Qualification specification

NCFE Level 3 Introductory Certificate in Policing (603/5032/5)

NCFE Level 3 Certificate in Policing (603/5036/2)

NCFE Level 3 Diploma in Policing (540) (603/5038/6)

NCFE Level 3 Diploma in Policing (720) (603/5040/4)

NCFE Level 3 Extended Diploma in Policing (603/5041/6)

Contents

Summary of changes **4**

Section 1 **6**
Introduction 7
Things you need to know 8
Total qualification time (TQT) 11
About these qualifications 11
UCAS 11
Qualification purpose 12
Qualification objectives 12
Achieving these qualifications 13
Direct Claim Status 17
Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE) 17
Entry guidance 18
Progression opportunities 18
Recognition of Prior Learning (RPL) 19
Qualification dates 20
Staffing requirements 20
Assessors and internal quality assurance 20
Examples of relevant qualifications/experience 21
Support for learners 21
Support for centres 21
Centre Support team 22
Access Arrangements and Reasonable Adjustments Policy 22
Fees and Pricing 22
Training and support 22
Learning resources 22

Section 2 **23**
Unit content and assessment guidance **24**
Unit 01 Prepare for a career in the police service 25
Unit 02 Develop leadership skills 32
Unit 03 Equality, diversity and inclusion 38
Unit 05 Develop aspects of physical fitness for entry to the police service 51
Unit 05 Develop aspects of physical fitness for entry to the police service 52
Unit 05 Develop aspects of physical fitness for entry to the police service 53
Unit 05 Develop aspects of physical fitness for entry to the police service 54
Unit 06 Values and standards in the police service 56
Unit 07 Mental and physical wellbeing in the police service 61
Unit 08 Carry out map-reading and navigation across open country 68
Unit 09 Understand conflict management and personal protection 74
Unit 10 The influence of UK government, international organisations and the media on the police service 78
Unit 11 Collaboration between the emergency services 82
Unit 12 Emergency planning and response in the police service 88
Unit 13 Understand the impact of war and conflict on the police service 94
Unit 14 Understanding discipline in the police service 98
Unit 15 UK legal systems and the police service 103
Unit 16 Crime scene investigation 108
Unit 17 ICT in the police service 113
Unit 18 Volunteering in the police service 119

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) 123
Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd) 124
Unit 20 The development of the UK police service (R/617/7665) 131
Unit 20 The development of the UK police service (R/617/7665) (cont'd) 132
Unit 21 Neighbourhood policing (Y/617/7666) 137
Unit 21 Neighbourhood policing (Y/617/7666) (cont'd) 138
Unit 21 Neighbourhood policing (Y/617/7666) (cont'd) 139
Unit 22 Dealing with emergency incidents (D/617/7667) 144
Unit 22 Dealing with emergency incidents (D/617/7667) 145
Unit 23 Understanding mental health (H/617/7668) 152
Unit 23 Understanding mental health (H/617/7668) (cont'd) 153

Section 3 **158**
Assessment and quality assurance **159**
How the qualification is assessed 159
Internal assessment 159
Supervision of learners 160
Supervision of learners and your role as an Assessor 160
Supporting learners 160
Feedback to learners 161
Validity and reliability of assessment 161
Presenting evidence 162
Late submissions 163
Why would the unit grades be rejected by an External Quality Assurer? 163
Quality Assurance 164

Section 4 **165**
Grading information **166**
Grading internally assessed units 166
Awarding the final grade 167

Section 5 **168**
Glossary of terms **169**

Section 6 **171**
General information **172**
Equal opportunities 172
Diversity, access and inclusion 172
Contact us 173

Summary of changes

This section summarises the changes to this Qualification Specification since the last version (Version 2 November 2019).

Version	Publication Date	Summary of amendments
V1.0	**November 2019**	First publication
V2.0	**November 2019**	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 20). Information regarding aggregation methods and grade thresholds added to Section 4 (Page 165). Paragraph added to Section 4 (page 164) explaining the achievement of a grade at unit level.
V2.1	**September 2021**	UCAS points added to page 9.
V2.2	**January 2022**	Paragraph added in regarding external quality assurance for graded qualifications.
V2.3	**February 2022**	Abbreviations updated throughout specification.
V2.4	**June 2022**	Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks. The following legislation has been added/updated throughout: • Domestic Abuse Act (2021) • Children Act (2004) • The Care Act (2014) • Protection of Children from Sexual Offences (2012) • Mental Health Act (2007) • Mental Health Capacity Act (2005)
v2.5	**July 2023**	Information regarding UCAS added to About this qualification, Qualification Summary.
v2.6	**November 2026**	Minor amendments to style, language, terminology and formatting throughout the specification. **Develop leadership skills (H/508/4056)** • LO2 updated delivery and assessment guidance

		Equality, diversity and inclusion (K/508/4057) • LO3 added 'multicultural' to assessment criteria and delivery and assessment guidance • Removed the standalone reference to *"identify and evaluate the impact of hate crime"* from LO3, it is already implied across the other points within the LO. **Understand conflict management and personal protection (J/508/4065)** • LO3 updated delivery and assessment guidance The following updates have been made across multiple units within the Qualification Specification: **'Professional discussions'** added to **Types of evidence** across all units in the Qualification Specification.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the:

- NCFE Level 3 Introductory Certificate in Policing (603/5032/5)
- NCFE Level 3 Certificate in Policing (603/5036/2)
- NCFE Level 3 Diploma in Policing (540) (603/5038/6)
- NCFE Level 3 Diploma in Policing (720) (603/5040/4)
- NCFE Level 3 Extended Diploma in Policing (603/5041/6).

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this Qualification Specification please check the issue date in the page headers against that of the Qualification Specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of:

- NCFE Level 3 Introductory Certificate in Policing (603/5032/5)
- NCFE Level 3 Certificate in Policing (603/5036/2)
- NCFE Level 3 Diploma in Policing (540) (603/5038/6)
- NCFE Level 3 Diploma in Policing (720) (603/5040/4)
- NCFE Level 3 Extended Diploma in Policing (603/5041/6).

Things you need to know

Introductory Certificate

Qualification number (QN)	**603/5032/5**
Aim reference	60350325
Total Qualification Time (TQT)	240
Guided Learning Hours (GLH)	180
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Certificate

Qualification number (QN)	**603/5036/2**
Aim reference	60350362
Total Qualification Time (TQT)	500
Guided Learning Hours (GLH)	360
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Diploma (540)

Qualification number (QN)	**603/5038/6**
Aim reference	60350386
Total Qualification Time (TQT)	740
Guided Learning Hours (GLH)	540
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Diploma (720)

Qualification number (QN)	**603/5040/4**
Aim reference	60350404
Total Qualification Time (TQT)	980
Guided Learning Hours (GLH)	720
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Extended Diploma

Qualification number (QN)	**603/5041/6**
Aim reference	60350416
Total Qualification Time (TQT)	1470
Guided Learning Hours (GLH)	1080
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence.

Total qualification time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the guided learning hours (GLH) for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

About these qualifications

The Level 3 Introductory Certificate, Certificate, Diploma (540), Diploma (720) and Extended Diploma in Policing are listed on the Ofqual Register of Regulated Qualifications and are part of the Regulated Qualifications Framework (RQF).

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

These qualifications are suitable for use within a Study Programme.

UCAS

- NCFE Level 3 Introductory Certificate in Policing (603/5032/5)
  This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

- NCFE Level 3 Certificate in Policing (603/5036/2)
  This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

- NCFE Level 3 Diploma in Policing (540) (603/5038/6)
  This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

- NCFE Level 3 Diploma in Policing (720) (603/5040/4)
  This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

- NCFE Level 3 Extended Diploma in Policing (603/5041/6)
  This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

Qualification purpose

These qualifications are designed to provide learners with an in-depth understanding of the principles of the police service and to allow them to explore the various avenues of work within it. They'll also allow learners to gain transferable skills that can be applied to the workplace or further study.

These qualifications will:

- focus on the study of the police service
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical work-related skills.

Qualification objectives

The objectives of these qualifications are to:

- allow learners to progress to employment or further study and towards the entry qualifications and requirements of the police service
- provide informed and prepared potential recruits.

These qualifications aim to provide learners with:

- an understanding of the police service
- the opportunity to investigate career opportunities in the police service
- the ability to prepare for the entry process
- an understanding of the personal commitment and fitness requirements needed to be employed in policing
- an understanding of the external organisations that impact on and influence the work of the police service
- an understanding of how the police service responds in emergency situations
- the opportunity to understand and develop the skills and qualities needed to work in the police service, for example, leadership skills, conflict management, personal protection, teamwork, navigation.

Achieving these qualifications

To be awarded the NCFE Level 3 Introductory Certificate in Policing (603/5032/5), learners are required to successfully complete 1 mandatory unit and 2 optional units.

To be awarded the NCFE Level 3 Certificate in Policing (603/5036/2), learners are required to successfully complete 3 mandatory units and 3 optional units.

To be awarded the NCFE Level 3 Diploma in Policing (540) (603/5038/6), learners are required to successfully complete 3 mandatory units and 6 optional units.

To be awarded the NCFE Level 3 Diploma in Policing (720) (603/5040/4), learners are required to successfully complete 3 mandatory units and 9 optional units.

To be awarded the NCFE Level 3 Extended Diploma in Policing (603/5041/6), learners are required to successfully complete 4 mandatory units and 14 optional units.

Unless stated otherwise in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

NCFE Level 3 Introductory Certificate in Policing

Mandatory units

Unit No	Unit title	Graded
Unit 01	Prepare for a career in the police service	Yes

Optional units

Unit No	Unit title	Graded
Unit 02	Develop leadership skills	Yes
Unit 03	Equality, diversity and inclusion	Yes
Unit 04	Preparation for Higher Education	Yes
Unit 05	Develop aspects of physical fitness for entry to the police service	Yes
Unit 06	Values and standards in the police service	Yes
Unit 07	Mental and physical wellbeing in the police service	Yes
Unit 08	Carry out map-reading and navigation across open country	Yes
Unit 09	Understand conflict management and personal protection	Yes
Unit 10	The influence of UK government, international organisations and the media on the police service	Yes
Unit 11	Collaboration between the emergency services	Yes
Unit 12	Emergency planning and response in the police service	Yes
Unit 13	Understand the impact of war and conflict on the police service	Yes
Unit 14	Understanding discipline in the police service	Yes
Unit 15	UK legal systems and the police service	Yes
Unit 16	Crime scene investigation	Yes
Unit 17	ICT in the police service	Yes
Unit 18	Volunteering in the police service	Yes
Unit 19	Safeguarding and the Prevent Duty	Yes
Unit 20	The development of the UK police service	Yes
Unit 21	Neighbourhood policing	Yes
Unit 22	Dealing with emergency incidents	Yes
Unit 23	Understanding mental health	Yes

NCFE Level 3 Certificate, Diploma (540) and Diploma (720) in Policing

Mandatory units

Unit No	Unit title	Graded
Unit 01	Prepare for a career in the police service	Yes
Unit 02	Develop leadership skills	Yes
Unit 03	Equality, diversity and inclusion	Yes

Optional units

Unit No	Unit title	Graded
Unit 04	Preparation for Higher Education	Yes
Unit 05	Develop aspects of physical fitness for entry to the police service	Yes
Unit 06	Values and standards in the police service	Yes
Unit 07	Mental and physical wellbeing in the police service	Yes
Unit 08	Carry out map-reading and navigation across open country	Yes
Unit 09	Understand conflict management and personal protection	Yes
Unit 10	The influence of UK government, international organisations and the media on the police service	Yes
Unit 11	Collaboration between the emergency services	Yes
Unit 12	Emergency planning and response in the police service	Yes
Unit 13	Understand the impact of war and conflict on the police service	Yes
Unit 14	Understanding discipline in the police service	Yes
Unit 15	UK legal systems and the police service	Yes
Unit 16	Crime scene investigation	Yes
Unit 17	ICT in the police service	Yes
Unit 18	Volunteering in the police service	Yes
Unit 19	Safeguarding and the Prevent Duty	Yes
Unit 20	The development of the UK police service	Yes
Unit 21	Neighbourhood policing	Yes
Unit 22	Dealing with emergency incidents	Yes
Unit 23	Understanding mental health	Yes

NCFE Level 3 Extended Diploma in Policing

Mandatory units

Unit No	Unit title	Graded
Unit 01	Prepare for a career in the police service	Yes
Unit 02	Develop leadership skills	Yes
Unit 03	Equality, diversity and inclusion	Yes
Unit 04	Preparation for Higher Education	Yes

Optional units

Unit No	Unit title	Graded
Unit 05	Develop aspects of physical fitness for entry to the police service	Yes
Unit 06	Values and standards in the police service	Yes
Unit 07	Mental and physical wellbeing in the police service	Yes
Unit 08	Carry out map-reading and navigation across open country	Yes
Unit 09	Understand conflict management and personal protection	Yes
Unit 10	The influence of UK government, international organisations and the media on the police service	Yes
Unit 11	Collaboration between the emergency services	Yes
Unit 12	Emergency planning and response in the police service	Yes
Unit 13	Understand the impact of war and conflict on the police service	Yes
Unit 14	Understanding discipline in the police service	Yes
Unit 15	UK legal systems and the police service	Yes
Unit 16	Crime scene investigation	Yes
Unit 17	ICT in the police service	Yes
Unit 18	Volunteering in the police service	Yes
Unit 19	Safeguarding and the Prevent Duty	Yes
Unit 20	The development of the UK police service	Yes
Unit 21	Neighbourhood policing	Yes
Unit 22	Dealing with emergency incidents	Yes
Unit 23	Understanding mental health	Yes

The learning outcomes (LOs) for each unit are provided in Section 2.

To achieve the Level 3 Introductory Certificate, Certificate, Diploma (540), Diploma (720) and Extended Diploma in Policing, learners must successfully demonstrate their achievement of LOs of the units as detailed in this Qualification Specification.

These qualifications are graded. For further information about grading and submitting these grades to NCFE, please see Section 4.

Essential skills

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Direct Claim Status

Direct Claims Status (DCS) can now be achieved within the qualification. To achieve this, you will need to meet the DCS requirements within this qualification pathway.

For more information about DCS, please contact our Customer Support team on 0191 239 8000.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit/qualification allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

These qualifications are designed to provide learners with an in-depth understanding of the principles of the police service and allow them to explore the various avenues of work within it. They will also allow learners to gain transferable skills that can be applied to the workplace or further study.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake these qualifications.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the LOs and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve these qualifications could progress to:

- Level 3 Certificate in Knowledge of Policing
- Policing foundation degree
- Public Service foundation degree
- Higher apprenticeship
- BA in Public Services
- Professional Policing
- Criminology and Policing
- Criminal Justice.

They may also be useful to learners studying qualifications in the following sectors/areas:

- management
- public services
- local or national government
- justice
- security.

Learners can progress from a Certificate to a Diploma, but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

Progression to Higher-Level Studies

These qualifications aim to provide learners with a number of progression options, including higher-level studies at university or a Further Education (FE) college. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher-level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher-level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher-level learning skills.

Recognition of Prior Learning (RPL)

Within the RQF, a learner is able to claim that they know or can do something already and that they don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence) and this can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance (QA) team.

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interests of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers (IQAs) to internally quality assure the expected number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD)
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for assessors and IQAs.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Postgraduate Certificate in Education (PGCE)
- Degree in Management
- Degree in Public Services.

Examples of occupational experience

- Employment skills
- Sports coaching
- Activity leadership
- Outdoor industry.

Experience of working in the police or other Uniformed Services is recommended.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of the centre. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

This Qualification Specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Centre Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Access Arrangements and Reasonable Adjustments Policy

This policy is aimed at customers - including learners - who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for assessors and internal moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance (QA) team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- Total Qualification Time (TQT)
- guided learning hours (GLH)
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes (LOs)
- grading descriptors
- delivery and assessment (including types of evidence for internal assessment).

The regulator's accredited unit number is indicated in brackets for each unit (for example M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all LOs are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance (QA) team at NCFE.

For further information or guidance about these qualifications please contact our Product Development team on 0191 239 8000.

Unit 01 Prepare for a career in the police service (R/617/7651)

Unit summary	In this unit learners will explore the entry routes and different career pathways available in the police service. Learners will then prepare a personal profile, application and take part in a real or simulated interview. Following this, learners will evaluate their performance and suggest areas for development.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand career opportunities within the police service.

The learner must:

- explain different career opportunities in the police service
- describe career options in the police service

Unit 01 Prepare for a career in the police service (R/617/7651) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information about career opportunities in the police service.
Merit: Makes reasoned and balanced conclusions based on the information about career opportunities in the police service.
Distinction: Makes well-reasoned and balanced conclusions about career opportunities, which inform future developments in the police service.
Delivery and assessment:
The learner must produce a report that investigates and compares a minimum of two careers in the police service, which could include one from operational and one from administrative roles. This must include: • code of ethics • entry requirements and entry routes to both pathways • selection process • jobs and description of identified roles • career prospects • progression routes • academic requirements • administrative and IT skills. The learner must also outline the personal characteristics for example determination, tolerance, flexibility, etcetera required for the particular pathways they have chosen. The learner must also outline characteristics of being in the police service such as leadership, communication, collaboration, managing yourself, etcetera. **Note:** Future developments should cover their understanding of future career options.
Types of evidence:
Evidence must include: • report. Evidence could include: • fact files • presentation • blog • web page • leaflet • careers guide • professional discussion.

Unit 01 Prepare for a career in the police service (R/617/7651) (cont'd)

Learning outcome 2

The learner will:

Identify personal development required to apply for entry into the police service.

The learner must:

- explain personal goals and targets for entry to the police service
- identify ways to achieve personal goals and targets.

Grading descriptors:
Pass: Completes a series of complex tasks to identify personal development requirements.
Merit: Completes a series of complex tasks mostly accurately to identify personal development requirements.
Distinction: Completes a series of complex tasks accurately and meets all of the requirements to identify personal development requirements.
Delivery and assessment:
The learner must carry out a self-analysis and produce a personal action plan. They must explain personal goals and targets for entry for a chosen pathway in the police service. This could include: • a skills profile • strengths, weaknesses, opportunities, threats (SWOT) analysis • areas for development • specific, measurable, achievable, relevant, time-bound (SMART) objectives • skills passport.
Types of evidence:
Evidence must include: • a personal development plan (PDP) • SWOT analysis. Evidence could include: • skills profile • skills passport • presentation • activity schedule • professional discussion.

Unit 01 Prepare for a career in the police service (R/617/7651) (cont'd)

Learning outcome 3

The learner will:

Prepare for the recruitment process.

The learner must:

- discuss the importance of the police application form and what's involved
- participate in an interview
- participate in a selection process

Grading descriptors:
Pass: Evidence will show application of some specialist skills in completing the entry process.
Merit: Evidence will show the effective application of specialist skills in completing the entry process.
Distinction: Evidence will show the consistent effective application of specialist skills in completing the entry process.
Delivery and assessment:
The learner must: • complete a personal profile or an application form • prepare for and participate in an interview (simulated or real) • take part in a selection process (simulated or real). The learner must describe the six stages of the recruitment process: • online application form and situational judgement • online numerical and verbal testing • video and job insight • assessment centre • vetting, medical and fitness • references. The attributes that learners should demonstrate in their personal profile or application form are: • ability to complete the application in their own words • research into the chosen career pathway in the police service.

Unit 01 Prepare for a career in the police service (R/617/7651) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
In the application form learners should: • explain the reasons for wanting to join the police service • outline why their personal attributes make them suitable for the police service • explain what they have done by way of preparation for the police service • expand on previous experience which would support their application • outline their long-term career plan. The learner should produce a list of questions for potential use at the end of, or during an interview. The learner must then undertake an interview, real or simulated, and obtain performance and developmental feedback. The attributes that learners should demonstrate in an interview are: • punctuality • use of language • response to questions • use of questions • dress code • non-verbal communication.
Types of evidence:
Evidence must include: • application form • personal profile • personal statement • research file • observation record. Evidence could include: • audio-visual • witness testimony • professional discussions.

Unit 01 Prepare for a career in the police service (R/617/7651) (cont'd)

Learning outcome 4

The learner will:

Evaluate own performance following an application and selection process.

The learner must:

- explain their performance in an application and selection process
- consider areas for development

Grading descriptors:
Pass: Reviews their PDP with some links to the experience of undertaking an application and selection process.
Merit: Reviews their PDP with clear links to the experience of undertaking an application and selection process.
Distinction: Comprehensively reviews their PDP with clear links to the experience of undertaking an application and selection process.
Delivery and assessment:
The learner must review their PDP from learning outcome (LO2) following their application process and their performance when taking part in an interview. Learners could focus on areas for development as outlined by feedback and other areas following personal reflection. The PDP should include areas for development obtained from: • peer feedback • witness testimonies • Tutor feedback • self-assessment • analysis. The learner will update their PDP from LO2. They will review the initial PDP and amend in light of the interview and entry process experience.

Unit 01 Prepare for a career in the police service (R/617/7651) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • updated PDP. Evidence could include: • witness testimony • reflective diary • tutor feedback • professional discussions.

Unit 02 Develop leadership skills (H/508/4056)

Unit summary	In this unit learners will investigate different styles of leadership while identifying their own. Learners must then demonstrate their leadership skills by planning and preparing a team task using communication and feedback. Learners will then evaluate their own skills in the team task to develop their own leadership skills.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory – Certificate, Diploma (540), Diploma (720), Extended Diploma Optional – Introductory Certificate
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand different styles of leadership.

The learner must:

- explain different leadership styles
- identify their own style of leadership.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 02 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must: • outline and compare various styles of leadership and when they can be used in the work setting • describe the skills and qualities associated with each leadership style • explain how different leadership styles can be effective or ineffective in different circumstances. Leadership styles could include: • autocratic • democratic • charismatic • laissez-faire. The learner must identify their own style of leadership, using, for example: • Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis • Goals, Reality, Options, Will (GROW) analysis • leadership style questionnaires. The learner must identify and analyse different service situations and explain which style of leadership would be appropriate.
Types of evidence:
Evidence must include: • report • presentation. Evidence could include: • poster • web page • professional discussions.

Unit 02 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 2

The learner will:

Demonstrate leadership skills.

The learner must:

- plan and prepare a team task
- brief the team for the task
- respond to and deliver constructive feedback during the task.

Grading descriptors:
Pass: Evidence will show application of some specialist leadership skills in planning and delivering a team task.
Merit: Evidence will show the effective application of some specialist leadership skills in planning and delivering a team task.
Distinction: Evidence will show the consistent effective application of specialist leadership skills in planning and delivering a team task.

Unit 02 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment:
When preparing for the team task the learner must produce a detailed plan, which includes the following: • team task aims and objectives • budget • resources • time limit • roles • contingencies • details of debrief. The learner will produce a presentation or audio-visual in order to brief the team on the task. The brief could be designed using the mnemonic: S - Situation M - Mission E - Execution A - Ask questions or Administration and logistics C - Confirm understanding. The learner must delegate to team members to achieve successful completion of the task. The learner must debrief, following the task. The debrief could be designed using the mnemonic: CIAPOAR which comes from the National Decision Model (NDM): C - Code of Ethics I - Information A - Assessment P - Powers and policy O - Options A - Actions R - Review. Witness testimonies by tutor, with peer reviews, to measure effectiveness of plan and briefing.

Unit 02 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • plan • audio-visual presentation • briefing • witness testimony • peer review • debrief. Evidence could include: • audio recording of briefing • photographs • maps or scale drawings • professional discussion.

Unit 02 Develop leadership skills (H/508/4056) (cont'd)

Learning outcome 3

The learner will:

Review their leadership skills.

The learner must:

- evaluate their leadership skills in the team task.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
Learners must review the following, using feedback from others where available: • the planning process • the brief and debrief • completion of the task • their leadership skills and qualities. The learner must produce a personal development plan (PDP) for improvement of own leadership skills based on their evaluation of the team task.
Types of evidence:
Evidence must include: • PDP. Evidence could include: • audio-visual recording • tutor/peer review • witness testimony • professional discussion.

Unit 03 Equality, diversity and inclusion (M/508/4061)

Unit summary	In this unit learners will examine the meaning of equality, diversity and inclusion. Learners will also understand radicalisation, as well as British values and standards. Learners will review the impact that radicalisation, extremism and terrorism have had on society.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory – Certificate, Diploma (540), Diploma (720), Extended Diploma Optional – Introductory Certificate
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the meaning of equality, diversity and inclusion.

The learner must:

- define the meaning of equality
- define the meaning of diversity
- define the meaning of inclusion.

Grading descriptors:
Pass: Makes reasoned conclusions based upon appropriate information.
Merit: Makes reasoned and balanced conclusions based upon appropriate information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.

Unit 03 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must examine in detail the definitions of equality, diversity and inclusion. The learner must submit a written report or presentation defining the term **equality** and describe the following sub terms: • stereotyping • prejudice • labelling • protected characteristics • equal opportunity • positive action • discrimination • discrimination by association. The learner must also provide examples of both equal opportunity and inequality in society. The learner must, within this report, define the term **diversity** and identify diversity that exists in society, in terms of: • interests • beliefs • age • lifestyles • personal characteristics • cultural identities. The learner must also describe the contribution these variations make to the overall diversity of society, why respecting the differences of individuals is important and how these differences should be respected. The learner must include within this report what is meant by the term **inclusion** with regards to equality and diversity considering areas such as: • how to move from diversity to inclusion • providing examples of inclusion within society • providing examples of social exclusion • what the benefits of inclusion are to communities. Learners could provide sources of information and support that would help promote equality, diversity and inclusion.

Unit 03 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • sources • web pages • poster • professional discussion.

Unit 03 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 2

The learner will:

Understand radicalisation, British values and standards.

The learner must:

- describe British values of tolerance, rule of law, democracy, mutual respect, individual liberty
- explain radicalisation, extremism and terrorism.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and Assessment:
The learner must carry out research and describe by report or presentation, the following British values of: • tolerance • rule of law • democracy • mutual respect • individual liberty. The learner must include, within their report or presentation, how these issues are important within the police service. The learner must carry out research into radicalisation, extremism and terrorism, which should be defined within a report or presentation containing relevant examples, national or international, and how they have affected the police service. Learners should describe current UK government strategies, in terms of radicalisation, extremism and terrorism.

Unit 03 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • research file • report or presentation. Evidence could include: • web pages • case studies • press cuttings/screenshots • professional discussion.

Unit 03 Equality, diversity and inclusion (K/508/4057) (cont'd)

Learning outcome 3

The learner will:

Consider the impact of radicalisation, extremism and terrorism.

The learner must:

- evaluate the impact of radicalisation, extremism and terrorism on a multicultural society
- review radicalisation, extremism and terrorism in terms of tolerance, respect and community inclusion

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
The learner must produce a presentation containing a review of the impacts that radicalisation, extremism and terrorism have had, or could have in the future, on a growing multicultural society in the United Kingdom. As a result of this review the learner must consider the content of learning outcomes (LOs) 1 and 2 with regards to equality, diversity and inclusion, together with the issues of tolerance, mutual respect, etcetera.
Types of evidence:
Evidence must include: • presentation. Evidence could include: • report • audio-visual presentation • photographs • posters • web pages • blogs • professional discussion.

Unit 04 Preparation for Higher Education (Y/617/7652)

Unit summary	In this unit learners will identify their own study skill set alongside understanding the demands of higher-level learning, in order to identify areas for further development. Learners will develop research techniques, study skills, and academic referencing and writing skills to support their higher-level learning aspirations.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory in Extended Diploma Optional for all other qualifications in this suite
Grading	This unit is graded

Learning outcome 1

The learner will:

Explain the techniques required for researching and referencing for higher-level learning.

The learner must:

- identify different methods and techniques of study used in higher education
- demonstrate participation in an academic discussion and participate in study groups
- describe research techniques
- explain how to structure and produce an academic assignment
- develop an academic argument in an assignment
- demonstrate academic referencing.

Grading descriptors:
Pass: Uses technical terms consistently to explain knowledge, theories and concepts. Makes reasoned conclusions based on appropriate information.
Merit: Uses technical terms consistently to explain a wide range of sophisticated knowledge, theories and concepts. Makes reasoned and balanced conclusions based on the information.
Distinction: Uses technical terms consistently to explain the inter-relationships in a wide range of complex and sophisticated knowledge, theories and concepts. Makes well-reasoned and balanced conclusions, which inform future developments.

Unit 04 Preparation for Higher Education (Y/617/7652) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a study guide for new students. The guide must demonstrate an understanding of: • a lecture, seminar, tutorial and independent study • the study techniques required for higher education. Study techniques could include: • pre-reading for lectures and seminars • note-taking skills (for example using headings and sub-headings or mind maps) • reviewing notes after lectures • time management • self-motivation • goal setting strategies • critical analysis. The guide must include referencing and a bibliography where appropriate. The learner must research the skills required to successfully and effectively participate in a group discussion. The learner must produce evidence of research. Skills could include: • critical questioning • active listening • body language • persuading and negotiating. The learner must then demonstrate that they can perform these skills by participating in a group discussion on a topic of their choice. The learner must research and produce a reference guide to help them with their higher education studies to demonstrate an understanding of: • different research techniques • what an academic argument is • the structures used for different academic assignments (for example essay, reports) • plagiarism – what it is, how to avoid it and examples of good practice • common academic referencing systems (for example Harvard, Chicago, Oxford etcetera).

Unit 04 Preparation for Higher Education (Y/617/7652) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
Research techniques could include: • a literature review (books, journals/papers, press/news, printed/digital and online sources) • questionnaires (face-to-face, online, focus groups, social media, structured/unstructured) • stepped questioning and conversational questioning • experiments, observations • factors affecting choice of research techniques • primary and secondary research • quantitative and qualitative research • evaluating different sources (for example usefulness, credibility and bias) • ethics. The guide must include referencing and a bibliography where appropriate.
Types of evidence:
Evidence must include: • study guide • skills analysis • reference guide • group discussion. Evidence could include: • recorded observation • written report • study skills booklet • series of leaflets • professional discussions.

Unit 04 Preparation for Higher Education (Y/617/7652) (cont'd)

Learning outcome 2

The learner will:

Produce a written piece of work suitable for higher education.

The learner must:

- plan for the written piece of work
- produce the written piece of work
- review the written piece of work.

Grading descriptors:
Pass: Completes a series of complex tasks with some degree of accuracy following a brief. Recognises the value of research from at least two types of sources and uses relevant information to inform actions.
Merit: Completes a series of complex tasks mostly accurately following a brief. Differentiates the value of research from at least two types of sources and uses relevant information to inform actions.
Distinction: Completes a series of complex tasks accurately and meets all of the requirements of a brief. Differentiates the value of research from a wide range of different types of sources and uses relevant information to inform actions.
Delivery and assessment:
The learner could be given a topic to research in order to produce a written piece of work or the learner could use a written assignment from a different unit from within this qualification. Learners must plan for a written piece of work that must be at least 2,500 words. The plan should include how the assignment will be structured and organised. This should include title, abstract, introduction, methods and discussion, conclusions, referencing and bibliography. Learners must then use their plan to produce a written piece of work using the correct academic structure to include sub-headings, counter arguments and contradictory evidence to support their academic argument. They should present both sides of the argument, showing awareness of the type of language used and demonstrating the skills researched. Academic referencing and bibliography should be included. Learners must then review their piece of work in accordance with their plan, confirming how this has been met and suggest improvements for future developments.

Unit 04 Preparation for Higher Education (Y/617/7652) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • written report plan • written piece of work at least 2,500 words. Evidence could include: • a written assignment from a different unit within the qualification • professional discussions.

Unit 04 Preparation for Higher Education (Y/617/7652) (cont'd)

Learning outcome 3

The learner will:

Consider their future aspirations.

The learner must:

- identify their future aspirations
- explain Further and higher education options
- review and evaluate alternative options

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
Learners should research two Further and/or higher education Institutions offering the subjects they are interested in taking at higher-level. Learners must look at and compare: • industrial and professional links the institutions have with industry and/or professions • geographical location • facilities (research, library, IT, extra-curricular) • clubs and societies • accommodation • UCAS points/entry requirements for chosen course(s) • course content • data and statistics. Statistics could include: • success rates/destination data of the institutions selected • league table standing for the institution and the subject choice (for example TES, THE or the Guardian) • international university league tables • the Quality Assurance Agency for higher education (QAA)/Ofsted reports. Learners could also attend an open day at their selected institution. Learners should use this research to compare their two chosen institutions. This should include options for their future career aspirations.

Unit 04 Preparation for Higher Education (Y/617/7652) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
Learners must also include alternative options to full-time study - for example, apprenticeship, higher apprenticeship, internship, part-time study, vocational degree, distance learning (for example Open University) etcetera.
Types of evidence:
Evidence must include: • case studies • presentation. Evidence could include: • written report • learner diary or logbook • witness observations • professional discussions.

Unit 05 Develop aspects of physical fitness for entry to the police service (D/617/7653)

Unit summary	In this unit learners will develop an understanding of how health and wellbeing contribute to physical fitness. Learners will identify their own level of physical fitness, then plan and participate in a training programme to develop aspects of their physical fitness to meet entry standards for the police service. Learners will also evaluate the effectiveness of the training programme by reviewing the content.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Produce a training programme.

The learner must:

- participate in fitness tests
- identify own level of physical fitness in relation to the police service physical activity standards
- explore methods of achieving physical fitness to meet the entry standards of the police service
- carry out strengths, weaknesses, opportunities, threats (SWOT) analysis and specific, measurable, achievable, relevant, time-bound (SMART) targets.

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing a training programme.
Merit: Process and outcome will show the effective application of specialist skills in completing a training programme.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing a training programme.

Unit 05 Develop aspects of physical fitness for entry to the police service (D/617/7653) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must measure levels of physical fitness in relation to the police service's standards. The learner will need to undergo fitness assessment using fitness tests used by the police such as bleep test, and dynamic strength test, etcetera. They will identify development needs and design a fitness log and training programme to achieve or maintain the required standard of physical fitness. This should be a minimum of 6 weeks and reviewed at the end of each week. The learner must undertake the fitness tests that are used by the police service at the time of undertaking this assessment. We recognise that fitness entry requirements may change over time. The training programme should include: • rest days • facilities and resources • embedding sport (for example football, rugby, etcetera) • types of training (for example cardiovascular, etcetera) • creating and utilising their fitness diary • wearable technology, such as apps, heartrate monitors, global positioning system (GPS) • targets (set by the original fitness log – principles of fitness) • a risk assessment. The learner must include correct training techniques with regards to health and safety requirements in the training programme.
Types of evidence:
Evidence must include: • fitness log • physical training programme • fitness level standards • personal fitness assessments • health and safety risk assessments • personal fitness targets. Evidence could include: • blog • journal • schedule • professional discussions.

Unit 05 Develop aspects of physical fitness for entry to the police service (D/617/7653) (cont'd)

Learning outcome 2

The learner will:

Participate in the planned training programme.

The learner must:

- monitor and record fitness activity and outcomes within the defined timescales
- undertake the planned training programme
- review the fitness assessment.

Grading descriptors:
Pass: Completes a series of activities following the planned training programme.
Merit: No Merit available.
Distinction: No Distinction available.
Delivery and assessment:
The learner must complete the planned training programme within defined timescales and should record their fitness activity and outcomes in their fitness log. The learner must complete an end-of-week evaluation. The learner must then retake the fitness assessment recording the results.
Types of evidence:
Evidence must include: • fitness log • observation report. Evidence could include: • peer or witness testimony • professional discussions.

Unit 05 Develop aspects of physical fitness for entry to the police service (D/617/7653) (cont'd)

Learning outcome 3

The learner will:

Understand components of health and wellbeing that contribute to physical fitness.

The learner must:

- understand current government guidelines and standards for healthy eating and how to meet them
- describe methods of measuring and recording physical attributes
- explain the effects and consequences of hydration, nutrition and performance enhancing drugs on performance
- explain the principles of training.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words in the form of a handbook.
Merit: Uses information found in different formats, from at least two specialist sources and communicates it, mostly accurately, in own words in the form of a handbook.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words in the form of a handbook.
Delivery and assessment:
The learner must produce a handbook outlining in detail the components of health and wellbeing that contribute to physical fitness. The handbook should contain: • a detailed outline of the basic principles of training • a summary of the latest government guidelines on healthy eating • why it is important to maintain a balanced diet • methods of achieving fitness to include diet and activities • a description of the effects and consequences of substance and alcohol misuse • a description of tools to monitor health and wellbeing for a given period, such as a personal food diary, fitness plan or app.
Types of evidence:
Evidence must include: • handbook. Evidence could include: • poster • professional discussions.

Unit 05 Develop aspects of physical fitness for entry to the police service (D/617/7653) (cont'd)

Learning outcome 4

The learner will:

Evaluate the effectiveness of the training programme.

The learner must:

- review the outcome of their fitness assessment
- review the content of the training programme
- review changes in personal fitness

Grading descriptors:
Pass: Makes reasoned conclusions about the effectiveness of the training programme.
Merit: Makes reasoned and balanced conclusions about the effectiveness of the training programme.
Distinction: Makes well-reasoned and balanced conclusions about the effectiveness of the training programme, which inform future developments.
Delivery and assessment:
The learner must review their weekly assessments as well as the training programme overall and produce a report, which should include: • results • strengths • how closely they meet the entry standards required for the chosen uniformed service • what was effective • what was ineffective • any modifications and why they were necessary. The learner must review changes in personal fitness after following the fitness programme.
Types of evidence:
Evidence must include: • reports • weekly fitness assessments • changes to the training programme following weekly review. Evidence could include: • journal • blog • professional discussions.

Unit 06 Values and standards in the police service (H/617/7654)

Unit summary	In this unit learners will understand the difference between values, standards and morals and the importance of these in the police service. The learner will investigate public perception of the police service. Learners will also complete a self-assessment and explore values, standards and morals with others.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Identify the appropriate personal ethics (values, standards and morals) for the police service.

The learner must:

- explain the difference between ethics (values, standards and morals)
- describe the importance of service-specific core ethics (values, standards and morals).

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 06 Values and standards in the police service (H/617/7654) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner will produce a report based upon the ethics of the police service to explain the meaning of and the difference between: • values • standards • morals. Examples of values could include: • honesty • self-respect • respect for others • integrity • tolerance. Examples of standards could include: • confidentiality • security • substance abuse. Examples of morals could include: • code of ethics • principles of right and wrong • rules of conduct • standards/principles of behaviour. Learners must explain how these principles have evolved over time, providing case studies to support their points.
Types of evidence:
Evidence must include: • report • case studies. Evidence could include: • presentation • professional discussions.

Unit 06 Values and standards in the police service (H/617/7654) (cont'd)

Learning outcome 2

The learner will:

Describe public perception of the police service.

The learner must:

- explain public perception of the police service as influenced by a specific incident

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must research a historical, nationally reported incident of their choice involving the police service. The learner must clearly outline the details of the incident and actions taken by the police service and the outcome. They could include how this incident was reported across a range of media and how perceptions shifted over time. Public perception could be seen in terms of: • trust • value • support • confidence • ethics • code of conduct • personal decision making. Learners must explore how the actions of the police service could be perceived in the eyes of the public, taking into consideration the morals, values and standards demonstrated by the police service during this incident. Tutors should discuss with learners their choice of incident to be researched to ensure there is sufficient detail within that incident to inform opinion and to provide sufficient scope to apply research into morals, values and standards.

Unit 06 Values and standards in the police service (H/617/7654) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • witness testimonies • press cuttings • screenshots • professional discussions.

Unit 06 Values and standards in the police service (H/617/7654) (cont'd)

Learning outcome 3

The learner will:

Identify own values, morals and standards.

The learner must:

- participate in moral dilemma activities
- produce a self-assessment
- compare own values, morals and standards with others.

Grading descriptors:
Pass: Makes reasoned conclusions based upon appropriate information and research.
Merit: Makes reasoned and balanced conclusions based upon appropriate information and research.
Distinction: Makes well-reasoned and balanced conclusions based upon appropriate information and research, which informs future developments.
Delivery and assessment:
Learners must take part, with others, in moral dilemma-based activities. The learner could be provided with case studies, role plays, paper exercises or table-top scenarios to explore values, morals and standards. Learners must then participate in a group discussion to discuss the importance of these within the police service. The learner must reflect and self-assess their own personal values, morals and standards against those of the police service. Following the moral dilemma activities and group discussion, the learner must write a reflective report outlining their perceived strengths and areas for development to meet those values, morals and standards valued by the police service, and offer a considered opinion of the effects that public perception can have on the police service. The learner must then compare their own values, morals and standards with others.
Types of evidence:
Evidence must include: • report. Evidence could include: • audio-visual presentation • witness testimonies • peer feedback • tutor feedback • professional discussions.

Unit 07 Mental and physical wellbeing in the police service (K/617/7655)

Unit summary	In this unit learners will understand the factors that can affect physical and mental wellbeing and why these are important in the police service. The learner must produce a plan for a healthy lifestyle and keep a diary. Learners will also review and amend their plan.
Total Qualification Time	90
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the importance of mental and physical wellbeing in the police service.

The learner must:

- identify factors that can affect mental and physical wellbeing
- explain the importance of mental and physical wellbeing in the police service.

Grading descriptors:
Pass: Makes reasoned conclusions about the importance of mental and physical wellbeing based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the importance of mental and physical wellbeing based on the information.
Distinction: Makes well-reasoned and defined conclusions about the importance of mental and physical wellbeing, which inform future developments.

Unit 07 Mental and physical wellbeing in the police service (K/617/7655) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
Learners must produce a guide to physical and mental wellbeing in relation to the police service. It must include the following: • the benefits of healthy eating and exercise on the body • the effects of drink, drugs and smoking on the body and the service tolerance towards these • the need for hygiene in the uniformed services including body, clothing and equipment • the effects of minor disabilities on the body, for example eyesight, asthma, diabetes • causes of stress and how to manage them • signs and symptoms of Post-Traumatic Stress Disorder (PTSD). Factors could include: • poor diet • lack of exercise • minor disabilities, for example asthma, eyesight • stress, for example current and post-traumatic • substance abuse, for example alcohol, drugs. Learners must include an explanation of: • why a diet and exercise plan is important in the police service • the potential consequences of substance and alcohol abuse • why stress management is important in the police service. Learners must also include information on a range of different organisations that can help with physical and/or mental wellbeing issues. Sources could include: • GP services • Drink Aware • Alcoholics Anonymous • NHS Choices • MIND • FRANK.

Unit 07 Mental and physical wellbeing in the police service (K/617/7655) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • guide. Evidence could include: • web pages • presentation • blogs • posters • leaflets • professional discussions.

Unit 07 Mental and physical wellbeing in the police service (K/617/7655) (cont'd)

Learning outcome 2

The learner will:

Prepare and use healthy lifestyle plans.

The learner must:

- produce a personal healthy diet plan
- produce a personal exercise plan
- produce a mental wellbeing journal
- use the plans for a given period

Grading descriptors:
Pass: Process and outcome will show application of some specialist skills in completing lifestyle plans.
Merit: Process and outcome will show the effective application of specialist skills in completing lifestyle plans.
Distinction: Process and outcome will show the consistent effective application of specialist skills in completing lifestyle plans.
Delivery and assessment:
The learner must produce and use the following plans. Eating/Diet Plan The learner must produce an eating plan to cover a 2-week period, which follows a self-assessment of current diet, while recognising the recommended daily consumptions in terms of: • alcohol units • fruit, and vegetables • carbohydrates and fat, etcetera. It should also balance food input against any intended output connected to any exercise regime. The eating plan should set targets for either weight loss or weight gain depending on the individual concerned.

Unit 07 Mental and physical wellbeing in the police service (K/617/7655) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd):

Exercise Plan

The learner must produce a personal exercise plan, which takes into consideration:

- their current fitness assessment
- the fitness requirements of the police service
- a structured exercise programme to achieve targets
- setting achievable targets
- a record of all physical activities
- ongoing weekly fitness assessments.

Mental Wellbeing Journal

The learner must reflect on those areas of their life which can cause short or long-term stress and list them in a mental wellbeing journal.

Examples of stressors are:

- time pressure
- heavy workloads
- examinations
- unpleasant news
- anxiety.

Keeping a mental wellbeing journal is an important way for the individual to understand the causes of short-term stress and how the individual reacts to stress. It can also give a good indication of the levels of stress that an individual prefers to operate at.

The journal must include:

- date and time of entry
- personal record about stresses being experienced
- how the individual felt at that time using a scale of 1-10 (10 being the most stressed)
- what were the symptoms of stress (anger, headache, pulse racing, etcetera)
- how the event that caused the stress was handled.

The plans should be followed for a minimum of 2 weeks and learners should record their progress and any issues encountered.

Unit 07 Mental and physical wellbeing in the police service (K/617/7655) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • diet plan • exercise plan • mental wellbeing journal • self-assessments • research notes. Evidence could include: • witness testimonies • posters • web pages • blogs • professional discussions.

Unit 07 Mental and physical wellbeing in the police service (K/617/7655) (cont'd)

Learning outcome 3

The learner will:

Review and amend their plans to ensure they have a healthy lifestyle conducive to being a member of the police service.

The learner must:

- review any changes to their mental and physical wellbeing as a result of using their plans.

Grading descriptors:
Pass: Makes reasoned conclusions about the health of their lifestyle based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the health of their lifestyle based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the health of their lifestyle, which inform future developments.
Delivery and assessment:
The learner must review their personal diet and exercise plan on a weekly basis to ensure progress against targets. Learners can reflect on the mental wellbeing journal after a few entries to analyse: • what were the frequent stressors • which were the most unpleasant • what were the underlying causes • how the learner handled the stressful event • any improvement or otherwise to mental wellbeing. Learners must produce an evaluation about the effectiveness of the plans.
Types of evidence:
Evidence must include: • reviews • evaluation. Evidence could include: • presentation • web pages • blogs • screenshots • professional discussions.

Unit 08 Carry out map-reading and navigation across open country (M/508/4061)

Unit summary	In this unit learners will know about safety requirements when navigating routes. Using this knowledge, learners will plan and navigate a route across open country, prepare route cards and deliver a safety brief to participants. Learners will then evaluate their own map-reading and navigation skills.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand safety requirements when navigating routes.

The learner must:

- understand how physical and mental wellbeing may be affected during navigation
- describe terrain, adverse weather conditions, clothing and equipment required for different routes
- understand how to respond to and report an incident or accident.

Grading descriptors:
Pass: Possible solutions to complex technical problems are identified.
Merit: Effective solutions to complex technical problems are identified.
Distinction: Effective solutions to complex technical problems are identified and their implementation planned.

Unit 08 Carry out map-reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a safety guide to explain safety requirements for consideration for navigation. The learner must research factors which could affect physical and mental wellbeing during navigation, for example overheating, being too cold, not drinking enough water, getting lost, being injured, not wearing suitable clothing, inadequate preparation, etcetera. The learner must describe the effects of these factors and provide solutions to reduce the likelihood of, or to prevent these factors from occurring, for example: • using a buddy system • first aid equipment • risk assessments. The learner must describe different types of terrain which may be encountered on a navigation route. The learner must explain the effects of changing weather conditions including mountain weather, thunderstorms, lightning, cloud formations and meteorology, and consider how this may impact on planning and resources. The learner must describe the type of clothing and equipment (including safety equipment) needed for navigating routes. The learner should be given realistic incident or accident scenarios and produce incident report forms. Learners should describe appropriate actions to take for each scenario. This should include how to report the incident or accident and to which organisation/individual.
Types of evidence:
Evidence must include: • safety guide • incident report forms. Evidence could include: • risk assessment • professional discussions.

Unit 08 Carry out map-reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 2

The learner will:

Prepare and undertake a route across open country.

The learner must:

- prepare a plan for a route across open country
- prepare route cards to navigate across open country
- prepare and deliver a safety brief for participants on the route
- undertake a route across open country using relocation strategies when necessary.

Grading descriptors:
Pass: Planning and navigation will show application of some specialist skills in undertaking a route.
Merit: Planning and navigation will show the effective application of specialist skills in undertaking a route.
Distinction: Planning and navigation will show the consistent effective application of specialist skills in undertaking a route.
Delivery and assessment:
The learner must interpret the contents of a chosen map and must describe their understanding of the following factors: • contours • terrain • conventional symbols. The learner must plan the navigation of a route, taking into consideration different terrain and how this can impact on a rescue or other emergency situations. The learner must be given a brief from which they should produce a route card, to include: • grid references • bearings – magnetic and grid, using a compass or protractor • distances • time appreciation (for example, Naismith's rule) • features • comments • start and finish points • route map • safety points.

Unit 08 Carry out map-reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd):
Each learner must prepare and deliver a safety brief and take the lead in navigating the route. This should cover: • weather • terrain • clothing/equipment check • shelter • keeping together • emergency procedures • taking responsibility. Learners should take the lead in navigating the route and demonstrate the following: • interpreting contents of a chosen map • using a compass to find directions • using bearings on broken terrain using an appropriate technique • judging distance accurately on the ground • identifying location on the ground using a map and compass • navigating the route across open country. When the learner navigates the route across open country, they must use the prepared route cards. Learners must obtain feedback from route participants, tutors or others involved. **Note**: Learners can take it in turns to lead a group on the same route if resources don't allow several routes to be undertaken.
Types of evidence:
Evidence must include: • safety briefing • route card • tutor/peer feedback. Evidence could include: • audio-visual • professional discussions.

Unit 08 Carry out map-reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 3

The learner will:

Evaluate their own map-reading, route-planning and navigation skills.

The learner must:

- review their own map-reading, route-planning and navigation skills
- evaluate the accuracy of the route card
- evaluate the effectiveness of the safety brief

Grading descriptors:
Pass: Makes reasoned conclusions about their map-reading, route-planning and navigation skills based on appropriate information.
Merit: Makes reasoned and balanced conclusions about their map-reading, route-planning and navigation skills based on the information.
Distinction: Makes well-reasoned and balanced conclusions about their map-reading, route-planning and navigation skills, which inform future developments.
Delivery and assessment:
The learner must produce a written debrief of all aspects of the navigation exercise, to include: • map-reading ability • navigation skills • accuracy of the route card • effectiveness of the safety brief • navigation outcomes • individual strengths and weaknesses. Debriefing must include feedback from tutor, peers or others. It could be designed using the following mnemonic: C - Code of Ethics I - Information A - Assessment P - Powers and policy O - Options A - Actions R - Review.

Unit 08 Carry out map-reading and navigation across open country (M/508/4061) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • debrief report. Evidence could include: • audio-visual presentation • witness testimony • professional discussions.

Unit 09 Understand conflict management and personal protection

Unit summary	In this unit learners will investigate hazardous situations, personal space, signs of aggression and the importance of vigilance. Learners will also understand and demonstrate self-defence techniques for personal protection and the implications of taking physical action in conflict situations.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand responses to conflict situations.

The learner must:

- explain the importance of vigilance for self-protection in hazardous situations
- explain personal space
- describe verbal and non-verbal communication techniques that can be used as a self-defence response
- explain how and when to use different self-defence techniques.

Grading descriptors:
Pass: Uses information from a specialist source and communicates it in own words in the form of a conflict management leaflet.
Merit: Uses information found in different formats from at least two specialist sources and communicates it, mostly accurately, in the form of a conflict management leaflet.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in the form of a conflict management leaflet.

Unit 09 Understand conflict management and personal protection (J/508/4065) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a conflict management leaflet to explain why constant vigilance is important for self-protection, including: • importance of vigilance • consequences of not being vigilant. The learner must include a description of hazardous situations and how they could escalate to conflict and how they can be prevented. The learner must explain what is meant by 'personal space' and identify the different zones of personal space. They will also describe the factors that affect personal space and explain why personal space is important in a conflict situation. The learner must describe the warning and danger signs which indicate aggression. The learner must describe verbal and non-verbal communication techniques that can be used as self-defence techniques and explain what these are. The learner will also explain how reaction times influence the use of self-defence techniques. Learners must be given a scenario of an attack at close range, by multiple attackers, and identify the best method of self-defence and why.
Types of evidence:
Evidence must include: • leaflet (paper-based or digital). Evidence could include: • report or presentation • web pages • audio-visual presentation • professional discussions.

Unit 09 Understand conflict management and personal protection (J/508/4065) (cont'd)

Learning outcome 2

The learner will:

Understand the implications of taking physical action in conflict situations.

The learner must:

- explain reasonable force
- explain the defence of property
- explain the implications of using self-defence techniques in a conflict situation
- outline legislation related to self-defence.

Grading descriptors:
Pass: Describes issues of current practice in dealing with conflict situations.
Merit: Describes issues of current practice, in dealing with conflict situations, using appropriate specialist language in context.
Distinction: Describes issues of current practice, in dealing with conflict situations, correctly applying specialist language in context.
Delivery and assessment:
The learner must explain what is meant by: • reasonable force • defence of property. The learner must explain the implications of: • using self-defence techniques in a conflict situation. Learners should also outline: • the key points of legislation related to self-defence.
Types of evidence:
Evidence must include: • report. Evidence could include: • presentation • posters • case study • professional discussions.

Unit 09 Understand conflict management and personal protection (J/508/4065) (cont'd)

Learning outcome 3

The learner will:

Demonstrate self-defence techniques for personal protection.

The learner must:

- use a variety of self-defence techniques to respond to armed and unarmed attacks.

Grading descriptors:
Pass: Investigates complex technical problems for self-defence, trying out several possible solutions.
Merit: Some complex, technical problems for self-defence are resolved.
Distinction: Complex, technical problems for self-defence are effectively resolved.
Delivery and assessment:
The learner should demonstrate different techniques in defending against armed and unarmed attacks and single and multiple attackers. The demonstration will include awareness of how reaction times can influence the techniques used. The learner should be able to demonstrate a variety of arrest and restraint techniques which would be used within the protective services; learners must show an awareness of how reaction times can influence the effectiveness of the techniques used. The learner must produce a reflective account of their arrest and restraint techniques, which includes reasons for choosing specific techniques. **Note**: This learning outcome (LO) should be delivered by a qualified and/or experienced tutor ensuring the safety of all learners. If this is not possible a simulation would be acceptable.
Types of evidence:
Evidence must include: • reflective account. Evidence could include: • audio-visual • tutor/peer feedback • professional discussions.

Unit 10 The influence of UK government, international organisations and the media on the police service (M/617/7656)

Unit summary	In this unit learners will examine the sectors of government that influence the uniformed services and research the roles of a range of international organisations with which they co-operate. They will research the impact of the judicial process on the police service personnel and explain how the media affects public perception of the police service.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the influence of UK government and international organisations on the role of the police service.

The learner must:

- describe sections of UK government that influence the police service
- explain the roles of international organisations that work in co-operation with the police service.

Grading descriptors:
Pass: Supports all points about influence of government and international organisations on the role of the police service with some sophisticated examples.
Merit: Supports all points about influence of government and international organisations on the role of the police service with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about influence of government and international organisations on the role of the police service with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must produce a report, which describes the departments of the UK government that directly influence the role of the police service. The report must make reference to: • Home Office • Foreign & Commonwealth Office • Exchequer • Cabinet Office Briefing Room (COBR) where the critical decisions are made in terms of deployment to incidents both national and international.

Unit 10 The influence of UK government, international organisations and the media on the police service (M/617/7656) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
The learner must research these departments and analyse how each can have an effect on the ability of the police service to perform their core roles both within the UK and abroad where appropriate. The learner could compare the interaction between these departments to demonstrate how the core business of one department can influence the business of another. For example: • if police service budgets are cut, they may not be able to deliver their core services efficiently and effectively to meet Home Office requirements • how would the police service deliver their core business if a terrorist attack on the UK mainland resulted in huge casualties resulting in the deployment of the Army, Police and Fire Service resources? The learner must include in their report how these organisations can influence how the UK police service deal with incidents or conflict.
Types of evidence:
Evidence must include: • report. Evidence could include: • presentation • poster • web pages • professional discussions.

Unit 10 The influence of UK government, international organisations and the media on the police service (M/617/7656) (cont'd)

Learning outcome 2

The learner will:

Understand judicial processes which apply to the UK police service.

The learner must:

- describe the impact of the judicial process on police service personnel.

Grading descriptors:
Pass: Describes issues of current practice regarding judicial processes.
Merit: Describes issues of current practice regarding judicial processes, using appropriate specialist language in context.
Distinction: Describes issues of current practice regarding judicial processes, correctly applying specialist language in context.
Delivery and assessment:
Learners must produce handbooks for a new recruit to the police service, which describe the judicial processes affecting personnel and the wider impact it could have on them as individuals. The learner must refer to at least two recent examples and case studies of the impact of judicial processes on police service personnel. Learners should provide examples such as: • armed police shooting a member of the public • a police officer's actions during a riot • misconduct. Other examples that could be included are police firearms, Geneva Convention, Human Rights Act (1998), or civil liberties. For further support in delivering and assessing this learning outcome (LO) please refer to the qualification glossary, the levelling grading descriptors document and the sample work.
Types of evidence:
Evidence must include: • handbook • case studies. Evidence could include: • presentation • professional discussions.

Unit 10 The influence of UK government, international organisations and the media on the police service (M/617/7656) (cont'd)

Learning outcome 3

The learner will:

Explain the effect of the media on the police service.

The learner must:

- explain how public perception of the police service is influenced by the media
- describe how the police service use the media

Grading descriptors:
Pass: Supports all points about the effect of the media upon public perception of the police service with some sophisticated examples.
Merit: Supports all points about the effect of the media upon public perception of the police service with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about the effect of the media upon public perception of the police service with sophisticated examples and appropriate comparisons.
Delivery and assessment:
Learners must produce a report or presentation on how the media affects the police service. The learner must research a minimum of two nationally reported news stories which demonstrate how media reporting affects public perception of the police service – for example, whether television adverts for police recruits affect applicant numbers. Learners should comment on the effect of both positive and negative reporting. Learners should also include details of the response given to the media by the police service. Learners must include an explanation of how the police service use the media to improve their service, such as communication with the public, asking for witnesses to crimes – for example, Crimewatch, press conferences, etcetera.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • press reports and cuttings • screenshots • professional discussions.

Unit 11 Collaboration between the emergency services (T/617/7657)

Unit summary	In this unit learners will demonstrate an understanding of the roles and responsibilities of statutory and non-statutory services at emergency incidents. They will identify the benefits and challenges of collaborative working. They will review a recent major incident. Learners will demonstrate the skills and knowledge by participating in a practical scenario.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand collaboration between the emergency services.

The learner must:

- identify the statutory and non-statutory services that may work together in a major incident
- describe the roles and responsibilities of each service at a major incident
- describe the benefits and challenges of working collaboratively in the emergency services.

Grading descriptors:
Pass: Makes reasoned conclusions about collaborative working based on appropriate information.
Merit: Makes reasoned and balanced conclusions about collaborative working based on the information.
Distinction: Makes well-reasoned and balanced conclusions about collaborative working which inform future developments.

Unit 11 Collaboration between the emergency services (T/617/7657) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a research file to explain when collaborative working between emergency services is required, for example, a major incident or accident that requires more than the resources available to local emergency services. This should include a description of the statutory and non-statutory services which may be required at an incident, together with a description of the roles and responsibilities of each service. Learners must also examine the benefits and challenges that this type of joint collaboration can bring. The learner must explain the benefits of working collaboratively including: • mutual goals • shared responsibility • shared resources • efficiency. Learners must explain the main challenges, including: • primacy • hierarchy • professional conduct • group dynamics • responsibility • experience.
Types of evidence:
Evidence must include: • research file. Evidence could include: • web pages • case studies • report • professional discussions.

Unit 11 Collaboration between the emergency services (T/617/7657) (cont'd)

Learning outcome 2

The learner will:

Evaluate a collaborative approach to a major incident.

The learner must:

- analyse a major incident
- describe how it was resolved
- explain theories of team building

Grading descriptors:
Pass: Describes the effectiveness of the processes and practices involved in the collaboration and links these to the success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the processes and practices involved in the collaboration and justifies their use.
Distinction: Describes the effectiveness of the processes and practices involved in the collaboration, justifies their use and suggests improvements.
Delivery and assessment:
Learners will identify a suitable major incident, recent or historic, which brought emergency services together to form a collaboration to bring the incident to a conclusion. Examples of these are: • terrorist activity • multi vehicle collision • rail or air accident • natural disaster • large sporting events. Learners must produce a case study which will include the services involved, their roles and responsibilities, how the incident was resolved and what specific benefits and challenges there were for this collaboration. The learner will explain how teams work collaboratively and the roles which are required for teams to work effectively, with reference to Belbin, Tuckman, John Adair and others.

Unit 11 Collaboration between the emergency services (T/617/7657) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • case study. Evidence could include: • audio-visual • presentation • report • web pages • professional discussions.

Unit 11 Collaboration between the emergency services (T/617/7657) (cont'd)

Learning outcome 3

The learner will:

Participate in a joint services collaboration exercise.

The learner must:

- participate in a joint services team activity involving a major incident
- participate in a joint services collaboration exercise
- produce a debrief at the conclusion of the exercise.

Grading descriptors:
Pass: The plan and implementation will show application of some specialist skills in participating in a joint services collaborative exercise.
Merit: The plan and implementation will show the effective application of specialist skills in a joint services collaborative exercise.
Distinction: The plan and implementation will show the consistent effective application of specialist skills in a joint services collaborative exercise.
Delivery and assessment:
Learners must take part in a realistic scenario which could be: • a paper-based table-top exercise • physical exercise at an appropriate venue. Learners will plan an exercise in such a way that the chosen emergency service is working collaboratively with one other emergency service. Learners will include in the plan a solution to the incident and ensure that the team has sufficient resources to meet the operational objectives. All learners should have at least one identified role. Possible scenarios: • terrorist activity • multi vehicle collision • rail or air accident • natural disaster • large sporting events. The plan must include a clear purpose, objective and timetable.

Unit 11 Collaboration between the emergency services (T/617/7657) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
Learners will participate in the team activity using a reflective journal to record issues, outcomes and other observations. Learners must produce a briefing for use by all members of their team. The briefing could be structured using the following mnemonic: S - Situation M - Mission E - Execution A - Ask questions C - Confirm understanding. Learners should experience different roles and tasks where possible. At the conclusion of this exercise the learners must carry out a debrief and submit a report which could include recommendations for improvements in the process. The debrief may follow the mnemonic CIAPOAR: C - Code of Ethics I – Information A - Assessment P - Powers and policy O - Options A - Actions R - Review.
Types of evidence:
Evidence must include: • activity brief • plan • journal • debrief. Evidence could include: • audio-visual • witness testimony • professional discussions.

Unit 12 Emergency planning and response in the police service (A/617/7658)

Unit summary	In this unit, learners will understand how the Civil Contingencies Act (2004) and emergency planning play a major role in preparing emergency services to respond effectively to major incidents. Learners will develop knowledge of the agencies involved in emergency planning, the need for this and the key aspects of civil contingency planning for major incidents. Learners will develop skills in preparing for a particular major incident and have the opportunity to practice and demonstrate these skills in a simulated scenario to show they understand how emergency and public services plan and manage major incidents.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the impact of major incidents.

The learner must:

- describe what is meant by a major incident
- describe the effects of major incidents on individuals and organisations.

Grading descriptors:
Pass: Supports all points with some examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 12 Emergency planning and response in the police service (A/617/7658) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must provide a definition of the term 'major incident', with recent examples, including both natural and man-made incidents. This should include which services were involved in the incident, both statutory and non-statutory, together with the cause(s) of the incident. They must explain the ongoing effects on individuals and organisations, which also need to be addressed by services once an incident is resolved. These include: • loss of income/home • emergency shelter • post-traumatic stress disorder (PTSD) • loss of law and order • loss of power, utilities • disease. The learner must also describe the more wide-ranging effects of such incidents, which should include: • reviews of disasters, for example public enquiries • prevention, for example improved planning and technology, etcetera • new legislation, for example terrorism laws, criminal offences, etcetera • procedures, for example new police powers, secure airport check-in, etcetera.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • case studies • web pages • screenshots • professional discussions.

Unit 12 Emergency planning and response in the police service (A/617/7658) (cont'd)

Learning outcome 2

The learner will:

Understand the factors to be considered in emergency situations.

The learner must:

- understand the need for emergency planning
- explain the Civil Contingencies Act (2004)
- explain the role of different agencies involved in emergency situations
- explain the deployment of agencies to a major incident

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice, using appropriate specialist language in context.
Distinction: Describes issues of current practice, correctly applying specialist language in context.
Delivery and assessment:

Learners must produce an induction training manual, to include:
 	
• the need to plan for civil emergencies and the requirements of the Civil Contingencies Act
• major incident planning and the phases involved
• the role of different agencies involved in emergency situations
• chain of command (Gold, Silver, Bronze) and the skills required, such as:
  ○ effective communication
  ○ effective decision making
  ○ effective control
  ○ problem solving
• incident primacy
• health and safety considerations.
 	
The manual must include an explanation of the key purpose and content of the Civil Contingencies Act (2004).

Types of evidence:
Evidence must include: • induction training manual. Evidence could include: • report • presentation • professional discussions.

Unit 12 Emergency planning and response in the police service (A/617/7658) (cont'd)

Learning outcome 3

The learner will:

Demonstrate the skills and knowledge required to manage an emergency situation scenario.

The learner must:

- plan for an emergency major incident scenario
- undertake emergency response procedures
- demonstrate primacy and chain of command
- demonstrate effective communication procedures in emergency situations.

Grading descriptors:
Pass: The plan and implementation will show application of some specialist skills in participating in an emergency major incident scenario.
Merit: The plan and implementation will show the effective application of specialist skills in an emergency major incident scenario.
Distinction: The plan and implementation will show the consistent effective application of specialist skills in an emergency major incident scenario.
Delivery and assessment:
The learner must take part in a simulated scenario, for example a terrorist attack, motorway car crash, building collapse. Learners must produce a plan based on the scenario, which will be based upon the research undertaken in learning outcome (LO) 2. Learners must implement the scenario plan, ensuring that they have the opportunity to demonstrate the skills required for a chain of command.
Types of evidence:
Evidence must include: • plan • observation reports • witness testimony. Evidence could include: • audio-visual presentation • professional discussions.

Unit 12 Emergency planning and response in the police service (A/617/7658) (cont'd)

Learning outcome 4

The learner will:

Evaluate the outcome of the simulated scenario.

The learner must:

- review their personal performance during the simulated exercise
- evaluate the outcome of the simulated exercise and effectiveness of the plan

Grading descriptors:
Pass: Describes the effectiveness of the plan and response, and links these to the success or otherwise of the overall outcome.
Merit: Describes the effectiveness of the plan and response and justifies their use.
Distinction: Describes the effectiveness of the plan and response, justifies their use and suggests improvements.
Delivery and assessment:
The learner must review the simulated scenario and produce a debrief report outlining areas for development. The debrief may follow the mnemonic CIAPOAR: C - Code of Ethics I - Information A - Assessment P - Powers and policy O - Options A - Actions R - Review. Areas for development could include: • tactical training exercises • updating emergency procedures • training together with other services • local resilience forum meetings.

Unit 12 Emergency planning and response in the police service (A/617/7658) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • debrief report. Evidence could include: • presentation • witness testimony • peer feedback • professional discussions.

Unit 13 Understand the impact of war and conflict on the police service (F/617/7659)

Unit summary	In this unit learners will explain how conflict or civil unrest can affect the operational capacity of the police service and the impact of government agendas on them. Learners will research causes of war and conflict and the methods used by the police service to combat and prevent these events. They will also examine the impact on society of recent acts of terrorism and the effects on national security.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the impact that war and conflict can have on the UK police service.

The learner must:

- explain how conflict or civil unrest can affect the operational capacity of the police service
- describe how the changing political agenda of government can impact the police service.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.

Unit 13 Understand the impact of war and conflict on the police service (F/617/7659) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must produce a report to explain how war, conflict, terrorism and civil unrest have impacted on the UK police service in terms of carrying out their core role in society and provide recent examples (20th century onwards) to underpin their findings. This must also include how government agendas can impact on services, for example, how resources (human and physical) are allocated. The learner must research a specific conflict to analyse: • political agenda • the impact upon communities • the circumstances leading up to the conflict • the nature of the conflict • how the conflict was dealt with • the outcome of the conflict. The chosen conflict should be one that has reached a conclusion, not one that is ongoing.
Types of evidence:
Evidence must include: • report. Evidence could include: • poster • case study • web pages • screenshots • presentation • professional discussions.

Unit 13 Understand the impact of war and conflict on the police service (F/617/7659) (cont'd)

Learning outcome 2

The learner will:

Understand how the UK police service deal with war and conflict.

The learner must:

- summarise causes of war and conflict
- explain methods used by the UK police service to combat and prevent both national and international war and conflict.

Grading descriptors:
Pass: Uses information about how the UK police service deal with war and conflict from a specialist source and communicates in own words.
Merit: Uses information about how the UK police service deal with war and conflict found in different formats from at least two specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information about how the UK police service deal with war and conflict appropriately taken from a wide range of specialist sources in different formats and accurately communicates it in own words.
Delivery and assessment:
The learner must summarise causes of war and conflict. They must identify the reasons used to incite at least two different types of national and international conflict situations dealt with by the police service. The learner must describe the methods used by the UK police service to combat and prevent both national and international war and conflict.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • web pages • case studies • screenshots • professional discussions.

Unit 13 Understand the impact of war and conflict on the police service (F/617/7659) (cont'd)

Learning outcome 3

The learner will:

Review recent acts of terrorism on mainland Europe.

The learner must:

- analyse the effects that recent acts of terrorism have had on society
- review the impact of terrorist acts on the police service.

Grading descriptors:
Pass: Makes reasoned conclusions about recent acts of terrorism based on appropriate information.
Merit: Makes reasoned and balanced conclusions about recent acts of terrorism based on the information.
Distinction: Makes well-reasoned and balanced conclusions about recent acts of terrorism, which inform future developments.
Delivery and assessment:
Learners must research a recent act of terrorism on Europe and review the effects this has had on society within those areas affected, including the impact on community cohesion within multicultural societies. The learner must choose examples of multicultural groups and how they have reacted to recent acts of terrorism and the effects on national security.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • audio-visual • case studies • posters • web pages • blogs • professional discussions.

Unit 14 Understanding discipline in the police service (T/617/7660)

Unit summary	In this unit learners will explain the need for discipline and describe what is meant by obedience and conformity. They will understand the nature of authority and the different types of authority needed as the situation demands. They will develop and demonstrate their own self-discipline skills over the course of the qualification.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand discipline in the police service.

The learner must:

- understand the need for discipline in the police service
- outline the rules and regulations for discipline in the police service
- explain conformity and obedience.

Grading descriptors:
Pass: Describes issues of current practice regarding discipline.
Merit: Describes issues of current practice regarding discipline, using appropriate specialist language in context.
Distinction: Describes issues of current practice regarding discipline, correctly applying specialist language in context.
Delivery and assessment:
Learners must provide a definition of discipline together with an explanation of why rules and regulations are necessary within the police service and include the consequences of a lack of discipline and the effect on social order. Learners must also research and define conformity and obedience and provide a comparison between them. Learners should research types of rewards and punishments in the police service.

Unit 14 Understanding discipline in the police service (T/617/7660) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • video recordings • photographs • web pages • professional discussions.

Unit 14 Understanding discipline in the police service (T/617/7660) (cont'd)

Learning outcome 2

The learner will:

Understand authority in the police service.

The learner must:

- explain authority in the police service
- describe the types of authority in the police service

Grading descriptors:
Pass: Uses information about authority in the police service from a specialist source and communicates it in own words.
Merit: Uses information about authority in the police service found in different formats from at least two specialist sources and communicates it mostly accurately in own words.
Distinction: Uses information appropriately taken from a wide range of specialist sources, in different formats, and accurately communicates it in own words.
Delivery and assessment:
The learner must explain authority across the police service and the power/legislation which enforces obedience. Learners must compare and contrast both power and legislation and give reasoned conclusions about the implications of non-compliance to both the individual and group. Within this, the learner will research the nature of authority including power, position, status, corruption, disobedience, moral dilemmas and responsibility for decisions taken. Learners must also research the types of authority including authoritarian, dictatorial, consultative, and participative and describe how these forms of authority are applied to the police service.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • examples • posters • audio-visual presentation • professional discussions.

Unit 14 Understanding discipline in the police service (T/617/7660) (cont'd)

Learning outcome 3

The learner will:

Demonstrate self-discipline in the police service.

The learner must:

- demonstrate self-discipline
- demonstrate compliance with or adherence to conformity
- evaluate/review own levels of self-discipline

Grading descriptors:
Pass: Process and outcome will show application of some specialist self-discipline skills in undertaking work-related activities.
Merit: Process and outcome will show the effective application of specialist self-discipline skills in undertaking work-related activities.
Distinction: Process and outcome will show the consistent effective application of specialist self-discipline skills in undertaking work-related activities.
Delivery and assessment:
Learners can be assessed over a period of time to demonstrate consistency and a commitment to the police service through involvement in a variety of activities. Learners should demonstrate the following factors involved in self-discipline: • personal grooming and presentation • punctuality • time management • reliability • attendance • attitude • composure • performance and personality. Activities could include: • drills • uniform maintenance • adhering to team code • involvement in team activities • time management • attendance.

Unit 14 Understanding discipline in the police service (T/617/7660) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment (cont'd):
Learners should keep a reflective journal to be completed during the course, which identifies how they have demonstrated self-discipline.
Types of evidence:
Evidence must include: • journal • witness testimony • observation report • photographs. Evidence could include: • peer report • poster • professional discussions.

Unit 15 UK legal systems and the police service (A/617/7661)

Unit summary	In this unit learners will examine UK civil and criminal law and identify the structure and roles within the UK courts systems. They will explore different categories of criminal offence and carry out in-depth research into criminal cases in order to understand the processes involved in dealing with them through the legal system. They will also understand how legal systems impact on the police force.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand aspects of civil and criminal law.

The learner must:

- describe the differences between UK civil and criminal law
- identify the structures of the UK legal systems in civil and criminal matters
- explain the roles of personnel within the UK courts systems.

Grading descriptors:
Pass: Describes issues of current practice in civil and criminal law.
Merit: Describes issues of current practice in civil and criminal law, using appropriate specialist language in context.
Distinction: Describes issues of current practice in civil and criminal law, correctly applying specialist language in context.
Delivery and assessment:
The learner must describe the differences that exist between UK civil and criminal law, together with a comparison of the structure of the UK legal systems (choose one of the following: England, Scotland, Wales or Northern Ireland) for both civil and criminal matters. The learner must include areas such as: • levels of proof (balance of probabilities, beyond all reasonable doubt) • corroboration of evidence (Scotland) • court systems, for example Sheriff Court, Crown Court, Civil Court, High Court • penalties or sentences.

Unit 15 UK legal systems and the police service (A/617/7661) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
The learner must compare the hierarchy and function of courts within the chosen UK legal system, to include the following: • criminal courts, for example Supreme Court, Court of Appeal, Youth Court, Crown Court, Magistrates' Court • civil courts, for example County Court, Family Court, High Court, tribunals, Small Claims Court • hierarchy of Judges • issues or offences which can be heard at each type of court. The learner must describe the roles of key personnel within the UK courts systems, this could include: • the Judiciary • prosecutors • legal professional • lay people.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • case studies • professional discussions.

Unit 15 UK legal systems and the police service (A/617/7661) (cont'd)

Learning outcome 2

The learner will:

Understand how the legal systems impact on the police service.

The learner must:

- explain the legal constraints and limitations when dealing with different situations.

Grading descriptors:
Pass: Describes issues of current practice regarding the impact of legal systems.
Merit: Describes issues of current practice regarding the impact of legal systems, using appropriate specialist language in context.
Distinction: Describes issues of current practice regarding legal systems, correctly applying specialist language in context.
Delivery and assessment:
The learner must produce a training manual for a new recruit to the police service, which outlines the impact that the following legislations can have on the individual, providing examples. Under each heading the learner must include the legal definition of each piece of legislation that covers these areas, together with the full title (and date) of each: • data protection legislation • Official Secrets Act (1989) • use of reasonable force • defence of property • safeguarding (people and property). The learner must research the role of the (Crown Prosecution Service (CPS)).
Types of evidence:
Evidence must include: • report or presentation • training manual. Evidence could include: • brochure • leaflet • web pages • professional discussions.

Unit 15 UK legal systems and the police service (A/617/7661) (cont'd)

Learning outcome 3

The learner will:

Explore the procedures of a criminal case.

The learner must:

- demonstrate the processes involved in dealing with criminal cases

Grading descriptors:
Pass: Makes reference to research (from learning outcomes (LO) 1 and 2)
Merit: Demonstrates an understanding/use of research (from LO1 and 2).
Distinction: Demonstrates a consistent and detailed understanding/use of research (from LO1 and 2).
Delivery and assessment:
The learner must research two recent criminal cases, both of which have known outcomes. The learner must produce a case study making comparisons between both cases and observations regarding the conduct of the investigation and subsequent trial, making reference to learning made in LO1 and 2. Learners must work in small groups to plan and conduct a mock trial based on one of the case studies. The plan should identify appropriate personnel to carry out the trial, observing the procedures adopted by the court. The audience could comprise peers, tutors, and visitors from within the legal system who should provide a peer review, witness testimony or observation report. A learning log or a video recording should be kept to identify and show the learner's contribution to the exercise as an individual and a team member. Following the mock trial each learner must carry out an individual review of the trial process and whether procedures were followed.

Unit 15 UK legal systems and the police service (A/617/7661) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • case study • learning log • review. Evidence could include: • photographs • audio-visual presentation • peer feedback • Tutor observation • witness testimony • professional discussions.

Unit 16 Crime scene investigation (H/508/4073)

Unit summary	In this unit learners will research the principles of crime scene management and carry out an investigation of a crime scene, securing evidence and producing a crime scene report. They will analyse the outcomes of the data gathered and consider possible scenarios in order to reach a conclusion.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the principles of crime scene investigation.

The learner must:

- describe the basic principles of crime scene management.

Grading descriptors:
Pass: Describes issues of current practice within crime scene investigation.
Merit: Describes issues of current practice within crime scene investigation using appropriate specialist language in context.
Distinction: Describes issues of current practice within crime scene investigation correctly applying specialist language in context.
Delivery and assessment:
The learner must research the basic principles of crime scene investigation and produce a report or presentation, describing their findings. Learners should consider: • exchange principles (every contact leaves a trace) • associative evidence (linking people to place of crime) • control samples (known substances) • physical evidence - hair, blood, fingerprints, fluids, etcetera • non-physical evidence - photographs, swabs, etcetera • why and when is a crime scene investigated - violent crime, burglary, etcetera • recording and preservation of evidence. Learners must provide appropriate examples to support their understanding of the various principles and include an explanation of Locard's exchange principle.

Unit 16 Crime scene investigation (H/508/4073) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
Learners could describe the qualifications required at all levels of crime scene management and forensic science.
Types of evidence:
Evidence must include: • report or presentation • examples to support findings. Evidence could include: • photographs • professional discussions.

Unit 16 Crime scene investigation (H/508/4073) (cont'd)

Learning outcome 2

The learner will:

Undertake an investigation of a crime scene.

The learner must:

- demonstrate the use of basic crime scene investigation principles
- prepare evidence
- produce a crime scene report.

Grading descriptors:
Pass: Completes an investigation of a crime scene following a crime scene scenario.
Merit: Completes an investigation of a crime scene report mostly accurately following a crime scene scenario.
Distinction: Completes an investigation of a crime scene accurately and meets all of the requirements for a crime scene scenario.
Delivery and assessment:
This learning outcome (LO) will require the provision of a simulated crime scene scenario in order for learners to demonstrate the use of basic crime scene principles, as identified in LO1. Learners must complete a crime scene report of their investigation, listing the tasks and the evidence that was secured. They must describe how they secured and collected the evidence and how they examined the scene.
Types of evidence:
Evidence must include: • crime scene report • record of completed tasks • record of samples gathered and types (control samples/physical evidence) • copy of exhibits register • observation or witness testimony. Evidence could include: • audio-visual presentation • photographs • professional discussions.

Unit 16 Crime scene investigation (H/508/4073) (cont'd)

Learning outcome 3

The learner will:

Analyse the data following a crime scene investigation.

The learner must:

- analyse outcomes of the data gathered
- consider possible scenarios from the data gathered.

Grading descriptors:
Pass: Makes reasoned conclusions about the scenario based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the scenario based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the scenario, which inform future developments.
Delivery and assessment:
Learners must participate in a facilitated group discussion with a view to drawing together all of the data gathered during LO2. Following the group discussion, the learner should examine: • list of facts • items for consideration • potential evidence • the data gathered from the group accepting or eliminating items of data • the reasons behind the decision to accept or eliminate items of data. The learner should provide a written report or presentation outlining the findings and provide theories for how the crime took place and possible motives. Assessors, please note, there is no right or wrong answer to this exercise; however, learners should put forward recommended scenarios based upon their analysis of the information to hand, offering evidence to support their conclusions.

Unit 16 Crime scene investigation (H/508/4073) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • list of evidence/facts/considerations • report or presentation • observation record. Evidence could include: • peer reports • audio-visual evidence • professional discussions.

Unit 17 ICT in the police service (F/617/7662)

Unit summary	In this unit learners will understand ICT systems and procedures used by the police service and will describe the benefits of ICT usage, together with the legal and security factors that impact on ICT. They will understand online safety and security, taking into consideration hacking, viruses and cyber security. Learners will review their online presence and consider the impact it creates and understand the impact of identity theft.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand ICT systems and procedures used by the police service.

The learner must:

- identify the different types of systems used by the police service
- outline the legal and security requirements of using ICT systems in the police service
- describe the benefits of ICT for use within the police service.

Grading descriptors:
Pass: Describes issues of current practice in ICT systems and procedures used by the police service.
Merit: Describes issues of current practice in ICT systems and procedures used by the police service, using appropriate specialist language in context.
Distinction: Describes issues of current practice in ICT systems and procedures used by the police service, correctly applying specialist language in context.

Unit 17 ICT in the police service (F/617/7662) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner will carry out research into the different ICT systems and procedures used by the police service. The learner will research the legal and security requirements (legislation) regarding use and inappropriate use of these ICT systems by police force personnel and the penalties which could be imposed for inappropriate usage. Recent or historic examples should be provided. Legislation could include: • Human Rights Act (1998) • Privacy and data protection legislation/ General Data Protection Regulation (GDPR) (2018) • Communications Act (2003) • Malicious Communications Act (1988) A description of the benefits of using ICT for the police service should be provided.
Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • leaflet or guide • web pages • professional discussions.

Unit 17 ICT in the police service (F/617/7662) (cont'd)

Learning outcome 2

The learner will:

Understand online safety and security in the police service.

The learner must:

- understand online safety and security
- identify examples of when online safety and security has been relevant

Grading descriptors:
Pass: Describes issues of current practice in online safety and security.
Merit: Describes issues of current practice in online safety and security using appropriate specialist language in context.
Distinction: Describes issues of current practice in online safety and security correctly applying specialist language in context.
Delivery and assessment:
The learner must research current practices across the internet and social media sites to establish real or implied security threats to the police service and give examples. Learners may consider cases of: • illegal hacking • legal hacking • use of viruses, such as Trojan Horse and so on. The learner will research the benefits and opportunities that the internet and social media offer the police service. Learners may consider: • how social media can assist the police service • how social media can impede the police service • how social media can affect civil/human rights. Learners must describe their findings in detail and give examples of how current practices are assisting or threatening the online capabilities of the police service, with reference to cyber security.

Unit 17 ICT in the police service (F/617/7662) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report. Evidence could include: • presentation • web pages • blogs • posters • professional discussions.

Unit 17 ICT in the police service (F/617/7662) (cont'd)

Learning outcome 3

The learner will:

Review their online security.

The learner must:

- review their online security
- review the information that appears on their online profile
- consider the potential impact of their online profile.

Grading descriptors:
Pass: Makes reasoned conclusions about their online profile based on appropriate information.
Merit: Makes reasoned and balanced conclusions about their online profile based on the information.
Distinction: Makes well-reasoned and balanced conclusions about their online profile, which inform future developments.
Delivery and assessment:
The learner will carry out a review of their own personal online security, examining in detail: • their personal profiles • the potential impact that online details can cause in the wrong hands • steps required to protect their personal data. Learners could consider: • Facebook • X (formerly known as Twitter) • Instagram • Snapchat • TikTok • dating sites. Learners should also provide examples of individuals who have suffered from identity theft or inappropriate use of social network sites. Learners should provide details of organisations that can assist those who have suffered in this way.

Unit 17 ICT in the police service (F/617/7662) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • report or presentation. Evidence could include: • blogs • web pages • professional discussions.

Unit 18 Volunteering in the police service (J/617/7663)

Unit summary	In this unit learners will understand why volunteering is important in the police service and examine different types of opportunities, together with the skills and qualities needed to volunteer. They will participate in a volunteering opportunity and review and evaluate their experience.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand why volunteering is important in the police service.

The learner must:

- understand types of volunteering opportunities
- describe different roles within volunteering opportunities
- describe the benefits of volunteering to the individual
- identify skills and qualities needed to be a volunteer
- identify legislation affecting volunteers.

Grading descriptors:
Pass: Supports all points about the importance of volunteering with some sophisticated examples.
Merit: Supports all points about the importance of volunteering with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points about the importance of volunteering with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must research the types of volunteering opportunities available. These could include: • cadets • St John Ambulance • Red Cross • mountain rescue • Royal National Lifeboat Institution (RNLI) • police specials • Neighbourhood Watch • charities.

Unit 18 Volunteering in the police service (J/617/7663) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment (cont'd):
Learners should describe the roles which volunteers undertake in these organisations and identify the benefits to the individual. Learners must identify the skills and qualities needed to be an effective volunteer and carry out a self-assessment of their skills and qualities to identify areas of strength and areas for development. Skills might include: • communication skills (verbal, non-verbal and written) • organisational skills • specialist skills • practical skills. The rules, regulations and legislation affecting the volunteer role should be identified with an explanation of why each is important. These could include employment law, employment contracts, age limits, expenses or benefits, disclosure and barring service (DBS) disclosure, among others. Learners must also include sources of information about the availability of volunteering opportunities. Learners should identify a volunteering opportunity within the police service and research the organisation and the role available. This should include: • a description of the organisation and the role of volunteers within it • work that the volunteer will be doing • time commitment needed to make an effective contribution • skills needed to do this particular role • rules and regulations that underpin the volunteering opportunity.
Types of evidence:
Evidence must include: • report or presentation • bibliography • skills assessment. Evidence could include: • web pages • screenshots • professional discussions.

Unit 18 Volunteering in the police service (J/617/7663) (cont'd)

Learning outcome 2

The learner will:

Participate in a specific volunteer role within the police service.

The learner must:

- participate in a volunteering role.

Grading descriptors:
Pass: Completes the volunteering role following a role description.
Merit: No Merit available.
Distinction: No Distinction available.
Delivery and assessment:
The learner must produce a diary, journal or reflective diary to describe their experiences in participating in a volunteering role. The learner will obtain a witness statement or observation report where appropriate from the tutor, assessor or individuals within the workplace. Learners may also obtain a reference from their volunteering role if applicable. This learning outcome (LO) does not have merit or distinction as the volunteer experience is subject to external influences.
Types of evidence:
Evidence must include: • diary • journal • reflective diary • tutor/peer feedback. Evidence could include: • audio-visual presentation • professional discussions.

Unit 18 Volunteering in the police service (J/617/7663) (cont'd)

Learning outcome 3

The learner will:

Review the experience of the volunteering opportunity.

The learner must:

- review and evaluate the volunteering opportunity

Grading descriptors:
Pass: Makes reasoned conclusions about the experience of the volunteering opportunity based on appropriate information.
Merit: Makes reasoned and balanced conclusions about the experience of the volunteering opportunity based on the information.
Distinction: Makes well-reasoned and balanced conclusions about the experience of the volunteering opportunity, which inform future developments.
Delivery and assessment:
Learners must produce an evaluation of their experience within a volunteering opportunity. This should include a reflection of their input and effectiveness in the role, together with feedback from others, where available. They should draw conclusions about the benefits or otherwise that the experience provided.
Types of evidence:
Evidence must include: • evaluation • reflective journal, diary, log. Evidence could include: • tutor/peer feedback • witness testimony • references • professional discussions.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664)

Unit summary	In this unit learners will understand safeguarding and how it applies to vulnerable people and children including current legislation and the measures taken by police to safeguard vulnerable people. Learners will also understand how to recognise the signs and symptoms of abuse and harm. Learners will understand the features of the Prevent Duty and how to reduce the risk of radicalisation.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand safeguarding and how it applies to vulnerable people and children.

The learner must:

- describe what safeguarding is
- identify current legislation relating to vulnerable people
- explain the measures taken by the police in safeguarding vulnerable people and child protection.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice using appropriate specialist language in context.
Distinction: Describes issues of current practice correctly applying specialist language in context.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner will describe what safeguarding is and who it applies to. The learner must describe what is meant by a vulnerable person. The learner must research the legislation relating to vulnerable people and the protection of children. This could include: • The Care Act (2014) • Six Principles of Safeguarding • Mental Health Act (2007)/Mental Capacity Act (2005) • Equality Act (2010) • Children Act (1989)/(2004) • Sexual Offences Act (2003) • Domestic Abuse Act (2021) The learner must research the appropriate responsibilities and actions to be taken by police when dealing with vulnerable people and protection of children. Learners may consider the following: • place of safety • referral to other agencies • investigation.
Types of evidence:
Evidence must include: • written report. Evidence could include: • case studies • poster • leaflet • professional discussions.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd)

Learning outcome 2

The learner will:

Understand the national context of safeguarding and protection from abuse.

The learner must:

- identify national policies and local systems that relate to safeguarding and protection from abuse
- explain the roles of different agencies in safeguarding and protecting individuals from abuse
- identify reports into serious failures to protect individuals

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
Learners must identify national policies and local systems. Following learning outcome (LO) 1, research into legislation can be used. Learners must also identify the duties and responsibilities of the local authorities when dealing with safeguarding. Learners must explain the roles of different agencies. The legislations could include: • Welsh Government (n.d.) • Working Together to Safeguard Children 2023 • CPS (2013) Guidelines on Prosecuting Cases of Child Sexual Abuse • The Care Act 2014 • Mental Health Act 2007 • Mental Capacity Act 2005 Learners must research two contrasting case studies of serious failures to protect individuals. This should include a case study about vulnerable adults and one on child protection. Learners must identify where local and national policies have been amended due to inadequate safeguarding.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • case studies. Evidence could include: • reports • presentation • professional discussions.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd)

Learning outcome 3

The learner will:

Understand how to recognise signs of abuse or potential harm.

The learner must:

- define types of abuse
- describe the signs and/or symptoms that may be associated with different types of abuse
- explain why individuals might not disclose abuse.

Grading descriptors:
Pass: Uses technical terms consistently to explain knowledge, theories and concepts. Makes reasoned conclusions based on appropriate information.
Merit: Uses technical terms consistently to explain a wide range of sophisticated knowledge, theories and concepts. Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Uses technical terms consistently to explain the inter-relationships in a wide range of complex and sophisticated knowledge, theories and concepts. Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
The learner must define types of abuse and describe the signs and/or symptoms. These must include: • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others • sexual exploitation • domestic violence • female genital mutilation (FGM) • forced marriage • fabricated and induced illness • Child Criminal Exploitation • faith abuse • breast flattening. The learner must explain the reasons why an individual might not disclose abuse.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • written report • handbook. Evidence could include: • leaflet • poster • presentation • professional discussions.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd)

Learning outcome 4

The learner will:

Understand the Prevent Duty.

The learner must:

- define and describe the Prevent Duty
- describe the key features of the Prevent Duty
- identify ways to reduce the risk of radicalisation.

Grading descriptors:
Pass: Describes issues of current practice.
Merit: Describes issues of current practice using appropriate specialist language in context.
Distinction: Describes issues of current practice correctly applying specialist language in context.
Delivery and assessment:
The learner must define and describe the following: • radicalisation • extremism • terrorism. The learner must describe the key features of the Prevent Duty and explain why it exists. The learner must describe the three strategic objectives of the Prevent Duty: • challenging the ideology that supports terrorism and those who promote it • protecting vulnerable people • supporting sectors and institutions where there are risks of radicalisation. The learner must describe when attitudes, behaviours or actions might indicate signs of potential radicalisation. They must also explain the referral process where an individual is at risk of radicalisation. The learner must describe the intervention process for an individual at risk of radicalisation.

Unit 19 Safeguarding and the Prevent Duty (L/617/7664) (cont'd)

Learning outcome 4 (cont'd)

Types of evidence:
Evidence must include: • written report • group discussion. Evidence could include: • role play • presentation • professional discussions.

Unit 20 The development of the UK police service (R/617/7665)

Unit summary	In this unit learners will understand the history of policing and the development of the UK police service by identifying significant points in history and reviewing case studies that impact upon modern policing. Learners will also understand how legislation has impacted policing and they will describe police powers.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the history of policing and the development of the UK police service.

The learner must:

- identify significant points in policing history which have contributed to the development of UK policing
- discuss modern technologies which have aided policing
- review case studies about the impact on modern policing.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.

Unit 20 The development of the UK police service (R/617/7665) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must create a timeline of the developments of the police service nationwide from Sir Robert Peel, in 1829 to present day. The learner must discuss modern technologies which have aided policing. These could include: • CCTV • DNA • facial recognition • Automatic Number Plate Recognition (ANPR) • computerised technology • Artificial Intelligence (AI). The learner will review two case studies about the impact on modern policing. These could include cases such as: • Stephen Lawrence murder • The Miners' Strikes • The Birmingham 6 • Rotherham child sexual exploitation scandal.
Types of evidence:
Evidence must include: • timeline • case studies. Evidence could include: • report • presentation • professional discussions.

Unit 20 The development of the UK police service (R/617/7665) (cont'd)

Learning outcome 2

The learner will:

Understand how legislation has impacted on policing in the UK.

The learner must:

- explain the legislation that has impacted upon policing
- identify significant reasons and/or historic events which resulted in new legislation.

Grading descriptors:
Pass: Describes issues of current practice. Makes reasoned conclusions based on appropriate information.
Merit: Describes issues of current practice using appropriate specialist language in context. Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Describes issues of current practice correctly applying specialist language in context. Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
The learner must explain legislation that has impacted policing, including the following: • Public Order Act 1986 • Criminal Justice and Public Order Act 1984 • Criminal Law Act 1967 • Policing and Criminal Evidence Act 1984 • The Police Reform and Social Responsibility Act 2011 (Introduced Police Crime Commissioners). They could also include: • Prevention of Terrorism Act 2005 • Policing and Crime Act 2009 • Other Acts/pieces of legislation, and so on. The learner must identify significant reasons and/or historic events which resulted in new legislation.

Unit 20 The development of the UK police service (R/617/7665) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report • case studies. Evidence could include: • presentation • handbook • professional discussions.

Unit 20 The development of the UK police service (R/617/7665) (cont'd)

Learning outcome 3

The learner will:

Understand police powers in the United Kingdom.

The learner must:

- describe police powers to stop and search
- describe police powers of entry, search and seize
- describe police powers to arrest
- describe police powers of detention.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
The learner must define police powers and provide examples as to when these powers can be used in the United Kingdom. The learner must define police powers to stop and search, including: • power of the constable to stop and search • duty to make records concerning searches • roadside checks. The learner must define police powers of entry, search and seize and explain the difference between a warranted and non-warranted search. The learner must define police powers to arrest. The learner must define police powers of detention and the limitations of police detention. The learner must explain extensions to detention. The learner must explain the rights of the person detained.

Unit 20 The development of the UK police service (R/617/7665) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • report. Evidence could include: • booklet • handbook • web page • professional discussions.

Unit 21 Neighbourhood policing (Y/617/7666)

Unit summary	In this unit learners will understand how the types of criminal behaviour have an effect on communities and the types of factors that influence criminal behaviour. Learners will also understand the different aspects of neighbourhood policing as well as the collaborative approach and impact it has on communities.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand the types of criminal behaviour which have an effect on communities.

The learner must:

- describe the types of criminal behaviour affecting communities
- analyse the effects that criminal behaviour can have on local communities
- identify the role of Community Safety Partnerships in reducing criminal behaviour in local communities.

Grading descriptors:
Pass: Consistently and correctly applies appropriate technical terms/language and an understanding of theories and concepts. Makes reasoned conclusions based on appropriate information.
Merit: Consistently and correctly applies appropriate technical terms/language and an understanding of theories and concepts. Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Consistently and correctly applies appropriate technical terms/language and an understanding of theories and concepts. Makes well-reasoned and balanced conclusions, which inform future developments.

Unit 21 Neighbourhood policing (Y/617/7666) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must describe five types of criminal behaviour which affects local communities, from the following: • anti-social behaviour • environmental crime • domestic violence • burglary • drug misuse • hate crime • violent crime • serious and organised crime • repeat victimisation. Please note, this is not a definitive list. The learner must research the effects that criminal behaviour can have on local communities and analyse the impact, addressing a minimum of three of the following: • physical effects on the individual(s) • psychological effects on the victim(s) • direct family of the victim • local businesses • environmental damage • financial impact • employment. Please note, this is not a definitive list. The learner must identify the statutory role of Community Safety Partnerships (CSP) within a local authority area as outlined in the Crime and Disorder Act 1998 and identify the responsible authorities as outlined in this document. The learner must also outline in detail the way in which the responsible authorities should carry out their functions as a CSP.

Unit 21 Neighbourhood policing (Y/617/7666) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence:
Evidence must include: • written report • presentation. Evidence could include: • booklet • case studies • blog • professional discussions.

Unit 21 Neighbourhood policing (Y/617/7666) (cont'd)

Learning outcome 2

The learner will:

Understand the aspects of neighbourhood policing.

The learner must:

- describe the roles and responsibilities of the police officer within neighbourhoods
- describe the role of statutory and non-statutory services.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.
Delivery and assessment:
The learner must describe the roles and responsibilities of the neighbourhood police officer. This must include the problems and issues faced by neighbourhood policing. The learner must describe how the police and other statutory and non-statutory public services work together within communities. Statutory: • fire service • local authority • probation service • social services • education services. Non-statutory (third sector): • victim support • witness protection • domestic violence.

Unit 21 Neighbourhood policing (Y/617/7666) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • 'a day in the life of' • report. Evidence could include: • blog • handbook • presentation • professional discussions.

Unit 21 Neighbourhood policing (Y/617/7666) (cont'd)

Learning outcome 3

The learner will:

Understand a collaborative approach and the impact of neighbourhood policing.

The learner must:

- describe the structure of a neighbourhood policing team
- evaluate intelligence led neighbourhood policing
- analyse the collaborative approach and impact of neighbourhood policing.

Grading descriptors:
Pass: Makes reasoned conclusions based on the information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
The learner must describe the structure of a neighbourhood policing team in the context of the wider policing strategy, that is, policing framework. The learner must describe what is meant by intelligence led policing and how it informs operational strategies. They must describe the difference between 'information' and 'intelligence'. The learner must analyse the impact of the collaborative approach of neighbourhood policing in the context of community cohesion. The learner could include examples such as: • community integration • community groups • hate crime • gang culture • anti-social behaviour.

Unit 21 Neighbourhood policing (Y/617/7666) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • report • case studies. Evidence could include: • research project • handbook • leaflet • professional discussions.

Unit 22 Dealing with emergency incidents (D/617/7667)

Unit summary	In this unit learners will understand how to deal with and respond to emergency incidents including roles and responsibilities, call grades and how to respond safely. Learners will also understand scene preservation and the importance of health and safety at an emergency incident.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand how to respond to emergency incidents.

The learner must:

- identify what is classified as an emergency incident
- explain the role and responsibilities of the call handler and resource controller
- describe call grades and response criteria allocated to incidents reported to the police
- explain the importance of responding safely to emergency incidents whilst in response vehicles.

Grading descriptors:
Pass: Supports all points with some sophisticated examples.
Merit: Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Supports all points with sophisticated examples and appropriate comparisons.

Unit 22 Dealing with emergency incidents (D/617/7667)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must identify and define what is classified as an emergency incident – in accordance with the Civil Contingencies Act 2004. The learner must discuss the roles, responsibilities and procedures for a call handler and resource controller where an emergency incident is reported. They must describe the current grading system used by the police and what the estimated response times are. They must identify the need for training by public service personnel, the law for using warning systems, sirens and lights, driver accountability when driving a vehicle when attending an emergency incident, and so on. The learner must also explain the impact of the Highway Code and the code of practice for drivers of emergency response vehicles. The learner must explain the public perception of an accident caused by emergency response vehicles, detailing the impact that blue light accidents have had on communities. The learner should produce two case studies.
Types of evidence:
Evidence must include: • case studies. Evidence could include: • poster/leaflet • report • evaluation of case studies • professional discussions.

Unit 22 Dealing with emergency incidents (D/617/7667) (cont'd)

Learning outcome 2

The learner will:

Understand the roles and responsibilities of the statutory and non-statutory services in an emergency incident.

The learner must:

- identify the actions of the first responder at the scene of an incident
- describe the roles of the statutory and non-statutory agencies
- evaluate an emergency incident and the collaboration between statutory and non-statutory agencies.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.

Delivery and assessment:

The learner must identify the actions of the first responder and describe how they inform the appropriate services using CHALET:

- Casualties
- Hazards
- Access
- Location
- Emergency services required
- Type of incident.

The learner must describe the roles and responsibilities of statutory agencies, including:

- police
- fire service
- ambulance service
- highways agency.

The learner must describe the roles and responsibilities of non-statutory agencies, including:

- British Red Cross
- St John's Ambulance
- Victim Support
- Women's Royal Voluntary Service (WRVS)
- Religious organisations, for example, Salvation Army
- Samaritans.

Unit 22 Dealing with emergency incidents (D/617/7667) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment (cont'd):
The learner must evaluate a recent emergency incident. For example: • house fire • serious road traffic incident • bomb scare. The learner must discuss the impact of the services who worked together on the emergency incident.
Types of evidence:
Evidence must include: • report. Evidence could include: • leaflet • presentation • professional discussions.

Unit 22 Dealing with emergency incidents (D/617/7667) (cont'd)

Learning outcome 3

The learner will:

Understand scene preservation at emergency incidents.

The learner must:

- identify the reasons for preserving the scene of an emergency incident
- describe the specialist roles that could be involved in the investigation of an emergency incident
- explain the measures taken to preserve the scene of an emergency incident.

Grading descriptors:
Pass: Consistently and correctly applies appropriate technical terms and understands theories and concepts. Supports all points with some sophisticated examples.
Merit: Consistently and correctly applies appropriate technical terms and understands theories and concepts. Supports all points with sophisticated examples and some appropriate comparisons.
Distinction: Consistently and correctly applies appropriate technical terms and understands theories and concepts. Supports all points with sophisticated examples and appropriate comparisons.

Unit 22 Dealing with emergency incidents (D/617/7667) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment:
The learner must identify the reasons for preserving the scene of an emergency service incident and should consider: • the need for ongoing investigation • accident investigation • the cause and possible blame • how to secure and preserve evidence • how it impacts future working practices. The learner must describe the specialist roles and responsibilities of those involved in crime scene preservation, including: • Health and Safety Executive (HSE) • forensic investigators (Police, Fire, Home Office). The learner must explain the measures taken to preserve the scene. This could include: • role of the first responder • removal of non-essential personnel • establishing a common approach path • wearing appropriate protective clothing • cordons • cross contamination of evidence • tents • crowd control.
Types of evidence:
Evidence must include: • case studies • fact file. Evidence could include: • presentation • recorded discussion • written report • professional discussions.

Unit 22 Dealing with emergency incidents (D/617/7667) (cont'd)

Learning outcome 4

The learner will:

Review the importance of health and safety at an emergency incident.

The learner must:

- identify dangers that can exist at an emergency incident
- describe measures to be taken for self-preservation
- identify methods of communication with the public
- describe the current legislation and regulations to health and safety at the scene of an emergency incident.

Grading descriptors:
Pass: Uses technical terms consistently to explain knowledge, theories and concepts. Describes issues of current practice.
Merit: Uses technical terms consistently to explain a wide range of sophisticated knowledge, theories and concepts. Describes issues of current practice.
Distinction: Uses technical terms consistently to explain the inter-relationships in a wide range of complex and sophisticated knowledge, theories and concepts. Describes issues of current practice.

Unit 22 Dealing with emergency incidents (D/617/7667) (cont'd)

Learning outcome 4 (cont'd)

Delivery and assessment:

The learner must identify the dangers that can exist at an emergency incident.

The learner must choose two incidents and compare the dangers at each incident. These could include:

- house fire
- serious road traffic incident
- bomb scare/explosion
- hazardous chemical spill.

The learner must describe different types of Personal Protective Equipment (PPE) used by public services when attending the scene of an emergency incident. They should describe how and why they are used.

The learner must identify different methods of communication with the public when there is an emergency incident, including:

- social media
- TV
- radio
- newspapers
- warning signs/notifications.

The learner must describe current legislation and regulations to health and safety at the scene of an emergency incident. These could include:

- Health and Safety at Work Act (1974)
- Health and Safety Six pack Regulations
- Standard operation procedures (SOP's)
- Control of Substances Hazardous to Health (COSHH) (2002).

Types of evidence:

Evidence must include:

- case study
- leaflet or fact file.

Evidence could include:

- written document
- presentation
- handbook
- professional discussions.

Unit 23 Understanding mental health (H/617/7668)

Unit summary	In this unit learners will understand mental health problems and the factors that influence them. They will also describe the impact of mental health on society as well as the links between substance and/or alcohol misuse. Learners will understand how mental health relates to offending and the criminal justice system as well as self-harm and suicide prevention.
Total Qualification Time	80
Guided learning hours	60
Level	3
Mandatory/optional	Optional
Grading	This unit is graded

Learning outcome 1

The learner will:

Understand mental health problems and social consequences.

The learner must:

- describe factors which influence outcomes for someone with a mental health problem
- describe difficulties which family members and/or carers might experience
- describe the links between mental health problems and poor physical health
- explain the impact of mental health problems on society generally.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.

Unit 23 Understanding mental health (H/617/7668) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment:
The learner must understand mental health problems and social consequences. This must include: • the individual • their family • society as a whole. Learners are required to describe a range of factors, which may influence outcomes for someone with a mental health problem. These should include social, legal, financial and health (mental and physical). Both positive and negative factors should be included. Learners need to consider how having someone in their family with a mental health problem may affect others in the household, whether it be children, partners, parents, or carers. Evidence here should not merely concentrate on the financial cost but should reflect a broad view of the impact on society. Some relevant statistical information should be included.
Types of evidence:
Evidence must include: • report • presentation. Evidence could include: • research • case study • leaflet • handbook • web page • professional discussions.

Unit 23 Understanding mental health (H/617/7668) (cont'd)

Learning outcome 2

The learner will:

Understand the use/misuse of substances and alcohol in the context of mental health problems.

The learner must:

- describe different drugs or substances both prescribed and non-prescribed
- describe the effects on an individual and their behaviour
- explain why someone with a mental health problem might take non-prescribed drugs
- describe potential consequences of substance and/or alcohol misuse
- explain why a non-judgemental approach is important.

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
The learner must describe different examples of drugs or substances, both prescribed and non-prescribed. Learners should avoid the use of slang names for illicit drugs where reasonably possible. Learners must describe the effects of each category and should include the main physical and mental health changes associated with each, as well as behavioural changes. Learners should consider what might be observable in terms of the behaviour of someone who is under their care. The learner must explain the benefits of taking substances for someone with a mental health problem. People generally take different types of substance(s) for different reasons. Learners need to consider the range of problems which might be helped and the effects/experience of taking various substances. Learners should investigate the risks and potential consequences for the individual with a mental health problem of taking substances from each category, particularly in terms of mental and physical health.

Unit 23 Understanding mental health (H/617/7668) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:
Evidence must include: • report • presentation. Evidence could include: • fact file • handbook • case studies • professional discussions.

Unit 23 Understanding mental health (H/617/7668) (cont'd)

Learning outcome 3

The learner will:

Understand mental health problems in the context of offending and the criminal justice system.

The learner must:

- explain the connections between mental health and offending
- explain the provisions within mental health legislation for the assessment and treatment of people who are in contact with the criminal justice system
- describe the challenges that may be faced when supporting a person with mental health problems within a custody environment

Grading descriptors:
Pass: Makes reasoned conclusions based on appropriate information.
Merit: Makes reasoned and balanced conclusions based on the appropriate information.
Distinction: Makes well-reasoned and balanced conclusions, which inform future developments.
Delivery and assessment:
Learners must explore the connection between offending and mental health problems, explaining the drivers for offending and citing statistical information. Sources need to be given. The learner must outline the following: • Magistrates' and police 'place of safety' orders • pre-trial and post-trial orders • Ministry of Justice restrictions. Learners must consider behaviour, the effects on the individual's mental state, and risks. The learner must explain the provisions within mental health legislation, including: • The Care Act (2014) • Mental Capacity Act (2005) • Mental Health Act (1983) (amended in 2007) • The Police and Crime Act (2017) The learner must describe the challenges faced in supporting someone within a criminal justice setting, how specific needs are identified and addressed, how effective communication is enabled, and the importance of a non-judgemental approach in providing support.

Unit 23 Understanding mental health (H/617/7668) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence:
Evidence must include: • fact file • report. Evidence could include: • research file • handbook • case studies • professional discussions

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 3 Introductory Certificate, Certificate, Diplomas and Extended Diploma in Policing are internally assessed and externally quality assured.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes (LOs). On completion of each unit learners must declare that the work produced is their own. The assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the timetable of the course and should be supervised and assessed by the tutor. Assessment activities can be integrated with the teaching of the unit.

Work to be completed outside of the classroom may be set where applicable, such as where learners are required to research a topic. Any work submitted for assessment must be authenticated and attributable to the learner. The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that the majority of the portfolio should be completed in normal class time.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

There is compensation within the internally assessed units as the grading descriptors are now based on LOs rather than specific assessment criteria (AC). This allows for increased professional judgement on the part of the assessor in terms of the learners' overall level of performance against the LOs.

Supervision of learners

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Tutors/assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors/assessors should supervise the work carried out by learners to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment.

Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material - however, model or worked answers should not be copied by the learner.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

NCFE qualifications have been designed to enable learners to demonstrate their knowledge, understanding and skills. It is expected that their level of performance will improve over the course and tutor feedback is an essential part of the process.

It is important that feedback should focus on helping learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

Tutors should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'You know the key features of making an evaluation. Check whether these are included in your own work'
- reference learning points, for example, 'Your answer might be better if you included strategies we discussed earlier'
- limit your comments to one or two key areas
- always record feedback given to individual learners.

Tutors must not:

- provide templates or model answers
- give feedback on specific elements of tasks (unless required by the learning outcome (LO))
- give specific feedback on how to achieve a higher grade
- list negative points for correction.

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

The assessment activities should be comparable (for example between tutors in different classes, or from one week to the next within a class).

Tutors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

Tutors must encourage independent working and development of responsibility, including providing scope for achieving merit and distinction grades.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer (QA).

The recorded evidence should allow the learner to demonstrate the learning outcomes (LOs) clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the QA will need to be able to see how each learner being assessed has contributed and met the LOs.

To help our QAs to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the QA can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the QA to hear both the learner(s) and the assessor (if applicable).

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Late submissions

Tutors and assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer (IQA) to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit the unit grades will either be accepted and banked by your External Quality Assurer (EQA) or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, regrade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your EQA, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the EQA did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers (IQAs) to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. IQAs are also responsible for supporting assessors by offering advice and guidance.

The IQA will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The IQA provides the vital link between the assessors and the EQA and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by EQAs who are appointed, trained and monitored by NCFE. EQAs are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their EQAs contact details on registration of learners with NCFE.

External quality assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your EQA or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of these qualifications is graded using a structure of not yet achieved /pass/merit/distinction.

Grading internally assessed units

The grading descriptors for each unit have been included in this Qualification Specification. Grading descriptors have been written for each assessment criteria (AC) in a unit. Assessors must be confident that, as a minimum, all learning outcomes (LOs) have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5.

Once assessors are confident that all the pass descriptors have been met, they can move on to decide if the merit descriptors have been met. If the assessor is confident that all the merit descriptors have been met, they can decide if the distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the LOs, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the Qualification Specification. For example, if a LO/(AC) is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade. If a LO/AC is only achievable at a merit level, then this grading criteria can be discounted when calculating the overall unit grade. If a LO/AC is only achievable at a distinction level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the pass criteria, a grade of not yet achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to UMS score.

Awarding the final grade

The final qualification grade is calculated by combining the UMS scores for each unit. The total UMS will then be converted into a grade based on the following fixed thresholds:

UMS	Max	P	M	D	D*
Introductory Certificate	300	135	165	195	Learners need to achieve a distinction for each unit in order to achieve an overall grade of distinction*
Certificate	600	270	330	390	
Diploma (540)	900	405	495	585	
Diploma (720)	1200	540	660	780	
Extended Diploma	1800	810	990	1170	

The final grade for the qualification is based on a structure of not yet achieved/pass/merit, distinction/distinction*.

The final grade will be issued to the centre by NCFE and will be awarded not yet achieved/pass/merit/distinction/distinction*.

While NCFE do not anticipate any changes to our aggregation methods or any overall grade thresholds there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this Qualification Specification may be subject to change.

Section 5

Glossary of terms

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors ***(see mostly accurately)***.
Advanced ways	Solutions may be more complex or more considered. For example – I took photographs of the main evidence at the crime scene from a number of different angles and then photographed the rest of the room and the entrance. ***(see basic ways and considered ways)***.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where they are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion ***(see reasoned conclusions)***.
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – I took a photograph of the main evidence at the crime scene ***(see advanced ways and considered ways)***.
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements ***(see technical problems)***.
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from ***(see limited experimentation and simple experimentation)***.
Considered ways	Ideas or solutions show some degree of thought ***(see advanced ways and basic ways)***.
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context ***(see use).***
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the tutor/assessor.
Effective solutions	Solutions are appropriate to the vocational area ***(see possible solutions)***.
Efficiently solves	Solves in a manner appropriate to the vocational area.
Everyday language	The learner uses own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology ***(see specialist terms/language and technical terms/language)***.
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation ***(see technical understanding)***.
Format of source	The style of information - for example a questionnaire, a report, an observation, interview, etcetera ***(see type of source)***.

Glossary of terms (cont'd)

Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from ***(see considered experimentation and simple experimentation)***.
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome ***(see accurately and some degree of accuracy)***.
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution ***(see effective solutions)***.
Range	Frequent use of most common words/techniques/materials ***(see some and wide range)***.
Reasoned conclusions	Explanations are provided as to why a conclusion was made ***(see balanced conclusions)***.
Simple experimentation	Straightforward, most obvious experimentation is carried out ***(see limited experimentation and considered experimentation)***.
Some	Occasional use of most common words/techniques/materials ***(see range and wide range)***.
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors ***(see accurately and mostly accurately)***.
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made ***(see straightforward examples)***.
Specialist skill	Advanced technical skills in context ***(see technical skills)***.
Specialist terms/language	Advanced technical terms in context ***(see everyday language and technical terms/language)***.
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made ***(see sophisticated examples)***.
Technical problems	A problem specific to the vocational area. This could include equipment, processes etcetera. For example, catering – cake not rising; photography – image overexposed ***(see complex technical problems)***.
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes ***(see specialist skills)***.
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etcetera. Sports coaching – joint care, nutrition, conditional adaptations, etcetera. Crime scene – exchange principle, associative evidence, preservation of evidence. ***(see everyday language and specialist terms/language)***.
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding ***(see general understanding)***.
Type of source	The place that the information comes from - for example the internet, a museum visit, staff, visitors ***(see format of source)***.
Use	Applying general or basic skills or knowledge to a task ***(see correctly applies).***
Wide range	Uses all relevant words/techniques/materials that could be expected at this level ***(see range)***.

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the six diversity strands (gender, age, race, disability, religion, and sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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