



**Level 3 Diploma in Policing
(Police Community Support Officer)**

Qualification Specification

Contents

	Page
Introduction	3
Qualification Profile	3
Rules of combination	4
Centre requirements	5
Support for candidates	5
Assessment	5
Internal quality assurance	6
Adjustments to assessment	6
Results enquiries and appeals	6
Certification	7
Learning outcomes and assessment criteria	8

Introduction

The Level 3 Diploma in Policing (Police Community Support Officer) is aimed at Police Community Support Officers (PCSO) during the initial period of service and covers basic PCSO duties. PCSOs will have the opportunity to work towards the qualification when they start their training.

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	ProQual Level 3 Diploma in Policing (Police Community Support Officer)
Ofqual qualification number	601/7914/4
Level	Level 3
Credit value	50 credits
Guided learning hours	170
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.

Rules of Combination

Candidates must achieve **50 credits** by completing all of the Mandatory units.

Mandatory Units			
Unit Reference Number	Unit Title	Unit Level	Credit Value
J/507/3616	Support victims, witnesses and vulnerable people	3	8
L/507/3617	Manage conflict situations in policing	4	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
F/507/8443	Engage and communicate with the community	3	8
T/507/8441	Apply an evidence-based approach to community issues	3	8

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:

- 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 on page 8.

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 (Police Community Support Officer)

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 J/507/3616

Support victims, witnesses and vulnerable people

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 understand the factors that affect victims, witnesses and vulnerable people and how this may impact on their need for support</p>	<p>1.1 define the duty of care that Police Officers have in relation to providing support to the public</p> <p>1.2 explain how crime impacts on victims, witnesses and the vulnerable</p> <p>1.3 summarise the factors which may cause someone to be particularly vulnerable and require support</p> <p>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</p> <p>1.5 explain how technology can be used to enable perpetrators to target vulnerable people</p> <p>1.6 explain why victims, witnesses and vulnerable people may be reluctant to report crimes committed against them</p> <p>1.7 explain how behaviour can often be an indicator of a need for support rather than a policing enforcement intervention</p> <p>1.8 explain how to address the needs of victims, witnesses and vulnerable people</p> <p>1.9 explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour</p> <p>1.10 explain how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims, witnesses and vulnerable people</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
2 be able to communicate effectively with victims, witnesses and vulnerable people	1.11 summarise the sources of advice and support that may be accessed to assist meeting individuals' needs 2.1 communicate with individuals, taking account of: <ul style="list-style-type: none"> • pace of communication • their level of understanding • their preferred form of communication 2.2 encourage individuals to express their own views about their immediate needs by creating an appropriate environment, actively listening and using appropriate: <ul style="list-style-type: none"> • body language • position • tone of voice 2.3 explain to individuals own organisation's policy in respect of: <ul style="list-style-type: none"> • confidentiality • who will have access to information provided by individuals • how the information will be recorded and stored 2.4 maintain the appropriate level of contact with individuals
3 be able to provide initial support to victims, witnesses and vulnerable people	3.1 establish initial support that is appropriate to individual's 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"> • the individuals' immediate needs • the initial support provided to them
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

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 4.2 produce records in line with organisational requirements of:
- the individual's needs and wishes
 - the agreements reached with them
 - the resulting actions taken

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	1.1 explain the duty of care Police Officers have to the public when managing conflict 1.2 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict 1.3 explain the levels of training required to use personal safety skills and equipment 1.4 summarise the national guidelines relating to managing conflict involving children, young or vulnerable people 1.5 explain how the National Decision Model (NDM) applies to conflict management situations 1.6 summarise the procedures for recording and reporting incidents involving personal safety skills and equipment
2 be able to apply conflict management techniques	2.1 analyse all available information to make threat assessments 2.2 communicate with individuals using approved techniques that: <ul style="list-style-type: none"> • value people as individuals • are appropriate to the individuals' understanding • are appropriate to the individuals' cultural background 2.3 assess verbal and non-verbal communication signals pertaining to danger cues 2.4 apply tactical options taking into account: <ul style="list-style-type: none"> • threat assessment • any other necessary assistance required • legislation • training • organisational policy

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 3 | be able to apply personal safety techniques with issued equipment | 2.5 | apply conflict management techniques which: <ul style="list-style-type: none">• are likely to defuse conflict with all parties involved• recognise there may be cultural differences in the way that individuals respond to the police• manage risks to health and safety• take into account any health factors which may affect individuals' behaviour• are proportionate to the situation |
| | | 2.6 | record actions taken to manage conflict in line with legal and organisational procedures |
| | | 3.1 | use approved personal protective and communication equipment in line with organisational procedures |
| | | 3.2 | take action to avoid situations escalating |
| | | 3.3 | use personal safety techniques and equipment, ensuring: <ul style="list-style-type: none">• people are valued as individuals• risks to health and safety are managed• action taken is proportionate |
| | | 3.4 | advise line manager of actions taken during incidents |

Unit J/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	1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to handling information and intelligence 1.2 explain the types and sources of information which can support law enforcement objectives 1.3 explain the ways in which technologies can add to targeted police information and intelligence 1.4 explain how the National Intelligence Model (NIM) is used within the police service
2 be able to handle information and intelligence that can support law enforcement	2.1 gather information and intelligence using appropriate systems and protocols 2.2 take measures to ensure that security, integrity and confidentiality of information gathered is maintained 2.3 record information and intelligence using appropriate systems and protocols 2.4 analyse information and intelligence for relevance and value to investigations 2.5 submit information and intelligence in line with organisational systems, authorisations and protocols

Unit A/507/3676

Provide an initial response to policing incidents

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 understand legal and organisational requirements related to responding to incidents	1.1 explain the duty of care that Police Officers have to the public when responding to incidents
	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 be able to analyse information to plan 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 be able to provide an initial response to incidents in line with legal and organisational requirements	3.1 analyse all available information to establish the nature of incidents
	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

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

- 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

Unit F/507/8443

Engage and communicate with the community

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of engaging and communicating with the community	<p>1.1 Explain the benefits of policing visibility in the community to:</p> <ul style="list-style-type: none">• Public safety (perceived and real)• Relationships between the Police and the community• Levels of crime and anti-social behaviour <p>1.2 Describe how community engagement can add to the information and intelligence which can support local policing priorities and investigations</p> <p>1.3 Explain the possible effects of police engagement on:</p> <ul style="list-style-type: none">• promoting understanding between community groups• de-escalation of social unrest• empowering and enabling communities to resolve issues themselves <p>1.4 Explain the importance of multi-agency working, and how to develop and maintain this in providing coherent services to communities</p>
2 Understand how to communicate with people and groups in your community	<p>2.1 Summarise the legislation, organisational policies and procedures that apply to communicating with people in the community</p> <p>2.2 Explain the support available when experiencing difficulties in communicating</p> <p>2.3 Explain the key features of effective communication</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>2.4 Describe techniques that can be used to overcome barriers in effective communication</p> <p>2.5 Explain why it is important to involve all key stakeholders in the resolution of community issues / concerns</p> <p>2.6 Describe how technology can enable effective communication with the community</p>
<p>3 Understand the composition and diversity of the neighbourhoods in the community</p>	<p>3.1 Describe the profile of the local area, including its:</p> <ul style="list-style-type: none"> • cultural /diversity • organisational structures and amenities • incidences of crime and anti-social behaviour <p>3.2 Identify the 'hard to reach' groups in the local area</p> <p>3.3 List the most vulnerable/at risk groups in the community, including:</p> <ul style="list-style-type: none"> • what the risk is • the reasons they are particularly vulnerable to the risk /threat <p>3.4 List different groups, agencies or individuals with a key stake in the wellbeing of the most vulnerable in the community and how they might best engage with them</p>
<p>4 Be able to consult with the community about their concerns and priorities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour</p>	<p>4.1 Select methods for consulting with identified agencies, groups and individuals which are most likely to promote active participation</p> <p>4.2 Consult with identified agencies, groups and individuals within the local area, who have shared interest in</p>

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

	determining the concerns and priorities of the community
	4.3 Modify communication method and style to meet different needs and contexts e.g. culture, age, available resources, protocols of established groups etc
	4.4 Identify ways of developing effective communication with members of the community
	4.5 Implement methods to develop and maintain communication with members of the community
5 Be able to handle information and intelligence received from the community	5.1 Obtain and all information and intelligence gathered from communities in line with legislation and organisational policy
	5.2 Disclose information and intelligence in line with organisational policy and its relevance to ongoing investigations
	5.3 Disclose information and intelligence in line with organisational policy and its relevance to ongoing investigations

Unit T/507/8441

Apply and evidence-based approach to community issues

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| 1 | Understand the principles of applying a preventative, evidence-based community policing approach | 1.1 | Summarise the legislative and organisational requirements which relate to evidence-based policing |
| | | 1.2 | Explain the scope of own role, responsibilities and authority relating to policing in the community |
| | | 1.3 | Explain the principles of an evidence-based policing approach and its potential benefits to: <ul style="list-style-type: none">• crime prevention• planned operations |
| | | 1.4 | Explain the sources and types of evidence that can inform good practice in preventative community policing |
| | | 1.5 | Explain the relationship between decision-making processes and an evidence-based policing approach |
| | | 1.6 | 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 to local concerns and issues | 2.1 | Consult with identified agencies, groups and individuals within the local area, to determine the key concerns and priorities of the community |
| | | 2.2 | Gather evidence, information and intelligence from the community and other sources, to support the development of an evidenced-based policing approach to concerns and priorities |
| | | 2.3 | Examine all information collated to determine possible causes of concerns and priorities for the community |
| | | 2.4 | develop a proposed solution to a community issue using the National Decision Model (NDM), and |

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

		within the scope of their role, responsibility and authority
3	Be able to develop plans to support the preventative measure	<p>3.1 Obtain agreement from key stakeholders on preventative approach to be adopted</p> <p>3.2 Develop a plan for implementing the proposed solution, including:</p> <ul style="list-style-type: none">• resources• timings• how they are going to monitor the success or otherwise of the measure• how to deal with contingencies
4	Be able to implement and monitor the preventative measure	<p>4.1 Implement the preventative policing approach according to the implementation plan</p> <p>4.2 Monitor the progress of the implementation according to the plan and make any necessary adjustments for contingencies</p>
5	Be able to review the preventative policing approach adopted	<p>5.1 Review the findings in-line with the implementation plan, and with the key stakeholders in the community, including:</p> <ul style="list-style-type: none">• whether the issue / concern has been resolved• its effect on the community• any effect on policing in the community• any effect on relationships between the police and community
6	Be able to undertake further action as determined by review findings	<p>6.1 Conduct any further actions as determined by the review, including;</p> <ul style="list-style-type: none">• discontinuation / continuation of the measure implemented• modifications to measures implemented• any necessary further or ongoing action and reviews / monitoring <p>6.2 Brief others regarding the outcome of the implemented preventative approach</p>



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