

# **Level 3 Certificate in Knowledge of Policing (3971-03)**

**November 2016 Version 3.0**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Justice
<b>City &amp; Guilds number</b>	3971
<b>Age group approved</b>	16+
<b>Entry requirements</b>	Learners - No entry requirements Centres - Must be a College of Policing 'approved provider'
<b>Assessment types</b>	Multiple Choice and Assignment
<b>Approvals</b>	Fast track approval
<b>Support materials</b>	Assessment pack, e-volve test
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>	<b>Ofqual accreditation number</b>
Level 3 Certificate in Knowledge of Policing	96	290	3971-03	603/0490/X

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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	
Who is the qualification for?	The qualification is suitable for those interested in a future career in policing for roles such as Special Constables, Police Community Support Officers and Police Constables.
What does the qualification cover?	It allows learners to develop knowledge and understanding of policing practice. The qualification recognises the knowledge and understanding required for competence, but does not provide the competences themselves.
Who did we develop the qualification with?	It was developed in association with College of Policing and Skills for Justice
What opportunities for progression are there?	After successful completion of this qualification, learners can progress onto the Level 3 Diploma in Policing and the Level 3 Diploma for Police Community Support Officers. The qualification also provides the knowledge and understanding relevant to roles such as Special Constables, Police Community Support Officers and Police Constables.

## Structure

To achieve the Level 3 Certificate in Knowledge of Policing learners must complete the 10 mandatory units.

C&G unit number	Unit title	GLH
301	Knowledge of Evidence-Based Preventative Policing	8
302	Knowledge of Supporting Victims, Witnesses and Vulnerable People	10
303	Knowledge of Managing Conflict Situations in Policing	10
304	Knowledge of Using Police Powers to Deal with Suspects	10
305	Knowledge of Conducting Police Searches	10
306	Knowledge of Handling Information and Intelligence	10
307	Knowledge of providing an initial response to policing incidents	10
308	Knowledge of conducting priority and volume investigations	12
309	Knowledge of interviewing victims and witnesses in relation to priority and volume investigations	6
310	Knowledge of interviewing suspects in relation to priority and volume investigations	10

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Certificate in Knowledge of Policing	96	290

## 2 Centre requirements

### Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the standard Qualification Approval Process.

If your Centre is approved to offer the qualification Level 3 Diploma in Policing (7467-01) you can apply for the new Level 3 Certificate in Knowledge of Policing (3971-03) using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

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

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

### Resource requirements

#### **Centre staffing**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### **Assessors and Internal Quality Assurer**

Centre staff should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification[s].

## Assessors

All assessors must:

- Be qualified as an assessor by having the relevant qualifications or have been trained to assess through a programme that meets the 'Police Sector Standard for the Training of Assessors', 'Assessor Standard'. Assessor training approved and monitored by an awarding organisation would also be acceptable, for example those that lead to formal accreditation of recognised assessor qualifications such as the L3 Certificate in Assessing Vocational Achievement. Those carrying out assessment whilst working towards a qualification must have a lead assessor's sign-off for their work until they achieve the qualification.
- Have the role of assessor identified within their role profile, where assessment forms part of an individual's role.
- Be occupationally competent in the unit (subject areas) they are assessing. For knowledge-based qualifications they must be occupationally knowledgeable.
- Be familiar with the units that relate to the qualification and must be familiar with the correct application of current working practices and technologies within the area of work.
- Have knowledge and/or competence in the assessment methodology they are utilising.
- Have an appropriate induction to qualifications and the standards that they are assessing provided to them by the centre, including how to identify and deal with plagiarism. Assessors must have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of assessors must be made available to the assessor.
- Engage in continuous professional development activities to maintain their:
  - Occupational competence and/or knowledge (eg by attending role specific seminars, exercises and refresher events).
  - Professional competence and/or knowledge (eg through regular assessor standardisation meetings).

Assessors are **not** required to occupy a position in the organisation more senior than that of the learner they are assessing.

## Internal quality assurance (IQA)

All IQAs must:

- Be qualified as an IQA by having the relevant qualifications or have been trained through a programme that meets the 'Police Sector Standard for the Training of Internal Verifiers', 'Internal Verifier Standard' Where centres use trained IQAs, they must provide evidence of the training undertaken to awarding organisations.
- Be occupationally knowledgeable, displaying sufficient operational knowledge and experience. Due to the risk critical nature of the work and the legal implications of the assessment process, IQAs must understand the nature and context of the assessors' work and that of their Learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards.
- Sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are 'occupationally competent' or in the case of knowledge based qualifications 'occupationally knowledgeable' within the area they are assessing.

- 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 quality assurer must be made available to the external quality assurer.
- Engage in continuous professional development activities to maintain their:
  - Occupational knowledge to keep up-to-date with developments relating to the changes taking place in the policing sector.
  - Professional competence as an internal assurer by (eg by attending regular internal assurer standardisation meetings).

## **Continuing Professional Development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Learner entry requirements**

City & Guilds does not set entry requirements for this [these] qualification[s]. However, centres must ensure that learners have the potential and opportunity to gain the qualification[s] successfully.

Without evidence of formal qualifications, learners must demonstrate adequate prior knowledge and experience to ensure they have the potential to gain the qualification[s].

## **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for learners under 16.

### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification[s].
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
E-volve test	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

#### Recording documents

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

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

Learners must complete the 10 mandatory units through the two assessment modules (350 and 351)

City & Guilds has written the following assessments to use with this qualification:

- e-volve multiple-choice tests to be delivered on-screen
- externally set, internally marked short-answer scenario based assessment

## Assessment Types

Unit	Title	Assessment method	Where to obtain assessment materials
301	Knowledge of evidence-based preventative policing		
302	Knowledge of supporting victims, witnesses and vulnerable people		
303	Knowledge of managing conflict situations in policing		
304	Knowledge of using police powers to deal with suspects	All units are synoptically tested via an e-volve test (350) and an assignment (351) Please note: Candidates must complete the scenarios within version A. For those requiring resits, Version B's can be provided on request.	Please see <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
305	Knowledge of conducting police searches		
306	Knowledge of handling information and intelligence		
307	Knowledge of providing an initial response to policing incidents		
308	Knowledge of conducting priority and volume investigations		
309	Knowledge of interviewing victims and witnesses in relation to priority and volume investigations		
310	Knowledge of interviewing suspects in relations to priority and volume investigations		

### Time constraints

- Learners will be allowed one hour to complete the Multiple-Choice test which must take place in an assessment centre under examination conditions
- There are five scenarios in an assignment which will take approximately 5 hours to complete. These do **not** have to be taken in controlled conditions and can be delivered as a paper based task. It is expected that once released to a candidate, completion of the assignment should be within a 4 week period.

## Assessment strategy

### Test Specification

The way the knowledge is covered by the test is laid out in the table below.

**Assessment title:** Certificate in Knowledge of Policing

**Assessment type:** Multiple-choice online test

**Assessment conditions:** Invigilated examination conditions

**Duration:** 60 minutes

**Total Number of questions:** 50

**Grading:** P/X

Unit Number	Unit Name	Weighting	Number of questions per test
Unit 301	Knowledge of evidence-based preventative policing	6%	3
Unit 302	Knowledge of supporting victims, witnesses and vulnerable people	8%	4
Unit 303	Knowledge of managing conflict situations in policing	6%	3
Unit 304	Knowledge of using police powers to deal with suspects	6%	3
Unit 305	Knowledge of conducting Police searches	8%	4
Unit 306	Knowledge of handling information and intelligence	8%	4
Unit 307	Knowledge of providing an initial response to policing incidents	8%	4
Unit 308	Knowledge of conducting priority and volume investigations	30%	15
Unit 309	Knowledge of interviewing victims and witnesses in relation to priority and volume investigations	10%	5
Unit 310	Knowledge of interviewing suspects in relation to priority and volume investigations	10%	5
<b>Total</b>		<b>100%</b>	<b>50</b>

A minimum of 70% must be obtained to pass the test.

## ***Recognition of Prior Learning (RPL)***

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

RPL is allowed and is also sector specific.

## **Technology**

Technology will play a greater part in supporting valid assessment. The introduction of greater use of mobile phones (with cameras), body worn video and more sophisticated CCTV can all add to the range of assessment opportunities.

## 5 Units

### Availability of units

Unit content is available in this handbook

### Structure of the units

The following units each have:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria

Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (eg video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the indicative content.

## Unit 301

## Knowledge of evidence-based preventative policing

<b>Unit level:</b>	3
<b>Credit value:</b>	2
<b>GLH:</b>	8
<b>Unit aim:</b>	This unit is about understanding how to apply an evidence-based preventative approach to policing situations which may often be complex and broad-ranging. The learner will understand how to apply the principles of evidence-based policing, problem solving and identification to a perceived concern, problem, issue or situation. The learner must know how to gather information and intelligence, analyse that information and develop a plan for applying a proactive, preventative initiative to address an identified situation. The learner must know how to access relevant practice relating to similar situations and draw on the work of others to propose initiatives to solve the perceived concern, issue or problem. The learner must understand how to implement the initiative and how to collate the findings from implementations. Finally, learners must understand how to evaluate implemented initiatives and where appropriate, how to share the findings with others.
<b>Endorsed by</b>	College of Policing – Professional Body for Policing in England and Wales Skills for Justice – The sector skills council for justice

### Learning outcome

The learner will:

- 1 understand the features of evidence-based preventative policing

### Assessment criteria

The learner can:

- 1.1 outline the principles of an evidence-based preventative policing approach to reducing crime
- 1.2 explain the need for collaborative working when implementing an evidence-based preventative policing approach

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## Learning outcome

The learner will:

- 2 understand how to develop an evidence-based preventative policing approach in given situations

## Assessment criteria

The learner can:

- 2.1 explain how to identify and analyse sources of evidence which can be used to inform policing decisions
- 2.2 describe possible causes of concern in given policing situations
- 2.3 explain how to develop an evidence-based preventative policing plan for a given situation, including:
  - 2.3a resources
  - 2.3b Plan for adaption in the event of changing situations
  - 2.3c a plan for dealing with contingencies

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## Indicative content

- (AC2.1)
- Ethics and Values
  - Conducting Evidence-Based Policing Research
  - National Decision Model (NDM)
  - Community Engagement
  - Policing in the Community
  - Crime Prevention

Considerations eg:

- Context of the problem
- Features of the problem
- Information and evidence that will help the learner understand the problem

Types of evidence eg:

- Practice-based expertise
- Qualitative research focus groups / case studies / observation
- Quantitative research eg questionnaires
- What works

Sources eg:

- Community
- Colleagues
- Surveys
- Published reports
- What Works Centre
- POLKA
- Knowledge Bank
- Evidence from other forces / agencies
- HMIC website
- Campbell Collaboration Website
- Local universities
- Home Office research

Effective Practice database

- (AC2.2)
- Information and Intelligence
  - Handling Information and Intelligence
  - managing information and intelligence
  - analysing information and intelligence
  - Ethics and Values
  - An Introduction to Evidence-based Policing (EBP)
  - developing a hypothesis

Concerns may include:

- Social and environmental conditions
  - Crime rates
  - Fear of crime
  - Vulnerability
  - Anti-social behaviour
  - Police presence
- (AC2.3)
- Ethics and Values
  - An Introduction to Evidence-Based Policing
  - Conducting Evidence-Based Policing (EBP) Research

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### Learning outcome

The learner will:

- 3 understand how to implement evidence-based preventative policing plans

### Assessment criteria

The learner can:

- 3.1 summarise how to implement evidence- based preventative policing plans
- 3.2 explain why the progress of implementations need to be monitored and preventative policing plans amended when contingencies arise

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### Indicative content

- (AC3.1)
- Ethics and Values
  - An Introduction to Evidence-based Policing
  - conducting EBP research

- (AC3.2)
- Ethics and Values
  - An Introduction to Evidence-Based Policing
  - conducting EBP research

Considerations eg:

- Dealing with any contingencies
- Any early unexpected outcomes
- Unforeseen major negative impacts which may require implementation to cease

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## Learning outcome

The learner will:

- 4 understand how to review evidence-based preventative policing approaches

## Assessment criteria

The learner can:

- 4.1 describe methods of reviewing the outcome of evidence-based approaches
- 4.2 define how to share findings of the reviews with key stakeholders
- 4.3 explain why further actions determined by the review should be carried out

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## Indicative content

- (AC4.1)
  - Ethics and Values
  - An Introduction to Evidence-based Policing
  - conducting EBP research
- (AC4.2)
  - Ethics and Values
  - An Introduction to Evidence-based Policing
  - conducting EBP research
- (AC4.3)
  - Ethics and Values
  - An Introduction to Evidence-based Policing
  - conducting EBP research

## Unit 301

## Knowledge of evidence-based preventative policing

### Supporting Information

#### ***Evidence requirements***

##### **Knowledge Element**

Knowledge and understanding must be adequately demonstrated in a learning and development environment prior to application in the workplace

##### **Workplace Assessment:**

There is no competency-based workplace assessment associated with this unit

## Unit 302

## Knowledge of Supporting Victims, Witnesses and Vulnerable People

<b>Unit level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Unit aim:</b>	This unit is about understanding how to provide initial support to those affected by offending or anti-social behaviour (victims and witnesses) and those who may be particularly vulnerable to becoming a victim of crime or anti-social behaviour. This initial support may be practical (eg relating to safety and security, compensation claims, paperwork) or emotional (eg listening, reassurance). The learner must also know how to assess individuals' needs for further support, and identify and discuss possible sources of such support. Of key importance throughout is the understanding of how to communicate effectively and encourage individuals to express their own feelings and needs.
<b>Endorsed by</b>	College of Policing – Professional Body for Policing (England and Wales) Skills for Justice - The Sector Skills Council for Justice

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### Learning outcome

The learner will:

- 1 understand the factors that affect victims, witnesses and vulnerable people and the impact on their need for support

### Assessment criteria

The learner can:

- 1.1 explain how crime impacts on victims, witnesses and vulnerable people
- 1.2 explain why victims, witnesses and vulnerable people may need additional support
- 1.3 explain how technology can be used to target vulnerable people
- 1.4 explain why vulnerable people are more likely to become victims of technology-enabled crime

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### Indicative content

- (AC1.1)
- Ethics and Values
  - Social, Community Issues and Neighbourhood Policing
  - Victims and Witnesses
  - Develop Effective Relationships with Members of the Community and Other Agencies

- Public Protection, including:
  - Adults at Risk (Vulnerable Adults)
  - Domestic Abuse
  - Hate Crime
  - Prostitution
  - Missing Persons
  - Forced Marriage
  - Honour-Based Violence
  - Stalking and Harassment
  - Child Abuse
  - Child Sexual Exploitation
  - Female Genital Mutilation
  - Sexual Offences
  - Modern Slavery
  - Mental ill Health

- (AC1.2)
- Public Protection
  - Introduction to Public Protection
  - Adults at Risk
  - Child Abuse
  - Child Sexual Exploitation
  - Ethics and Values
  - Duty of Care & Policing by Consent
  - Building Public Trust and Confidence and upholding the Law
  - Victims and witnesses
  - Community Policing

- (AC1.2)
- Why vulnerable people might be reluctant to report crimes committed against them
  - Comply with legislation and code of practice to identify and assess the needs of witnesses and victims
  - Why behaviour can often be an indicator of a need for support rather than a law enforcement intervention

(AC1.3, AC1.4) How technology can be used to enable perpetrators to target vulnerable people

- Stalking, harassment and bullying
- Grooming
- Trolling
- Abusive, racist inflammatory language and articles
- Image trafficking
- Advance-Fee scams
- Fraud
- Phishing

Why vulnerable people are more susceptible to technology enabled crime

- Young children
- Lack of awareness
- Individuals with protected characteristics
- Vulnerable Adults i.e:
  - Technologically unaware
  - Bereaved/emotionally vulnerable

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## Learning outcome

The learner will:

- 2 understand the legal and organisational requirements and the duty of care the Police Service has for victims, witnesses and vulnerable people

## Assessment criteria

The learner can:

- 2.1 describe how legislation, guidelines of good practice, charters and service standards benefit and protect victims, witnesses and vulnerable people
- 2.2 define the duty of care in relation to providing support to the public
- 2.3 describe how the needs of victims, witnesses and vulnerable people may be addressed

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## Indicative content

- (AC2.1)
- Youth Justice and Criminal Evidence Act 1999
  - Code of Practice for Victims of Crime (MoJ)
  - Section 1 – The Children and Young Persons Act 1933
  - Section 46 – The Children’s Act 1989
  - Equality Act 2010 – Protected Characteristics
  - Human Rights Act 1998
  - European Convention on Human Rights 1999-2000

- (AC2.2)
- Ethics and Values
  - Duty of Care
  - Victims and Witnesses
  - Code of Practice for Victims of Crime
  - Public Protection

- (AC2.3)
- Public Protection
  - Introduction to Public Protection
  - Ethics and Values
  - Victims and Witnesses

Considerations:

- Early identification of Vulnerable/intimidated witnesses and victims
- Initial contact strategy
- How to address the needs of victims, witnesses and vulnerable people
- Victim Support
- Victim’s Personal Statement (VPS)
- Investigation Anonymity Orders
- Special measures
- Code of Practice for Victims of Crime
- The importance of involving those with parental responsibility when working with children affected by crime or anti-social behaviour
- Sources of advice
- Victim Support
- PPU
- External Agencies
- Social Services
- Community
- Colleagues

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## Learning outcome

The learner will:

- 3 understand the importance of effective communication with victims, witnesses and vulnerable people

## Assessment criteria

The learner can:

- 3.1 describe the different methods of communicating with victims, witnesses and vulnerable people

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## Indicative content

(AC3.1, • Ethics and Values

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## Learning outcome

The learner will:

- 4 understand how to provide initial support to victims, witnesses and vulnerable people

## Assessment criteria

The learner can:

- 4.1 describe the requirements of a support plan
- 4.2 explain how to develop a support plan that is appropriate to individuals' needs and wishes
- 4.3 describe the types of records required to meet individual and organisational requirements
- 4.4 summarise the organisation's policy in respect of:
  - 4.4a confidentiality
  - 4.4b access to information provided by individuals
  - 4.4c how the information will be recorded and stored

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## Indicative content

- (AC4.1, • Crime and Investigation  
AC4.2) • Responding to Incidents  
• Ethics and Values  
• Victims and Witnesses  
• Code of Practice for Victims of Crime  
• Community Policing

Considerations:

- How to make an initial approach
- The nature and extent of their further needs
- Individual priorities and how they could be addressed
- The range of support services available to individuals
- PPU
- External Agencies

- Social Services
- Community
- Colleagues
- (AC4.3) • Crime and Investigation
- Conducting Investigations
- Documentation

Why records need to be in line with organisational requirements in respect of:

- the individuals' needs and wishes
- the agreements reached with them
- the resulting actions taken

Range of support

- The individuals' immediate needs
- The initial support provided to them
- (AC4.4) • Information and Intelligence
- Handling Information and Intelligence
- Management of Police Information (MOPI)

Legislation

- Data Protection Act 1998 (DPA)
- Freedom of Information Act 2000 (FOI)
- Criminal Procedure and Investigations Act 1996 (CPIA)
- Regulation of Investigatory Powers Act 2000 (RIPA)

Local force policy

## Unit 302

## Knowledge of Supporting Victims, Witnesses and Vulnerable People

### Supporting Information

#### ***Evidence requirements***

##### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

##### **Workplace Assessment**

There is no competency-based workplace assessment relating to this unit

## Unit 303

## Knowledge of managing conflict situations in policing

<b>Unit level</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Unit aim:</b>	Police Officers have the authority to exercise an extensive range of police powers and skills with autonomy across many volatile situations. These are particularly relevant when dealing with potentially life-threatening, conflict management situations. This unit covers the underpinning knowledge and understanding relating to recognising and dealing with situations requiring proportionate responses and conflict management actions. The learner must understand how to use action that does not provoke conflict, but defuses situations where conflict exists or threats of conflict are present. They must understand the options for appropriate and proportionate use of personal safety techniques and equipment, including self defence and restraints
<b>Endorsed by</b>	College of Policing – Professional Body for Policing in England and Wales Skills for Justice - the Sector Skills Council for Justice

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### Learning outcome

The learner will:

- 1 understand the legal and organisational requirements related to managing conflict

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to managing conflict
- 1.2 describe the levels of training required for officers to use personal safety skills and equipment

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## Indicative content

### (AC1.1) Legislation:

- Ethics and Values
  - National Decision Model (NDM)
- Personal Safety & Risk Management
- Equipment and Restraints
- Personal Protection
  - Use of Force
- Communication
- Health & Safety
- Public Protection
  - Vulnerability (adults and children)
  - Mental Ill-Health
- Personal responsibilities
  - Duty of Care
  - Managing the public in conflict situations

### (AC1.2)

- Personal Safety & Risk Management
- Equipment and Restraints
- Personal Protection
- Communication
- Health and Safety

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## Learning outcome

The learner will:

- 2 understand conflict management techniques

## Assessment criteria

The learner can:

- 2.1 describe conflict management techniques available
- 2.2 summarise the tactical options available for use in conflict management situations
- 2.3 explain how to carry out a threat assessment
- 2.4 describe the considerations to be made when communicating in conflict situations
- 2.5 describe the approved personal protective equipment and communication equipment available for use
- 2.6 explain how to use approved personal protective and communication equipment in line with organisational procedures

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## Indicative content

- (AC2.1, • Ethics and Values
- AC2.2, • National Decision Model (NDM)
- AC2.3, • Crime and Investigation
- AC2.4) • Respond to Incidents
  - Information and Intelligence
  - Ethics and Values
  - Police Powers
  - using police powers in a fair and justified Way
  - Personal Safety & Risk Management

Considerations of manner of communication that:

- values people as individuals
- shows respect for their property and rights
- is appropriate to the individuals' understanding
- is appropriate to the individuals' cultural background
- is free from discrimination and oppressive behaviour
- ensures that actions and words signal non-aggression at the appropriate times
- uses language and speech, actions, gestures and body language, space and position appropriately

Consideration of using Conflict management techniques which:

- are likely to defuse conflict with all parties involved
- recognise there may be cultural differences in the way that individuals respond to the police
- manage risks to health and safety
- take into account any health or emotional factors which may affect individuals' behaviour
- are proportionate to the situation

- (AC2.5, • Ethics and Values
- AC2.6) • Personal Safety & Risk Management
  - Conflict Management
  - Health and Safety
  - Use of Force
  - Equality and Diversity
  - Using Police Powers in a fair and justified Way
  - Equipment and Restraints
  - Personal Protection: Knowledge and Skills
  - Personal Safety: Communications Skills

Using personal safety techniques and equipment that ensures:

- people are valued as individuals
- risks to health and safety are managed
- action taken is proportionate and avoids situations escalating

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## Learning outcome

The learner will:

- 3 understand requirements for recording and reporting conflict management incidents

## Assessment criteria

The learner can:

- 3.1 summarise the legal and organisational requirements for recording and reporting conflict management incidents
- 3.2 explain the need for recording actions taken to manage conflict in line with legal and organisational procedures
- 3.3 explain the need to advise line managers of actions taken during incidents

---

## Indicative content

- (AC3.1, AC3.2)
    - Ethics and Values
    - Personal Safety & Risk Management
    - Personal Safety: Documentation
    - Handling Information and Intelligence
    - Submitting Information
- Local force procedures
- (AC3.3)
    - Ethics and Values
    - Personal Safety & Risk Management
    - Reporting Conflict Management interventions

## Unit 303

## Knowledge of managing conflict situations in policing

Supporting Information

### ***Evidence requirements***

#### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

#### **Workplace Assessment**

There is no workplace assessment associated with this unit

## Unit 304

# Knowledge of using police powers to deal with suspects

<b>Unit level</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Unit aim:</b>	This unit is about understanding the legal and organisational processes for handling suspects including; conducting arrests, detaining and reporting procedures and other disposal options available. Police Officers have the authority to exercise an extensive range of police powers with autonomy, across many potentially volatile situations, not least when dealing with individual suspected of committing an offence. The learner must understand the need for action that is legal, balanced and proportionate, considering the impact of actions on others. They must also understand the correct techniques for dealing with any contingencies that may arise.
<b>Endorsed by</b>	College of Policing – Professional Body for Policing in England and Wales Skills for Justice – The sector skills council for justice

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### Learning outcome

The learner will:

- 1 understand the legal and organisational requirements for using police powers when dealing with suspects

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to using police powers

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### Indicative content

- (AC1.1)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants
  - Ethics and Values
  - Police Powers
  - Justice Outcomes
- Legislation
- PACE Codes of Practice

---

## Learning outcome

The learner will:

- 2 understand how to arrest and detain suspects in line with legal and organisational procedures

## Assessment criteria

The learner can:

- 2.1 explain how to arrest or detain suspects in line with legal and organisational procedures
- 2.2 describe how to preserve evidence during the arrest or detention in line with approved practice
- 2.3 outline contingencies to address issues that could arise during the processing of suspects
- 2.4 outline the process for recording actions taken throughout the arrest in line with legal and organisational timescales and procedures, noting:
  - 2.4a rationale / justification
  - 2.4b grounds
  - 2.4c compliance or otherwise
  - 2.4d action taken to deal with contingencies

---

## Indicative content

- (AC2.1)
- Personal Safety and Risk Management
  - correct use of arrest and warrants
  - arrest detain and report suspects
  - grounds and legal authority
  - necessity
- Legislation
- Police and Criminal Evidence Act (PACE) 1984
- Local force policy and procedure
- Notifying the custody officer
  - Custody office procedure
- (AC2.2)
- Crime and Investigation
  - conducting investigations
  - scenes of crime
  - Forensics
  - preserving evidence
- (AC2.3)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants
  - Dealing with contingencies eg:
    - medical
    - welfare
    - abusive or aggressive behaviour
    - Ethics and Values
- National Decision Model (NDM)
- (AC2.4)
- Personal Safety and Risk Management
  - correct use of arrest and warrants

- documentation
  - timings
  - Personal Safety and Risk Management
  - Personal Safety
  - Ethics and Values
  - National Decision Model (NDM)
- 

### **Learning outcome**

The learner will:

- 3 understand the options with regard to the disposal of suspects

### **Assessment criteria**

The learner can:

- 3.1 list the options available for the disposal of suspects
  - 3.2 explain the principle of releasing suspects without delay, where information is received that negates the need for:
    - 3.2a arrest
    - 3.2b detention
    - 3.2c reporting
    - 3.2d other disposal options
  - 3.3 explain the legal and organisational procedures for dealing with suspects under each disposal option
  - 3.4 explain how to communicate the disposal decision to relevant others
- 

### **Indicative content**

(AC3.1) Disposal options may include:

- charging
- reporting or summons
- Fixed Penalty Notice (FPN)
- restorative justice
- formal caution
- verbal warning
- no further action

(AC3.2) Information and Intelligence

- Gathering information
- Crime and Investigation
- Conducting investigations
- Personal Safety and Risk Management
- Correct use of arrest and warrants
- De-arresting suspects
- Cancelling reports and contacting suspects
- Ethics and Values

Police Powers

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- (AC3.3)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants
  - Ethics and Values
  - The Criminal Justice System
  - National Decision Model (NDM)
  - Force policies and procedures

- (AC3.4)
- Personal Safety and Risk Management
  - Correct use of arrest and warrants

Relevant others eg:

- alleged suspect
- victims
- witnesses
- Police Service
- line management
- Criminal Justice Service

## Unit 304

## Knowledge of using police powers to deal with suspects

Supporting Information

### ***Evidence requirements***

#### **Knowledge Element**

Knowledge and understanding should be demonstrated in a learning and development environment

#### **Workplace Assessment:**

There is no workplace competency requirement for this unit

## Unit 305

## Knowledge of conducting Police searches

<b>Unit level</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Unit aim:</b>	Police Officers have the authority to exercise an extensive range of police powers, with autonomy, in many potentially volatile situations, including conducting police searches. This unit is about understanding how to search individuals, vehicles, premises and open areas for items suspected to be evidence of an offence as part of an investigation, or for prevention of harm to self or others. The learner must understand that searches must be conducted in a legal and ethical way, using approved search methods. They must know what constitutes the grounds and legal authority to carry out the searches, including preserving the search scene. They must understand that where evidence is found, this must be seized, packaged and stored in a manner that maintains its integrity and continuity. They must also understand the need to complete any necessary documentation.
<b>Endorsed by</b>	College of Policing (Professional body) Skills for Justice - sector Skills Council for justice

### Learning outcome

The learner will:

- 1 Understand the legal and organisational requirements in relation to police searches

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities in relation to conducting police searches
- 1.2 outline the legal and organisational requirements regarding information to be provided to individuals prior to a search commencing

### Indicative content

- (AC1.1)
- Ethics and Values
  - Code of Ethics
  - Forensics and Evidence Gathering
  - Police Searches
  - Basic legal requirements;

- the legal authority
- the grounds
- justification
- Use force to carry out the search
- Counter terrorism search

Search Parameters:

- Individuals
- Search by consent
- Under arrest
- Premises
- Definition of 'premises'
- Search by consent
- Statutory powers of entry and search
- Entry by warrant
- Vehicles
- Search by consent
- Statutory power
- Occupied
- Not occupied
- Open Areas
- Search by consent

Legislation:

- Human Rights Act 1998
- European Convention on Human Rights 1999 - 2000
- Equality Act 2010
- Health and Safety at Work Act 1974
- Police (Health and Safety) Act 1997
- PACE – Police and Criminal Evidence Act 1984
- Children's Act 1989
- Children and Young Persons Act 1933
- Criminal Justice and Public Order Act 1994
- Misuse of Drugs Act 1971
- Criminal Justice Act 1988
- Terrorism Act 2000

- (AC1.2)
- Forensics and Evidence Gathering
  - Police Searches
  - Individuals
  - Sec 1 PACE 1984 search
  - Mnemonic – GOWISELY
  - On arrest
  - Search by consent
  - Premises
  - Using statutory power
  - Entry by warrant
  - Search by consent
  - Vehicles

- Using statutory power
- Search by consent
- Open Areas
- Search by consent

Considerations:

- Communicating with individuals

Legislation:

- PACE (1984)

## Learning outcome

The learner will:

- 2 Understand how to conduct police searches

## Assessment criteria

The learner can:

- 2.1 summarise the ethical requirements when conducting searches
- 2.2 describe the types of searches that can be conducted
- 2.3 describe the preparations required prior to conducting a police search
- 2.4 explain how to conduct a police search within the search parameters
- 2.5 summarise the process for seizing, packaging and storing items discovered during a search and maintaining their integrity
- 2.6 explain how to conclude searches
- 2.7 summarise the process for documenting all decisions, actions, options and rationales according to current policy and legislation

## Indicative content

- (AC2.1)
- Forensics and Evidence Gathering
  - Police Searches:
    - Conducting the search using approved and appropriate search methods
    - Recognising the individuals' and community needs
    - Dealing with personal property respectfully and in accordance with force policy, in order to:
      - Promote equality
      - Respect diversity
      - Value people as individuals
      - Scene preservation and handling exhibits
    - Crime and Investigation
    - Conduct Investigations
  - Protecting the Scene
- (AC2.2)
- Forensics and Evidence Gathering
  - Police Searches
  - Individuals
  - Sec 1 PACE 1984 search

- Mnemonic – GOWISELY
- On arrest
- Search by consent
- Premises
- Using statutory power
- Entry by warrant
- Search by consent
- Vehicles
- Using statutory power
- Search by consent
- Open Areas
- Search by consent

- (AC2.3)
- Forensics and Evidence Gathering
  - Police Searches
  - Conducting risk assessments prior to search
  - Managing risks and contingencies
  - Scene preservation and handling exhibits
  - Personal Protection and Risk Management
  - Conflict Management
  - Ethics and Values
  - Risk Assessment (as outlined in the National Decision Model NDM)
  - Health and Safety

- (AC2.4)
- Forensics and Evidence Gathering
  - Police Searches
  - Identifying the correct search areas
  - Protecting the search scene
  - Controlling of individuals during a search
  - Communicating with individuals during a search
  - Maintaining personal safety using approved and appropriate techniques
  - Preventing loss or contamination of potential evidence
  - Ethics and Values
  - Risk Assessment (as outlined in the National Decision Model NDM)
  - Health and Safety

Search Parameters:

- Individuals
- Mnemonic - JOG
- Premises
- Systematic searching
- 3-dimensional searching
- Vehicles
- 'Five area' searches
- Interior
- Boot/cargo
- Engine
- Outside

- Underneath
- Open Areas
- Mnemonic – CANAL
- Mnemonic – SCENARIO

- (AC2.5)
- Forensics and Evidence Gathering
  - Police Searches
  - Scene preservation and handling exhibits
  - Crime and Investigation
  - Conduct Investigations
  - Protecting the Scene

Legislation:

S19 & 22 PACE 1984

- (AC2.6)
- Forensics and Evidence Gathering
  - Police Searches
  - Informing individuals of the results of the search and actions to be taken next
- Local policy and procedure

- (AC2.7)
- Forensics and Evidence Gathering
  - Police Searches
  - Crime and Investigation
  - Conduct Investigations
  - Documentation
  - Ethics and Values
  - Case File Management

## **Unit 305**

## **Knowledge of conducting Police searches**

### Supporting Information

#### ***Evidence requirements***

##### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

##### **Workplace Assessment:**

There is no competency-based workplace assessment associated with this unit

## Unit 306

# Knowledge of Handling Information and Intelligence

<b>Unit level</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Unit aim:</b>	This unit is about understanding how to gather information and intelligence to assist and support law enforcement objectives. The learner will need to be able to summarise the requirements of the National Intelligence Model (NIM) and principles of managing police information used across the police service. They must understand how to identify, analyse and evaluate information for relevance to police investigations and law enforcement objectives from a variety of situations and sources including human and technical. In addition they must know how to conduct an initial analysis, assessment and grading of information and intelligence received
<b>Endorsed by</b>	College of Policing – Professional Body Skills for Justice - Sector Skills Council for justice

### Learning outcome

The learner will:

- 1 understand the legal and organisational requirements related to handling information and intelligence

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to handling information and intelligence

### Indicative content

(AC1.1) Handle Information and Intelligence

Legislation and Guidance:

- Management of Police Information (MOPI)
- Data Protection Act 1998 (DPA)
- Freedom of Information Act 2000 (FOI)
- Criminal Procedure and Investigations Act 1996 (CPIA)
- Regulation of Investigatory Powers Act 2000 (RIPA)

Force Policy:

- Local force systems and protocols

---

## Learning outcome

The learner will:

- 2 Know how to handle information and intelligence that can support law enforcement objectives in line with organisational systems, authorisations and protocols

## Assessment criteria

The learner can:

- 2.1 explain how the National Intelligence Model (NIM) is used within the police service
- 2.2 explain how information and intelligence is gathered using appropriate systems and protocols
- 2.3 describe sources of information which can support law enforcement objectives
- 2.4 describe the measures required to ensure that security, integrity and confidentiality of information gathered is maintained
- 2.5 explain how to record, analyse and submit information and intelligence in line with organisational systems, authorisations and protocols

---

## Indicative content

- (AC2.1) • Information and Intelligence
- NIM – National Intelligence Model
- (AC2.2) • Information and Intelligence
- NIM – National Intelligence Model
- (AC2.3) • Information and Intelligence
- Information Management and ICT

Sources include;

- Community
- Force Records
- Other Investigations
- External Agencies
- Colleagues
- Victims
- Witnesses

Technological sources include

- Open Source
- Social Media
- PNC / PND

- (AC2.4) • Information and Intelligence
- Management of Police Information (MOPI)
  - Disclosure
  - Unauthorised disclosure

Legislation:

Data Protection Act 1998

- (AC2.5) • Information and Intelligence
- Obtain, Evaluate and Submit Information and Intelligence
  - Grading of Information

- Handling Information and Intelligence
- Ethics and Values
- Case file management
- Information Management and ICT
- PNC / PND
- Crime and Investigation
- Conduct Investigations
- Investigative Documentation

## Unit 306

# Knowledge of Handling Information and Intelligence

## Supporting Information

### ***Evidence requirements***

#### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

#### **Workplace Assessment**

There is no competency-based workplace assessment associated with this unit

## Unit 307

# Knowledge of providing an initial response to policing incidents

<b>Unit level</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Unit aim:</b>	This unit covers understanding how to provide an initial response to incidents including, crime, non-crime and road related incidents. Police officers have the authority to exercise an extensive range of police powers with autonomy across many potentially volatile situations. The initial response to incidents and control of these sometimes critical situations is a paramount aspect of the officer's role. The learner will need to be able to know how to gather information on the incident, analyse the information to establish its nature and plan their actions accordingly.
<b>Endorsed by</b>	College of Policing – Professional Body (England and Wales) Skills Council for Justice – Sector Skills Council for justice

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### Learning outcome

The learner will:

- 1 understand the legal and organisational requirements related to responding to incidents

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to responding to incidents

---

### Indicative content

- (AC1.1)
- Health and Safety at Work Act 1974
  - Equality Act 2010
  - Human Rights Act 1998
  - European Convention on Human Rights 1999 – 2000
  - Equality Act 2010
  - The Children and Young Persons Act 1933
  - The Children's Act 1989
  - Modern Slavery Act 2015
  - Serious Crime Act 2015
  - Youth Justice and Criminal Evidence Act 1999

- (AC1.1)
- Ethics and Values
  - Duty of Care
  - Code of Ethics
  - Professional Standards
  - Public Protection
  - Personal Safety and Risk Management
  - Personal Safety
  - Health and Safety
  - Respond to Incidents
  - Conduct Investigations
- 

### **Learning outcome**

The learner will:

- 2 understand the process for providing an initial response to incidents

### **Assessment criteria**

The learner can:

- 2.1 explain why different incidents require different initial responses
- 2.2 explain how to gather and analyse all available information and intelligence to establish the nature of the incident
- 2.3 describe how to prioritise actions in accordance with the nature of the incident
- 2.4 describe how to take control of incidents in line with organisational procedures
- 2.5 explain the recording requirements when responding to incidents
- 

### **Indicative content**

- (AC2.1)
- Respond to Incidents
  - Response Grading
  - Conduct Investigations
  - Public Protection
  - Adults at Risk (Vulnerable Adults)
  - Child Abuse
  - Child Sexual Exploitation
  - Domestic Abuse
  - Female Genital Mutilation
  - Forced Marriage
  - Honour-Based Violence
  - Managing Offenders
  - Missing Persons
  - Modern Slavery
  - Prostitution
  - Sexual Offences
  - Stalking and Harassment
  - Ethics and Values
  - Mental Ill-Health
-

#### Considerations

- System of grading for response to incidents
- Initial contact strategy
- The police response according to type of incident
- Criminal (various)
- Roads Policing
- Non-Crime (various)
- Major / Critical
- Priority / Volume
- The procedures for responses involving different individuals, including vulnerable people

(AC2.2)

- Assessment of the needs of victims and witnesses
- Crime and Investigation
- Respond to Incidents
- Conduct Investigations
- Information and Intelligence
- Handling Information and Intelligence

#### Considerations:

- Identify any additional information required to support the response
- Witness identification strategy
- Assess the needs of witnesses and victims

(AC2.3)

- Crime and Investigation
- Respond to Incidents and Conduct Investigations
- Ethics and Values
- National Decision Model (NDM)

#### Considerations:

- Early identification of vulnerable/intimidated witnesses and victims

(AC2.4)

- Crime and Investigation
- Respond to Incidents
- Conduct Investigations
- Documentation
- Pocket Note Book
- Ethics and Values
- Assess the Needs of Individuals and Provide Advice and Support
- First Aid
- Health and Safety
- Victims and Witnesses
- Code of Practice for victims of Crime (MoJ)
- Victims and Witnesses
- Victim Charter
- National Decision Model (NDM)
- Personal Safety and Risk Management
- Personal Safety
- Communication

#### Equipment and Restraints

- Forensics
- Protecting the scene
- Scene management

- Evidential evaluation
- Preserving evidence

Considerations:

- Communicating with those already at the scene in line with organisational procedures
- Witness identification strategy
- Applying proportionate personal safety techniques where necessary
- Preserving the scene and any potential evidence in line with organisational requirements
- Prioritising casualties in line with organisational procedures
- Supporting victims and witnesses
- Adapting actions according to contingencies and changes in nature of the incident
- Establishing lines of communication
- Establishing who needs to be involved at the earliest opportunity
- (AC2.5) • records and documentation
- actions taken in response to incidents, including;
  - grounds for action
  - justification for action
  - outcomes
  - any further action to be taken

## Unit 307

## Knowledge of providing an initial response to policing incidents

### Supporting Information

#### ***Evidence requirements***

##### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

##### **Workplace Assessment**

There is no competency-based workplace assessment associated with this unit

## Unit 308

# Knowledge of conducting priority and volume investigations

<b>Unit level</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	12
<b>Unit aim:</b>	This unit is about understanding how to conduct investigations and is applicable to investigations across all types of priority and volume incidents. The learner will need to know how to gather, analyse and assess the available information and intelligence from all sources (including social media) and how to minimize risk, identify and preserve the initial scene(s), and identify and deal with materials. The unit covers developing initial lines of enquiry and dealing with any victims, witnesses and suspects. In addition, the learner will need to understand the importance of making sure that the appropriate people are briefed about the status of the investigation and how to maintain continuity and ensure that all relevant documentation is completed and added to the case file.
<b>Endorsed by</b>	College of Policing – Professional Body for Policing in England and Wales Skills for Justice – Sector Skills Council for justice

### Learning outcome

The learner will:

- 1 understand the legal and organisational requirements in relation to conducting priority and volume investigations

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, organisational requirements, national guidelines and personal responsibilities that relate to conducting priority and volume investigations

### Indicative content

- (AC1.1)
- Crime and Investigation
  - Conduct Investigations
  - Ethics and Values
  - National Decision Model (NDM)
  - Handling Information and Intelligence
  - MOPI – Management of Police Information

References:

- Authorised Professional Practice (APP) in Investigations

Legislation:

- Regulation of Investigatory Powers Act 2000 (RIPA)
- Police and Criminal Evidence Act 1984 (PACE)
- CPIA – Criminal Procedure and Investigation Act 1996
- DPA – Data Protection Act 1998
- FOI – Freedom of Information Act 2000
- Youth Justice and Criminal Evidence Act 1999
- Code of Practice for Victims of Crime (MoJ)

Considerations:

- Risk assessments
  - Disclosure of sensitive information
- 

### **Learning outcome**

The learner will:

- 2 understand the nature of crime and its impact upon the community

### **Assessment criteria**

The learner can:

- 2.1 explain the characteristics of crimes, including how they are committed
  - 2.2 explain the impact of crime and criminality on the community
- 

### **Indicative content**

- (AC2.1)
- Crime and Investigation
  - Conducting investigations
  - Ethics and Values
  - Community engagement
  - Policing in the community
- (AC2.2)
- Ethics and Values
  - Community engagement
  - Policing in the community
- 

### **Learning outcome**

The learner will:

- 3 understand the process for conducting priority and volume investigations

### **Assessment criteria**

The learner can:

- 3.1 describe the types of investigation that are within limits of responsibility
  - 3.2 explain how decisions are made during investigations
  - 3.3 describe the investigative process, including activities and decision making
-

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## Indicative content

- (AC3.1)
- Crime and Investigation
  - Conduct investigations
- Types of investigations eg:
- domestic violence
  - anti-social behaviour
  - hate crime
  - critical incident (child missing etc.)
  - public order
  - road traffic
  - allegation of crime
  - non-crime incidents eg:
  - sudden death
  - civil trespass
  - civil disputes etc.
- (AC3.2)
- Ethics and Values
- (AC3.3)
- National Decision Model (NDM)
  - Crime and Investigation
  - Conducting investigations
  - Responding to incidents
  - Forensics
  - Scene preservation and handling exhibits
  - Intelligence and Information
  - Handling Information and Intelligence
  - Ethics and Values
  - National Decision Model (NDM)
- Considerations:
- Information required to support investigations
  - The investigative mindset
  - Protecting scenes and evidence
  - Witness identification strategy
  - The importance of early assessment of witness/victims needs

---

## Learning outcome

The learner will:

- 4 understand how to conduct priority and volume investigations

## Assessment criteria

The learner can:

- 4.1 outline the process for conducting priority and volume investigations
- 4.2 explain how to handle victims, suspects and potential witnesses in line with their needs and the needs of the investigation
- 4.3 explain how to handle suspects during investigations

---

## Indicative content

- (AC4.1)
- Crime and Investigation
  - Conducting investigations
  - Handling Information and Intelligence
  - Case file management
  - Ethics and Values
  - National Decision Model (NDM)

### Considerations:

- The importance of following organisational procedures for conducting investigations eg ensuring all actions:
    - are lawful
    - promote equality and respect diversity
    - are communicated on time in the appropriate format
  - Gathering intelligence and evidence to support the investigation
  - Establishing lines of enquiry eg:
    - Suspects
    - Victims
    - Witnesses
    - Family/friends
    - Community/neighbourhood
    - Forensics
    - Intelligence
    - Property / premises
    - Technology
    - Social media
    - Factors that are likely to impact on investigations
  - Analysing information, intelligence and evidence to determine the proposed course of action
  - Communicating with and briefing relevant others at the earliest opportunity
    - Case manager
    - Other relevant investigations
    - Line manager
    - Colleagues
    - Custody Officer
    - Additional support that may be required in investigations
    - Specialists
    - Line management
    - External agencies
    - Actions to be taken to minimise risk
  - Steps to preserve scene eg:
    - Cordons
    - Handling/preserving scenes and evidence
    - Managing evidence in line with current legislation and policy
- (AC4.2)
- Ethics and Values
  - Victims and witnesses
  - Code of Practice for Victims of Crime (MoJ)
  - Vulnerable and intimidated victims and witnesses needs assessment

Considerations:

- Victim's, witness's and suspect's needs eg:
- Vulnerability
- Language
- Culture
- Lifestyle
- Repeat/linked incidents
- Providing victims, witnesses and families with information, support and protection
- The manner in which investigators approach witnesses, from the point of initial contact to conclusion of the investigation

- (AC4.3)
- Personal Safety and Risk Management
  - Arrest, detain and report individuals

Disposal options eg:

- Arrest
- Report
- Verbal warning
- Local resolution
- Formal caution
- Restorative justice
- Take no action

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## Learning outcome

The learner will:

- 5 understand how to prepare and document information relating to priority and volume investigations

## Assessment criteria

The learner can:

- 5.1 explain how to prepare documentation for case file submission in line with legal and organisational procedures
- 5.2 explain how to prepare evidence for submission to court and other hearings in line with legal and organisational procedures

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## Indicative content

(AC5.1) Ethics and Values

- case file management
- national file standards and documentation
- liaising with external parties and disclosure
- preparing for court
- charging

(AC5.2) Ethics and Values

- presenting evidence at court and other hearings

## Unit 308

## Knowledge of conducting priority and volume investigations

### Supporting Information

#### ***Evidence requirements***

##### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

##### **Workplace Assessment:**

There is no competency-based workplace assessment associated with this unit

## Unit 309

# Knowledge of interviewing victims and witnesses in relation to priority and volume investigations

<b>Unit level</b>	Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	6
<b>Unit aim:</b>	This unit is about understanding how to interview victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must know how to plan and prepare for both formal and informal interviews by knowing how to develop an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must know how to conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected to understand how to evaluate interviews (including their own performance) and take any necessary further action in relation to the investigation.
<b>Endorsed by</b>	The College of Policing – Professional Body for Policing in England and Wales Skills for Justice - the Sector Skills Council for justice

### Learning outcome

The learner will:

- 1 understand the requirements when interviewing victims and witnesses

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to conducting interviews with victims and witnesses

### Indicative content

- (AC1.1)
- Ethics and Values
  - Equality, diversity and human rights
  - health, safety, security and welfare
  - Victims and witnesses
  - Crime and Investigation

- Interviewing victims and witnesses
- recognising when a person is unfit for interview
- recognising when individuals may be vulnerable
- conducting interviews with those who may be vulnerable
- recognising when victims and witnesses may be intimidated
- interviewing in an ethical and effective manner
- PEACE Interview Model
  - Information and Intelligence
  - Rules of evidence and disclosure

Legislation

- Police and Criminal Evidence Act PACE 1984

## Learning outcome

The learner will:

- 2 understand how to plan and prepare for interviews with victims and witnesses

## Assessment criteria

The learner can:

- 2.1 describe the approved model for interviewing victims and witnesses
- 2.2 explain the importance of the interview strategy in enabling an ethical and effective interview to be conducted
- 2.3 describe how to prepare for an interview, taking into account the nature of the incidents to be investigated
- 2.4 describe the factors that need to be considered when assessing individuals are fit for interview

## Indicative content

- (AC2.1) ● Crime and Investigation
- Interviewing victims and witnesses
  - PEACE interview model
  - Achieving Best Evidence (ABE)

- (AC2.2) ● Crime and Investigation
- Interviewing victims and witnesses
  - PEACE interview model
  - Achieving Best Evidence (ABE)
  - Ethics and Values
    - Victims and witnesses
    - Health and Safety

Considerations:

- Using approved interview techniques
- Conducting an ethical and effective interview

APP:

The manner in which investigators approach witnesses, from the point of initial contact to conclusion of the investigation

- (AC2.3) ● Crime and Investigation

- Interviewing Victims and Witnesses

Considerations;

- Written plans
- Relevant points to prove
- Category of interviewees
  - vulnerable
  - intimidated
  - significant

Timing, location and environmental conditions eg:

- urgent interviews
- interviews at the scene
- interviews at home
- interviews in police premises
- healthcare facility

Planning for contingencies eg:

- medical
- welfare
- hostile/reluctant behaviour
- environmental conditions

Consultation with relevant others:

- prosecutors
- legal representatives
- appropriate adults
- health care professionals
- custody officers
- officers required for legal authorities
- colleagues
- interpreters
- Resources required for interview:
  - recording equipment
  - relevant documentation
  - exhibits
  - appropriate adult
  - interpreter
- Resources required for interview:
  - recording equipment
  - relevant documentation
  - exhibits
  - appropriate adult
  - interpreter
- Resources required for interview:
  - recording equipment
  - relevant documentation
  - exhibits
  - appropriate adult
  - interpreter

(AC2.4) Factors eg:

- Physical condition
- physical disorder or disability
- intoxication by drink or drugs
- Mental condition
- mental ill health
- learning difficulties
- Emotional condition
- behaviour
- age
- maturity

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## Learning outcome

The learner will:

3 understand how to conduct interviews with victims and witnesses

## Assessment criteria

The learner can:

- 3.1 describe the process for conducting interviews
- 3.2 summarise contingencies that might arise during interviews and how to deal with them
- 3.3 describe the documentation that must be used within the interview process
- 3.4 summarise the procedures for the completion of documentation during the interview

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## Indicative content

- (AC3.1)
- Crime and Investigation
    - Interviewing Victims and Witnesses
  - Ethics and Values
  - Duty of care
  - Victims and witnesses
  - Health and safety

Considerations:

- explaining the interview process to all those present, confirming their understanding
- maintaining the security and welfare of all present
- using approved interview techniques
- PEACE model
- Introducing exhibits
- Addressing contingencies
- medical
- welfare
- hostile/reluctant behaviour
- environmental conditions
- Concluding the interview

- (AC3.2)
- Crime and Investigation
    - Interviewing Victims and Witnesses

Contingencies eg:

- legal

- medical
- welfare
- abusive or aggressive behaviour
- technical faults / issues
- complaints

environmental conditions

- (AC3.3)
- interview notes
  - pocket notebook
  - criminal justice statements, including victim personal statements
  - exhibit forms

- (AC3.4)
- Crime and Investigation
    - Interviewing Victims and Witnesses
  - Ethics and Values
  - The Criminal Justice system
  - Case file management
  - documentation

Documentation eg:

- interview notes
- pocket notebook
  - criminal justice statements, including victim personal statements exhibit forms including obtaining any necessary endorsements that are required during an interview

## Learning outcome

The learner will:

- 4 understand post interview procedures and the evaluation process for interviews with victims and witnesses

## Assessment criteria

The learner can:

- 4.1 summarise the process for evaluating interviews including any evidence that has emerged
- 4.2 explain the importance of carrying out further action based on the outcomes of the interview

## Indicative content

- (AC4.1)
- Crime and Investigation
    - Interviewing Victims and Witnesses

Considerations:

- Evaluating own performance
- Updating others based on evaluation of interview of interview

- (AC4.2) Considerations:

- Prioritising actions based on evaluation
- pursue further lines of enquiry
- brief others
- update intelligence systems intelligence systems

## Unit 309

# Knowledge of interviewing victims and witnesses in relation to priority and volume investigations

Supporting Information

### ***Evidence requirements***

#### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

#### **Workplace Assessment:**

There is no workplace competency assessment associated with this unit

## Unit 310

# Knowledge of interviewing suspects in relation to priority and volume investigations

<b>Unit level</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	10
<b>Unit aim:</b>	This unit is about understanding how to interview suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. The learner must understand how to plan and prepare for interviews through developing interview plans, assessing the suspect's fitness for interview, and setting up appropriate locations. They must understand how to conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, learners are expected to know how to evaluate interviews (including their own performance) and take any necessary further action
<b>Endorsed by</b>	College of Policing – Professional Body for Policing in England and Wales Skills for Justice - The Sector Skills Council for justice

### Learning outcome

The learner will:

- 1 understand the requirements when interviewing suspects

### Assessment criteria

The learner can:

- 1.1 summarise the legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to conducting interviews with suspects

### Indicative content

- (AC1.1)
- Ethics and Values
  - Equality, diversity and human rights
  - health, safety, security and welfare
  - Crime and Investigation

- interview suspects
- assuming responsibility for suspect
- rules of evidence and disclosure
- PEACE Interview Model
- recognising when a person is unfit for interview
- recognising when individuals may be vulnerable
- conducting interviews with those who may be vulnerable
- recognising when victims and witnesses may be intimidated
- equality, diversity and human rights
- health, safety, security and welfare
- interviewing in an ethical and effective manner

Legislation:

- Police and Criminal Evidence Act PACE 1984

## Learning outcome

The learner will:

- 2 understand how to plan and prepare for interviews with suspects

## Assessment criteria

The learner can:

- 2.1 describe the approved model for interviewing suspects
- 2.2 explain the importance of the interview strategy in enabling an ethical and effective interview to be conducted
- 2.3 describe how to prepare for interviews taking into account the nature of the incidents to be investigated
- 2.4 describe the factors that need to be considered when assessing individuals are fit for interview

## Indicative content

- (AC2.2)
- Crime and Investigation
  - Interviewing Suspects
  - PEACE Interview Model
  - Achieving Best Evidence (ABE)

Considerations:

- Using approved interview techniques
  - Conducting an ethical and effective interview
- (AC2.3)
- Crime and Investigation
  - Interviewing Suspects
  - PEACE Interview Model
  - Consideration
  - Written plans
  - Relevant points to prove
  - Using approved suspect interview techniques
  - Timing, location and environmental conditions eg:
    - urgent interviews

- interviews at the scene
- interviews at home
- interviews in police premises
- interviews at healthcare facilities
- Contingencies eg:
  - medical
  - welfare
  - hostile/reluctant behaviour
  - environmental conditions
- Consultation with relevant others:
  - prosecutors
  - legal representatives
  - appropriate adults
  - health care professionals
  - custody officers
  - officers required for legal authorities
  - colleagues
  - interpreters
- Resources required for interview:
  - recording equipment
  - relevant documentation
  - exhibits
  - appropriate adult
  - interpreter

Considerations:

- Reviewing material prior to interview eg:
  - information and intelligence
  - objects
  - written documentation
  - audio recording
  - passive data generators
  - visual images
  - evidence
- preparing for pre-interview briefings with legal representatives

(AC2.4) Factors eg:

- Physical condition
  - physical disorder or disability
  - intoxication by drink or drugs
- Mental condition
  - mental ill health
  - learning difficulties
- Emotional condition
  - behaviour
  - age
  - maturity

---

## Learning outcome

The learner will:

- 3 understand how to conduct interviews with suspects

## Assessment criteria

The learner can:

- 3.1 describe the process for conducting interviews with suspects
- 3.2 summarise contingencies that might arise during interviews and how to deal with them
- 3.3 describe the documentation that can be used within the interview process
- 3.4 summarise the procedures for the completion of documentation during the interview

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## Indicative content

(AC3.1) • Crime and Investigation

- Interviewing Suspects
- PEACE Interview Model

Considerations

- Conducting pre-interview briefings with legal representatives
- Ensuring the welfare, the safety and security of relevant others in suspect interviews is maintained eg
  - legal representatives
  - appropriate adults
  - healthcare professionals
  - interpreters
  - colleagues
- Explaining the interview process to those present
- Stating the required cautions and special warnings during an interview
- Employing an approved interview technique
- Introducing exhibits
- Addressing contingencies during an interview e.g
  - legal
  - medical
  - welfare
  - abusive or aggressive behaviour
  - technical faults
  - complaints
  - environmental conditions

(AC3.2) • Crime and Investigation  
• Interviewing Victims and Witnesses

Contingencies eg:

- legal
- medical
- welfare
- abusive or aggressive behaviour
- technical faults / issues

- complaints
  - environmental conditions
- (AC3.3) Documentation eg:
- interview notes
  - pocket notebook
  - criminal justice statements, including victim personal statements

Exhibit forms

- (AC3.4)
- Crime and Investigation
  - Interviewing Victims and Witnesses
  - Ethics and Values
  - The Criminal Justice system
  - Case file management
  - documentation

Documentation eg:

- interview notes
- pocket notebook
- criminal justice statements, including victim personal statements

Exhibit forms:

- including obtaining any necessary endorsements that are required during an interview

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## Learning outcome

The learner will:

- 4 understand post interview procedures and the evaluation process for interviews with suspects

## Assessment criteria

The learner can:

- 4.1 summarise the process for evaluating interviews and any evidence that has emerged
- 4.2 explain the importance of carrying out further action based on the outcomes of the interview

---

## Indicative content

- (AC4.1)
- Crime and Investigation
  - Interviewing Suspects
  - PEACE Interview Model

Considerations:

- Evaluating own performance
- Updating others based on evaluation of interview
- Prioritising actions based on evaluation
- pursue further lines of enquiry
- brief others
- update intelligence systems

(AC4.2) Considerations:

- Prioritising actions based on evaluation
- pursue further lines of enquiry
- brief others
- update intelligence systems

## Unit 310

# Knowledge of interviewing suspects in relation to priority and volume investigations

Supporting Information

### ***Evidence requirements***

#### **Knowledge Element**

Application of knowledge should be demonstrated in a learning and development environment

#### **Workplace Assessment:**

There is no competency-based workplace assessment associated with this unit

## Appendix 1 Relationships to other qualifications

### ***Links to other qualifications***

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

### ***Literacy, language, numeracy and ICT skills development***

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)

## Appendix 2 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 Manual - Supporting Customer Excellence* 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of Learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

- **Walled Garden:** how to register and certificate Learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

*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 Learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Useful contacts

### UK learners

General qualification information

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

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### International learners

General qualification information

F: +44 (0)20 7294 2413

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

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### Centres

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

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

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

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, e-assessment, Navigation, User/menu option, Problems

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@cityandguilds.com](mailto:business@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free literature

F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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