outlined in the National Decision Model NDM)

Learning outcomes	Assessment criteria	Indicative content
	2.3 Plan searches, including planning for the management of health and safety of self and others	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ health and safety ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ custody procedures ○ conflict management ● Ethics and Values <ul style="list-style-type: none"> ○ risk assessment (as outlined in the National Decision Model NDM)
	2.4 Inform individuals of the purpose of searches, including: <ul style="list-style-type: none"> ● the authority of persons conducting the searches ● grounds for searches ● individuals' rights in accordance with legislation 	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ Police Searches <ul style="list-style-type: none"> – mnemonic – GOWISELY – mnemonic – SCENARIO – communicating with individuals – Police and Criminal Evidence (PACE) Act 1984

Learning outcomes		Assessment criteria		Indicative content
3	Be able to conduct police searches of premises, vehicles and outside spaces in line with legal and organisational requirements	3.1	Conduct police searches, including: <ul style="list-style-type: none"> identifying the correct search areas protecting search scenes preventing loss or contamination of potential evidence 	NPC <ul style="list-style-type: none"> Forensics <ul style="list-style-type: none"> police searches scene preservation and handling exhibits Crime and Investigation <ul style="list-style-type: none"> conduct investigations protecting the scene
		3.2	Conduct searches in an ethical and effective manner, including: <ul style="list-style-type: none"> recognising individuals' and community needs dealing with personal property respectfully 	NPC <ul style="list-style-type: none"> Forensics <ul style="list-style-type: none"> police searches scene preservation and handling exhibits Crime and Investigation <ul style="list-style-type: none"> conduct investigationsprotecting the scene
		3.3	Conduct searches using approved and appropriate search methods	NPC <ul style="list-style-type: none"> Forensics <ul style="list-style-type: none"> police searches scene preservation and handling exhibits Crime and Investigation <ul style="list-style-type: none"> conduct investigations protecting the scene

Learning outcomes	Assessment criteria		Indicative content
	3.4	Interact with individuals using approved communication methods that: <ul style="list-style-type: none"> ● promote equality ● respect diversity ● value people as individuals 	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ● Ethics and Values <ul style="list-style-type: none"> ○ equality and diversity
	3.5	Respond to contingencies which arise during searches	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM) ○ health and safety ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety
	3.6	Analyse the significance of items found relative to the search	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ protecting the scene and evidence

Learning outcomes		Assessment criteria	Indicative content
		3.7 Seize items covered by the identified search power	<p>NPC</p> <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ protecting the scene
		3.8 Maintain the integrity of seized items, including through the use of appropriate packaging and storage	<p>NPC</p> <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ protecting the scene
		3.9 Leave search areas in the required condition	<p>NPC</p> <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ● Ethics and Values
		3.10 Conclude searches	<p>NPC</p> <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches <p>Local policy and procedure</p>

Learning outcomes		Assessment criteria		Indicative content
		3.11	Document all decisions, actions, options and rationales	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches <ul style="list-style-type: none"> - documentation
4	Be able to conduct police searches of individuals in line with legal and organisational requirements	4.1	Conduct police searches using authorised and appropriate systematic search methods for individuals: <ul style="list-style-type: none"> ● under arrest ● not under arrest 	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches Legislation <ul style="list-style-type: none"> ● PACE Code A
		4.2	Communicate appropriately with individuals before and during searches	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches Legislation <ul style="list-style-type: none"> ● PACE Code A

Learning outcomes	Assessment criteria	Indicative content
	4.3 Control individuals in order to prevent: <ul style="list-style-type: none"> ● loss or contamination of evidence ● escape of individual(s) ● harm to any person 	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ protecting the scene ○ health and safety ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety
	4.4 Maintain personal safety using approved and appropriate techniques	NPC <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety ○ communication ○ equipment and restraints
	4.5 Seize any identified items covered by the relevant search power	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ evidence

Learning outcomes	Assessment criteria	Indicative content
	4.6 Maintain the integrity of seized items, including through the use of appropriate packaging and storage	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ○ scene preservation and handling exhibits ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ evidence
	4.7 Inform individuals being searched of the results of the search and actions to be taken next	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ● Ethics and Values
	4.8 Document all decisions, actions, options and rationales	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ police searches ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations <ul style="list-style-type: none"> – documentation ● Ethics and Values <ul style="list-style-type: none"> ○ case file management

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Handle Information and Intelligence that Can Support Law Enforcement

Level:	3
Credit value:	8
Guided learning:	30

Unit summary

This unit is about gathering information and intelligence 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 (NIM) and principles of managing police information used across the service. They must identify, analyse and evaluate information for relevance to police investigations and law enforcement objectives from a variety of situations and sources including human and technical, and conduct an initial analysis, assessment and grading of that information.

Unit 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 work place.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation
- appropriate paperwork relating to NIM

Assessment evidence could include:

- written reports
- evidence gathering exercises

(This is not definitive and a variety of evidence should be used to make an assessment.)

For assessment criteria 1.1, learners must provide a brief description of the legislation, organisational requirements, national guidelines and personal responsibilities that and state how they relate to handling information and intelligence.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand legal and organisational requirements related to handling information and intelligence that can support law enforcement	1.1	Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to handling information and intelligence	Legislation: <ul style="list-style-type: none"> • Management of Police Information (MOPI) • Data Protection Act (DPA) 1998 • Freedom of Information (FOI) Act 2000 • Criminal Procedure and Investigations Act (CPIA) 1996 • Regulation of Investigatory Powers Act (RIPA) 2000 NPC <ul style="list-style-type: none"> • handle information and intelligence Force policy: <ul style="list-style-type: none"> • local force systems and protocols
		1.2	Explain the types and sources of information which can support law enforcement objectives	Considerations, e.g. <ul style="list-style-type: none"> • community • PNC/PND • social media • open source • force records • other investigations • external agencies

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • colleagues • victims • witnesses
		1.3	Explain the ways in which technologies can add to targeted police information and intelligence	NPC <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> ○ open source ○ social media • Information Management/ICT <ul style="list-style-type: none"> ○ PNC/PND Force: <ul style="list-style-type: none"> • local force systems
		1.4	Explain how the National Intelligence Model (NIM) is used in the police service	NPC <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> ○ National Intelligence Model (NIM) ○ Management of Police Information (MOPI) ○ obtain, evaluate and submit information and intelligence
2	Be able to handle information and intelligence that can support law enforcement	2.1	Gather information and intelligence using appropriate systems and protocols	NPC <ul style="list-style-type: none"> • Information and Intelligence <ul style="list-style-type: none"> ○ National Intelligence Model (NIM) ○ Management of Police Information (MOPI) ○ obtain, evaluate and submit information and intelligence

Learning outcomes	Assessment criteria		Indicative content
	2.2	Take measures to ensure that security, integrity and confidentiality of information gathered is maintained	NPC <ul style="list-style-type: none"> ● Information and Intelligence <ul style="list-style-type: none"> ○ National Intelligence Model (NIM) ○ Management of Police Information (MOPI) ○ obtain, evaluate and submit information and intelligence Legislation <ul style="list-style-type: none"> ● Data Protection Act 1998
	2.3	Record information and intelligence using appropriate systems and protocols	NPC: <ul style="list-style-type: none"> ● Information and Intelligence ● Ethics and Values <ul style="list-style-type: none"> ○ case file management ● Information Management/ICT <ul style="list-style-type: none"> ○ PNC/PND ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations ○ investigative documentation
	2.4	Analyse information and intelligence for relevance and value to investigations	NPC <ul style="list-style-type: none"> ● Information and Intelligence <ul style="list-style-type: none"> ○ National Intelligence Model (NIM) ○ grading of information ○ handling information and intelligence

Learning outcomes		Assessment criteria		Indicative content
		2.5	Submit information and intelligence in line with organisational systems, authorisations and protocols	NPC <ul style="list-style-type: none"> ● Information and Intelligence <ul style="list-style-type: none"> ○ disclosure ○ unauthorised disclosure ● Ethics and Values <ul style="list-style-type: none"> ○ case file management

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Provide an Initial Response to Policing Incidents

Level:	3
Credit value:	8
Guided learning:	30

Unit summary

This unit covers providing an initial response to incidents including crime, non-crime and road-related incidents. Police Constables have the authority to exercise an extensive range of police powers with autonomy across many potentially volatile situations. The initial response to incidents and control of these sometimes potentially critical situations is a paramount aspect of the Police Constable's role. The learner will need to be able to gather information on the incident, analyse the information to establish its nature 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 an appropriate person.

Unit 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 different types of incident.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation/codes of practice
- appropriate paperwork relating to scene grading.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- practical scenarios and associated paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

Communication skills could include:

- face to face
- verbal communication
- non-verbal communication.

For assessment criteria 1.2, learners must provide a brief description of the legislation, organisational requirements, national guidelines and personal responsibilities, stating how they relate to responding to incidents.

For assessment criteria 3.3, learners must proactively assume responsibility, and initiate appropriate action accordingly, in accordance with the requirements of the situation.

For assessment criteria 3.4, communication must be delivered appropriately for those being communicated with, in line with legal and organisational requirements and timescales.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand legal and organisational requirements related to responding to incidents	1.1	Explain the duty of care that police officers have to the public when responding to incidents	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ duty of care ○ code of ethics ○ professional standards
		1.2	Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to responding to incidents	Legislation: <ul style="list-style-type: none"> ● Health and Safety at Work etc Act 1974 ● Equality Act 2010 ● Human Rights Act 1998 ● European Convention on Human Rights NPC <ul style="list-style-type: none"> ● Ethics and Values ● Public Protection ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety ○ health and safety

Learning outcomes		Assessment criteria		Indicative content
		1.3	Explain why different incidents require different initial responses	Considerations: <ul style="list-style-type: none"> ○ criminal (various) ○ roads policing ○ non-crime (various) ○ major/critical ○ priority/volume NPC <ul style="list-style-type: none"> ● respond to incidents and conduct investigations
		1.4	Explain the procedures for responses involving different individuals, including vulnerable people	NPC <ul style="list-style-type: none"> ● respond to incidents and conduct investigations ● Public Protection <ul style="list-style-type: none"> ○ adults at risk (vulnerable adults) ○ domestic abuse ○ hate crime ○ prostitution ○ missing persons ○ forced marriage ○ honour-based violence ○ stalking and harassment ○ child abuse ○ child sexual exploitation ○ female genital mutilation

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ○ sexual offences ○ human trafficking ● mental ill-health Legislation: <ul style="list-style-type: none"> ● Equality Act 2010 – protected characteristics ● The Children and Young Persons Act 1933 ● The Children’s Act 1989
		1.5	Explain the system of grading responses to incidents	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ response grading
2	Be able to analyse information to plan responses to incidents	2.1	Gather information and intelligence regarding incidents	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ respond to incidents and conduct investigations ● Information and Intelligence <ul style="list-style-type: none"> ○ handling information and intelligence
		2.2	Assess information and intelligence in respect of incidents, including identifying additional information required to support responses	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ respond to incidents and conduct investigations

Learning outcomes		Assessment criteria		Indicative content
3	Be able to provide an initial response to incidents in line with legal and organisational requirements	3.1	Analyse all available information to establish the nature of incidents	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ respond to incidents and conduct investigations
		3.2	Prioritise actions in accordance with the nature of incidents	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ respond to incidents and conduct investigations ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
		3.3	Take control of incidents	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ respond to incidents and conduct investigations ● Ethics and Values <ul style="list-style-type: none"> ○ assess the needs of individuals and provide advice and support ○ victims and witnesses ○ code of practice for victims of crime (Ministry of Justice) ● Forensics <ul style="list-style-type: none"> ○ protecting the scene ○ scene management ○ evidential evaluation ○ preserving evidence

Learning outcomes		Assessment criteria		Indicative content
		3.4	Communicate with those already at the scene	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ respond to incidents and conduct investigations ● Ethics and Values <ul style="list-style-type: none"> ○ assess the needs of individuals and provide advice and support ○ victims and witnesses ○ code of practice for victims of crime (Ministry of Justice) ● Forensics <ul style="list-style-type: none"> ○ protecting the scene ○ scene management ○ evidential evaluation ○ preserving evidence
		3.5	Apply proportionate personal safety techniques where necessary	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ personal safety ○ communication ○ equipment and restraints

Learning outcomes		Assessment criteria		Indicative content
		3.6	Preserve the scene and any potential evidence	NPC <ul style="list-style-type: none"> ● Forensics <ul style="list-style-type: none"> ○ protecting the scene ○ scene management ○ evidential evaluation ○ preserving evidence
		3.7	Prioritise casualties in line with their needs	NPC <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ assess the needs of individuals and provide advice and support ○ first aid ○ health and safety
		3.8	Provide support to victims, survivors witnesses and others in line with their needs	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses ○ victim charter
		3.9	Adapt own actions according to any contingencies and changes in the nature of incidents	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
		3.10	Include others who need to be involved at the earliest opportunity	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations

Learning outcomes		Assessment criteria		Indicative content
		3.11	Make records of actions taken to respond to incidents	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations <ul style="list-style-type: none"> - documentation - pocket notebook

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Conduct Priority and Volume Investigations

Level:	4
Credit value:	10
Guided learning:	40

Unit summary

This unit is about conducting investigations and is applicable to investigations across all types of priority and volume incidents. The learner will need to be able to gather, analyse and assess the available information and intelligence from all sources (including social media), conduct risk assessments, identify and preserve the initial scene(s), and identify and deal with materials. They must also be able to develop initial lines of enquiry and deal with any victims, witnesses and suspects. In addition, they will need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity and ensure that all relevant documentation is completed and added to the case file.

Unit 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.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation
- appropriate paperwork relating to conducting investigations.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- practical scenarios and associated paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

For assessment criteria 1.1, learners must provide a brief description of the legislation, organisational requirements, national guidelines and personal responsibilities, stating how they relate to conducting priority and volume investigations.

For assessment criteria 2.4, learners must provide a brief description of the methods used to protect crime scenes, and state how they protect crime scenes.

For assessment criteria 3.1, learners must describe characteristics of categories of crime.

For assessment criteria 4.3, learners must evaluate evidence and intelligence (e.g. statistics) to be able to provide justification for prioritisation of lines of enquiry in line with organisational protocol.

For assessment criteria 4.5, learners must demonstrate sharing of intelligence appropriately, to relevant others using appropriate methods of communication, in line with organisational protocol.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand the legal and organisational requirements in relation to conducting priority and volume investigations	1.1	Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to conducting priority and volume investigations	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations References <ul style="list-style-type: none"> ● Authorised Professional Practice (APP) in investigations Legislation <ul style="list-style-type: none"> ● Regulation of Investigatory Powers Act (RIPA) 2000 ● Police and Criminal Evidence (PACE) Act 1984
		1.2	Explain the support available to victims, potential witnesses and suspects in given investigative situations	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations <ul style="list-style-type: none"> - available support services - guidance/advice - protective policing intervention

Learning outcomes		Assessment criteria	Indicative content
		1.3 Explain the types of investigation that are within own limits of responsibility	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conduct investigations <p>Types of investigations, e.g.</p> <ul style="list-style-type: none"> ● domestic violence ● hate crime ● critical incident (child missing etc.) ● public order ● road traffic ● allegation of crime ● non-crime incidents
		1.4 Explain the importance of risk assessments in the context of priority and volume investigations	<p>NPC</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
		1.5 Explain the restrictions that apply to the disclosure of sensitive information during priority and volume investigations	<p>NPC</p> <ul style="list-style-type: none"> ● handling information and intelligence <ul style="list-style-type: none"> ○ Management of Police Information (MOPI) <p>Legislation</p> <ul style="list-style-type: none"> ● Criminal Procedure and Investigation Act (CPIA) 1996 ● Data Protection Act (DPA) 1998 ● Freedom of Information (FOI) Act 2000

Learning outcomes		Assessment criteria		Indicative content
2	Understand the process for conducting priority and volume investigations	2.1	Describe the investigative process, including relevant activities and decision making	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)
		2.2	Explain what information is required to support investigations	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● Intelligence and Information <ul style="list-style-type: none"> ○ handling information and intelligence
		2.3	Explain the application of the investigative mindset	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ crime investigations ○ responding to incidents ○ conducting investigations – investigative mindset
		2.4	Summarise the methods used to protect scenes	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● Forensics <ul style="list-style-type: none"> ○ scene preservation and handling exhibits

Learning outcomes		Assessment criteria		Indicative content
		2.5	Summarise the methods used to protect evidence	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● Forensics <ul style="list-style-type: none"> ○ scene preservation and handling exhibits
3	Understand the nature of crime and its impact on the community	3.1	Define the characteristics of crimes, including how they are committed	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● Ethics and Values <ul style="list-style-type: none"> ○ community engagement <ul style="list-style-type: none"> - policing in the community
		3.2	Explain the impact of crime and criminality on the community	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations ● Ethics and Values <ul style="list-style-type: none"> ○ community engagement <ul style="list-style-type: none"> - policing in the community

Learning outcomes		Assessment criteria		Indicative content
4	Be able to conduct priority and volume investigations	4.1	Follow organisational procedures for conducting investigations	Organisational procedure, e.g. ensuring all actions: <ul style="list-style-type: none"> • are lawful • promote equality and respect diversity • are communicated on time in the appropriate format
		4.2	Gather information, intelligence and evidence to support the investigation in line with organisational procedures and lines of enquiry	NPC <ul style="list-style-type: none"> • handling information and intelligence Lines of enquiry, e.g. <ul style="list-style-type: none"> • suspects • victims • witnesses • family/friends • community/neighbourhood • forensics/scientific • intelligence • property/premises • technology • social media

Learning outcomes		Assessment criteria		Indicative content
		4.3	Assess the factors likely to impact on investigations in order to prioritise lines of enquiry	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ crime ○ non-crime incident ● handling information and intelligence <p>Lines of enquiry, e.g.</p> <ul style="list-style-type: none"> ● suspects ● victims ● witnesses ● family/friends ● community/neighbourhood ● forensics/scientific ● intelligence ● property/premises ● technology ● social media
		4.4	Analyse information, intelligence and evidence to determine proposed courses of action regarding investigations	<p>NPC</p> <ul style="list-style-type: none"> ● handling information and intelligence ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations

Learning outcomes		Assessment criteria		Indicative content
		4.5	Pass on information and intelligence relevant to other investigations at the earliest opportunity	NPC <ul style="list-style-type: none"> ● handling information and intelligence ● crime and investigation <ul style="list-style-type: none"> ○ conducting investigations
		4.6	Brief relevant others regarding the progress of the investigation	Relevant others, e.g. <ul style="list-style-type: none"> ● case manager ● other relevant investigations ● line manager ● colleagues ● custody officer
		4.7	Identify the need for any additional support for investigations	Additional support, e.g. <ul style="list-style-type: none"> ● specialists ● line management ● external agencies
		4.8	Take action during investigations to minimise risks	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ National Decision Model (NDM)

Learning outcomes		Assessment criteria		Indicative content
		4.9	Handle victims, potential witnesses and suspects in line with their needs and the needs of the investigation	Their needs, e.g. <ul style="list-style-type: none"> ● vulnerability ● language ● culture ● lifestyle ● repeat/linked incidents
		4.10	Take the necessary steps to protect and preserve the scene	Steps to preserve scene, e.g. <ul style="list-style-type: none"> ● cordons ● handling/preserving scenes and evidence
		4.11	Manage all available evidence in line with current legislation and policy	NPC <ul style="list-style-type: none"> ● handling information and intelligence <ul style="list-style-type: none"> ○ case file management ● Crime and Investigation <ul style="list-style-type: none"> ○ conducting investigations

Learning outcomes		Assessment criteria	Indicative content
		4.12 Handle suspects in line with investigative decision making	<p>NPC</p> <ul style="list-style-type: none"> ● Personal Safety and Risk Management <ul style="list-style-type: none"> ○ arrest, detain and report individuals <p>Disposal options, e.g.</p> <ul style="list-style-type: none"> ● arrest ● report ● verbal warning ● local resolution ● formal caution ● restorative justice ● take no action
		4.13 Provide victims, witnesses and families with information, support and protection in line with their needs	<p>NPC</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses ○ code of practice for victims of crime ○ vulnerable and intimidated victims and witnesses

Learning outcomes		Assessment criteria		Indicative content
5	Be able to document information relating to priority and volume investigations, in line with legal and organisational requirements	5.1	Prepare documentation for case file submission	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ case file management ○ national file standards and documentation ○ liaising with external parties and disclosure ○ preparing for court ○ charging
		5.2	Prepare evidence for submission to courts and other hearings	NPC <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ presenting evidence at court and other hearings

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Interview Victims and Witnesses in Relation to Priority and Volume Investigations

Level:	3
Credit value:	6
Guided learning:	20

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.

Unit 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; two interviews must be with a victim(s) and one interview must be with a witness.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation
- appropriate paperwork relating to interviewing.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- practical interview scenarios and associated paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

Communication skills could include:

- face to face
- verbal communication
- non-verbal communication.

For assessment criteria 1.1, learners must briefly describe the legislation, national guidelines, codes of practice and organisational requirements that relate to conducting interviews with victims and witnesses.

For assessment criteria 1.2, learners must briefly describe the components of an interview strategy.

For assessment criteria 1.3, learners must briefly describe the resources, and state how they can assist in developing interview strategies.

For assessment criteria 1.8, learners must briefly describe at least three contingencies that might arise during interviews and explain appropriate methods to deal with them.

For assessment criteria 2.3, learners must identify the category of the interviewees and be able to provide justification for their decision including why this is appropriate.

For assessment criteria 2.5, learners must identify appropriate times, locations and environmental conditions for interviews and be able to provide justification for their decision including why this is appropriate.

For assessment criteria 2.7, learners must analyse the relevant factors and justify their decision, acting in line with legal organisational requirements and protocol.

For assessment criteria 3.2, learners must ensure response from interviewees to confirm the process is understood, or take appropriate action in the event of non-response in line with legal and organisational guidelines.

For assessment criteria 3.8, learners must follow national and organisational guidelines and protocol when concluding an interview and clearly communicating next steps.

For assessment criteria 4.2, learners must provide updates that are sufficiently detailed and within appropriate timeframes as determined by the nature of the update.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand the principles of interviewing victims and witnesses	1.1	Summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with victims and witnesses	<p>NPC</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ equality, diversity and human rights ○ health, safety, security and welfare ○ victims and witnesses ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses <ul style="list-style-type: none"> – recognising when a person is unfit for interview – recognising when individuals may be vulnerable – conducting interviews with those who may be vulnerable – recognising when victims and witnesses may be intimidated – interviewing in an ethical and effective manner – PEACE interview model ● Information and Intelligence <ul style="list-style-type: none"> ○ rules of evidence and disclosure <p>Legislation</p> <ul style="list-style-type: none"> ● Police and Criminal Evidence (PACE) Act 1984

Learning outcomes		Assessment criteria		Indicative content
		1.2	Summarise the components of an interview strategy	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ Interviewing victims and witnesses <ul style="list-style-type: none"> - PEACE interview model - Achieving Best Evidence (ABE)
		1.3	Summarise resources which can assist in developing an interview strategy	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses <ul style="list-style-type: none"> - PEACE interview model - Achieving Best Evidence (ABE)
		1.4	Explain the relevant points they need to prove during interviews	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
		1.5	Describe the types of interviewee, including 'relevant others'	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses <p>Categories, e.g.</p> <ul style="list-style-type: none"> ● vulnerable ● intimidated ● significant <p>Relevant others, e.g.</p> <ul style="list-style-type: none"> ● legal representatives

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> ● appropriate adults ● health care professionals ● officers required for legal authorities ● colleagues ● interpreters
		1.6	Explain the importance of timing, location and environmental conditions when conducting interviews	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses Conditions, e.g. <ul style="list-style-type: none"> ● urgent interviews ● interviews at the scene ● interviews at home ● in police premises ● healthcare facility
		1.7	Critically compare approved interview techniques	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses

Learning outcomes		Assessment criteria		Indicative content
		1.8	Summarise contingencies that might arise during interviews, including how to deal with them	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses <p>Contingencies, e.g.</p> <ul style="list-style-type: none"> ● medical ● welfare ● hostile/reluctant behaviour ● environmental conditions
		1.9	Justify the importance of conducting interviews in a manner which is both ethical and effective	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses ○ health and safety

Learning outcomes		Assessment criteria		Indicative content
2	Be able to plan and prepare interviews with victims and witnesses	2.1	Decide upon interview strategy to be used	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses <ul style="list-style-type: none"> - police interviews - PEACE interview model - Achieving Best Evidence (ABE)
		2.2	Prepare written plans for interviews, taking into account the legal nature of the incidents to be investigated	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
		2.3	Identify the category of interviewees by reviewing all available information	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses Categories, e.g. <ul style="list-style-type: none"> ● vulnerable ● intimidated ● significant

Learning outcomes		Assessment criteria		Indicative content
		2.4	Consult with relevant others in line with the requirements of interviews	Relevant others, e.g. <ul style="list-style-type: none"> ● prosecutors ● legal representatives ● appropriate adults ● health care professionals ● custody officers ● officers required for legal authorities ● colleagues ● interpreters
		2.5	Establish appropriate times, locations and environmental conditions for interviews	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
		2.6	Set up the necessary resources in line with interview requirements	Resources, e.g. <ul style="list-style-type: none"> ● recording equipment ● relevant documentation ● exhibits ● appropriate adult ● interpreter

Learning outcomes		Assessment criteria		Indicative content
		2.7	<p>Confirm that individuals are fit for interview by making a basic assessment of factors, including:</p> <ul style="list-style-type: none"> • physical condition • mental condition • emotional condition 	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses • Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses <p>Factors, e.g.</p> <ul style="list-style-type: none"> • intoxication by drink or drugs • behaviour • age • physical disorder or disability • learning disability • mental health
3	Be able to conduct interviews with victims and witnesses	3.1	Explain the interview process to all those present	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
		3.2	Confirm that all those present understand the interview process	<p>NPC</p> <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses

Learning outcomes		Assessment criteria		Indicative content
		3.3	Maintain the security and welfare of all present in line with their needs	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses ● Ethics and Values <ul style="list-style-type: none"> ○ duty of care ○ victims and witnesses ○ health and safety
		3.4	Employ approved interview techniques and communication methods to obtain an accurate account	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses ○ PEACE model ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses
		3.5	Make use of exhibits in line with approved interview techniques	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses ○ PEACE model

Learning outcomes		Assessment criteria		Indicative content
		3.6	Address any contingencies that arise in line with the needs of victims, witnesses and the interview process	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses ● Ethics and Values <ul style="list-style-type: none"> ○ victims and witnesses <p>Contingencies, e.g.</p> <ul style="list-style-type: none"> ● medical ● welfare ● hostile/reluctant behaviour ● environmental conditions
		3.7	Complete all relevant documentation, including obtaining any necessary endorsements	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses ● Ethics and Values <ul style="list-style-type: none"> ○ the criminal justice system ○ case file management <ul style="list-style-type: none"> - documentation <p>Documentation, e.g.</p> <ul style="list-style-type: none"> ● interview notes ● pocket notebook ● criminal justice statements, including victim personal statements ● exhibit forms

Learning outcomes		Assessment criteria		Indicative content
		3.8	Conclude the interview by informing all those present of the next steps	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
4	Be able to evaluate interviews with victims and witnesses and carry out post-interview procedures	4.1	Evaluate interviews and any evidence that has emerged	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
		4.2	Update relevant others based on the evaluation of interviews	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
		4.3	Evaluate own performance in interviews, identifying any learning points	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing victims and witnesses
		4.4	Prioritise any further actions required in line with the needs of investigations	Further action, e.g. <ul style="list-style-type: none"> ● pursue further lines of enquiry ● brief others ● update intelligence systems

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Interview Suspects in Relation to Priority and Volume Investigations

Level:	4
Credit value:	6
Guided learning:	20

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.

Unit 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.

Additional guidance

Assessment support for this unit could include:

- case studies/practical scenarios
- legislation
- appropriate paperwork relating to the use of conflict management.

Assessment evidence could include:

- written reports
- evidence gathering exercises
- practical interview scenarios and associated paperwork.

(This is not definitive and a variety of evidence should be used to make an assessment.)

Communication skills could include:

- face to face
- verbal communication
- non-verbal communication.

For assessment criteria 1.1, learners must briefly describe the legislation, national guidelines, codes of practice and organisational requirements that relate to conducting interviews with suspects.

For assessment criteria 1.2, learners must briefly describe the components of an interview strategy.

For assessment criteria 1.3, learners must briefly describe the resources, and state how they can assist in developing interview strategies.

For assessment criteria 1.8, learners must briefly describe at least three contingencies that might arise during interviews and explain appropriate methods to deal with them.

For assessment criteria 2.1, learners must be able to provide justification of their selected interview strategy based on correct usage of appropriate interview models.

For assessment criteria 2.3, learners must select the model to achieve best practice, and be able to provide justification of their selected interview strategy in accordance with appropriate interview models.

For assessment criteria 2.6, learners must demonstrate an evidence-based approach and be able to provide justification on whether individuals are fit for interview following relevant assessment.

For assessment criteria 3.2, learners should act appropriately, in line with national and organisational guidelines, and be able to demonstrate safety, security and welfare are taken into account.

For assessment criteria 3.4, learners must ensure response from interviewees to confirm the process is understood, or take appropriate action in the event of non-response in line with legal and organisational guidelines and protocol.

For assessment criteria 3.10, learners must observe national and organisational guidelines and protocol when concluding an interview and clearly communicating next steps.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Indicative content
1	Understand the principles of interviewing suspects	1.1	Summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with suspects	<p>NPC</p> <ul style="list-style-type: none"> ● Ethics and Values <ul style="list-style-type: none"> ○ equality, diversity and human rights ○ health, safety, security and welfare ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects ○ rules of evidence and disclosure ○ PEACE interview model ○ recognising when a person is unfit for interview ○ recognising when individuals may be vulnerable ○ conducting interviews with those who may be vulnerable ○ recognising when victims and witnesses may be intimidated ○ equality, diversity and human rights ○ health, safety, security and welfare ○ interviewing in an ethical and effective manner ○ rules of evidence and disclosure <p>Legislation</p> <ul style="list-style-type: none"> ● Police and Criminal Evidence (PACE) Act 1984

Learning outcomes		Assessment criteria		Indicative content
		1.2	Summarise the components of an interview strategy	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects <ul style="list-style-type: none"> - PEACE interview model - Achieving Best Evidence (ABE)
		1.3	Summarise resources which can assist in developing interview strategies	<p>NPC</p> <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects <ul style="list-style-type: none"> - police interviews - PEACE interview model - Achieving Best Evidence (ABE)
		1.4	Explain the role of 'relevant others' when interviewing suspects	<p>Relevant others, e.g.</p> <ul style="list-style-type: none"> ● prosecutors ● legal representatives ● appropriate adults ● health care professionals ● custody officer ● officers required for legal authorities ● colleagues ● interpreters

Learning outcomes		Assessment criteria		Indicative content
		1.5	Critically compare approved suspect interview techniques	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		1.6	Explain the points necessary to prove offences during interviews	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects ○ interviewing victims and witnesses
		1.7	Explain the importance of timing, location and environmental conditions when conducting interviews	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects ○ interviewing victims and witnesses Conditions, e.g. <ul style="list-style-type: none"> ● urgent interviews ● interviews at the scene ● on police premises ● healthcare facility
		1.8	Summarise contingencies that might arise during interviews and how to deal with them	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects ○ interviewing victims and witnesses Contingencies, e.g. <ul style="list-style-type: none"> ● legal

Learning outcomes		Assessment criteria		Indicative content
				<ul style="list-style-type: none"> • medical • welfare • abusive or aggressive behaviour • technical faults • complaints • environmental conditions
		1.9	Explain the reasons for the interviewer assuming responsibility for suspects	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		1.10	Justify the importance of conducting interviews in a manner which is both ethical and effective	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects • Ethics and Values
2	Be able to prepare for interviews with suspects	2.1	Decide upon interview strategy to be used	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects ○ interviewing victims and witnesses ○ PEACE interview model ○ Achieving Best Evidence (ABE)
		2.2	Prepare written plans for interviews, taking into account the legal nature of the incidents to be investigated	NPC <ul style="list-style-type: none"> • Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects

Learning outcomes		Assessment criteria		Indicative content
		2.3	Review material in relation to incidents in question	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects Material, e.g. <ul style="list-style-type: none"> ● information and intelligence ● objects ● written documentation ● audio recording ● passive data generators ● visual images ● evidence
		2.4	Prepare resources for use during interviews, including: <ul style="list-style-type: none"> ● audio/video recording equipment ● documentation ● exhibits 	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		2.5	Prepare for pre-interview briefings with legal representatives	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects

Learning outcomes		Assessment criteria		Indicative content
		2.6	Confirm that individuals are fit for interview by making a basic assessment of: <ul style="list-style-type: none"> ● physical condition ● mental condition ● emotional condition 	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects Factors, e.g. <ul style="list-style-type: none"> ● intoxication by drink or drugs ● behaviour ● age ● physical disorder or disability ● learning disability ● mental health
3	Be able to conduct an interview with a suspect	3.1	Deliver pre-interview briefings to legal representatives	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		3.2	Assume responsibility for suspects and relevant others ensuring their safety, security and welfare	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects Others, e.g. <ul style="list-style-type: none"> ● legal representatives ● appropriate adults ● healthcare professionals ● interpreters ● colleagues

Learning outcomes		Assessment criteria		Indicative content
		3.3	Explain the interview process to all those present	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		3.4	Confirm that all those present understand the interview process	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		3.5	Use the required cautions, evidential or special warnings, checking suspects' understanding	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		3.6	Employ approved interview techniques	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects ● Ethics and Values
		3.7	Make use of exhibits in line with approved interview techniques	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects ● Ethics and Values

Learning outcomes		Assessment criteria		Indicative content
		3.8	Address any contingencies that arise, in line with the needs of suspects and the interview process	Contingencies, e.g. <ul style="list-style-type: none"> ● legal ● medical ● welfare ● abusive or aggressive behaviour ● technical faults ● complaints ● environmental conditions
		3.9	Complete all relevant documentation, obtaining any necessary endorsements	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		3.10	Conclude interviews by informing all those present of the next steps	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects Documentation, e.g. <ul style="list-style-type: none"> ● interview notes ● pocket notebook ● criminal justice statements ● exhibit forms

Learning outcomes		Assessment criteria		Indicative content
4	Be able to evaluate interviews with suspects and carry out post-interview procedures	4.1	Evaluate interviews and any evidence that has emerged	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		4.2	Update relevant others and intelligence systems based on the evaluation of interviews	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		4.3	Evaluate own performance in interviews, identifying any learning points	NPC <ul style="list-style-type: none"> ● Crime and Investigation <ul style="list-style-type: none"> ○ interviewing suspects
		4.4	Prioritise any further actions required in line with the needs of the investigation	Further action, e.g. <ul style="list-style-type: none"> ● other lines of enquiry ● charge ● release ● arrest ● de-arrest ● take no further action

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

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

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

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available on our website. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

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

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

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

Training and support for the lifetime of the qualification

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

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. You can use the details below to contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre please use the details below to contact us.

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Assessment strategy

The Strategic Governance of National Policing Qualifications in England and Wales 2015

Foreword

This overarching strategy has been developed by the College of Policing and Skills for Justice to explain how national police qualifications will be governed and managed at a strategic level on behalf of the service. It sets out the expectations of partners to maintain the value, quality and consistency of the qualifications. The strategy aligns to the quality assurance processes defined by national schemes and aims to provide contextualisation within a policing context¹.

The College of Policing has a remit to set standards of learning and assessment for the police service of England and Wales, to support the professional development of those working in policing. It develops, and strategically manages, associated national policing qualifications, in conjunction with Skills for Justice. The College and Skills for Justice provides support for implementation of these qualifications and works with a wider range of partners to achieve this.

Fundamental to the successful implementation of education, learning and professional development across policing is national consistency and standardisation of assessment. The College and its partners are committed to ensuring that all policing qualifications developed are valued and have credibility. Key to this is valid and reliable assessment. Employers in policing require a consistency of approach to assessment for qualification purposes to ensure there is transferability between forces, Awarding Organisations and different providers without the need for re-assessment. Increasingly the service requires greater portability of recognised prior learning, to enable career movement both within, and between forces, other sectors and educational and training providers. With this in mind, uniformity in outcomes becomes ever paramount. For qualifications in policing to be successful, employers must be confident about the quality of assessment, the related quality assurance and that there are robust mechanisms in place to guard against quality being compromised.

The strategy is underpinned by detailed policies, procedures and guidance to be used by partner organisations for the day-to-day operational management of all policing qualifications, related assessments, quality assurance and administrative activities.

This strategy replaces the '*Guidance on the Principles of Assessment Practice for Vocational Qualifications in England and Wales May 2014.*'

It will be maintained by the College and Skills for Justice and be updated accordingly to reflect any new national requirements as part of the transition from Qualifications Credit Framework (QCF) to the Regulated Qualifications Framework (RQF).

¹ The Office of Qualifications and Examinations Regulation (Ofqual) General Conditions and The UK Quality Code for Higher Education (QAA)

Partner Organisations

To align to the overarching objective of ensuring there is national consistency in terms of the development, delivery and management of national policing qualifications, all College owned and developed qualifications (authorised) will only be released to partner organisations.

This strategy applies to all partners involved in offering national policing authorised qualifications in England and Wales². These include, but may not be limited to:

- College of Policing
- Skills for Justice
- Awarding Organisations and their centres
- Home Office forces in England and Wales
- wider government agencies with law enforcement responsibility
- Other organisations wishing to adopt or utilise any aspect of College of Policing approved and authorised qualifications
- external providers to policing licensed and approved to deliver College of Policing learning products and qualifications, including higher education, further education and private sector training providers.

Aims of this Strategy

The aims of having this overarching strategic governance framework include provision of:

- an infrastructure that at its core strives to ensure consistency and confidence in the qualifications offered
- an aligned partnership approach that is operationally interwoven at both a national and local level and universally applied in both the educational and training arenas
- mechanisms through which partners will best determine how individual qualifications can be delivered efficiently, effectively and contextualised to meet the specific needs of the service
- a robust system which ensures the validity, reliability and authenticity of the evidence produced, and the assessment decisions made
- rigorous processes for internal and external quality assurance
- greater transparency of expectation and outcomes, supporting the recognition of prior learning, leading to more opportunities for transferability and portability of qualifications across all organisations
- an established channel of governance through which innovative practice can be promulgated and shared.

² The RQF is England only. Wales are initiating Qualification Wales, and this document may need to be updated as more details emerge on the Welsh mechanisms

Principles of this Strategy:

There is an underlying commitment to the following principles in terms of strategic governance. All authorised qualifications will:

Principle 1 – Be developed to achieve validity, currency, reliability, comparability, manageability and to minimise bias

Principle 2 – Support consistency in the delivery of specific qualifications. Each qualification developed will have its own detailed assessment strategy, setting out the minimum requirements for delivery of individual qualifications. These requirements will be appropriate and proportionate to the qualification to be offered

Principle 3 – Be created to meet the service's needs. Where the police service determines that for a specific qualification it must be undertaken in exactly the same way, to ensure absolute consistency in terms of content, using specified assessment resources, this will be set out in the qualification-specific assessment strategy

Principle 4 – Be developed in consultation with all relevant stakeholders groups, as appropriate to each qualification

Principle 5 – Be managed through a defined governance framework working in partnership with the College of Policing and Skills for Justice i.e. offered by partner Awarding Organisations and Higher Education Institutions (HEI) (and by virtue of their centres and awarding status) that have undertaken to offer the qualification in line with the assessment strategy pertaining to it. The overall aim here being to facilitate national standardisation across individual qualifications

Principle 6- Have an infrastructure through which all those involved in undertaking the roles of assessment, internal and external quality assurance will have the right skills and knowledge to perform the role in accordance with the defined and agreed requirements

Principle 7 – Have a robust and rigorous processes for internal and external quality assurance of assessment practice. As this is of paramount importance, this will also include periodic national standardisation activity led by the College and Skills for Justice. This will ensure consistency and support continuous improvement. Ongoing control, monitoring and support to individual centres/HEIs will be provided as appropriate to each centre's/HEI's level of risk

Principle 8 – Have their own specific requirements which may include delivery by external providers to policing (e.g. Certificate in Knowledge of Policing – CKP). For any area of learning where this is the national strategy, delivery will only be undertaken by external providers that are licensed and approved by the College having successfully demonstrated they have met specific quality criteria

If an Awarding Organisation/HEI seeks to use an assessment method which falls outside the qualification unit specification or assessment strategy, approval from the College of Policing and Skills for Justice must be sought. Final sign off would be managed via the College of Policing's Learning Programme Approval process, following consultation and agreement with partner organisations.

The College of Policing and Skills for Justice will work with its partners to ensure these principles are consistently applied to all current and future policing qualifications in England and Wales from November 2015.

Roles and relationships between partners

What is the role of the College of Policing?

The College develops learning standards for the police to ensure that all officers have the right skills and knowledge to fight crime, protect the public and secure public trust. It supports the consistent and effective implementation of police qualifications. The College will produce, in consultation with stakeholders, an assessment strategy for each qualification designed. It may also develop specific assessment tools for use, which form part of the strategy. It will work collectively with Skills for Justice in facilitating national standardisation activity to ensure consistent performance and support continuous improvement in the delivery of the qualifications.

Where it has been determined by the service that delivery of learning and assessment relating to a specific qualification can be undertaken by external providers to policing, the College will licence and approve providers that meet specific criteria. The criteria are to ensure consistency and transferability, whether the learning is provided in Further Education, by Independent Providers or in Higher Education. Further information on the criteria and the processes involved is provided in the specific assessment strategies that relate to each qualification.

What is the role of Skills for Justice?

Skills for Justice is the independent, employer-led body covering all employers, employees and volunteers in the Justice Sector. It advises on qualifications, standards, apprenticeships and the development of workforce skills. From September 2015 Skills for Justice is a division within a wider organisation that includes Skills for Health. Justice related work includes:

- Police Forces
- Law Enforcement Bodies including National Crime Agency, HMRC, Border Force, Immigration Enforcement
- Custodial Care including the public and private sector establishments
- Community Justice
- Forensic Science
- Courts and Tribunals Services
- Prosecution Services
- Youth Justice

Skills for Justice work in partnership with the College in the development and strategic management of qualifications for the policing and law enforcement strand of the justice sector. Skills for Justice also have responsibility for National Occupational Standards within the sector. Skills for Justice and the College will work with Awarding Organisations and Higher Education to ensure the requirements set out in this strategy are consistently applied.

What is the role of the Awarding Organisation (AOs)?

The Awarding Organisation is a body recognised by the qualifications regulators to award credits and qualifications according to the regulatory arrangements stipulated by Ofqual³. The role of AOs is to govern and manage their approved centres. This includes supporting them in the consistent delivery of qualifications and the provision of a rigorous process of external quality assurance conducted by External Quality Assurers (EQAs – see below).

What is the role of Higher Education Institutions?

Higher educational institutions are also able to create and offer policing qualifications as they have awarding powers in their own right. Higher education providers use the QAA UK Quality Code to help them maintain the academic standards of programmes and awards, assure and enhance the quality of learning opportunities, and to provide information about their higher education provision.

What is the role of Approved Centres?

An Approved Centre is an organisation that has met the regulatory criteria and has been approved by an AO to deliver one or more of the qualifications it accredits. In a policing context this could be a force, law enforcement agency or an external provider licensed by the College. The role of an approved centre includes managing assessment and verification on a day to day basis. The approved centre will have sufficient competent assessors and Internal Quality Assurers (IQAs) to carry out such roles (see below).

All arrangements for assessment should be agreed with the Awarding Organisation and will be monitored through the external quality assurance process (see below). Centres need to comply with the malpractice policy of their Awarding Organisation and be alert to the risks that all such arrangements could present.

What is the role of External Quality Assurers (EQAs)

EQAs conduct external quality assurance activities on behalf of their Awarding Organisation. This may include supporting the training and development of new and existing centres and participating in best practice and standardisation activities. The knowledge and experience necessary to effectively carry out the role is outlined in Appendix A - Required occupational or competence of assessors and internal and external quality assurers⁴.

³ As per earlier footnote, RQF is England only. This document may need to be updated to reflect arrangements for Wales as they evolve.

⁴ Where there are any qualification-specific requirements relating to these roles, these will be set out in the assessment strategy for the qualification.

What is the role of Assessors?

An assessor is an individual assessing the knowledge or competence of candidates to ensure they meet the work related standards to achieve a qualification. This may be a dedicated role or form part of an individual's wider role e.g. supervisor, manager or tutor. Where the supervisor etc. is not the assessor they may still submit evidence to the assessor as to the competence of the candidate in any given unit. This evidence must directly relate to the candidate's performance in the work place which they have observed. The knowledge and experience necessary to effectively carry out the role is outlined in Appendix A - Required occupational or competence of assessors and internal and external quality assurers.

What is the role of Internal Quality Assurers?

Internal quality assurance is a critical aspect in ensuring the integrity of assessments. This role includes ensuring there is a quality provision throughout the learner journey, there is accuracy and consistency of decisions, management of risk and the provision of support and development to assessors. The knowledge and experience necessary to effectively carry out the role is outlined in Appendix A - Required occupational or competence of assessors and internal and external quality assurers.

The Design and Delivery of Police Qualifications

All qualifications will be developed in accordance with Ofqual's 'General Conditions of Recognition for Awarding Organisations' and the QAA UK Quality Code with particular regard to the following:

The objective of a qualification must be such as to lead to a benefit for Learners who have reached a specified level of attainment, and may include –

- (a) preparing Learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding,
- (b) preparing Learners to progress to a qualification in another subject area,
- (c) meeting relevant programmes of learning,
- (d) preparing Learners for employment,
- (e) supporting a role in the workplace, or
- (f) giving Learners personal growth and engagement in learning⁵.

For all qualifications developed it will be transparent what the candidate is expected to achieve and the summative processes to measure it. Candidates must demonstrate they have achieved all assessment criteria of the qualification and be able to generate evidence of this which can be authenticated. How this will be undertaken will depend on the nature of the qualification i.e. is it solely knowledge based, knowledge and competence based etc.

⁵ Ofqual's 'General Conditions of Recognition for Awarding Organisations, Condition E1.2, Qualifications to have an objective

Consideration will be given to reasonable adjustments being made, where appropriate. Applying the principle of reasonable adjustment for those candidates who may be disadvantaged through use of certain assessment methodologies and deliveries will also better ensure that assessments remain fair. Partner organisations will manage reasonable adjustments in line with their own organisational guidelines.

Where an assessment strategy includes any one, or more, of the requirements listed below, the assessment rules must be made clear. The rules will apply to all learners taking the qualification (with the exception of where reasonable adjustments are necessary). Such requirements could include where:

- An assessment must be completed under specified conditions
- There must be a quantity or type of evidence generated by learners
- A final mark for a qualification will be calculated from marks for different assessments.

All partners must ensure that they have appropriate measures in place for maintaining the validity, currency and integrity of assessments. They must also have a clearly defined and rigorous appeals process.

To support consistency in the delivery of the qualification by partners, each of the assessment units will include indicative content e.g. specific legislation to be covered.

All summative assessments whether created by the College of Policing, Awarding Organisations or providers must be:

- Limited to the content of the qualification units/and/or elements and its learning outcomes so as not to create a demand on the candidate which is beyond the requirements of the qualification
- Current, legally up to date and align to current authorised professional practice at the time the assessments are undertaken.

To promote consistency in the design and use of summative assessments some key considerations are provided below.

Summative Assessment

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

In developing an assessment strategy to support the consistent delivery of individual qualifications, the selection of summative assessment methodology should always be based upon the requirement to test effectively whether the learner has satisfactorily achieved the learning outcomes. Use of an appropriate blend of assessment methods will obtain greater accuracy in measuring candidate achievement. The range of assessment methods to be used will be determined to meet the specific nature of the qualification. All assessments must be fair, robust, rigorous, appropriate, authentic, sufficient and transparent.

Where written assessments are used, centres must maintain a sufficient bank of assignments which are changed regularly.

Knowledge-Based Assessment

Knowledge-based assessment is about the learner knowing or understanding and not necessarily demonstrating by doing.

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

- Written test /essays in a controlled environment
- Multiple choice questions
- Evidenced questions and answers sessions with assessors
- Evidenced professional discussions; for example on legislation, principles and practices
- Scenario based demonstrations (in a classroom or other environment)
- Individual scenario based written assignments⁶.

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

Good practice around policing knowledge-based assessments includes use of a blend of assessments methods that require recall of facts and the ability to test a broader understanding of a policing context (this might be an answering questions around specific points of law and how this relates to given policing incidents). 'Assessment Exemplars' are one such tool that can be used to test a broader understanding through holistic, contextualised assessment. The 'exemplars' are a set of scenarios that are fully mapped to the assessment units for the qualification and which can be used as a basis to develop actual assessments.

Key to the success of policing knowledge qualifications is that they are a valid measure of a candidate's knowledge and understanding and there is confidence that it is actually the candidate completing the assessment. As such, when considering the development of the assessment strategy for each qualification, the strategy must set out how a proportion* of the summative assessment is conducted in a controlled environment. Considerations here include use of:

- Invigilation
- Closed book conditions (i.e. without the availability of reference material)
- Time-bound conditions to ensure the conditions are the same for all candidates.

*The definition of what constitutes an appropriate proportion will be considered in the context of the blend of methods to be utilised for each qualification, to be agreed in consultation with Awarding Organisations.

⁶ In addition to partner's own organisational guidance on the use of assessment methodologies, other useful sources of guidance include that provided by Oxford Brookes University through their Assessment Standards Knowledge exchange <https://www.brookes.ac.uk/aske/index.html>

Workplace Assessment

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

Direct Observation

Direct observation in the workplace by a competent assessor is the preferred methodology in work-based assessment because of the opportunities it presents for validity and reliability.

Line Managers/Supervisors

Given the nature of their role, line managers and supervisors (who are occupationally competent in the area being assessed and are not performing the role of assessor) are well-placed to provide evidence as an 'expert witness'. Such evidence is encouraged as a contribution to the provision of performance evidence presented for assessment.

The candidate may also demonstrate competence as part of a team, but it will be the performance of the individual assessed within the team context.

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

- work products
- records e.g. case files submitted by the candidate or other colleagues
- testimonials e.g. where evidence has been prepared by the candidate for court purposes
- reflective accounts
- professional discussion
- simulations.

Technology

Technology, will also play a greater part in supporting valid assessment. The introduction and greater use of mobile phones (with cameras), body worn video and more sophisticated CCTV can all add to the range of assessment opportunities.

Scenario/Simulation-Based Assessment

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

Scenarios/simulations based assessment can be used when:

- a qualification allows it, as set out in the qualification-specific assessment strategy
- there are limited opportunities to demonstrate competence in the workplace against all of the learning outcomes or the length of time for opportunities to arise is considered too long by the employer or assessor

- scenarios/simulations would provide a more consistent demonstration of competence
- it would enable candidates to be assessed in more difficult circumstances than is likely to happen day to day
- it is considered appropriate, for instance where there is a health and safety consideration, for example firearms, or there are legal implications, for example driving.

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

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

All simulations should follow these basic principles:

- 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 they may come across
- Where simulations are used they must reflect the requirements of the qualification criteria
- The location and environment of simulation must be agreed with the person responsible for internal quality assurance, prior to its taking place and be in accordance with agreements made with the Awarding Organisation's representative
- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
- There should be a range of simulations and they should be regularly rotated.

Internal and External Quality Assurance

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

Key to ensuring the validity, reliability and consistency of assessments is quality assurance. All centres/HEIs will have their own strategies/processes for internally quality assuring their provision in line with Awarding Organisation/HEI requirements.

External quality assurance of their centres is the responsibility of Awarding Organisations/HEIs, and the mechanisms required to achieve it are set out in Ofqual and QAA guidelines. The roles and responsibilities of those involved in the quality assurance process can be found at Appendix A.

The College of Policing is responsible for quality assuring the external providers they licence in accordance with the requirements set out in the Approval and Re-approval criteria and associated guidance.

In addition to the above, the College and Skills for Justice will work in collaboration in the provision of national standardisation activity (such as events, workshops, meetings), as appropriate, to individual qualifications.

Recognition of Prior Learning (RPL)

'Recognition of prior learning is the process of recognising previous formal, informal or experiential learning and prior achievement so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation or Higher Education has decided to attribute credit to a qualification)⁷.'

The transferability and portability of qualifications is a key driver for the employer. The College of Policing and Skills for Justice encourage Awarding Organisations to offer RPL arrangements to permit transferability and employer/learner choice. Consistency and standardisation will provide greater confidence in the uniformity of outcomes to facilitate a more streamlined approach to the recognition of prior learning. This is both within the context of the transferability of RPL from one qualification to another (for example the PCSO Certificate as RPL to the Diploma in Policing) and transferability within the service without the need for re-teaching and reassessment. Increasingly as the service considers portability of qualifications as part of career pathways both laterally and within specialisms, the suite of qualifications supporting these programmes will grow and will need to operate within a single framework that has both academic and vocational credibility. For credit transfer to work effectively between different Awarding Organisations there has to be transparency of outcomes and clear evidence (recording documentation) to demonstrate this has been achieved (for example CKP equivalency in HEI as RPL to the Diploma). Where RPL arrangements apply these will be explained in the qualification-specific assessment strategy.

⁷ Ofqual 'After the QCF A New Qualifications Framework (March 2015)

Assessment Strategy Appendix A – The required occupational knowledge or competence of Assessors and Internal and External Quality Assurers

The below sets out the generic requirements. Where it has been agreed that there are any qualification-specific requirements, these will be set out in the assessment strategy for the qualification.

Assessors

All assessors must:

- Be qualified as an assessor by having the relevant qualifications or have been trained to assess through a programme that meets the 'Police Sector Standard for the Training of Assessors', 'Assessor Standard'. Assessor training approved and monitored by an Awarding Organisation would also be acceptable, for example those that lead to formal accreditation of recognised assessor qualifications such as the L3 Certificate in Assessing Vocational Achievement. Those carrying out assessment whilst working towards a qualification must have a lead assessor's sign-off for their work until they achieve the qualification.
- Have the role of assessor identified within their role profile, where assessment forms part of an individual's role.
- Be occupationally competent in the unit (subject areas) they are assessing. For knowledge-based qualifications they must be occupationally knowledgeable.
- Be familiar with the units that relate to the qualification and must be familiar with the correct application of current working practices and technologies within the area of work.
- Have knowledge and/or competence in the assessment methodology they are utilising.
- Have an appropriate induction to qualifications and the standards that they are assessing provided to them by the centre, including how to identify and deal with plagiarism. Assessors must have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of assessors must be made available to the assessor.
- Engage in continuous professional development activities to maintain their:
 - Occupational competence and/or knowledge (e.g. by attending role specific seminars, exercises and refresher events)
 - Professional competence and/or knowledge (e.g. through regular assessor standardisation meetings).

Assessors are not required to occupy a position in the organisation more senior than that of the candidate they are assessing.

Internal Quality Assurance (IQA)

All IQAs must:

- Be qualified as an IQA by having the relevant qualifications or have been trained through a programme that meets the 'Police Sector Standard for the Training of Internal Verifiers', 'Internal Verifier Standard'. Where centres use trained IQAs, they must provide evidence of the training undertaken to Awarding Organisations.

- Be occupationally knowledgeable, displaying sufficient operational knowledge and experience. Due to the risk critical nature of the work and the legal implications of the assessment process, IQAs must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards.
- Sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are 'occupationally competent' or in the case of knowledge based qualifications 'occupationally knowledgeable' within the area they are assessing.
- Have an appropriate induction to qualifications and the standards that they are verifying provided to them by the centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal quality assurer must be made available to the external quality assurer.
- Engage in continuous professional development activities to maintain their:
 - Occupational knowledge to keep up-to-date with developments relating to the changes taking place in the policing sector.
 - Professional competence as an internal assurer by (e.g. by attending regular internal assurer standardisation meetings).

External Quality Assurance (EQA)

All External Quality Assurers must:

- Be occupationally knowledgeable and have gained their knowledge working within the sector or associated professional/occupational area.
- Have a thorough understanding of the qualification units that they will be quality assuring.
- Hold or be working towards an external quality assurance qualification for example the L4 Award in the External Quality Assurance of Assessment Processes and Practice.
- Have a detailed knowledge of the Awarding Organisation's systems and documentation.
- Have a thorough understanding of the qualification system and national policy and guidance documents produced by the regulatory authorities and Awarding Organisations describing assessment and quality assurance practice.
- Have, where appropriate, undergone relevant security checks due to the nature and confidentiality of the information that they will be exposed to.
- Engage in continuous professional development activities to maintain their:
 - Occupational knowledge to keep up-to-date with developments relating to the changes taking place in the policing sector.
 - Professional competence as an EQA (e.g. activities offered by the Awarding Organisation, Skills for Justice, the College of Policing or other relevant providers in the sector).

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

For HEI provision, external examiners will be used. The role of external examiners is essentially that of a moderator. They do not carry out the marking of individual students' assessed work but moderate the marking carried out by internal examiners. This involves viewing student work (whether reading scripts or viewing live or recorded performances), usually on a sample basis. This enables the external examiner to form a view as to whether the internal marking has been carried out so as to rigorously judge students' performance against the university's standards, and against the sector's threshold standards as described in 'The framework for higher education qualifications in England, Wales and Northern Ireland'.

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