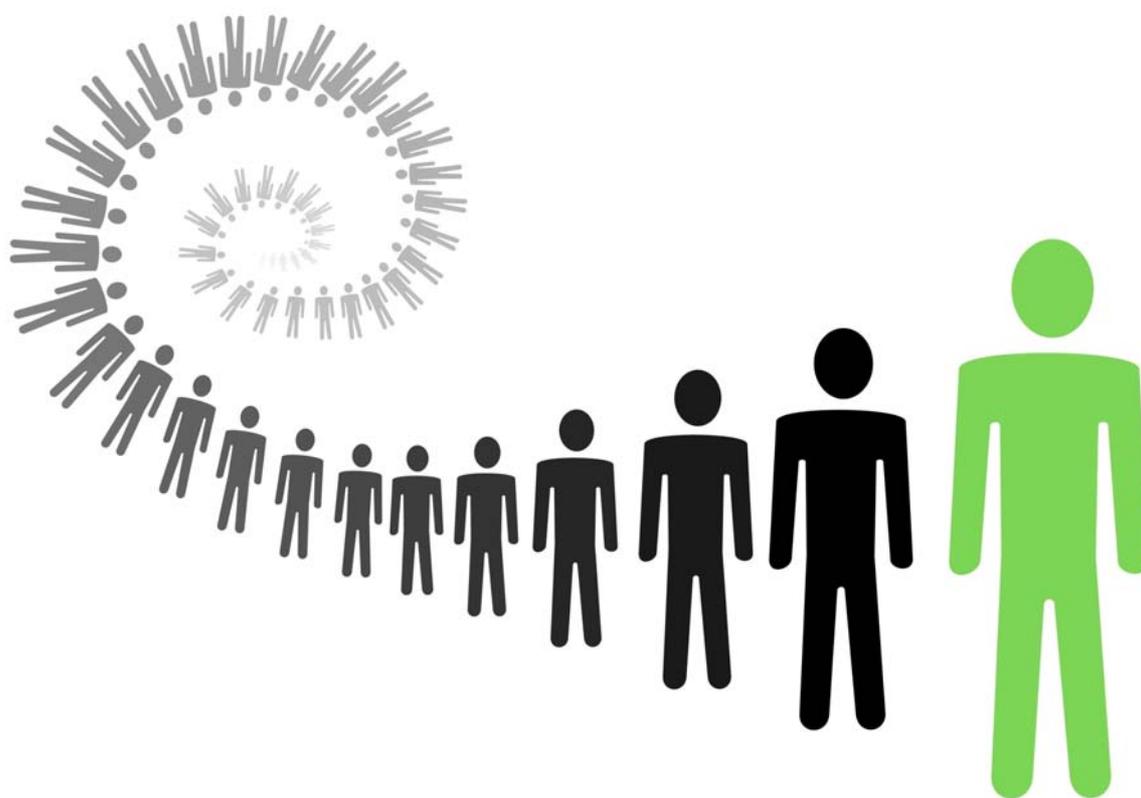


# Level 5 Certificate in police management (3931-51)

Qualification handbook for centres  
501/1412/8



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## **City & Guilds**

**1 Giltspur Street**

**London EC1A 9DD**

**T +44 (0)844 543 0000**

**F +44 (0)20 7294 2413**

**[www.cityandguilds.com](http://www.cityandguilds.com)**

**[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

# Level 5 Certificate in police management (3931-51)

Qualification handbook for centres



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# Contents

<b>1</b>	<b>Introduction to the qualification</b>	<b>5</b>
1.1	Qualification structure	5
1.2	Opportunities for progression	6
<b>2</b>	<b>Centre requirements</b>	<b>7</b>
2.1	Resource requirements	7
2.2	Candidate entry requirements	8
<b>3</b>	<b>Course design and delivery</b>	<b>9</b>
3.1	Initial assessment and induction	9
3.2	Recommended delivery strategies	9
<b>4</b>	<b>Assessment</b>	<b>10</b>
4.1	Summary of assessment methods	10
4.2	Recording forms	10
<b>5</b>	<b>Units</b>	<b>11</b>
<b>Unit 007</b>	<b>Manage own professional development within an organisation</b>	<b>12</b>
<b>Unit 008</b>	<b>Develop and evaluate operational plans for own area of responsibility</b>	<b>17</b>
<b>Unit 009</b>	<b>Provide leadership and direction for own area of responsibility</b>	<b>21</b>
<b>Unit 010</b>	<b>Identify and manage operational threats and risks</b>	<b>26</b>
<b>Unit 011</b>	<b>Plan, allocate and monitor work in own area of responsibility</b>	<b>30</b>
<b>Unit 012</b>	<b>Plan and deploy resources for law enforcement operations</b>	<b>35</b>
<b>Unit 013</b>	<b>Determine and review authorisations</b>	<b>39</b>
<b>Unit 014</b>	<b>Plan law enforcement operations</b>	<b>43</b>
<b>Unit 015</b>	<b>Manage investigations in own area of responsibility</b>	<b>46</b>
<b>Unit 016</b>	<b>Manage a budget for own area or activity of work</b>	<b>50</b>
<b>Unit 017</b>	<b>Provide information to support decision making</b>	<b>54</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>59</b>

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	Level 5 Certificate in police management
<b>City &amp; Guilds qualification number</b>	3931-51
<b>Qualification accreditation number</b>	501/1412/8
<b>Last registration date</b>	31/05/14
<b>Last certification date</b>	31/05/17

This qualification is for sergeants who are seeking promotion to inspector in the UK Police service.

## 1.1 Qualification structure

To achieve the Level 5 Certificate in police management, learners must achieve 25 credits from the 5 mandatory units and a minimum of 4 credits from the 6 optional units listed below

### Mandatory

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
L/600/9586	001	Manage own professional development within an organisation	4
Y/600/9588	0002	Develop and evaluate operational plans for own area of responsibility	6
T/600/9601	003	Provide leadership and direction for own area of responsibility	5
D/601/3657	004	Identify and manage operational threats and risks	5
H/600/9674	005	Plan, allocate and monitor work in own area of responsibility	5

## Optional units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
L/601/3654	006	Plan and deploy resources for law enforcement operations	4
R/601/3655	007	Determine and review authorisations	4
H/601/3658	008	Plan law enforcement operations	4
L/601/4805	009	Manage investigations in own area of responsibility	5
A/600/9695	010	Manage a budget for own area or activity of work	7
L/601/4089	011	Provide information to support decision making	5

### 1.2 Opportunities for progression

There is a wide variety of qualification that learners can progress onto after successfully completing this qualification. For further information please visit the City and Guilds website at [www.cityandguilds.com](http://www.cityandguilds.com)

## 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[s] 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.

### **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. 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 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. 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](http://www.cityandguilds.com/eportfolios)**.

**QCF 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](http://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
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

## Unit 007

# Manage own professional development within an organisation

**Level:** 3

**Credit value:** 4

**NDAQ number:** L/600/9586

### Unit aim

This unit helps learners to produce, implement and review a personal professional development plan that supports development.

### Learning outcomes

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

1. Be able to assess own career goals and personal development
2. Be able to set personal work objectives
3. Be able to produce a personal development plan
4. Be able to implement and monitor own personal 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.

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

This unit is linked to A2

### 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 007**

# **Manage own professional development within an organisation**

### Outcome 1

Be able to assess own career goals and personal development

#### **Assessment Criteria**

The learner can:

- 1.1 Identify own career and personal goals
- 1.2 Assess how own career goals affect work role and professional development

**Unit 007**      **Manage own professional development within an organisation**

Outcome 2      Be able to set personal work objectives

**Assessment Criteria**

The learner can:

- 2.1      Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives

## **Unit 007**

## **Manage own professional development within an organisation**

### **Outcome 3**

Be able to produce a personal development plan

#### **Assessment Criteria**

The learner can:

- 3.1 Identify gaps between objectives set, own current knowledge and skills
- 3.2 Produce a development plan

## **Unit 007**

## **Manage own professional development within an organisation**

### Outcome 4

Be able to implement and monitor own personal development plan

### **Assessment Criteria**

The learner can:

- 4.1 Plan activities identified in own development plan
- 4.2 Explain how to monitor and review own personal development plan

## Unit 008

# Develop and evaluate operational plans for own area of responsibility

**Level:** 5

**Credit value:** 6

**NDAQ number:** Y/600/9588

### Unit aim

This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

### Learning outcomes

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

1. Be able to align objectives of own area of responsibility with those of own organisation
2. Be able to implement operational plans in own area of responsibility
3. Be able to monitor and evaluate operational plans in own area of responsibility

### Guided learning hours

It is recommended that **25** 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 B1

### 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 008**

### **Develop and evaluate operational plans for own area of responsibility**

#### Outcome 1

Be able to align objectives of own area of responsibility with those of own organisation

#### **Assessment Criteria**

The learner can:

- 1.1 Identify operational objectives within own area of responsibility
- 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation

## **Unit 008**

### **Develop and evaluate operational plans for own area of responsibility**

#### Outcome 2

Be able to implement operational plans in own area of responsibility

#### **Assessment Criteria**

The learner can:

- 2.1 Assess risks associated with operational plans and include contingency arrangements
- 2.2 Identify support from relevant stakeholders
- 2.3 Implement operational plan within own area of responsibility

## **Unit 008**

### **Develop and evaluate operational plans for own area of responsibility**

#### Outcome 3

Be able to monitor and evaluate operational plans in own area of responsibility

#### **Assessment Criteria**

The learner can:

- 3.1 Monitor procedures within the operational plan
- 3.2 Evaluate operational plans and implement any necessary actions

## Unit 009

# Provide leadership and direction for own area of responsibility

**Level:** 4

**Credit value:** 5

**NDAQ number:** T/600/9601

### Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

### Learning outcomes

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

1. Be able to lead in own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement
4. Be able to assess own leadership performance

### Guided learning hours

It is recommended that **30** 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 B6

### 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 009**

# **Provide leadership and direction for own area of responsibility**

Outcome 1

Be able to lead in own area of responsibility

### **Assessment Criteria**

The learner can:

- 1.1 Identify own strengths and ability to lead in a leadership role
- 1.2 Evaluate strengths within own area of responsibility

## **Unit 009**

### **Provide leadership and direction for own area of responsibility**

#### Outcome 2

Be able to provide direction and set objectives in own area of responsibility

#### **Assessment Criteria**

The learner can:

- 2.1 Outline direction for own area of responsibility
- 2.2 Implement objectives with colleagues that align with those of the organisation

## **Unit 009**

### **Provide leadership and direction for own area of responsibility**

#### Outcome 3

Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement

#### **Assessment Criteria**

The learner can:

- 3.1 Communicate the agreed direction to individuals within own area of responsibility
- 3.2 Collect feedback to inform improvement

## **Unit 009**

# **Provide leadership and direction for own area of responsibility**

## Outcome 4

Be able to assess own leadership performance

### **Assessment Criteria**

The learner can:

- 4.1 Assess feedback on own leadership performance
- 4.2 Evaluate own leadership performance

## Unit 010

# Identify and manage operational threats and risks

**Level:** 5

**Credit value:** 5

**NDAQ number:** D/601/3657

### Unit aim

This unit is about identifying and managing operational threats and risks. It is aimed at anyone who is taking the supervisory role during law enforcement operations. Throughout this unit they must liaise and communicate effectively with partners involved in the operation.

### Learning outcomes

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

1. Understand legal and organisational requirements in relation to managing operational threats and risks
2. Be able to identify operational threats and risks
3. Be able to manage operational threats and risks

### Guided learning hours

It is recommended that **31** 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 CC5

### 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 010            Identify and manage operational threats and risks**

Outcome 1            Understand legal and organisational requirements in relation to managing operational threats and risks

### **Assessment Criteria**

The learner can:

- 1.1      Identify current, relevant legislation, policies, procedures, codes of practice and guidelines for identifying and managing operational threats and risks
- 1.2      Explain how to identify potential threats and risks explaining the difference between them
- 1.3      Explain how to review the threat and risk assessment elements of the operation after the event to enable information to be obtained for future events

**Unit 010**      **Identify and manage operational threats and risks**

Outcome 2      Be able to identify operational threats and risks

**Assessment Criteria**

The learner can:

- 2.1      Review and analyse the information and intelligence gathered for the operation
- 2.2      Identify and evaluate potential threats and risks to the operation
- 2.3      Explain how potential threats could affect others and the operation

**Unit 010**            **Identify and manage operational threats and risks**

Outcome 3            Be able to manage operational threats and risks

**Assessment Criteria**

The learner can:

- 3.1     Plan, prepare and negotiate contingency measures and tactical responses to counter any of the identified threats and risks
- 3.2     Monitor the progress of the operation controlling threats and risks
- 3.3     Liaise with partners to manage potential threats and risks
- 3.4     Fully document all decisions, actions, options and rationale in accordance with current policy and legislation

## Unit 011

# Plan, allocate and monitor work in own area of responsibility

**Level:** 4

**Credit value:** 5

**NDAQ number:** H/600/9674

### Unit aim

This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

### Learning outcomes

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

1. Be able to produce a work plan for own area of responsibility
2. Be able to allocate and agree responsibilities with team members
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback
4. Be able to review and amend plans of work for own area of responsibility and communicate changes

### Guided learning hours

It is recommended that **25** 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 D6

### 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 011**                    **Plan, allocate and monitor work in own area of responsibility**

Outcome 1                    Be able to produce a work plan for own area of responsibility

**Assessment Criteria**

The learner can:

- 1.1      Explain the context in which work is to be undertaken
- 1.2      Identify the skills base and the resources available
- 1.3      Examine priorities and success criteria needed for the team
- 1.4      Produce a work plan for own area of responsibility

**Unit 011**                    **Plan, allocate and monitor work in own area of responsibility**

Outcome 2                    Be able to allocate and agree responsibilities with team members

**Assessment Criteria**

The learner can:

- 2.1      Identify team members' responsibilities for identified work activities
- 2.2      Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members

## **Unit 011**

### **Plan, allocate and monitor work in own area of responsibility**

#### Outcome 3

Be able to monitor the progress and quality of work in own area of responsibility and provide feedback

#### **Assessment Criteria**

The learner can:

- 3.1 Identify ways to monitor progress and quality of work
- 3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members

## **Unit 011**

### **Plan, allocate and monitor work in own area of responsibility**

#### Outcome 4

Be able to review and amend plans of work for own area of responsibility and communicate changes

#### **Assessment Criteria**

The learner can:

- 4.1 Review and amend work plan where changes are needed
- 4.2 Communicate changes to team members

## Unit 012

# Plan and deploy resources for law enforcement operations

**Level:** 5

**Credit value:** 4

**NDAQ number:** L/601/3654

### Unit aim

This unit is about planning and deploying resources for law enforcement operations. These operations may be pre-planned or in response to spontaneous incidents.

### Learning outcomes

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

1. Understand the how to plan and deploy resources for law enforcement operations
2. Be able to plan the use of resources for law enforcement operations
3. Be able to deploy and control resources for law enforcement operations

### Guided learning hours

It is recommended that **19** 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 CC3

### 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 012**

# **Plan and deploy resources for law enforcement operations**

### Outcome 1

Understand the how to plan and deploy resources for law enforcement operations

#### **Assessment Criteria**

The learner can:

- 1.1 Describe the type of resources needed to meet tactical decisions, priorities and objectives
- 1.2 Identify the sources of information and intelligence in relation to law enforcement operations
- 1.3 Explain the command structure, how it functions and how to communicate within it

## **Unit 012**

## **Plan and deploy resources for law enforcement operations**

### Outcome 2

Be able to plan the use of resources for law enforcement operations

#### **Assessment Criteria**

The learner can:

- 2.1 Identify and confirm the availability of the resources required for both a day to day and spontaneous operation, taking action where there is limited availability
- 2.2 Brief personnel in your area of responsibility
- 2.3 Produce documentation to record the resource planning

## **Unit 012**

## **Plan and deploy resources for law enforcement operations**

### Outcome 3

Be able to deploy and control resources for law enforcement operations

#### **Assessment Criteria**

The learner can:

- 3.1 Deploy resources to achieve tactical decisions for a law enforcement operation
- 3.2 Review tactics, communicating any changes
- 3.3 Evaluate the use of resources in achieving the law enforcement objectives
- 3.4 Review the impact of resource deployment on the community

**Level:** 5

**Credit value:** 4

**NDAQ number:** R/601/3655

### Unit aim

This unit is about determining and reviewing authorisations required for law enforcement purposes.

### Learning outcomes

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

1. Understand legal and organisational requirements in relation to authorisations
2. Be able to respond to requests for authorisations
3. Be able to monitor and review authorisations

### 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 (if appropriate)

This unit is linked to CC4

### 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 013**

## **Determine and review authorisations**

### Outcome 1

Understand legal and organisational requirements in relation to authorisations

#### **Assessment Criteria**

The learner can:

- 1.1 Identify current, relevant legislation, policies, procedures, codes of practice and guidelines for determining and reviewing authorisations within their level of responsibility
- 1.2 Describe the types of authorisations required for law enforcement purposes
- 1.3 Describe the situations in which authorisations need to be obtained
- 1.4 Identify the types of records which must be kept to record decision, actions and rationale in relation to authorisations

## **Unit 013**

Outcome 2

## **Determine and review authorisations**

Be able to respond to requests for authorisations

### **Assessment Criteria**

The learner can:

- 2.1 Determine the information and intelligence needed to decide that an authorisation is needed
- 2.2 Confirm that the request for authorisation is lawful
- 2.3 Decide on the response to the request for authorisation
- 2.4 Specify the process of communicating and recording authorisation decisions

## **Unit 013**

Outcome 3

## **Determine and review authorisations**

Be able to monitor and review authorisations

### **Assessment Criteria**

The learner can:

- 3.1 Establish transparent systems to monitor and review authorisations explaining why there is a need for these systems
- 3.2 Monitor and review authorisations to identify any need to revise the authority
- 3.3 Evaluate the process of authorisation and recommend improvements

## Unit 014

## Plan law enforcement operations

**Level:** 5

**Credit value:** 4

**NDAQ number:** H/601/3658

### Unit aim

This unit is about planning law enforcement operations. These may be small operations or larger scale events.

### Learning outcomes

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

1. Understand the legal and organisational requirements for planning law enforcement operations
2. Be able to plan law enforcement operations

### Guided learning hours

It is recommended that **20** 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 CC6

### 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 014**

### Outcome 1

## **Plan law enforcement operations**

Understand the legal and organisational requirements for planning 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 the objectives and issues for planning law enforcement operations
- 1.3 Explain the impact of resource constraints on the planning of law enforcement operations

## **Unit 014**

### **Outcome 2**

## **Plan law enforcement operations**

Be able to plan law enforcement operations

### **Assessment Criteria**

The learner can:

- 2.1 Review and analyse the information and intelligence gathered for law enforcement operations
- 2.2 Conduct risk assessments in relation to law enforcement operations,
- 2.3 Plan and prepare contingency measures to counter any of the identified risks
- 2.4 Produce accurate operational plans in accordance with organisational requirements and relevant legislation
- 2.5 Fully document all decisions, actions, options and rationale in accordance with current policy and legislation

## Unit 015

# Manage investigations in own area of responsibility

**Level:** 5

**Credit value:** 5

**NDAQ number:** L/601/4805

### Unit aim

This unit is for those who manage volume and priority and/or serious and complex investigations, but do not necessarily carry out the investigations themselves.

The unit is about effectively managing criminal investigations that fall within their area of responsibility.

### Learning outcomes

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

1. Understand the requirements for managing investigations
2. Know how to manage investigations in their area of responsibility
3. Be able to manage investigations

### Guided learning hours

It is recommended that **31** 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 CC6

### 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 015**

# **Manage investigations in own area of responsibility**

### Outcome 1

Understand the requirements for managing investigations

#### **Assessment Criteria**

The learner can:

- 1.1 Identify current, relevant legislation, policies, procedures, codes of practice and guidelines for managing and conducting investigations
- 1.2 Describe the scope and type of investigations in their area of responsibility
- 1.3 Identify the objectives and priorities for their area of responsibility
- 1.4 Describe recognised good practice and innovative approaches to investigations
- 1.5 Identify the resources required for conducting investigations and how to obtain and allocate these in line with organisational priorities

## **Unit 015**

## **Manage investigations in own area of responsibility**

### Outcome 2

Know how to manage investigations in their area of responsibility

#### **Assessment Criteria**

The learner can:

- 2.1 Explain how to develop and implement investigative strategies
- 2.2 Explain how to conduct risk assessments and appropriate action to take in response to identified risks
- 2.3 Describe the processes to ensure investigators are competent to conduct different types of investigation
- 2.4 Describe the processes to ensure effective supervision of investigations and investigators
- 2.5 Explain the use of information technology and management information systems in the conduct of investigations
- 2.6 Describe the process for ensuring investigations are conducted in line with quality standards
- 2.7 Describe how to review investigations to identify best practice and lessons to be learned to maintain and improve standards
- 2.8 Describe the requirements for maintaining the security and integrity of information, records and documentation

## **Unit 015            Manage investigations in own area of responsibility**

Outcome 3            Be able to manage investigations

### **Assessment Criteria**

The learner can:

- 3.1 Identify and agree the objectives and priorities for their area of responsibility
- 3.2 Develop and update plans to meet their objectives and priorities, taking into account both recognised good practice and innovative approaches
- 3.3 Conduct and review risk assessments in relation to their area of responsibility and take appropriate action to manage any identified risks effectively
- 3.4 Obtain and allocate the resources (human, physical, financial, communication and intelligence) necessary for the effective conduct of serious and complex investigations
- 3.5 Monitor processes to ensure that relevant lines of enquiry (suspects, witnesses/victims, forensic/scientific, intelligence, property and technology) are pursued and meet relevant standards
- 3.6 Keep relevant people (people in their area of responsibility, colleagues within their organisation and external partners) appropriately briefed and updated on investigations

## Unit 016

# Manage a budget for own area or activity of work

**Level:** 5

**Credit value:** 7

**NDAQ number:** A/600/9695

### Unit aim

This unit helps learners to prepare a budget, address variance and monitor a budget for own area of activity or work.

### Learning outcomes

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

1. Be able to prepare a budget for own area of responsibility
2. Be able to manage a budget
3. Be able to review budget management performance

### Guided learning hours

It is recommended that **30** 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 E1

### 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 016**

## **Manage a budget for own area or activity of work**

### Outcome 1

Be able to prepare a budget for own area of responsibility

### **Assessment Criteria**

The learner can:

- 1.1 Evaluate information on resource requirements for own area of activity or work.
- 1.2 Produce a draft budget.
- 1.3 Communicate the final budget with relevant stakeholders

**Unit 016**      **Manage a budget for own area or activity of work**

Outcome 2      Be able to manage a budget

**Assessment Criteria**

The learner can:

- 2.1 Analyse variances between planned and actual expenditure
- 2.2 Provide information on performance to relevant stakeholders
- 2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments
- 2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority

**Unit 016**            **Manage a budget for own area or activity of work**

Outcome 3            Be able to review budget management performance

**Assessment Criteria**

The learner can:

- 3.1     Review performance against budget
- 3.2     Assess improvements for future budget planning and management
- 3.3     Monitor budget performance and implement changes within the limits of own authority or obtain agreement

## Unit 017

# Provide information to support decision making

**Level:** 5

**Credit value:** 5

**NDAQ number:** L/601/4089

### Unit aim

This unit is about providing information so that sound decisions can be taken. It covers obtaining relevant information, recording and storing this information, and analysing this information so that decisions can be taken. It also covers advising and informing other people.

### Learning outcomes

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

1. Understand the requirements for information to support decision making
2. Obtain information for decision making
3. Analyse information to support decision making
4. Be able to advise and inform others

### Guided learning hours

It is recommended that **23** 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 HF15

### 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 017**

## **Provide information to support decision making**

### Outcome 1

Understand the requirements for information to support decision making

#### **Assessment Criteria**

The learner can:

- 1.1 Explain criteria used to judge the validity of information needed to support decision making
- 1.2 Describe methods for analysing different types of information used
- 1.3 Explain the requirements for information management to support team and agency effectiveness
- 1.4 Summarise the types of qualitative and quantitative information used to support decision making
- 1.5 Describe typical sources of information used to support decision making
- 1.6 Summarise the legal and organisational requirements for maintaining security and confidentiality of information used

## **Unit 017**

## **Provide information to support decision making**

### Outcome 2

Obtain information for decision making

#### **Assessment Criteria**

The learner can:

- 2.1 Select sources of information which suited to the nature of decisions to be made
- 2.2 Obtain information which is accurate, relevant and sufficient to support decision making
- 2.3 Take action to resolve any issues of inaccuracy or ambiguity with information obtained
- 2.4 Record and store information obtained in accordance with legal and organisational requirements

## **Unit 017**

## **Provide information to support decision making**

### **Outcome 3**

### **Analyse information to support decision making**

#### **Assessment Criteria**

The learner can:

- 3.1 Identify objectives for their analysis which are clear and consistent with the decisions which need to be made
- 3.2 Select factual information which is relevant to the objectives and sufficient to arrive at reliable decisions
- 3.3 Analyse information using methods which are appropriate to the required objectives
- 3.4 Support the conclusions with reasoned argument and appropriate evidence
- 3.5 Keep records of the analysis which are sufficient to show the assumptions and decisions made at each stage

## **Unit 017**

## **Provide information to support decision making**

### Outcome 4

Be able to advise and inform others

#### **Assessment Criteria**

The learner can:

- 4.1 Confirm the advice and information needs of others
- 4.2 Provide suitable advice and information to meet the needs of other
- 4.3 Ensure advice and information given is consistent with agency policy, procedures and constraints
- 4.4 Confirm recipients' understanding of the advice and information given

## 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](http://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**

Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

# Useful contacts

## UK learners

General qualification information

**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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## International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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## Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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## Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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## International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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## Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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## Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)**

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## Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **[feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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1 Giltspur Street  
London  
EC1A 9DD  
T +44 (0)844 543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)**

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