



## **Level 3 Diploma in Policing**

### **Qualification Specification**

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## Introduction

The Level 3 Diploma in Policing is aimed at the uniformed officer during the initial period of service and covers basic policing duties.

The qualification was developed by the Sector Skills Body for the Justice Sector (Skills for Justice) in line with National Occupational Standards for Policing, and must be delivered in line with the Strategic Governance of National Policing Qualifications in England and Wales 2015 developed by Skills for Justice and the College of Policing.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for this qualification has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

## Qualification Profile

Qualification title	<b>ProQual Level 3 Diploma in Policing</b>
Ofqual qualification number	601/7912/0
Level	Level 3
Credit value	84 credits
Guided learning hours	320
Assessment	Pass or fail Assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/10/15
Qualification end date	

## Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

## Qualification Structure

Candidates must achieve **84 credits** by completing all of the Mandatory units.

Mandatory Units			
Unit Reference Number	Unit Title	Unit Level	Credit Value
A/507/3614	Plan, implement and review an evidence-based preventative policing approach	4	8
J/507/3616	Support victims, witnesses and vulnerable people	3	8
L/507/3617	Manage conflict situations in policing	4	10
Y/507/3619	Use police powers to deal with suspects	3	10
R/507/3666	Conduct police searches	3	10
J/507/3650	Handle information and intelligence that can support law enforcement	3	8
A/507/3676	Provide an initial response to policing incidents	3	8
M/507/3691	Conduct priority and volume investigations	4	10
F/507/3713	Interview victims and witnesses in relation to priority and volume investigations	3	6
D/507/3718	Interview suspects in relation to priority and volume investigations	4	6

## Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

### Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

### Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or quality assurance verifier qualifications, such as:

- ProQual Level 3 Certificate in Teaching, Training and Assessment
- Award in Assessing Competence in the Work Environment (QCF)
- Award in Assessing Vocationally Related Achievement (QCF)
- Certificate in Assessing Vocational Achievement (QCF)
- Award in the Internal Quality Assurance of Assessment Processes and Practices (QCF)
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices (QCF)

## Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

## Assessment

Candidates must demonstrate the level of knowledge and competence described in each unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

- Evidence can include:
- assignments/projects/reports
  - worksheets
  - portfolio of evidence
  - record of oral and/or written questioning
  - candidate test papers

**Learning outcomes** set out what a candidate is expected to know, understand or be able to do.

**Assessment criteria** specify the standard a candidate must meet to show the learning outcome has been achieved.

*Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.*

## Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

## Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

## Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

## Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing the unit achieved with any related credit value, and
- A certificate giving the full qualification title -

### **ProQual Level 3 Diploma in Policing**

#### **Claiming certificates**

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

#### **Replacement certificates**

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

## Learning Outcomes and Assessment Criteria

### Unit A/507/3614

### Plan, implement and review an evidence-based preventative policing approach

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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 1.2 Explain the principles of an evidence-based preventative policing approach 1.3 Explain the sources and types of evidence that can inform good practice in preventative policing 1.4 Explain the relationship between decision-making processes and an evidence-based preventative policing approach 1.5 Explain the benefits of an evidence-based preventative policing approach to reducing crime 1.6 Evaluate different policing situations in which an evidence-based preventative policing approach can be effective 1.7 Explain the importance of collaborative action between stakeholders to achieve an evidence-based preventative policing approach
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 2.2 Gather evidence and information from relevant sources to support the development of a preventative policing approach 2.3 Determine possible causes of concern in given policing situations 2.4 Analyse the evidence and information to develop appropriate solutions via preventative policing approaches 2.5 Obtain agreement from key stakeholders on preventative policing approaches adopted
3 Be able to develop plans to support preventative policing approaches	3.1 Develop preventative policing plans, including: <ul style="list-style-type: none"> <li>• A resources plan</li> <li>• A plan for dealing with contingencies</li> </ul>
4 Be able to implement preventative policing plans	4.1 Implement preventative policing plans 4.2 Monitor the progress of the implementation 4.3 Make amendments to preventative policing plans as required
5 Be able to review preventative policing approaches adopted	5.1 Gather evidence from implementations to support approach reviews 5.2 Analyse findings regarding the implementation of approaches 5.3 Share findings of the review with key stakeholders 5.4 Conduct any further actions as determined by review findings

## Assessment

### **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.

## Unit J/507/3616

### Support victims, witnesses and vulnerable people

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support	<ol style="list-style-type: none"><li>1.1 Define the duty of care that Police Officers have in relation to providing support to the public</li><li>1.2 Explain how crime impacts on victims, witnesses and the vulnerable</li><li>1.3 Summarise the factors which may cause someone to be particularly vulnerable and require support</li><li>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</li><li>1.5 Explain how technology can be used to enable perpetrators to target vulnerable people</li><li>1.6 Explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them</li><li>1.7 Explain how behaviour can often be an indicator of a need for support rather than a policing enforcement intervention</li><li>1.8 Explain how to address the needs of victims, witnesses and vulnerable people</li><li>1.9 Explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour</li><li>1.10 Explain how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims, witnesses and vulnerable people</li><li>1.11 Summarise the sources of advice and support that may be accessed to assist meeting individuals' needs</li></ol>
2 Be able to communicate effectively with victims, witnesses and vulnerable people	<ol style="list-style-type: none"><li>2.1 Communicate with individuals, taking account of:<ul style="list-style-type: none"><li>• Pace of communication</li><li>• Their level of understanding</li><li>• Their preferred form of communication</li></ul></li><li>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"><li>• Body language</li><li>• Position</li><li>• Tone of voice</li></ul></li></ol>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
3 Be able to provide initial support to victims, witnesses and vulnerable people	2.3 Explain to individuals own organisation’s policy in respect of: <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Who will have access to information provided by individuals</li> <li>• How the information will be recorded and stored</li> </ul> 2.4 Maintain the appropriate level of contact with individuals 3.1 Establish initial support that is appropriate to individuals’ needs and wishes 3.2 Explain clearly to individuals the range of support services available, providing details of how to access these services 3.3 Produce records in line with organisational requirements of: <ul style="list-style-type: none"> <li>• The individuals’ immediate needs</li> <li>• The initial support provided to them</li> </ul>
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 4.2 Produce records in line with organisational requirements of: <ul style="list-style-type: none"> <li>• The individuals’ needs and wishes</li> <li>• The agreements reached with them</li> <li>• The resulting actions taken</li> </ul>

## Assessment

### 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.

## Unit L/507/3617

### Manage conflict situations in policing

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the legal and organisational requirements related to managing conflict	<ol style="list-style-type: none"><li>1.1 Explain the duty of care Police Officers have to the public when managing conflict</li><li>1.2 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict</li><li>1.3 Explain the levels of training required to use personal safety skills and equipment</li><li>1.4 Summarise the national guidelines relating to managing conflict involving children, young or vulnerable people</li><li>1.5 Explain how the National Decision Model (NDM) applies to conflict management situations</li><li>1.6 Summarise the procedures for recording and reporting incidents involving personal safety skills and equipment</li></ol>
2 Be able to apply conflict management techniques	<ol style="list-style-type: none"><li>2.1 Analyse all available information to make threat assessments</li><li>2.2 Communicate with individuals using approved techniques that:<ul style="list-style-type: none"><li>• Value people as individuals</li><li>• Are appropriate to the individuals' understanding</li><li>• Are appropriate to the individuals' cultural background</li></ul></li><li>2.3 Assess verbal and non-verbal communication signals pertaining to danger cues</li><li>2.4 Apply tactical options taking into account:<ul style="list-style-type: none"><li>• Threat assessment</li><li>• Any other necessary assistance required</li><li>• Legislation</li><li>• Training</li><li>• Organisational policy</li></ul></li><li>2.5 Apply conflict management techniques which:<ul style="list-style-type: none"><li>• Are likely to defuse conflict with all parties involved</li><li>• Recognise there may be cultural differences in the way that individuals respond to the police</li><li>• Manage risks to health and safety</li><li>• Take into account any health factors which may affect individuals' behaviour</li><li>• Are proportionate to the situation</li></ul></li><li>2.6 Record actions taken to manage conflict in line with legal and organisational procedures</li></ol>
3 Be able to apply personal safety techniques with issued equipment	<ol style="list-style-type: none"><li>3.1 Use approved personal protective and communication equipment in line with organisational procedures</li></ol>

**Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- 3.2 Take action to avoid situations escalating
- 3.3 Use personal safety techniques and equipment, ensuring:
  - People are valued as individuals
  - Risks to health and safety are managed
  - Action taken is proportionate
- 3.4 Advise line manager of actions taken during incidents

**Assessment****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.

## Unit Y/507/3619

### Use police powers to deal with suspects

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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 1.2 Explain the principle of releasing suspects without delay, where information is received that negates the need for: <ul style="list-style-type: none"> <li>• Arrest</li> <li>• Detention</li> <li>• Reporting</li> <li>• Other disposal options</li> </ul> 1.3 Summarise the types of contingencies that may arise during the processing of suspects 1.4 Explain the options available to police officers for disposing of suspects
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 2.2 Arrest suspects 2.3 Detain suspects 2.4 Keep the custody officer informed of progress to enable them to make a decision on disposal 2.5 Preserve evidence during the arrest in line with approved practice 2.6 Record actions taken throughout the arrest, noting: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Grounds</li> <li>• Compliance or otherwise</li> <li>• Action taken to deal with contingencies</li> </ul>
3 Be able to report suspects in line with legal and organisational requirements and timescales	3.1 Establish grounds to justify reporting suspects 3.2 Report suspects 3.3 Record actions taken whilst reporting
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 4.2 Implement alternative disposal options to formal criminal justice processes 4.3 Communicate the conditions of alternative disposal options to relevant others

## Assessment

### 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

## Unit R/507/3666

### Conduct police searches

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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 1.2 Explain the procedures that relate to searches of: <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Premises</li> <li>• Vehicles</li> <li>• Outside spaces</li> </ul> 1.3 Explain how to preserve the scene when conducting searches 1.4 Explain how to secure potential evidence from search scenes 1.5 Explain methods of handling risks and contingencies that may arise during search procedures 1.6 Explain how to maintain health and safety of self and others during search procedures
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"> <li>• The legal authority</li> <li>• Grounds</li> <li>• Justification</li> </ul> 2.2 Conduct risk assessments when preparing searches 2.3 Plan searches, including planning for the management of health and safety of self and others 2.4 Inform individuals of the purpose of searches, including: <ul style="list-style-type: none"> <li>• The authority of persons conducting the searches</li> <li>• Grounds for searches</li> <li>• Individuals' rights in accordance with legislation</li> </ul>
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"> <li>• Identifying the correct search areas</li> <li>• Protecting search scenes</li> <li>• Preventing loss or contamination of potential evidence</li> </ul> 3.2 Conduct searches in an ethical and effective manner, including: <ul style="list-style-type: none"> <li>• Recognising individuals' and community needs</li> <li>• Dealing with personal property respectfully</li> </ul> 3.3 Conduct searches using approved and appropriate search methods

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.4 Interact with individuals using approved communication methods that:</p> <ul style="list-style-type: none"> <li>• Promote equality</li> <li>• Respect diversity</li> <li>• Value people as individuals</li> </ul> <p>3.5 Respond to contingencies which arise during searches</p> <p>3.6 Analyse the significance of items found relative to the search</p> <p>3.7 Seize items covered by the identified search power</p> <p>3.8 Maintain the integrity of seized items, including through the use of appropriate packaging and storage</p> <p>3.9 Leave search areas in the required condition</p> <p>3.10 Conclude searches</p> <p>3.11 Document all decisions, actions, options and rationales</p>
<p>4 Be able to conduct police searches of individuals in line with legal and organisational requirements</p>	<p>4.1 Conduct police searches using authorised and appropriate systematic search methods for individuals:</p> <ul style="list-style-type: none"> <li>• Under arrest</li> <li>• Not under arrest</li> </ul> <p>4.2 Communicate appropriately with individuals before and during the search</p> <p>4.3 Control individuals in order to prevent:</p> <ul style="list-style-type: none"> <li>• Loss or contamination of evidence</li> <li>• Escape of individual(s)</li> <li>• Harm to any person</li> </ul> <p>4.4 Maintain personal safety using approved and appropriate techniques</p> <p>4.5 Seize any identified items covered by the relevant search power</p> <p>4.6 Maintain the integrity of seized items, including through the use of appropriate packaging and storage</p> <p>4.7 Inform individuals being searched of the results of the search and actions to be taken next</p> <p>4.8 Document all decisions, actions, options and rationales</p>

## Assessment

### **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.

## Unit T/507/3650

### Handle information and intelligence that can support law enforcement

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legal and organisational requirements related to handling information and intelligence that can support law enforcement	<ul style="list-style-type: none"><li>1.1 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to handling information and intelligence</li><li>1.2 Explain the types and sources of information which can support law enforcement objectives</li><li>1.3 Explain the ways in which technologies can add to targeted police information and intelligence</li><li>1.4 Explain how the National Intelligence Model (NIM) is used within the police service</li></ul>
2 Be able to handle information and intelligence that can support law enforcement	<ul style="list-style-type: none"><li>2.1 Gather information and intelligence using appropriate systems and protocols</li><li>2.2 Take measures to ensure that security, integrity and confidentiality of information gathered is maintained</li><li>2.3 Record information and intelligence using appropriate systems and protocols</li><li>2.4 Analyse information and intelligence for relevance and value to investigations</li><li>2.5 Submit information and intelligence in line with organisational systems, authorisations and protocols</li></ul>

## Assessment

### 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.

## Unit A/507/3676

### Provide an initial response to policing incidents

#### Learning Outcome - The learner will:

- 1 Understand legal and organisational requirements related to responding to incidents
- 2 Be able to analyse information to plan responses to incidents
- 3 Be able to provide an initial response to incidents in line with legal and organisational requirements

#### Assessment Criterion - The learner can:

- 1.1 Explain the duty of care that Police Officers have to the public when responding to incidents
- 1.2 Summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to responding to incidents
- 1.3 Explain why different incidents require different initial responses
- 1.4 Explain the procedures for responses involving different individuals, including vulnerable people
- 1.5 Explain the system of grading responses to incidents
- 2.1 Gather information and intelligence regarding incidents
- 2.2 Assess information and intelligence in respect of incidents, including identifying additional information required to support responses
- 3.1 Analyse all available information to establish the nature of incidents
- 3.2 Prioritise actions in accordance with the nature of incidents
- 3.3 Take control of incidents
- 3.4 Communicate with those already at the scene
- 3.5 Apply proportionate personal safety techniques where necessary
- 3.6 Preserve the scene and any potential evidence
- 3.7 Prioritise casualties in line with their needs
- 3.8 Provide support to victims, survivors, witnesses and others in line with their needs
- 3.9 Adapt own actions according to any contingencies and changes in the nature of incidents
- 3.10 Include others who need to be involved at the earliest opportunity
- 3.11 Make records of actions taken to respond to incidents

## Assessment

### **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.

## Unit M/507/3691

### Conduct priority and volume investigations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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 1.2 Explain the support available to victims, potential witnesses and suspects in given investigative situations 1.3 Explain the types of investigation that are within own limits of responsibility 1.4 Explain the importance of risk assessments within the context of priority and volume investigations 1.5 Explain the restrictions that apply to the disclosure of sensitive information during priority and volume investigations
2 Understand the process for conducting priority and volume investigations	2.1 Describe the investigative process, including relevant activities and decision making 2.2 Explain what information is required to support investigations 2.3 Explain the application of the investigative mindset 2.4 Summarise the methods used to protect scenes 2.5 Summarise the methods used to protect evidence
3 Understand the nature of crime and its impact upon the community	3.1 Define the characteristics of crimes, including how they are committed 3.2 Explain the impact of crime and criminality on the community
4 Be able to conduct priority and volume investigations	4.1 Follow organisational procedures for conducting investigations 4.2 Gather information, intelligence and evidence to support the investigation in line with organisational procedures and lines of enquiry 4.3 Assess the factors likely to impact on investigations in order to prioritise lines of enquiry 4.4 Analyse information, intelligence and evidence to determine proposed courses of action regarding investigations 4.5 Pass on information and intelligence relevant to other investigations at the earliest opportunity 4.6 Brief relevant others regarding the progress of the investigation 4.7 Identify the need for any additional support for investigations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	4.8 Take action during investigations to minimise risks 4.9 Handle victims, potential witnesses and suspects in line with their needs and the needs of the investigation 4.10 Take the necessary steps to protect and preserve the scene 4.11 Manage all available evidence in line with current legislation and policy 4.12 Handle suspects in line with investigative decision-making 4.13 Provide victims, witnesses and families with information, support and protection in line with their needs
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 5.2 Prepare evidence for submission to courts and other hearings

## Assessment

### 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.

## Unit F/507/3713

### Interview victims and witnesses in relation to priority and volume investigations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles of interviewing victims and witnesses	<ol style="list-style-type: none"><li>1.1 Summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with victims and witnesses</li><li>1.2 Summarise the components of an interview strategy</li><li>1.3 Summarise resources which can assist in developing an interview strategy</li><li>1.4 Explain the relevant points they need to prove during interviews</li><li>1.5 Describe the types of interviewee, including 'relevant others'</li><li>1.6 Explain the importance of timing, location and environmental conditions when conducting interviews</li><li>1.7 Critically compare approved interview techniques</li><li>1.8 Summarise contingencies that might arise during interviews, including how to deal with them</li><li>1.9 Justify the importance of conducting interviews in a manner which is both ethical and effective</li></ol>
2 Be able to plan and prepare interviews with victims and witnesses	<ol style="list-style-type: none"><li>2.1 Decide upon interview strategy to be used</li><li>2.2 Prepare written plans for interviews, taking into account the legal nature of the incidents to be investigated</li><li>2.3 Identify the category of interviewees by reviewing all available information</li><li>2.4 Consult with relevant others in line with the requirements of interviews</li><li>2.5 Establish appropriate times, locations and environmental conditions for interviews</li><li>2.6 Set up the necessary resources in line with interview requirements</li><li>2.7 Confirm that individuals are fit for interview by making a basic assessment of factors, including:<ul style="list-style-type: none"><li>• Physical condition</li><li>• Mental condition</li><li>• Emotional condition</li></ul></li></ol>
3 Be able to conduct interviews with victims and witnesses	<ol style="list-style-type: none"><li>3.1 Explain the interview process to all those present</li><li>3.2 Confirm that all those present understand the interview process</li><li>3.3 Maintain the security and welfare of all present in line with their needs</li><li>3.4 Employ approved interview techniques and communication methods to obtain an accurate account</li></ol>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	3.5 Make use of exhibits in line with approved interview techniques 3.6 Address any contingencies that arise in line with the needs of victims, witnesses and the interview process 3.7 Complete all relevant documentation, including obtaining any necessary endorsements 3.8 Conclude the interview by informing all those present of the next steps
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 4.2 Update relevant others based on the evaluation of interviews 4.3 Evaluate own performance in interviews, identifying any learning points 4.4 Prioritise any further actions required in line with the needs of investigations

## Assessment

### 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.

## Unit D/507/3718

### Interview suspects in relation to priority and volume investigations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles of interviewing suspects	<ol style="list-style-type: none"><li>1.1 Summarise the legislation, national guidelines, codes of practice and organisational requirements in relation to conducting interviews with suspects</li><li>1.2 Summarise the components of an interview strategy</li><li>1.3 Summarise resources which can assist in developing interview strategies</li><li>1.4 Explain the role of 'relevant others' when interviewing suspects</li><li>1.5 Critically compare approved suspect interview techniques</li><li>1.6 Explain the points necessary to prove offences during interviews</li><li>1.7 Explain the importance of timing, location and environmental conditions when conducting interviews</li><li>1.8 Summarise contingencies that might arise during interviews and how to deal with them</li><li>1.9 Explain the reasons for the interviewer assuming responsibility for suspects</li><li>1.10 Justify the importance of conducting interviews in a manner which is both ethical and effective</li></ol>
2 Be able to prepare for interviews with suspects	<ol style="list-style-type: none"><li>2.1 Decide upon interview strategy to be used</li><li>2.2 Prepare written plans for interviews taking into account the legal nature of the incidents to be investigated</li><li>2.3 Review material in relation to incidents in question</li><li>2.4 Prepare resources for use during interviews, including:<ul style="list-style-type: none"><li>• Audio/video recording equipment</li><li>• Documentation</li><li>• Exhibits</li></ul></li><li>2.5 Prepare for pre-interview briefings with legal representatives</li><li>2.6 Confirm that individuals are fit for interview by making a basic assessment of:<ul style="list-style-type: none"><li>• Physical condition</li><li>• Mental condition</li><li>• Emotional condition</li></ul></li></ol>
3 Be able to conduct an interview with a suspect	<ol style="list-style-type: none"><li>3.1 Deliver pre-interview briefings to legal representatives</li><li>3.2 Assume responsibility for suspects and relevant others, ensuring their safety, security and welfare</li><li>3.3 Explain the interview process to all those present</li><li>3.4 Confirm that all those present understand the interview process</li></ol>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> <li>3.5 Use the required cautions, evidential or special warnings, checking suspects' understanding</li> <li>3.6 Employ approved interview techniques</li> <li>3.7 Make use of exhibits in line with approved interview techniques</li> <li>3.8 Address any contingencies that arise, in line with the needs of suspects and the interview process</li> <li>3.9 Complete all relevant documentation, obtaining any necessary endorsements</li> <li>3.10 Conclude interviews by informing all those present of the next steps</li> </ul>
4 Be able to evaluate interviews with suspects and carry out post-interview procedures	<ul style="list-style-type: none"> <li>4.1 Evaluate interviews and any evidence that has emerged</li> <li>4.2 Update relevant others and intelligence systems based on the evaluation of interviews</li> <li>4.3 Evaluate own performance in interviews, identifying any learning points</li> <li>4.4 Prioritise any further actions required in line with the needs of the investigation</li> </ul>

## Assessment

### 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.



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