

Pearson BTEC Level 3 Award for Professional Investigators

Specification

BTEC Specialist qualification

First teaching August 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Pearson BTEC Level 3 Award for Professional Investigators (QCF)

The QN remains the same.

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

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Summary of Pearson BTEC Level 3 Award for Professional Investigators specification Issue 2 changes

Summary of changes made between previous issue and this current issue	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
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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

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

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Purpose of this specification

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

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

1 Introducing BTEC Specialist qualifications

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

Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award for Professional Investigators
Qualification Number (QN)	601/4331/9
Accreditation start date	01/09/2014
Approved age ranges	18+ 19+
Credit value	5
Assessment	Pearson-devised assessment (onscreen and paper- based testing).
Total Qualification Time (TQT)	50
Guided learning hours	39
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10, Access and recruitment</i>).

Qualification Number and qualification title

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

Qualification objective

The Pearson BTEC Level 3 Award for Professional Investigators is for learners who work in, or who want to work in, the security sector as professional investigators. This qualification is based on the Security Industry Authority (SIA) specifications for core competency training for private investigators, which cover the understanding and skills individuals need to operate as professional investigators. The qualification gives learners the opportunity to:

- develop knowledge related to being a professional investigator
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Award for Professional Investigators (QCF). Information about how the new and old units relate to each other is given in *Annexe A*.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 3 Award for Professional Investigators can progress to employment as:

- professional investigators
- managers/team leaders within the security sector.

Industry support and recognition

This qualification is supported by Skills for Security, the Sector Skills Council for the Security Industry and the SIA (Security Industry Authority).

3 Qualification structure

Pearson BTEC Level 3 Award for Professional Investigators

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

Minimum number of credits that must be achieved	5
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Unit	Unit reference number	Mandatory units – learners must achieve both units	Level	Credit	Guided learning hours
1	A/503/0679	Principles of Planning and Reporting Investigations	3	2	15
2	M/503/0680	Principles of Gathering and Using Information for Investigations	3	3	24

4 Assessment

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

Units	Assessment method
All units	Pearson-devised assessment: onscreen test/paper-based test

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section in the unit as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types, is available on the web page for this qualification.

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

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

6 Centre resource requirements

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

General resource requirements

Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.

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

7 Centre recognition and approval centre recognition

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

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

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

Approvals agreement

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

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

8 Quality assurance of centres

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

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

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

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

9 Programme delivery

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

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

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

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

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

10 Access and recruitment

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

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

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

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

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

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

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

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

Both documents are on our website at: qualifications.pearson.com

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

All legislation cited in the units is current at the time of publishing. The most recent legislation should be taught. Any external assessment will use the most recent legislation.

Unit 1: Principles of Planning and Reporting Investigations

Unit reference number: A/503/0679

Level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

This unit focuses on the planning and reporting of investigations. It includes identifying the objectives of the investigation; dealing with conflicts of interest; and how to report and present the findings of the investigation. The unit also covers knowing how to comply with relevant legislation and regulations.

Essential resources

For this unit, centres need to ensure that learners meet the SIA identification requirements.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to establish the objectives and on-going feasibility of an investigation	1.1	Determine the purpose of different investigations	<ul style="list-style-type: none"> □ <i>Accident</i>: road traffic, workplace, `trip and slip`, scene reports □ <i>Blackmail</i>: defamation, product contamination □ <i>Family</i>: children, adoption, abduction/kidnap, missing persons, genealogy □ <i>Fraud</i>: false accounting, forgery, fraud by misrepresentation, fraud by omission, fraud by abuse of position □ <i>Loss</i>: insurance, damage □ <i>Intellectual property</i>: copyright, trademarks, product counterfeiting □ <i>Provenance</i>: land □ <i>Statement taking</i>: civil and criminal □ <i>Due diligence</i>: employment issues – recruitment, pre-suit reports, investments, corporate or commercial merger and acquisitions □ <i>Surveillance</i>: observation, static or mobile, electronic, countermeasures, photography □ <i>Theft</i>: personal, business □ <i>Tracing</i>: debtors, missing persons, relatives, adoption, probate □ <i>Litigation support</i>: process serving where enquiries are necessary, liaison between solicitors and their clients, scene of crime/allegation, interviewing witnesses/suspects, statement taking civil/criminal □ <i>Investigation purposes</i>: prosecution, litigation, prevention of loss or crime, prevention of litigation, recovery of property, intelligence gathering, discipline, location of person or property

Learning outcomes		Assessment criteria		Unit amplification
		1.2	Assess what information is needed to meet different investigational requirements	<ul style="list-style-type: none"> □ <i>Information sources:</i> documents, interviews, surveillance, statements, open source research, collaborative partners, online databases, developed intelligence □ <i>Relevant persons:</i> investigators, colleagues, specialists, clients, client's agents, members of external organisations □ <i>Testimonials:</i> oral, written □ <i>Resources:</i> human, equipment □ <i>Information to meet investigational requirements:</i> intelligence, personal data, testimonials, statements, documents, physical exhibits, forensic exhibits □ <i>Investigation cycle:</i> plan, gather information, report □ <i>Intelligence cycle:</i> collation, evaluation, dissemination
		1.3	Identify criteria for establishing the feasibility of an investigation	<ul style="list-style-type: none"> □ <i>Establishing feasibility – parameters and constraints:</i> risk management, legal, ethical, moral, professional values, financial, timescales, logistics, equipment, availability of personnel, specialists and investigators, special requirements; insurance, licensing; UK and region-specific legislation and sensitivities

Learning outcomes	Assessment criteria	Unit amplification
	1.4 State the appropriate legislation that should be followed when carrying out investigations	<ul style="list-style-type: none"> □ <i>The Data Protection Act 1998</i>: registration with the Information Commissioner’s Office, adherence to DPA principles and ‘best practice’ - processing, handling and storing, make applications under section 29 or 35 of the DPA to the appropriate data controller to request information □ <i>The Criminal Procedure and Investigations Act 1996 (as amended by the Criminal Justice Act 2003)</i>: contains provisions on the identification of roles within an investigation and the disclosure of evidence, used as ‘best practice’ for non-police investigators □ The Police and Criminal Evidence Act 1984/Criminal Procedure Rules/Civil Procedure Rules: contain important provisions for the admissibility of evidence □ <i>The Computer Misuse Act 1990</i>: creates the criminal offence of unauthorised access to computer systems and using a computer to commit a criminal offence □ <i>The Protection from Harassment Act 1997</i>: intended to protect individuals from stalkers □ <i>The Crime and Disorder Act 1998</i>: encourages police, local authorities and other agencies to reduce crime and disorder in their communities □ <i>Regulation of Investigatory Powers Act 2000</i>: regulates those employed by, or contracted to, public authorities on the conduct of investigations □ <i>The Human Rights Act 1998</i>: Applies to ‘public authorities’ and requires the UK Government to pass legislation to ensure compliance with the Articles of the European Convention on Human Rights, Articles relevant to investigators are Article 6, Right to a Fair Trial, and Article 8, Right to Respect for Private and Family Life

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> □ <i>The Private Security Industry Act 2001</i>: sets out the functions and purpose of the Security Industry Authority (SIA) and includes the approval of businesses and licensing of individuals operating in designated areas of the private security industry □ <i>The Protection of Freedoms Act 2012</i>: provides for the destruction, retention, use and other regulation of certain evidential material; provides for a code of practice about surveillance camera systems □ <i>The Bribery Act 2010</i>: consolidated common law and legislation relating to bribery, created two general offences of bribing and being bribed, introduced a new offence of bribing foreign public officials makes it an offence to fail to prevent bribery □ <i>The Fraud Act 2006</i>: defines three categories of fraud: fraud by false representation, fraud by failing to disclose information and fraud by abuse of position, fraud by false representation may cover 'Blagging', as well as section 55 of the Data Protection Act □ <i>The Theft Act 1968</i>: created a number of offences against property in England and Wales though some of the offences of deception were redefined by the Fraud Act 2006 □ <i>Health and Safety Acts and Regulations</i>: primarily centred around workplace responsibilities, the Health and Safety Executive give guidance and advice on many investigator-related subjects, such as risk management, workplace stress, lone worker advice, court procedure

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Identify possible consequences of carrying out an investigation	<ul style="list-style-type: none"> □ <i>Consequences for the investigator:</i> damage to reputation, improved reputation, covert surveillance being compromised, inadmissible evidence, possible prosecution, complaints, repeat business, loss of business, costs incurred □ <i>Consequences for the individual being investigated:</i> negative impact on employment, prosecution, criminal record, financial loss, relationship breakdown, recovered property, reunited families □ <i>Consequences for the client:</i> resolution of grievance, financial cost/recuperation, court appearance
		1.6	Explain how to establish collaborative relationships with all involved	<ul style="list-style-type: none"> □ <i>Establish collaborative relationships:</i> <ul style="list-style-type: none"> o communicate effectively using consultative methods o offer mutual support, recognition of knowledge and skill of partners o demonstrate awareness of diversity, confidentiality, relevant legislation, regulations, codes of practice and guidelines o appropriate sharing of information, limitations of inter-party collaboration o demonstrate integrity, respect professional boundaries, seek advice and guidance □ <i>Relationships involved:</i> internal and external customers and colleagues, stakeholders, employers, associates, families, acquaintances, neighbours of the subject, public and enforcement agencies, specialist investigators

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to deal with actual or potential conflicts of interest	2.1	State what options are available to deal with conflicts of interest in an investigation	<ul style="list-style-type: none"> □ <i>Types of conflict of Interest:</i> actual or potential; commercial, operational, legal or regulatory, ethical □ <i>Options available to deal with conflicts of interest:</i> address promptly, disclose the interest, identify and remove, redefine the investigation's objectives, recommending alternative action, abandon the investigation, transferring the investigation to a colleague, seeking independent professional advice
		2.2	Explain the possible consequences of not dealing effectively with conflicts of interest	<ul style="list-style-type: none"> □ <i>Consequences:</i> prosecution, loss of confidence from clients and other parties, financial loss, professional or reputational damage

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to report and present the findings of an investigation	3.1	Describe the different types of investigation reports	<ul style="list-style-type: none"> □ <i>Reports:</i> investigative, surveillance, scene, pre-suit, lifestyle, progress □ <i>Types:</i> ad hoc, formal, planned, verbal □ <i>Reports can include:</i> witness statements, suspect statements, physical evidence, documentary evidence, interview records, photographs, video, audio, digital evidence
		3.2	Describe the requirements of investigation reports in terms of meeting client and legal needs	<ul style="list-style-type: none"> □ <i>Requirements of investigation reports:</i> ensure accuracy, validity, reliability and completeness of gathered information, selecting an appropriate style for the purpose of the document, provide complete and appropriate authenticated documentation □ <i>Legislation, regulations, codes of practice and organisational guidelines relevant to providing results and findings of investigations:</i> rules of disclosure; confidentiality of information; sensitive information □ <i>Client needs:</i> meet expectations in terms of reporting and presenting the results of the investigation, information reported in a clear, legible manner using accurate language, be aware when handling sensitive information □ <i>Legal needs:</i> handling sensitive information, including written, audio and photographic in accordance with the Data Protection Act and the Human Rights Act, ensuring compliance with legislation, regulations, codes of practice and organisational guidelines relevant to investigations, taking care in relation to the difference between criminal and civil law

Unit 2: Principles of Gathering and Using Information for Investigations

Unit reference number: M/503/0680

Level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit focuses on gathering information in support of an investigation. It includes how to research information from various sources, gather information through interviews and having an overview of surveillance operations, both overt and covert. The unit also deals with maintaining the security and confidentiality of all information gathered during the investigation. Learners need to know how to comply with the laws and regulations relevant to carrying out investigations.

Essential resources

For this unit, centres need to ensure that learners meet the SIA identification requirements.

Assessment requirements

For this unit the items listed below must be included in the learning.

Assessment criterion 3.1

Describe how to prepare and plan a surveillance operation:

- specifying the objectives of the surveillance
- obtaining, where appropriate, the authority to carry it out
- choosing and using legal and proportionate surveillance methods in accordance with the SIA Standards of Behaviour stated in *Annexe C*
- checking that the equipment to be used is working properly
- ensuring all parties involved in the surveillance understand their roles and responsibilities
- reconnoitre the subject's location.

Assessment criterion 4.2:

Describe how the security and confidentiality of information must be maintained:

- documents
 - o paper and electronic
- photographic
 - o video, audio and physical.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to research and analyse information in support of an investigation	1.1	Identify appropriate sources of information to support an investigation	<p><i>Sources of information:</i></p> <ul style="list-style-type: none"> □ colleagues, professional contacts, sector experts, legal documents, open source research, written, recorded, statements, hearsay, online databases, social media, intelligence, covert and overt surveillance operations, doorstep enquires, undercover operations
		1.2	Evaluate the main methods of researching information	<p><i>Research methods:</i></p> <ul style="list-style-type: none"> □ searching and gathering information and evidence, conduct inquiries or investigative activities, interview witnesses, interview suspects, surveillance <p><i>Identify and access sources of information taking into consideration:</i></p> <ul style="list-style-type: none"> □ <i>resources:</i> finances, time, personnel, legal constraints, relevant legislation, regulations, codes of practice and guidelines, to develop intelligence for investigations, ensure authority and permission to carry out inquiries, searches, investigations <p><i>Develop an investigation plan and strategy:</i></p> <ul style="list-style-type: none"> □ timescales, review points and measures of progress

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain why information and evidence should be analysed and graded	<ul style="list-style-type: none"> □ Establish patterns and links, assigning value to information gathered, assessing the potential suitability of information or evidence to support the investigation □ Redefine objectives after initial investigation findings □ Recognise patterns and trends in information to identify links between people and incidents, and to identify irregularities to progress and complete the enquiry
		1.4	Explain the value of corroborating information	<ul style="list-style-type: none"> □ <i>Corroboration gives:</i> weight and reliability to gathered information and intelligence, quality, gives authenticity to the value of the information
		1.5	Explain why it is important to maintain the continuity and integrity of evidence	<p><i>Importance of continuity:</i></p> <ul style="list-style-type: none"> □ the procedures in place to ensure that the evidence, once seized, cannot be contaminated, damaged or tampered with <p><i>Importance of integrity:</i></p> <ul style="list-style-type: none"> □ vital in the enforcement of the law, ensures evidence is not in doubt, its use in legal proceedings is not jeopardised, correctly informs the outcome
		1.6	Describe how to maintain the continuity and integrity of evidence	<p><i>Storage:</i></p> <ul style="list-style-type: none"> □ <i>physical:</i> safes, secure storage, marked and recorded <p><i>Maintain the continuity and integrity of evidence:</i></p> <ul style="list-style-type: none"> □ identification and collection, analysis, storage, preservation, transportation, presentation in court, return to owner <p><i>Establish a chain of evidence:</i></p> <ul style="list-style-type: none"> □ who obtained the evidence, where and when the evidence was obtained, who secured the evidence, who had control or possession of the evidence

Learning outcomes		Assessment criteria		Unit amplification
		1.7	State the requirements of legislation relevant to searching for, obtaining and handling information, including the disposal of information not needed to support an investigation	<p><i>Legislation relevant to searching for, obtaining and handling information:</i></p> <ul style="list-style-type: none"> □ register with the Information Commissioner’s Office and adhere to the Data Protection Act 1998 □ Criminal Procedure and Investigations Act 1996: `Retain`, `Record`, `Reveal`, investigation material <p><i>Disposal of information:</i></p> <ul style="list-style-type: none"> □ principles of the Data Protection Act 1998 □ Criminal Procedure and Investigations Act 1996 – Code of Practice

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to interview people to gather information	2.1	Describe the main types of interview and when they should be used	<p><i>Types of interviews:</i></p> <ul style="list-style-type: none"> □ formal, informal, pre-planned, ad hoc <p><i>Enquiries:</i></p> <ul style="list-style-type: none"> □ witnesses, suspects: directly involved, indirectly involved, cooperative, non-cooperative, malicious <p><i>Equipment:</i></p> <ul style="list-style-type: none"> □ audio recorders, video recorders, handwriting materials <p><i>When used:</i></p> <ul style="list-style-type: none"> □ <i>disciplinary:</i> formal □ <i>intelligence gathering:</i> informal □ <i>doorstep enquiries:</i> ad hoc □ <i>witness interview:</i> pre-planned

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Describe relevant interview techniques and procedures	<p><i>Interviewing techniques:</i></p> <ul style="list-style-type: none"> □ client led, interviewer led, one to one, conversational style, relaxed, structured, fact seeking, confessional seeking, accusatory, non-accusatory <p><i>Interview witnesses procedures:</i></p> <ul style="list-style-type: none"> □ assess and corroborate the value, importance, relevance and reliability of the information elicited from witnesses □ specify the objectives and work to them, confirm the identity of the witness □ sensitively and courteously conduct interviews, taking account of witnesses' rights, privacy, identified special needs and confidentiality requirements □ encouraging witnesses to provide accurate and reliable information that is relevant to and supports the investigation □ produce accurate and legible statements, including corrections, alterations and additions which have been agreed and endorsed by witnesses □ ensure, when third parties are present, that correct procedures are followed and that witnesses are not influenced by them □ handle, label and store any exhibits in a manner which preserves their integrity □ plan further witness interviews when necessary <p><i>Interviewing suspects procedures:</i></p> <ul style="list-style-type: none"> □ specify the objectives and work to them □ gather relevant background information confirming suspects' identities □ sensitively and courteously interview suspects, taking account of their rights, privacy and identified needs, whilst maximising the acquisition of facts

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ encourage suspects to provide accurate information that is relevant to and supports the investigation <ul style="list-style-type: none"> o suspend and reconvene interviews; regular breaks o follow correct procedures for managing the presence of third parties o deal with suspects' aggressive or antisocial behaviour promptly so as to protect everyone's wellbeing o take prompt action to calm any grievance where indications of suspicion are proved to be unfounded o accurately record and interpret relevant facts, and establishing, where possible, the level of suspects' involvement o produce accurate and legible statements, including corrections, alterations and additions which have been agreed and endorsed by suspects o plan further suspect interviews when necessary

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Describe how to carry out effective interviews	<p><i>Effective interviews:</i></p> <ul style="list-style-type: none"> □ build rapport, manage conflict, active listening, read non-verbal communication, use open, closed, probing questions, gather relevant information, clear explanations, learn about special requirements, consider health and safety, manage interviewee behaviour, use appropriate equipment, ensure compliance to laws, regulations, planning and preparation, engage and explain, account, closure and evaluation model; `P.E.A.C.E', Civil Procedure Rules; Civil Statement, Statement of Truth, Criminal Statements; Section 9 Statement

Learning outcomes	Assessment criteria	Unit amplification
	2.4 Explain how relevant legislation and SIA Standards of Behaviour impact on interviewing	<p><i>Relevant legislation:</i></p> <ul style="list-style-type: none"> □ safe and best practice from Police and Criminal Evidence Act 1984 and Codes of Practice, Civil Procedures Rules, Criminal Procedure and Investigations Act 1996 and Code of Practice <p><i>SIA Standards of Behaviour:</i></p> <ul style="list-style-type: none"> □ client vetting: agree in advance with clients the objectives of the investigation and the fees, terms and conditions; discretion and courtesy to clients, witnesses and suspects; protect the integrity of the private investigation sector □ respect and protect clients' and others' privacy and lawful confidentiality; objectively disclose to clients all the information arising from an investigation □ seek advice from and/or refer clients to only those who have the experience, knowledge and skills needed to carry out the work, meet the necessary legal requirements and operate to the same/similar code of ethics; assist, when required by law to do so, the legal and regulatory authorities □ act fairly, don't discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals; promote, through their general demeanour and in dealings with clients, the general public, colleagues and the authorities, the professionalism and integrity of the private investigation community <p><i>Impact on interviewing:</i></p> <ul style="list-style-type: none"> □ operating within the law, prevention of false confessions, offers protection to interviewer and interviewee, promotes a safe environment, health and safety, equal opportunities, reduces use of intimidation, encourages empathy, encourages transparent communication, improves sector standards and professionalism

Learning outcomes	Assessment criteria		Unit amplification
	2.5	Describe how information should be recorded during an interview and stored after the interview for evidence in court	<p><i>Handling and storing information and exhibits produced during interviews:</i></p> <ul style="list-style-type: none"> □ to protect their integrity, recording information in a durable or retrievable form, introduce exhibits; exhibit marking <p><i>Legal requirements:</i></p> <ul style="list-style-type: none"> □ including alterations, deletions, additions, information stored after interview <p><i>Storage:</i></p> <ul style="list-style-type: none"> □ safes, secure storage, marked and recorded <p><i>Recording of interview information:</i></p> <ul style="list-style-type: none"> □ accurate, retrievable, security protected confidential, impartial, legible, legal

Learning outcomes		Assessment criteria		Unit amplification
3	Know how surveillance can be used to gather information	3.1	Describe how to prepare and plan a surveillance operation	<p><i>Prepare and plan:</i></p> <ul style="list-style-type: none"> □ identification and location of subjects, associates, vehicles, premises, activity, assets, specifying objectives and working to them, obtaining, where appropriate, the authority to carry out operations, privacy impact analysis, identify and allocate resources; choose and use appropriate, ethically acceptable and legal surveillance methods □ check that equipment to be used is working properly, use surveillance equipment in accordance with manufacturers' or suppliers' instructions □ ensure that others, if involved, know and understand their roles and their responsibilities □ when possible, reconnoitre the subject of enquiry's location □ locate and occupy the correct surveillance start position
		3.2	Describe overt and covert surveillance techniques that comply with relevant legislation	<p><i>Surveillance methods:</i></p> <ul style="list-style-type: none"> □ static surveillance, pedestrian/foot surveillance, mobile surveillance, technical surveillance, single/team <p><i>Overt:</i></p> <ul style="list-style-type: none"> □ open and observable: protection, dispersion, intelligence, revenue, prevention; crime, disorder □ Data Protection Act 1998 and The Protection of Freedoms Act 2012 <p><i>Covert:</i></p> <ul style="list-style-type: none"> □ concealed, directed, intrusive, Regulation of Investigatory Powers Act 2000, Regulation of Investigatory Powers (Scotland) Act 2000 `Spirit of RIP(S)A`

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Describe the different equipment that can legally be used during surveillance operations in terms of its capabilities, limitations and suitability	<p><i>Equipment:</i></p> <ul style="list-style-type: none"> □ <i>CCTV, cameras, recorders, trail cams, trigger cams:</i> low light capability, time and date stamp □ <i>binoculars and night vision:</i> zoom, range, intelligence gathering □ <i>communication:</i> radios, mobiles, blending in, call signs □ <i>technical:</i> trackers; evidential limitations, use as an intelligence gathering tool □ <i>bugs, spy cams, computer monitoring:</i> intrusive surveillance; justification, professional, legal and ethical constraints

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to maintain the security and confidentiality of information gathered	4.1	Explain why the security and confidentiality of information must be maintained	<p><i>Security and confidentiality of information maintained:</i></p> <ul style="list-style-type: none"> □ to meet legal, regulatory and ethical requirements, professional codes, maintain compliance with the Data Protection Act 1998, Subject Access Requests, making applications for data –exemptions from the non-disclosure provisions, prevent compromise, prevent financial loss, increased cost, maintain client/public trust
		4.2	Describe how the security and confidentiality of information must be maintained	<p><i>Types of information:</i></p> <ul style="list-style-type: none"> □ clients' details, communications between collaborative partners, gathered during the investigation, operational plans; provided by and to clients; provided to parties in legal proceedings <p><i>Format of information:</i></p> <ul style="list-style-type: none"> □ paper based, electronic, photographic, video recordings, audio, physical exhibits <p><i>Security and confidentiality of information maintained:</i></p> <ul style="list-style-type: none"> □ written and recorded information: handle and store in ways that preserve continuity, security, confidentiality, integrity and value as evidence □ use and manage information networks, take precautions, establish boundaries of confidentiality between yourself and members of your professional networks <p><i>Storage:</i></p> <ul style="list-style-type: none"> □ <i>physical:</i> safes, secure storage, marked and recorded □ <i>electronic:</i> encryption, password protected

Learning outcomes		Assessment criteria		Unit amplification
5	Understand relevant health and safety issues	5.1	Describe situations where the personal health and safety of the investigator may be at risk	<p><i>Personal health and safety risks:</i></p> <ul style="list-style-type: none"> □ environmental, hostile, hazards including, machinery, people, travel vehicles, property, animals, weapons, accident □ personal attack, threatening behaviour, incidents, working alone
		5.2	Explain how to avoid or minimise personal health and safety risks	<p><i>Avoid or minimise personal health and safety risks:</i></p> <ul style="list-style-type: none"> □ recognise operational risks, maintain the health and safety of yourself and others, promote a health and safety culture, risk awareness, take prompt, evasive action, use dynamic risk assessment □ recognising potential conflict situations, diffusing conflict, avoiding conflict □ use language that is open and respectful, consistent with people's levels of understanding, culture, background and preferred ways of communication, appropriate to the context, understand equality and value diversity, seek support where appropriate, active listening, non-verbal, communication cycle, Mehrabian's rule, check people's understanding of the information given, answer questions

Information for tutors

Delivery

The Pearson BTEC Level 3 Award for Professional Investigators has been developed as the 'test of competency' for the Security Industry Authority Private Investigator Licensing. The Security Industry Authority, professional investigator trade bodies, the Information Commissioner's Office and government committees have a common aim and aspiration that investigators in the private sector are educated and equipped to remain lawful, ethical and to work to a common high standard. The knowledge and skills that make up this qualification have been identified as being the core activities undertaken by private investigators or investigators in the private sector, after full and extensive consultation with users of investigative services, stakeholders, trade bodies and individual private investigators.

Tutors, trainers and centres should encourage and emphasise a professional and 'best practice' approach to all aspects of planning, reporting, researching and analysing information, researching information from various sources, gathering information through interviews and having an overview of surveillance operations, both overt and covert. Throughout the unit learners are required to know how to comply with the laws and regulations relevant to carrying out investigations.

Trainers must recognise that learners are not in training to become lawyers or barristers, therefore a balance between 'not too much' and 'not too little' must be achieved. Learners must have sufficient understanding of legislation, regulations and codes of practice to be aware of when their actions could be subject to any form of restriction or compliance, and seek further guidance when necessary.

This qualification is designed primarily for existing investigators to demonstrate that they understand the law, ethical and professional practices. However, it is recognised that many learners will be new to professional private investigations and centres offering the qualification need to have a full appreciation of the diversity of learners. Those with extensive relevant experience and knowledge, for example existing investigators, with an armed forces or police background, may require only a mild update on some of the legislation, while those without previous industry experience will need in-depth guidance to develop the required knowledge and expertise. The style of delivery should take in to account the varying knowledge and experience of learners.

As these units are completely knowledge based, it can be delivered through a number of methods. These range from classroom-based tuition to self-directed distance learning. Centres should identify the best method for individual learners. Whatever delivery method is used, centres and trainers must ensure there is sufficient support for learners to successfully achieve the units.

Suggested resources

Websites

Association of Chief Police Officers – www.acpo.police.uk

CCTV User Group – www.cctvusergroup.com

Civil Statements – www.justice.gov.uk

Criminal Statements (Section 9 Statement, MG11 or CJA) – www.hse.gov.uk

Health and Safety Executive – www.hse.gov.uk

Health and Safety Executive for Northern Ireland – www.hseni.gov.uk

Home Office – www.homeoffice.gov.uk

Information Commissioner's Office – www.ico.gov.uk

Ministry of Justice Civil Procedure Rules – www.justice.gov.uk

National Occupational Standards (NOS) – nos.ukces.org.uk

Official publication of the CCTV User Group – www.cctvimage.com

Public Prosecution Service (Northern Ireland) – www.ppsni.gov.uk

Scottish legislation – www.scotland.gov.uk

Security Industry Authority – www.the-sia.org.uk

Skills for Security – www.skillsforsecurity.org.uk

SIA Standards of Behaviour

SIA research showed that the following standards of behaviour should be demonstrated by those operating within the private investigator sector.

Private Investigators should accept responsibility for their actions and diligently carry out their roles in ways which ensure that they:

- confirm client identities and establish that they have legal and moral right to commission an investigation
- agree in advance with clients the objectives of the investigation and the fees, terms and conditions which will apply
- deal with clients and others with discretion and courtesy and in ways which do not bring the reputation of either themselves in particular, or the profession of private investigation in general, into disrepute
- respect and protect clients' and others' privacy and lawful confidentiality
- objectively disclose to clients all the information arising from an investigation, whether it is advantageous or disadvantageous, unless the law dictates otherwise
- ensure that investigation specific and business records, administrative systems
- and procedures comply with legal requirements, protect against accidental disclosure and reflect best practice
- carry out investigations in ways that are moral, honest, truthful and fair, whilst adhering to legal and regulatory requirements
- accept only those commissions they consider themselves qualified to carry out
- seek advice from and/or refer clients to only those who have the experience, knowledge and skills needed to carry out the work, meet the necessary legal requirements and operate to the same/similar code of ethics
- assist, when required by law to do so, the legal and regulatory authorities
- act fairly and do not discriminate on the grounds of gender, sexual orientation, marital status, race, nationality, ethnicity, religion or beliefs, disability, or any other difference in individuals that is not relevant to the private investigator's responsibility
- promote, through their general demeanour and in dealings with clients, the general public, colleagues and the authorities, the professionalism and integrity of the private investigation community.

Private Investigators should notify (register) the Information Commissioner's Office to ensure that they have an entry on the Commissioner's public register that they are processing personal data. This entry should include details of their use of personal data. For more information visit: www.ico.gov.uk

13 Further information and useful publications

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

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

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

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

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

14 Professional development and training

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

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.

BTEC training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

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

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualification.

EDI Level 3 Award for Professional Investigators (last registration 31/01/2015).

Old units \ New units	Unit 1	Unit 2
Unit 1	F	F
Unit 2	F	F

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit but new unit also contains new topic(s))

Annexe B

Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Award for Professional Investigators against the underpinning knowledge of the National Occupational Standards in Investigations. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY ## indicates partial coverage of knowledge in the National Occupational Standards (NOS) unit

A blank space indicates no coverage of the knowledge

NOS		BTEC Specialist units	
		Unit 1	Unit 2
SFSEE1	Protect yourself and others from the risk of violence at work	##	##
SFSINV1	Contribute to the effectiveness of investigation teams		##
SFSINV2	Advise clients on the viability and consequences of carrying out Investigations	##	
SFSINV3	Interview witnesses to support investigations		##
SFSINV4	Interview suspects to collect information		##
SFSINV5	Carry out searches of people and places to obtain evidence		##
SFSINV6	Plan and co-ordinate investigations	##	
SFSINV7	Investigate sources of information and develop intelligence for Investigations	##	
SFSINV8	Process evidence arising from investigations	##	##
SFSINV9	Manage surveillance operations	##	##
SFSINV10	Take part in surveillance operations	##	##
SFSEE11	Ensure compliance with legal, regulatory, ethical and social requirements	##	##
SFSINV11	Trace people	##	
SFSINV13	Maintain understanding of legislation, regulation and codes of practice relevant to investigation	##	##

Annexe C

Mapping with (Draft) British Standard 102000 code of practice for the provision of investigative services

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Award for Professional Investigators against the underpinning knowledge of the British Standards Institute (BSI) Draft British Standard 102000:2013 Code of practice for the provision of investigative services.

Centres, trainers and assessors should use the (Draft) British Standard, where relevant. Annexes A and B (noted below), have been used (with some alterations)

BTEC Specialist units (Draft) British Standard 102000 Code of practice for the provision of investigative services	Unit 1	Unit 2
	Annexe A (informative) Activities associated with investigative services	##
Annexe B (informative) Legislative/statutory framework for investigative services	##	##

to populate the amplification for Unit 1, AC 1.1 and AC 1.4 and Unit 2, AC 2.2.

KEY ## indicates partial coverage of knowledge

A blank space indicates no coverage of the knowledge

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