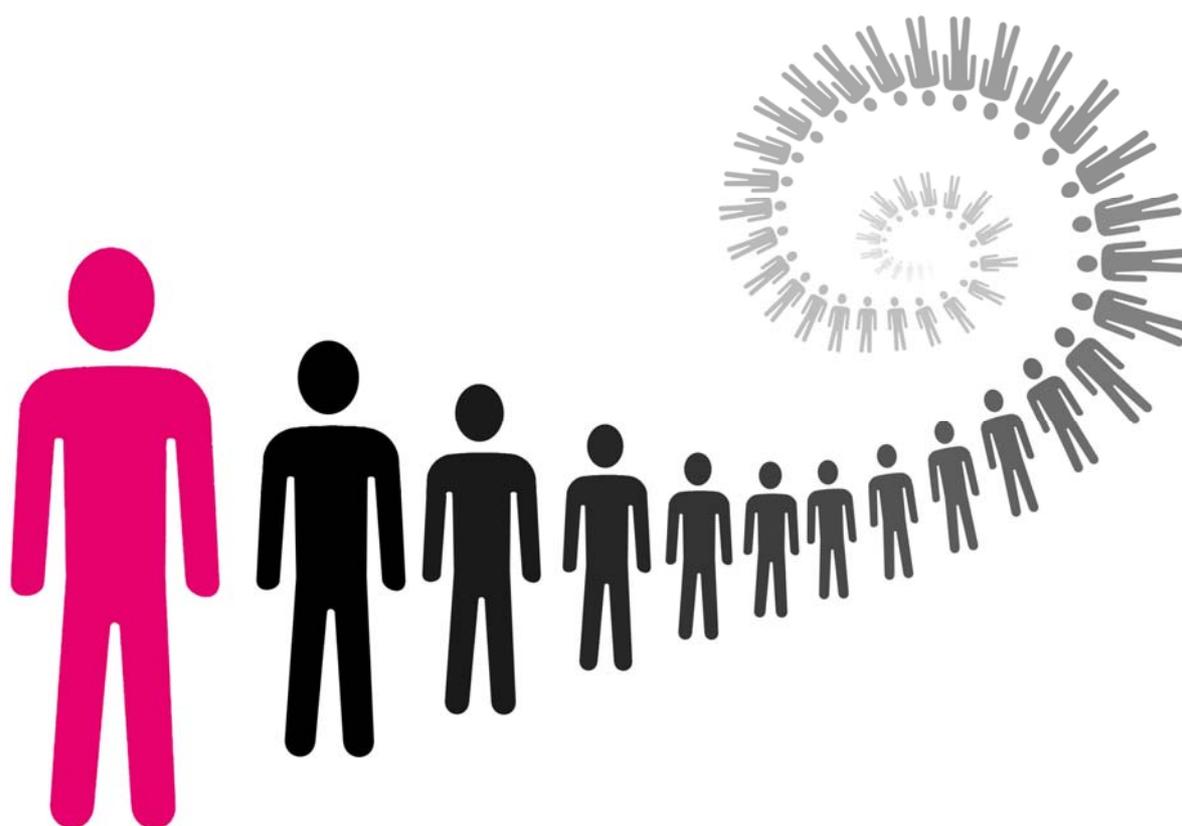


Level 4 Certificate in police first line management (3931-41)

Qualification handbook for centres

501/1463/3



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Level 4 Certificate in police first line management (3931-41)

Qualification handbook for centres



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City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	Introduction to the qualification	5
1.1	Qualification structure	5
1.2	Opportunities for progression	6
2	Centre requirements	7
2.1	Resource requirements	7
2.2	Candidate entry requirements	8
3	Course design and delivery	9
3.1	Initial assessment and induction	9
3.2	Recommended delivery strategies	9
4	Assessment	10
4.1	Summary of assessment methods	10
4.2	Recording forms	10
5	Units	11
Unit 001	Manage personal development	12
Unit 002	Set objectives and provide support for team members	17
Unit 003	Conduct intelligence driven briefing, tasking and debriefing	22
Unit 004	Prepare for, monitor and maintain, law enforcement operations	26
Unit 005	Supervise the response to critical incidents	30
Unit 006	Supervise investigations and investigators	33
Appendix 1	Sources of general information	37

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 4 Certificate in police first line management
City & Guilds qualification number	3931-41
Qualification accreditation number	501/1463/3
Last registration date	30/04/13
Last certification date	30/04/16

This qualification is for people seeking promotion from constable to sergeant in the Police Service.

1.1 Qualification structure

To achieve the Level 4 Certificate in police first line management learners must achieve 25 credits from the following 6 mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
F/600/9469	001	Manage personal development	4
M/600/9600	002	Set objectives and provide support for team members	5
R/601/3624	003	Conduct intelligence driven briefing, tasking and debriefing	3
K/601/3659	004	Prepare for, monitor and maintain, law enforcement operations	5
M/601/4795	005	Supervise the response to critical incidents	4
J/601/4804	006	Supervise investigations and investigators	4

1.2 Opportunities for progression

After successful completion of this qualification, learners can progress onto the Level 5 Certificate in police management.

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer any of the present Policing management suite of qualifications

Level 3 Supervisory management (7463-13)

Level 4 Operational management (7463-14)

Level 5 Organisational management (7463-24)

Level 5 Strategic management (7463-15)

may apply for approval for the new 3931-41 Level 4 Certificate in police first line management using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Assessors and internal verifiers

The following information is taken from the Skills for Justice document 'Assessment Strategy for Police competence based qualifications other than NVQ's in the QCF' which governs the assessment of this qualification within the QCF.

Assessors

All assessors must

1. be qualified as an assessor (A1) or have been trained to assess through a programme that meets the requirements of the Police Learning Descriptor for Assessor Training. Assessor training authorised and monitored by an Awarding Organisation (although not necessarily leading to A1) would also be acceptable. Where centres use trained assessors they must provide evidence of the training undertaken to Awarding Organisations.
2. have the role of assessor identified within their role profile, where assessment forms part of an individual's role
3. be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice Sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could

present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessor. Assessor must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainee or manager.

4. be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
5. maintain their occupational competence by either actively engaging in continuous professional development activities by performing the operational role as part of their regular responsibilities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

Internal verifiers

All internal verifiers must:

1. be either qualified as a Verifier (V1) or have been trained to perform the function of verification. A programme that meets the requirements of any Police learning Descriptor for Verification Training or V1 training authorised and monitored by an Awarding Organisation (although not necessarily leading to V1) would also be acceptable. Where centres use trained Verifiers, they must provide evidence of the training undertaken to Awarding Organisations.
2. be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers must understand the nature and context of the assessors' work and that of their candidates. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
3. ensure that assessment has been carried out by persons who are 'occupationally competent' within the area they are assessing.
4. maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.
5. have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is not approved for use by candidates under the age of 18, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification[s]. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification[s] they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification[s]. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

- a portfolio of evidence for each unit.

4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:

www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

5 Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- Title
- Level
- Credit value
- NDAQ number
- Unit aim
- Learning outcomes
- Guided learning hours
- Relationship to NOS
- Support by sector skills council
- Information on assessment

Unit 001

Manage personal development

Level: 2

Credit value: 4

NDAQ number: F/600/9469

Unit aim

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to identify and agree performance requirements of own work role
2. Be able to measure and progress against objectives
3. Be able to identify gaps in skills and knowledge in own performance
4. Be able to carry out and assess activities within own development plan

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Unit 001

Outcome 1

Manage personal development

Be able to identify and agree performance requirements of own work role

Assessment Criteria

The learner can:

1.1 Outline work role performance requirements with those they report to.

Unit 001

Outcome 2

Manage personal development

Be able to measure and progress against objectives

Assessment Criteria

The learner can:

2.1 Identify ways that progress will be measured against own work objectives.

Unit 001

Outcome 3

Manage personal development

Be able to identify gaps in skills and knowledge in own performance

Assessment Criteria

The learner can:

- 3.1 Explain knowledge and skills required for own work role.
- 3.2 Identify opportunities and resources available for personal development.
- 3.3 Produce a development plan to address own needs and agree with line manager.

Unit 001

Outcome 4

Manage personal development

Be able to carry out and assess activities within own development plan

Assessment Criteria

The learner can:

- 4.1 Plan activities in own development plan that address identified needs.
- 4.2 Collect feedback from colleagues on the result of development activities on own performance.
- 4.3 Assess the success of activities carried out as part of own development plan.

Unit 002

Set objectives and provide support for team members

Level: 3

Credit value: 5

NDAQ number: M/600/9600

Unit aim

This unit helps learners to set and support individuals and teams to achieve objectives.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to communicate a team's purpose and objectives to the team members
2. Be able to develop a plan with team members showing how team objectives will be met
3. Be able to support team members identifying opportunities and providing support
4. Be able to monitor and evaluate progress and recognise individual and team achievement

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to B5 Provide leadership for your team

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Unit 002 Set objectives and provide support for team members

Outcome 1 Be able to communicate a team's purpose and objectives to the team members

Assessment Criteria

The learner can:

- 1.1 Describe the purpose of a team.
- 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- 1.3 Communicate the team's purpose and objectives to its members.

Unit 002

Set objectives and provide support for team members

Outcome 2

Be able to develop a plan with team members showing how team objectives will be met

Assessment Criteria

The learner can:

- 2.1 Discuss with team members how team objectives will be met.
- 2.2 Ensure team members to participate in the planning process and think creatively.
- 2.3 Develop plans to meet team objectives.
- 2.4 Set SMART personal work objectives with team members.

Unit 002

Set objectives and provide support for team members

Outcome 3

Be able to support team members identifying opportunities and providing support

Assessment Criteria

The learner can:

- 3.1 Identify opportunities and difficulties faced by team members.
- 3.2 Discuss identified opportunities and difficulties with team members.
- 3.3 Provide advice and support to team members to overcome identified difficulties and challenges.
- 3.4 Provide advice and support to team members to make the most of identified opportunities.

Unit 002

Set objectives and provide support for team members

Outcome 4

Be able to monitor and evaluate progress and recognise individual and team achievement

Assessment Criteria

The learner can:

- 4.1 Monitor and evaluate individual and team activities and progress.
- 4.2 Provide recognition when individual and team objectives have been achieved.

Unit 003

Conduct intelligence driven briefing, tasking and debriefing

Level: 4

Credit value: 3

NDAQ number: R/601/3624

Unit aim

This unit is about conducting briefing, tasking and debriefing of individuals in a manner that is driven by, and contributes to, the use of intelligence to support organisational objectives. This work will be informed by the requirements of the Intelligence Model used in your organisation (for example, National Intelligence Model for policing).

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know, understand and apply relevant legal and organisational requirements
2. Be able to conduct intelligence driven briefing
3. Be able to conduct intelligence driven debriefing

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to CB3.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Additional unit assessment requirements

This unit requires the workplace assessment of occupational competence.

Simulation is not allowed for any performance evidence within this unit.

The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

Unit 003

Conduct intelligence driven briefing, tasking and debriefing

Outcome 1

Know, understand and apply relevant legal and organisational requirements

Assessment Criteria

The learner can:

- 1.1 Describe the key features of legislation, organisational requirements and guidelines in relation to intelligence driven briefing, tasking and debriefing
- 1.2 Describe the key features of the intelligence model used within their organisation, briefing models, and the management of information in their area of work.

Unit 003

Conduct intelligence driven briefing, tasking and debriefing

Outcome 2

Be able to conduct intelligence driven briefing

Assessment Criteria

The learner can:

- 2.1 Use gathered information and intelligence to assign specific tasks to individuals commensurate with their abilities, training, experience
- 2.2 Ensure that individuals understand all their tasks and responsibilities
- 2.3 Evaluate the progress of tasks.

Unit 003

Conduct intelligence driven briefing, tasking and debriefing

Outcome 3

Be able to conduct intelligence driven debriefing

Assessment Criteria

The learner can:

- 3.1 Conduct a debriefing of all individuals in accordance with operational requirements
- 3.2 Submit all acquired information and intelligence in an appropriate and timely manner
- 3.3 Fully document all decisions, actions, options and rationale.

Unit 004

Prepare for, monitor and maintain, law enforcement operations

Level: 4

Credit value: 5

NDAQ number: K/601/3659

Unit aim

This unit is concerned with the planning of law enforcement operations. These may be small-scale operations, involving only a few officers, or they may be larger scale events. In either case, the planning of the operation is crucial to ensure that the operation is carried out safely, effectively and sensitively.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand legal and organisational requirements in relation law enforcement operations
2. Be able to prepare for law enforcement operations
3. Be able to monitor and maintain law enforcement operations

Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit is linked to CC7

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Unit additional assessment requirements

This unit requires assessment of occupational competence in the workplace on at least 3 separate occasions.

Simulation is not allowed for any performance evidence within this unit.

The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit.

Unit 004

Prepare for, monitor and maintain, law enforcement operations

Outcome 1

Understand legal and organisational requirements in relation law enforcement operations

Assessment Criteria

The learner can:

- 1.1 Identify current, relevant legislation, policies, procedures, codes of practice and guidelines for planning law enforcement operations.
- 1.2 Explain how the required authorities are obtained.

Unit 004

Prepare for, monitor and maintain, law enforcement operations

Outcome 2

Be able to prepare for law enforcement operations

Assessment Criteria

The learner can:

- 2.1 Confirm the specific tasks and objectives allocated to them
- 2.2 Gather and review all the available information and intelligence in relation to the operation
- 2.3 Allocate the required resources, identifying and reporting any lack of resources
- 2.4 Obtain the required authorities.

Unit 004

Prepare for, monitor and maintain, law enforcement operations

Outcome 3

Be able to monitor and maintain law enforcement operations

Assessment Criteria

The learner can:

- 3.1 Deploy all resources and carry out actions in accordance with the plan
- 3.2 Take action to deal with any contingencies in accordance with their level of authority
- 3.3 Continually monitor the evolving operation and adjust the actions of the team accordingly
- 3.4 Report the outcomes' of your teams involvement, to the person in charge.

Unit 005

Supervise the response to critical incidents

Level: 4

Credit value: 4

NDAQ number: M/601/4795

Unit aim

This unit is intended for police officers and staff who provide frontline response and supervision in the event of an actual or potential critical incident.

It describes the performance required when supervising the response to a critical incident. This includes:

- identifying a potential critical incident
- dealing with the incident
- referral to others when required.

A critical incident is defined as any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know and understand the requirements for responding to critical incidents
2. Be able to supervise the response to critical incidents

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CD101.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Unit additional assessment requirements

This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this standard.

The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit

Unit 005

Supervise the response to critical incidents

Outcome 1

Know and understand the requirements for responding to critical incidents

Assessment Criteria

The learner can:

- 1.1 Identify the current, relevant legislation, protocols, procedures and guidelines for supervision of critical incidents
- 1.2 Describe the characteristics of, and differences between
 - a critical incident
 - a major incident
- 1.3 Explain the factors which indicate the potential for the development of a critical incident
- 1.4 Explain the importance of the golden hour principles to ensure that forensic opportunities are maximised and evidence is not lost
- 1.5 Explain how to use the conflict management model
- 1.6 Explain the principles of resource management and deployment during critical incidents
- 1.7 Describe the potential impact of a critical incident on individuals and communities
- 1.8 Summarise the communication requirements in relation to dealing with a critical incident in respect of those affected, colleagues and partner organisations and the media
- 1.9 Describe roles and responsibilities within the command and control structure for critical incidents.

Unit 005

Outcome 2

Supervise the response to critical incidents

Be able to supervise the response to critical incidents

Assessment Criteria

The learner can:

- 2.1 Make an initial assessment of the situation and implement a structured response
- 2.2 Ensure actions are taken promptly to preserve and secure information and evidence
- 2.3 Ensure actions take account of their potential impact on individuals and the confidence of communities
- 2.4 Conduct on-going dynamic assessment of risks involved and escalate the incident to appropriate level of authority if required
- 2.5 Deploy appropriate resources required to meet the needs of the response
- 2.6 Liaise with partners and consider the appropriate sharing of information as required.

Level: 4
Credit value: 4
NDAQ number: J/601/4804

Unit aim

This unit is about supervising criminal investigations which fall within their area of responsibility and the investigators conducting them. These may be either volume and priority or serious and complex investigations.

This unit does not apply to major investigations, which are covered in a separate unit, Manage major investigations.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the requirements for supervising investigations and investigators
2. Be able to supervise investigations
3. Be able to supervise and support investigators

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit of assessment relates directly to Supervise investigations and investigators (approved as National Occupational Standard) unit CI105.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by Skills for Justice.

Assessment

This unit will be assessed by:

- Portfolio.

Unit additional assessment requirements

This unit requires the workplace assessment of occupational competence for at least 1 occasion of supervising and investigation and investigators.

For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.

Simulation is not allowed for any performance evidence within this unit.

The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit

Unit 006

Outcome 1

Supervise investigations and investigators

Understand the requirements for supervising investigations and investigators

Assessment Criteria

The learner can:

- 1.1 Identify current, relevant legislation, policies, procedures, codes of practice and guidelines for supervising and conducting investigations
- 1.2 Explain the procedures for managing and disclosing information relating to investigations in accordance with national crime recording standards
- 1.3 Explain the principles of selecting investigators according to their skills and experience in relation to the investigation concerned
- 1.4 Describe the planning and risk assessment processes associated with conducting investigations.

Assessment Criteria

The learner can:

- 2.1 Ensure all the material gathered as part of an investigation is recorded, retained and revealed in line with current legislation and policy
- 2.2 Monitor and evaluate the progress of the investigation and take action to support the investigator if necessary
- 2.3 Ensure all individuals are dealt with in an ethical manner, recognising their needs with respect to race, diversity and human rights
- 2.4 Ensure case files are prepared and submitted and post-charge procedures completed in compliance with current legislation, policy and guidance
- 2.5 Review the investigation, identifying and communicating lessons to be learned by self and other relevant people
- 2.6 Ensure the investigation has been recorded and finalised in accordance with national crime recording standards.

Assessment Criteria

The learner can:

- 3.1 Select and brief the investigator and other relevant people about the investigation, clarifying what is expected of them
- 3.2 Ensure that investigators follow force policy in relation to risk assessment and management
- 3.3 Ensure the investigator develops an investigation plan to effectively identify, prioritise and pursue all relevant lines of enquiry
- 3.4 Provide advice and guidance to the investigator where required to ensure that all lines of enquiry are dealt with appropriately
- 3.5 Ensure the investigator fully documents all decisions, actions, options and rationale in accordance with current policy and legislation and briefs others to ensure continuity
- 3.6 Ensure the investigator passes on relevant material promptly to the appropriate person or department.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**

Find out how to register and certificate candidates on line

- **Qualifications and Credit Framework (QCF)**

Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- **Events**

Contains dates and information on the latest Centre events

- **Online assessment**

Contains information on how to register for GOLLA assessments.

City & Guilds

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www.cityandguilds.com

Useful contacts

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General qualification information

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