

Level 3 NVQ in Intelligence Analysis (7240)

Standards and assessment requirements

QCA Number 500/2980/0



www.cityandguilds.com
December 2007
Version 1.0

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, City & Guilds Institute, ILM (the Institute of Leadership & Management) which provides management qualifications, learning materials and membership services, NPTC which offers land-based qualifications and membership services, and HAB (the Hospitality Awarding Body). City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute 2007 and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a locked PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* on the City & Guilds website also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

learnersupport@cityandguilds.com

Level 3 NVQ in Intelligence Analysis (7240)

Standards and assessment requirements



www.cityandguilds.com
December 2007
Version 1.0

This page is intentionally blank

Contents

1	Introduction	6
2	About the qualification	7
2.1	Sector Skills Council and the National Occupational Standards	7
2.2	Publications, and sources of information	8
3	Candidate entry requirements and progression	9
4	Centre resource requirements	10
4.1	Centre, qualification and fast track approval	10
4.2	Centre resources	11
4.3	Registration and certification	12
5	Assessment method requirements	13
6	Roles and occupational expertise requirements	16
7	Recording assessment and evidence	19
7.1	Data protection and confidentiality	19
7.2	Recording forms to use	20
8	The qualification structure	21
9	Relationships to other qualifications	22
9.1	Relationship to previous versions of the qualification	22
9.2	Key skills	23
10	About the National Occupational Standards (NOS)	24
10.1	Availability of the NOS	24
11	The units	25
Appendix 1	Accreditation, national frameworks and qualification level descriptors	69
Appendix 2	Obtaining centre and qualification approval	70
Appendix 3	Summary of City & Guilds assessment policies	71
Appendix 4	Funding	73
Appendix 5	Key/core skills signposting	73

This page is intentionally blank

1 Introduction

About this document

This document contains the information that centres need to offer the following [National Vocational Qualification (NVQ):

Level 3 NVQ in Intelligence Analysis	
QCA accreditation number	500/2980/0

This document contains details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms

2 About the qualification

2.1 Sector Skills Council and the National Occupational Standards

Background to the National Occupational Standards (NOS) development

The present National Occupational Standards for the Level 3 Intelligence Analysis qualification required updating as the original NOS were five years old. Skills for Justice worked with an expert group of practitioners from the field of Intelligence Analysis during 2005 to produce a suite of National Occupational Standards (NOS) for this area. The work involved updating a set of NOS originally developed by the Science, Technology and Mathematics Council (ST+M), an NTO now part of SEMTA. The work has also included updating a Level 3 NVQ qualification structure based on the NOS.

The draft NOS and NVQ qualification structure were available for consultation during June and July 2005, finalised in early 2006, and approved in April 2006.

Contacting the Standards Setting Bodies

This qualification is based on the National Occupational Standards (NOS) developed by:

Name of SSC	Skills for Justice
Address	9-11 Riverside Court, Don Road, Sheffield S9 2TJ
Telephone	0114 261 1499
e-mail	info@skillsforjustice.com
URL	www.skillsforjustice.com

Apprenticeship frameworks

The Level 3 NVQ in Intelligence Analysis does **not** form part of the Modern Apprenticeship Framework.

Accreditation details

This qualification is

- accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.

2 About the qualification

2.2 Publications, and sources of information

This document has been designed to be used with the City & Guilds *N/SVQ Guides*:

Publication	Content	Available from
<i>Centre guide</i>	An overview of N/SVQ assessment, delivery and quality assurance issues.	EN-12-001
<i>Candidate guide</i>	An introduction to N/SVQs, candidate responsibilities and an overview of the assessment process.	TS-12-001
<i>Recording forms</i>	Forms both centres and candidates may use to record evidence.	TS-33-0001

Visit the City & Guilds website (www.cityandguilds.com) for the latest versions of these documents.

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- ***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.
- ***Ensuring quality*** contains updates on City & Guilds assessment and policy issues.
- ***Centre toolkit*** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.
- ***Online Catalogue*** contains details of general regulations, registration and certification procedures and fees. This information is also available online.
- ***Guidance Update to Community & Society centres*** contains updates on centre management, records, assessment and verification.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

3 Candidate entry requirements and progression

Candidate work role requirements

This qualification is suitable for those engaged in intelligence analysis activities involving the application of sophisticated analytical techniques and making judgements based on intelligence analysis methodologies. Intelligence analysts may be employed as operational staff or support staff.

Candidate entry requirements

There are no formal entry requirements for the Level 3 NVQ in Intelligence Analysis, however centres should ensure that candidates are in a position to demonstrate the performance evidence/underpinning knowledge requirements of this qualification.

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 NVQ is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Other legal considerations

Candidates entering the Intelligence Analysis workforce may be legally required to undergo criminal record checks prior to taking up employment / workplacement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met.

As the requirements vary between sectors and countries, checks should be made with the appropriate regulatory body and / or government department in the case of any uncertainty.

Progression routes

There are a wide range of qualifications available to candidates who have completed this NVQ. For further information on progression routes please visit the City & Guilds website at www.cityandguilds.com

4 Centre resource requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

4 Centre resource requirements

4.2 Centre resources

The NVQ Code of Practice QCA Appendix 2, Approved Centre Criteria 1.13 makes it explicit that centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning 'fit person' checks are required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies and 'fit person' criteria, not the Awarding Body)
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.

4 Centre resource requirements

4.3 Registration and certification

Registration and certification period

Centres should be aware of time constraints regarding the registration and certification periods for the NVQ, as specified in the City & Guilds *Online Catalogue*.

Please check the *Online Catalogue* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates

5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed by Skills for Justice for the assessment and quality control of N/SVQs in the Justice Sector in the United Kingdom.

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

City & Guilds external verifiers will identify a sample of evidence based on the CAMERA model

Candidates

Assessors

Methods of assessment

Elements within the NVQ

Records

Assessment sites

City & Guilds also attend an awarding body forum hosted by Skills for Justice at which relevant issues surrounding the assessment and quality assurance of the qualification are discussed. Where necessary, feedback from this forum will be cascaded to participating City & Guilds centres.

Accreditation of Prior Experience and Learning (APEL)

Some candidates for this qualification may have undertaken training in the past and will be experienced in Community Justice. Therefore all centres delivering the qualification should provide the opportunity for candidates' prior experience and learning to be assessed and accredited. This should form part of the candidates' initial assessment.

Should any opportunities for APEL be identified it is important that a complete **process** of accreditation of prior experience and learning is undertaken by ensuring that:

- it covers relevant or appropriate experience for previous activities as well as accredited learning and qualifications.
- it is incorporated into the assessment planning with details of how this will take place.
- mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable.
- assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier.
- the audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning.
- the authenticity and currency of presented evidence is established by the assessor.
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification.

In considering the appropriateness of any single piece of **evidence** the following should be considered:

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- **Comprehensiveness of Assessment** – ensure that all learning derived for the content has been assessed. If only a proportion has been assessed, then the learning for the ‘non-tested’ areas cannot be assumed.
- **Level** – the degree to which the level of learning offered and tested, related to that required by the Community Justice NVQ.
- **Performance and Knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Model of Learning** – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- **Relevance of Context** – the degree to which the context of the learning gained and assessed relates to the current context of candidates’ work roles. If the context was different, assessors will need to satisfy themselves of candidates’ ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes was undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the candidate.

Performance evidence requirements

Direct observation by a competent assessor (as outlined in Section 6.1 of Skills for Justice Assessment Strategy) or testimony from an Expert Witness (as outlined in Section 6.2 of Skills for Justice Assessment Strategy) is always to be preferred. Expert Witness testimony has parity with assessor observation unless otherwise stated in unit evidence requirements. The Assessor is responsible for making the final judgement in terms of the candidate meeting the evidence requirements for the unit.

Assessments of candidates’ performance must take place in a work based situation, except for those units for which simulation has been deemed acceptable (guidance regarding the use of simulation is given in the Simulation Section and also in the Unit Evidence Requirements at the end of each unit).

It is recognised that there are alternative evidence sources which may be used where direct observation is not possible or practical eg. work products, records, reflective accounts, professional discussion etc (guidance on alternative evidence sources is given in the Unit Evidence Requirements at the end of each unit).

Knowledge evidence requirements

It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore, most usually knowledge and understanding will be apparent in candidates’ performance evidence. If the assessor cannot positively infer the knowledge and understanding for

candidates' work practice they should question candidates' or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors and is most appropriately used in the N/SVQs to elicit underpinning knowledge, explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Simulation

Simulation is **not** allowed for any of the units in this qualification.

6 Roles and occupational expertise requirements

Assessors

All assessors must:

- be occupationally competent. 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. However, 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 assessors
- have current experience within their occupational roles. Current experience is defined here as having held a relevant post for a minimum of one year within the past two years in a role directly related to the National Occupational Standards they are assessing as an experienced practitioner, manager or trainer
- be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence 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. These activities may include those offered by City & Guilds, Skills for Justice or other relevant providers in the sector
- hold or be working towards the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Approved centres will be required to provide City & Guilds with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records.

Where an assessor is working towards the qualification for assessing NVQs, City & Guilds requires that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in the first and second points above.

Where a new NVQ/SVQ is being introduced and there are not sufficient occupationally competent assessors to meet the countersignatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from introduction of the NVQ/SVQ.

Any such arrangements should be agreed with the City & Guilds external verifier and be monitored through the external verification process.

Expert witnesses

All Expert Witnesses must:

- be occupationally competent. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector
- maintain their occupational competence 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. These may include those offered by City & Guilds, Skills for Justice or other relevant providers in the sector

- have current experience within their occupational roles. Current experience is defined here as having held a relevant post for a minimum of one year within the past two years in a role directly related to the National Occupational Standards they are witnessing as an experienced practitioner, manager or trainer
- be familiar with the National Occupational Standards; and must be able to interpret current working practices and technologies within the area of work

have had an appropriate induction to Skills for Justice NVQs/SVQs, the assessment centre and City & Guilds requirements, and have access to ongoing training and updating on current issues relevant to these NVQs/SVQs and NOS.

Witnesses

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using the Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from another organisation) to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

In some instances it may be appropriate for service users to provide witness testimony for candidates eg Home Carers. Assessors need to give clear guidance to candidates about ensuring that no pressure is placed on service users when they request witness testimony. In addition, assessors should check to establish testimony has been appropriately and freely provided.

Centres are responsible for ensuring that service users fully understand the uses to which the witness testimony will be put. Testimony from service users should not be used if they are in any way concerned about the inclusion of their signed witness testimony within a portfolio of evidence, that may be open to scrutiny by people other than those associated with their care regime.

NB: The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Internal verifier

All internal verifiers must:

- 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. This means that they must have worked closely with staff who carry out the functions covered by the national occupational standards, 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. Internal verifiers must also sample the assessment process and resolve differences and conflicts on assessment decisions
- understand the content, structure and assessment requirements for the NVQs/SVQs they are verifying
- maintain their occupational competence 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. These activities may include those offered by Skills for Justice or other relevant providers in the sector

- hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities
- occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier
- have an appropriate induction to Skills for Justice NVQs or SVQs 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 NVQs, SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier
- In England, Wales and Northern Ireland, hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where an internal verifier is working towards their internal verifier qualification, Awarding Bodies must require that their internal verification decisions are counter-signed by an internal verifier who holds the qualification for internally verifying NVQs. The internal verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in the first point above. Such arrangements should be agreed with the City & Guilds and be monitored through the external verification process.

Continuous Professional Development requirements

This may be achieved in a variety of ways such as attendance at conferences; City & Guilds Community and Society Quality Improvement Workshops; Centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.

7 Recording assessment and evidence

7.1 Data protection and confidentiality

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

It is extremely important to protect the Identity of individuals (adults or children) encountered by candidates in the work setting.

Confidential information must not be included in the candidates' portfolios or assessment records.

Confidential information should remain in its usual location and reference should be made to it in the portfolio or assessment records.

Under no circumstances should confidential personal records or photographs, whether anonymous or not, be put in candidates' portfolios of evidence.

Further guidance on related issues can be found in the *Guidance updates for City & Guilds Community and Society Centres*.

7 Recording assessment and evidence

7.2 Recording forms to use

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate (see *NVQ Guide for centres and candidates - Recording forms*, 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 N/SVQ candidates and assessors at the centre. City & Guilds also endorses the electronic recording systems *Quick Step* and *Paper Free*.

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

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.

8 The qualification structure

Qualification structure

To achieve the level 3 NVQ in Intelligence Analysis candidates must successfully complete all 8 units

QCA unit reference	City & Guilds unit no	Skills for Justice unit number	Unit title
T/103/8481	001	CM1	Discuss and develop terms of reference for an intelligence analysis product
A/103/8482	002	CM2	Obtain and evaluate information for intelligence analysis
F/103/8483	003	CM3	Apply analytical techniques to interpret information for intelligence analysis
J/103/8484	004	CM4	Use inference development to make judgements based on intelligence analysis methodology
L/103/8485	005	CM5	Develop recommendations from the results of the intelligence analysis methodology
R/103/8486	006	CM6	Create an intelligence analysis product to support decision making
Y/103/8487	007	CM7	Disseminate the intelligence analysis product
D/103/8488	008	CM8	Review the effectiveness of the intelligence analysis product

9 Relationships to other qualifications

9.1 Relationship to previous versions of the qualification

This qualification replaces the existing Level 3 NVQ in Intelligence Analysis qualification. There are no opportunities for direct transfer of units from the existing to the new award. Centres must use the APEL assessment method to confirm the transferability of any existing evidence to units in the new award.

9 Relationships to other qualifications

9.2 Key/ core skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification they will need to be registered with City & Guilds for the key skills qualifications.

Skills for Justice have prepared a Key/Core Skills mapping document which covers the entire suite of Custodial Care/Community Justice National Occupational Standards. This can be found in Appendix 3.

The 'signposts' in Appendix 3 identify the **potential** for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document 'Key skills qualifications standards and guidance'.

10 About the National Occupational Standards (NOS)

10.1 Availability of the NOS

Availability of standards

The units for the qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website at **www.cityandguilds.com**

11 The units

Unit CM1 Discuss and develop terms of reference for an intelligence analysis product

Summary

This unit is about discussing and developing terms of reference for an intelligence analysis product. You will need to be able to agree the requirements for an intelligence analysis product and establish criteria to evaluate the product.

There is one element:

CM1.1 Discuss and develop terms of reference for an intelligence analysis product

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM1 Discuss and develop terms of reference for an intelligence analysis product

Element CM1.1 Discuss and develop terms of reference for an intelligence analysis product

Performance criteria

To meet the standard, you:

- 1 obtain suitable information from the client on the requirements for the intelligence analysis product
- 2 provide the client with clear information on the intelligence analysis products and techniques that are available
- 3 assess and agree the client's requirements against the available intelligence analysis products and techniques
- 4 establish the objectives of the intelligence analysis product through negotiation and agreement with the client
- 5 identify the parameters of the intelligence analysis product
- 6 discuss and agree with the client how the progress of the intelligence analysis will be reported to them and others
- 7 identify any problems or limitations with the requirements and take the appropriate action
- 8 establish and agree methods and measurable criteria to evaluate the intelligence analysis product
- 9 provide a rationale for the use of the intelligence analysis techniques
- 10 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines
- 11 produce terms of reference that include all the relevant factors

Range

1 Appropriate action

- a report
- b negotiate and resolve
- c recognise and adapt to limitations

2 Factors

- a what it will do
- b what it won't do
- c resources
- d risks to the project

Unit CM1 Discuss and develop terms of reference for an intelligence analysis product

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 the type of information that should be obtained on the client's requirements
- 2 how to establish the SMART objectives for the intelligence analysis process
- 3 how to identify the scale of the intelligence analysis product
- 4 the intelligence analysis products and techniques that are available
- 5 the methods that can be used to assess the customer's requirements
- 6 the typical reporting procedures
- 7 the types of problem that could occur and the limitations that may be present
- 8 the actions that could be taken for different types of problem and limitations
- 9 the procedures for reporting and resolving problems
- 10 the type of criteria for evaluating analysis processes
- 11 the methods that are available for evaluating an intelligence analysis process
- 12 the ways in which different intelligence analysis techniques can be used together or separately
- 13 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 14 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 15 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM1 Discuss and develop terms of reference for an intelligence analysis product

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and **all** of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Observation, expert witness testimony and evaluation of work products are the **preferred** assessment methods to be used to evidence some parts of this single element unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide testimony of your work-based performance

Usually, your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony was not used.

- **Work products:** These are usually records made, or contributed to, by you, eg.
 - Tasking request form.
 - Analysts record of workbook/disclosure book/decision log.
 - Minutes of meetings.
 - E-mails.
 - Final Terms of Reference.

- **Confidential records:** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg. **What** your responsibilities under the Data Protection Act 1998?
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course.
 - Certificate for assign Information Security CBT course.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account providing the rationale for selecting one analysis technique in preference to another.
- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit CM2

Obtain and evaluate information for intelligence analysis

Summary

This unit is about obtaining information for intelligence analysis. It covers identifying the sources of information, collecting information and collating information so that it is ready for intelligence analysis.

There is one element:

CM2.1 Obtain and evaluate information for intelligence analysis

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM2 Obtain and evaluate information for intelligence analysis

Element CM2.1 Obtain and evaluate information for intelligence analysis

Performance criteria

To meet the standard, you:

- 1 identify the type and range of information required and establish an intelligence collection plan
- 2 identify and evaluate the sources of information for their contribution to the intelligence analysis
- 3 obtain any necessary agreement from all relevant people to use the source of information
- 4 access the sources of information according to agreed procedures
- 5 collect information in line with the requirements of the analysis
- 6 identify any problems, limitations or gaps with the collection and collation of information and take the appropriate action
- 7 collate the information according to the agreed terms of reference
- 8 evaluate the information for its reliability, validity and contribution to the analysis
- 9 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

- 1 Appropriate action**
 - a report
 - b negotiate and resolve
 - c recognise and adapt to limitations
 - d tasking

Unit CM2 Obtain and evaluate information for intelligence analysis

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 the information required for intelligence analysis
- 2 how to establish an intelligence collection plan
- 3 the potential sources of information for intelligence analysis
- 4 the evaluation criteria that may be used and how to make valid evaluations
- 5 the reasons why it is important to obtain agreement to use information
- 6 the information sources that require agreement to use
- 7 the problems and limitations that can occur and what actions to take
- 8 the reasons why it is important to apply the collection methods effectively and consistently, and the consequences of not doing so
- 9 how to protect different information sources
- 10 the systems for recording information and how to use them
- 11 the amount and type of information that is usually required for analysis
- 12 the reasons why it is important to apply the agreed terms of reference
- 13 the relevant disclosure procedures relating to information
- 14 the reasons why it is important to be able to provide an audit trail
- 15 how to evaluate information for its reliability, validity and contribution to the analysis
- 16 the ways in which information might not provide all that is required
- 17 the systems for recording the collated information
- 18 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 19 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 20 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM2 Obtain and evaluate information for intelligence analysis

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit.

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Assessment of work products and professional discussion are the **preferred** assessment methods to be used to evidence some parts of this single element unit.

Your assessor will decide what knowledge and understanding you have demonstrated through your work practice.

- **Work products:** These are usually records made, or contributed to, by you, eg.
 - Final Terms of Reference
 - Analysts record of workbook/disclosure book/decision log.
 - Collection plans.
 - List of potential sources – Crimes, Intelligence, Custody Systems. PNC, CDRP data.
 - Record of selection criteria for sources.
 - List of evaluation criteria for information retrieved.
 - Raw data.
 - Process used for data cleaning.
 - Data storage/index/file structure.
 - E-mails/MOU confirming authorisation to use data.
- **Confidential records:** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg. What data sharing protocols are in place between

your organisation and partnership agencies? What are the consequences of non-compliance with data sharing protocols.

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course
 - Certificate for assign Information Security CBT course
- **Reflective accounts of your work:** This method is most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account detailing the types of problem or limitations that could be encountered when obtaining information.
- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit CM3

Apply analytical techniques to interpret information for intelligence analysis

Summary

This unit is about applying analytical techniques to interpret information for intelligence analysis. You will need to select and apply intelligence analysis techniques to information relating to patterns, trends and activities.

This unit may apply to analysing the activities of individuals or analysing patterns and trends.

There is one element:

CM3.1 Apply analytical techniques to interpret information for intelligence analysis

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM3 Apply analytical techniques to interpret information for intelligence analysis

Element CM3.1 Apply analytical techniques to interpret information for intelligence analysis

Performance criteria

To meet the standard, you:

- 1 identify any features of the information that may have a significant impact on the effectiveness of the analysis
- 2 ensure the relevant information has been collected
- 3 analyse the information effectively according to the selected techniques
- 4 ensure all relevant stages of the analysis techniques are completed in the correct sequence and recorded accurately
- 5 take the necessary action to resolve problems with the intelligence analysis
- 6 describe clearly the relevant patterns, trends and activities of individuals that the information covers
- 7 present the description of the patterns, trends and activities in an agreed format
- 8 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

- 1 Techniques
 - a quantitative
 - b qualitative

Unit CM3 Apply analytical techniques to interpret information for intelligence analysis

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 how to confirm that the information being analysed is relevant
- 2 the features that could have an impact on the effectiveness of the analysis
- 3 the intelligence analysis products and techniques that are available
- 4 the aim, purpose and considerations of analytical techniques
- 5 the different stages of different analysis techniques
- 6 how to apply different analysis techniques
- 7 the ways in which different intelligence analysis techniques can be used together or separately
- 8 the systems for recording the analysis results
- 9 the problems that may occur with intelligence analysis and how to resolve and/or report them
- 10 the reasons why it is important to be clear about who and what is being described
- 11 the type of information that should be obtained
- 12 the types of activities that should be described
- 13 the activities that are relevant and those that are not
- 14 how to present descriptions of the patterns, trends and activities
- 15 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 16 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 17 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM3 Apply analytical techniques to interpret information for intelligence analysis

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Assessment of work products and professional discussion are the **preferred** assessment methods to be used to evidence some parts of this single element unit.

Your assessor will decide what knowledge and understanding you have demonstrated through your work practice.

- **Work products:** These are usually records made, or contributed to, by you, eg
 - Final Terms of Reference
 - Rationale for the selection of an analytical technique for use in final report.
 - Displays of data using graphs, tables and maps accompanied with an appropriate interpretation.
 - Application of statistical techniques with resulting conclusions.
 - Audit trail in Analysts record of workbook/disclosure book/decision log showing the stages of the analysis technique being completed in the correct sequence.
 - E-mails indicating problems that may have occurred during the analytical process and recommendations for their resolution.
 - Analytical reports/presentations or intelligence assessments identifying patterns, trends or subjects eg Crime Pattern Analysis, Network Analysis, Criminal Business Profile.

- **Confidential records:** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and

understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg. What are the three measures of central tendency that can be used to describe data? Or, How would you reduce the distorting effect of seasonal variation when comparing data from previous months?

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course
 - Certificate for assign Information Security CBT course
- **Reflective accounts of your work:** This method is most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account detailing the types of patterns or trends that may occur.
- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit CM4 Use inference development to make judgements based on intelligence analysis methodology

Summary

This unit is about applying intelligence analysis methodology. You will need to develop inferences from intelligence analysis, and reach conclusions from the analysis.

This unit may apply to analysing the activities of individuals or analysing patterns and trends.

There are two elements:

CM4.1 Develop inferences from intelligence analysis

CM4.2 Make judgements based on the intelligence analysis methodology

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM4 Use inference development to make judgements based on intelligence analysis methodology

Element CM4.1 Develop inferences from intelligence analysis

Performance criteria

To meet the standard, you:

- 1 apply appropriate methods to identify key findings from the information
- 2 identify significant relationships occurring within the information
- 3 identify any significant gaps and anomalies within the information
- 4 identify any patterns that occur throughout the information
- 5 identify relevant aspects of the information that are of interest to others
- 6 identify further information collection and analysis tasks that should be undertaken by self and others
- 7 explain key findings clearly and accurately to others
- 8 identify inferences that need to be tested
- 9 provide evidence for the structure and logic for your inferences
- 10 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

- 1 Inferences**
 - a hypotheses
 - b conclusions
 - c prediction
 - d estimate

Unit CM4 Use inference development to make judgements based on intelligence analysis methodology

Element CM4.2 Make judgements based on the intelligence analysis methodology

Performance criteria

To meet the standard, you:

- 1 identify any significant features of the activities
- 2 identify changes or developments in the activities
- 3 provide clear forecasts of developments
- 4 predict the likely consequences and potential impact of the activities
- 5 draw conclusions that are reasonable and supported by the results of the analysis methodology
- 6 provide a clear and well-structured rationale for the conclusions
- 7 differentiate clearly between fact and opinion when presenting your conclusions
- 8 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

- 1 Activities**
 - a the activities of individuals
 - b patterns and trends

Unit CM4 Use inference development to make judgements based on intelligence analysis methodology

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 the types of inferences that can be made
- 2 how to test different types of inferences
- 3 the types of interpretation methods that can be used
- 4 the types of relationship that can appear in the results of the analysis
- 5 the types of gaps that can appear in the results of the analysis
- 6 the types of anomaly that can appear in the results of the analysis
- 7 the types of pattern that could occur
- 8 the people that would find this information of value
- 9 the circumstances that could lead to the need for further information or analysis
- 10 how to provide a rationale for any key features that are identified
- 11 when forecasts can be made
- 12 the types of feature in the current activities that could be significant
- 13 the types of predictions that can be made with any certainty
- 14 the likely consequences of different activities
- 15 how to draw conclusions from the results of the analysis methodology
- 16 how to present conclusions
- 17 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 18 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 19 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM4 Use inference development to make judgements based on intelligence analysis methodology

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Assessment of work products and professional discussion are the **preferred** assessment methods to be used to evidence some parts of this two element unit.

Your assessor will decide what knowledge and understanding you have demonstrated through your work practice.

- **Work products:** These are usually records made, or contributed to, by you, eg.
 - Final Terms of Reference.
 - Rationale for the selection of an analytical technique for use in final report.
 - Displays of data using graphs, tables and maps accompanied with an appropriate interpretation.
 - Application of statistical techniques with resulting conclusions.
 - Audit trail in Analysts record of workbook/disclosure book/decision log showing the stages of the analysis technique being completed in the correct sequence.
 - E-mails indicating problems that may have occurred during the analytical process and recommendations for their resolution.
 - Notes and results from mind mapping/brainstorming sessions.
 - Logical arguments used to develop premises.
 - Examples of inductive and deductive reasoning.
 - Inferences.
 - Application of inference testing techniques eg Decision matrix.
 - Analytical reports/presentations or assessments identifying pattern's, trends or subjects.

- **Confidential records:** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg. What is the importance of the terms of reference? Or, How do you determine the needs of the recipient of an intelligence analysis product?
- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course
 - Certificate for assign Information Security CBT course
- **Reflective accounts of your work:** This method is most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account explaining the logical processes you used to develop and test your inferences.
- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit CM5

Develop recommendations from the results of the intelligence analysis methodology

Summary

This unit is about developing recommendations from the results of the intelligence analysis methodology. You will need to review all the available information, identify potential recommendations, develop a rationale for the selection of recommendations and comply with relevant legislation.

There is one element:

CM5.1 Develop recommendations from the results of the intelligence analysis methodology

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM5 Develop recommendations from the results of the intelligence analysis methodology

Element CM5.1 Develop recommendations from the results of the intelligence analysis methodology

Performance criteria

To meet the standard, you:

- 1 review all available information arising from the analysis methodology
- 2 identify the potential range of recommendations that are available
- 3 explore the advantages and disadvantages of each potential recommendation
- 4 identify potential recommendations that are feasible and realistic in consultation with key stakeholders
- 5 identify the recommendations that appear most appropriate
- 6 develop a clear rationale for the selection of the recommendations, in accordance with terms of reference
- 7 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

- 1 **Key stakeholders**
 - a internal
 - b external

Unit CM5 Develop recommendations from the results of the intelligence analysis methodology

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 how to identify the potential recommendations
- 2 the risks of not taking any action
- 3 the types of advantage and disadvantage that could be explored
- 4 how to ensure that recommendations are feasible and realistic
- 5 what factors affect the selection of recommendations
- 6 how to assess which recommendation is most appropriate
- 7 why it is important to provide a clear rationale
- 8 the organisational procedures for making recommendations
- 9 the types of issue that could arise
- 10 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 11 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 12 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM5 **Develop recommendations from the results of the intelligence analysis methodology**

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Assessment of work products and professional discussion are the **preferred** assessment methods to be used to evidence some parts of this single element unit.

Your assessor will decide what knowledge and understanding you have demonstrated through your work practice.

- **Work Products:** These are usually records made, or contributed to, by you, eg.
 - Final Terms of Reference.
 - Displays of data using graphs, tables and maps accompanied with an appropriate interpretation.
 - Application of statistical techniques with resulting conclusions.
 - Details of a range of options and recommendations.
 - Correspondence with stakeholders discussing recommendations.
 - Prioritised list of recommendations.
 - Audit trail in Analysts record of workbook/disclosure book/decision log showing the rationale used in developing the recommendations.
 - Analytical reports/presentations or intelligence assessments containing final recommendations agreed with stakeholders.

- **Confidential records:** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you

can critically evaluate their application, eg. How did you identify the range of recommendations that are available Or, How did you explore the advantages and disadvantages of each recommendation?

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course
 - Certificate for assign Information Security CBT course

- **Reflective accounts of your work:** This method is most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account describing how you assessed and prioritised the recommendations that are most appropriate.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit CM6

Create an intelligence analysis product to support decision making

Summary

This unit is about creating an intelligence analysis product to support decision making. You will need to review the terms of reference as a result of the findings, produce an intelligence analysis product that meets the needs of the recipient, and ensure the product is accurate, current, relevant and sufficient.

There is one element:

CM6.1 Create an intelligence analysis product to support decision making

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM6 Create an intelligence analysis product to support decision making

Element CM6.1 Create an intelligence analysis product to support decision making

Performance criteria

To meet the standard, you:

- 1 review the terms of reference as a result of the findings of the analysis and produce a product in a written form appropriate to the needs of the recipient
- 2 ensure that the intelligence analysis product you provide is accurate, current, relevant and sufficient
- 3 ensure that the intelligence analysis product is supported by reasoned argument and appropriate evidence
- 4 ensure that your records of the intelligence analysis product are clear and accurate
- 5 comply with all relevant legislation, codes of practice, standards, protocols, procedures and guidelines.

Unit CM6 Create an intelligence analysis product to support decision making

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 the purpose of the terms of reference
- 2 how to review the terms of reference with regard to results of the analysis
- 3 how to produce an intelligence analysis product
- 4 the purpose of the intelligence analysis product
- 5 how to establish the needs of the recipient for an intelligence analysis product
- 6 the importance of the accuracy, currency, relevance and sufficiency of the intelligence analysis product
- 7 how to use reasoned argument to support your analysis
- 8 procedures for keeping records of the analysis
- 9 the necessary content of records of the analysis, including the assumptions and decisions made at each stage
- 10 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 11 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 12 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM6 Create an intelligence analysis product to support decision making

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Assessment of work products and professional discussion are the **preferred** assessment methods to be used to evidence some parts of this single element unit.

Your assessor will decide what knowledge and understanding you have demonstrated through your work practice.

- **Work products:** These are usually records made, or contributed to, by you, eg
 - Final Terms of Reference.
 - Displays of data using graphs, tables and maps accompanied with an appropriate interpretation.
 - Application of statistical techniques with resulting conclusions.
 - Prioritised list of recommendations.
 - Presentations and accompanying briefing notes or script.
 - Analytical reports/presentations or intelligence assessments identifying patterns, trends or subjects that include inferences and recommendations. eg Crime Pattern Analysis, Network Analysis, Criminal Business Profile.
- **Confidential records** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg. How did you identify the range of recommendations that are available Or, How did you explore the advantages and disadvantages of each recommendation?

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course
 - Certificate for assign Information Security CBT course

- **Reflective accounts of your work:** This method is most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account explaining how you ensure that your intelligence analysis product is accurate, relevant and includes sufficient detail to inform the decision makers

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Summary

This unit covers disseminating the intelligence analysis product. You will need to identify the audiences for the product and the aspects of the product that should be presented. You will also need to select the most effective dissemination methods. The dissemination of the intelligence analysis product may be carried out in a number of ways, all of which must comply with relevant legislation, codes of practice, standards, procedures, and guidelines.

There are two elements:

CM7.1 Determine the dissemination method of the intelligence analysis product

CM7.2 Disseminate the intelligence analysis product

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM7 Disseminate the intelligence analysis product

Element CM7.1 Determine the dissemination method of the intelligence analysis product

Performance criteria

To meet the standard, you:

- 1 identify the audiences for the intelligence analysis product in accordance with terms of reference
- 2 identify which aspects of the intelligence analysis product should be presented to different audiences
- 3 identify the level and type of detail required for different audiences considering the sensitivity of the information
- 4 confirm with all the relevant people the rules for the dissemination of the information
- 5 review the methods that can be used for disseminating the intelligence analysis product for different audiences
- 6 select the most effective dissemination methods according to audience requirements and available resources
- 7 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

1 Audiences

- a internal
- b external

Unit CM7 Disseminate the intelligence analysis product

Element CM7.2 Disseminate the intelligence analysis product

Performance criteria

To meet the standard, you:

- 1 agree with all relevant people the timescale and resources available for dissemination
- 2 use the selected presentation methods to disseminate the intelligence analysis product in compliance with information and intelligence handling protocols
- 3 give clear and accurate presentations to groups to disseminate the intelligence analysis product
- 4 identify potential problems with the dissemination of the intelligence analysis product and take appropriate action to deal with them
- 5 respond effectively to queries and issues raised by the customer
- 6 confirm your customers understanding of the intelligence analysis product
- 7 use feedback from customers to improve the content and dissemination of the intelligence analysis product
- 8 comply with all relevant legislation, codes of practice, standards, procedures, and guidelines

Range

1 Presentation methods

- a written
- b oral

Unit CM7 Disseminate the intelligence analysis product

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 how to identify different types of audience
- 2 the presentation methods that could be used for different types of audience
- 3 how to select the most effective presentation methods
- 4 what types of problem could occur
- 5 what actions could be taken for different types of problem
- 6 the issues involved in presenting information to different audiences
- 7 the level and type of information required for different audiences
- 8 how to prepare for the use of different presentation methods
- 9 how to use the different presentation methods
- 10 how to present information to groups
- 11 the type of queries and issues that might be raised
- 12 the issues involved in disseminating information
- 13 which communication methods should be used for different types of information
- 14 who can authorise the use of different dissemination procedures and resources
- 15 the agreed information and intelligence handling protocols
- 16 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 17 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 18 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM7 Disseminate the intelligence analysis product

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Assessment of work products and observation are the **preferred** assessment methods to be used to evidence some parts of this two element unit.

Your assessor will decide what knowledge and understanding you have demonstrated through your work practice.

- **Work Products:** These are usually records made, or contributed to, by you, eg
 - Final Terms of Reference.
 - Displays of data using graphs, tables and maps accompanied with an appropriate interpretation.
 - Analytical reports/presentations or intelligence assessments.
 - Visual aids.
 - Presentations and accompanying briefing notes or script.
 - Observation reports detailing your response to questions from the audience.
 - Stakeholder feedback.
- **Confidential records:** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)
- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg. How do you identify the level and type of information required for different audiences? Or, who can authorise the use of different dissemination procedures and resources?

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course
 - Certificate for assign Information Security CBT course
- **Reflective accounts of your work:** This method is most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account explaining how you review the methods that can be used for disseminating the intelligence analysis product to different audiences.
- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Summary

This unit is about reviewing the effectiveness of your intelligence analysis product. You will need to review the intelligence analysis product against the terms of reference and confirm the evaluation method. You will also need to identify any differences between the intelligence analysis product and the terms of reference, and identify what could have been achieved by using a different methodology.

Based on the results of the evaluation you will need to identify potential improvements to the intelligence analysis product. This will be achieved through consultation with the customer, collecting information on the impact of improvements and assessing the technical and cost effectiveness of improvements.

There are two elements:

CM8.1 Evaluate the effectiveness of the intelligence analysis product

CM8.2 Identify potential improvements to the intelligence analysis product

Target group

This unit is aimed at intelligence analysts.

This unit was developed by Skills for Justice.

Unit CM8 Review the effectiveness of the intelligence analysis product

Element CM8.1 Evaluate the effectiveness of the intelligence analysis product

Performance criteria

To meet the standard, you:

- 1 review the intelligence analysis product against the terms of reference and its implementation
- 2 consider how the information analysis product has been actioned by the customer
- 3 confirm the evaluation method and criteria previously agreed with the customer
- 4 ensure all relevant information on the intelligence analysis product is obtained
- 5 identify from the terms of reference the aspects of the intelligence analysis product that need to be evaluated
- 6 evaluate the intelligence analysis product against the evaluation criteria previously agreed with the customer
- 7 identify clearly any significant differences between the intelligence analysis product and the terms of reference
- 8 identify any potential differences that may have been achieved by using a different methodology
- 9 record the evaluation results by using the appropriate information systems
- 10 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

- 1 **Customer**
 - a internal
 - b external

Unit CM8 Review the effectiveness of the intelligence analysis product

Element CM8.2 Identify potential improvements to the intelligence analysis product

Performance criteria

To meet the standard, you:

- 1 review the results of the evaluation process
- 2 identify potential improvements to the intelligence analysis product that can be made
- 3 consult on the feasibility and effectiveness of the potential improvements with the customers
- 4 collect relevant and accurate information on the impact of the improvements
- 5 assess the technical and cost effectiveness of implementing any identified improvements
- 6 provide a clear rationale for undertaking the improvements
- 7 recommend the improvements in a suitable format according to the organisation's procedures
- 8 comply with all relevant legislation, codes of practice, standards, protocols, procedures, and guidelines

Range

1 Customer

- a internal
- b external

Unit CM8 Review the effectiveness of the intelligence analysis product

Knowledge and understanding

To meet the standard, you need to know and understand:

- 1 the types of analysis methodology that can be evaluated
- 2 who should agree the evaluation criteria for the review of the product
- 3 what type of information is relevant
- 4 how to obtain different types of information
- 5 the evaluation criteria that may be used and how to make valid evaluations
- 6 the type of significant differences that could occur and the reasons for them
- 7 the types of problem that could occur and the limitations that may be present
- 8 the actions that could be taken for different types of problems and limitations
- 9 the systems for recording evaluation results and why it is important to use them
- 10 the procedures relating to the use of the systems for recording evaluation results
- 11 how to review the results of an evaluation process
- 12 the aspects of intelligence analysis that have the potential to be improved
- 13 who should be consulted
- 14 the type of information that should be collected
- 15 the type of impact that improvements could have
- 16 how to assess the technical effectiveness of improvements
- 17 how to assess the cost effectiveness of improvements
- 18 why it is important to be able to justify improvements
- 19 the level of detail that should be provided in the rationale
- 20 the suitable formats for the recommendations
- 21 who should be presented with the recommendations
- 22 the relevant national, local, professional, and organisational requirements relating to intelligence analysis
- 23 the reasons why it is important to comply with relevant legislation, codes of practice, standards, protocols, procedures and guidelines
- 24 the consequences of not complying with relevant legislation, codes of practice, standards, protocols, procedures and guidelines

Unit CM8 Review the effectiveness of the intelligence analysis product

Unit evidence requirements

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope which are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special considerations:

Simulation is **not** permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in sectors that require intelligence to be analysed.

Required sources of performance and knowledge evidence:

Assessment of work products and professional discussion are the **preferred** assessment methods to be used to evidence some parts of this two element unit.

Your assessor will decide what knowledge and understanding you have demonstrated through your work practice.

- **Work products:** These are usually records made, or contributed to, by you, eg.
 - Final Terms of Reference.
 - Displays of data using graphs, tables and maps accompanied with an appropriate interpretation.
 - Application of statistical techniques with resulting conclusions.
 - Prioritised list of recommendations.
 - Presentations and accompanying briefing notes or script.
 - Analytical reports/presentations or intelligence assessments identifying patterns, trends or subjects that include inferences and recommendations. eg Crime Pattern Analysis, Network Analysis, Criminal Business Profile.
 - Stakeholder feedback.
 - Cost benefit analysis.
 - Risk/impact analysis.

- **Confidential records:** (may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio)

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and

understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg. What type of impact could the improvements have? Or, who should agree the evaluation criteria for the review of the product?

- **Original certificates:** Certificates of training, qualifications and records of attendance must be authentic and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg.
 - Certificate for passing Data Protection Awareness CBT course
 - Certificate for assign Information Security CBT course

- **Reflective accounts of your work:** This method is most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg.
 - A reflective account explaining how you assess the cost effectiveness of the improvements.

- **Witness testimony:** Colleagues, allied professionals and service users may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Appendix 1 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales	www.new.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 2 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Appendix 3 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk.</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>

Appendix 5 Key/core skills signposting

This document contains two tables that show the links between the following national occupational standards for the justice sector, and the key and core skills developed by QCA and SQA respectively.

- Intelligence Analysis
- Technical Support
- Health and Safety
- Communications
- Child Protection
- Domestic Violence and Sexual Offences

The tables are intended to be of assistance to those who wish to integrate key and core skills achievements into workplace practice and assessment.

This sign-posting has been completed using QCA and SQA guidance. The analysis is based on the principle that some evidence for one or more of the key and/or core skills is likely to arise when the individual is carrying out the functions described by the national occupational standards.

These links are not necessarily automatic or prescriptive. In some cases, evidence will only apply to some aspects of the key or core skill. In others, the generation of evidence for key and core skills may depend on the specific processes that an individual follows to achieve the outcomes described in the national occupational standards. This is particularly the case with Information Technology (IT) where, in many instances, the standards do not require the individual to use IT, but they may do so in order to achieve the outcomes described, depending on the resources available to them. Likewise, Application of Number and Numeracy links are not necessarily automatic. Often the opportunity arises for individuals to gather or handle numerical information related to their job or work role. This information will then have to be analysed and the results presented to gain evidence for the key or core skills.

KEY SKILLS SIGNPOSTING

Key Skills		Communication	Application of number	Information Technology	Working with others	Problem solving	Improving own learning and performance
CM1	Discuss and develop terms of reference for an intelligence analysis product	3	2	2	3	3	3
CM2	Obtain information for intelligence analysis	3	3	3	3	3	3
CM3	Apply analytical techniques to interpret information for intelligence analysis	3	3	3	3	3	3
CM4	Use inference development to make judgements based on intelligence analysis methodology	3	2	2	3	3	3
CM5	Develop recommendations from the results of the intelligence analysis methodology	3	2	2	3	3	3
CM6	Create an intelligence analysis product to support decision making	3	3	3	3	3	3
CM7	Disseminate the intelligence analysis product	3	2	3	3	3	3
CM8	Review the effectiveness of the intelligence analysis product	3	3	3	3	3	3
CM9	Review the type of information used in intelligence analysis processes	4	3	3	4	4	4
CM10	Review the role of an intelligence analysis technique in the organisation	4	3	3	4	4	4

Key Skills		Communication	Application of number	Information Technology	Working with others	Problem solving	Improving own learning and performance
ZI1	Provide solutions to, and advise on, complex problems (technical support)	3	4	4	3	4	4
ZI2	Monitor and review the performance of systems and equipment (technical support)	3	2	4	3	3	3
ZI3	Maintain knowledge of trends and development in technical disciplines	3	3	4	3	3	3
ZI4	Carry out a technical feasibility study (technical support)	3	3	4	3	3	3
ZI5	Install technical systems and associated equipment (technical support)	3	3	4	3	3	3
ZI6	Recover technical equipment (technical support)	3	2	4	3	3	3
ZI7	Examine items and interpret findings	3	3	3	3	4	3
ZI8	Copy, edit and produce compilations of recorded product (technical support)	3	2	2	3	3	3
ZI9	Process recorded technical support products (technical support)	3	2	2	3	3	3
ZI10	Test and repair systems and equipment (technical support)	3	2	4	3	4	3
ZI11	Modify, adapt and simplify systems and equipment (technical support)	3	2	4	3	4	3
ZI12	Identify and evaluate systems and equipment for specific needs (technical support)	3	3	4	3	4	3
Unit GC11:	Respond to allegations or suspicions of child abuse (draft)	4	2	2	4	3	3

CORE SKILLS SIGNPOSTING

Core Skills		Communication	Numeracy	Using information technology	Working with others	Problem solving
CM1	Discuss and develop terms of reference for an intelligence analysis product	H	Int2	Int2	H	H
CM2	Obtain information for intelligence analysis	H	H	H	H	H
CM3	Apply analytical techniques to interpret information for intelligence analysis	H	H	H	H	H
CM4	Use inference development to make judgements based on intelligence analysis methodology	H	Int2	Int2	H	H
CM5	Develop recommendations from the results of the intelligence analysis methodology	H	Int2	Int2	H	H
CM6	Create an intelligence analysis product to support decision making	H	H	H	H	H
CM7	Disseminate the intelligence analysis product	H	H	H	H	H
CM8	Review the effectiveness of the intelligence analysis product	H	H	H	H	H
CM9	Review the type of information used in intelligence analysis processes	H	H	H	H	H
CM10	Review the role of an intelligence analysis technique in the organisation	H	H	H	H	H

Units	Core Skills	Communication	Numeracy	Using information technology	Working with others	Problem solving
ZI1	Provide solutions to, and advise on, complex problems (technical support)	H	H	H	H	H
ZI2	Monitor and review the performance of systems and equipment (technical support)	H	Int2	H	H	H
ZI3	Maintain knowledge of trends and developments in technical disciplines	H	H	H	H	H
ZI4	Carry out a technical feasibility study (technical support)	H	H	H	H	H
ZI5	Install technical systems and associated equipment (technical support)	H	H	H	H	H
ZI6	Recover technical equipment (technical support)	H	Int2	H	H	H
ZI7	Examine items and interpret findings	H	H	H	H	H
ZI8	Copy, edit and produce compilations of recorded product (technical support)	H	Int2	Int2	H	H
ZI9	Process recorded products (technical support)	H	Int2	Int2	H	H
ZI10	Test and repair systems and equipment (technical support)	H	Int2	H	H	H
ZI11	Modify, adapt and simplify systems and equipment (technical support)	H	Int2	H	H	H
ZI12	Identify and evaluate systems and equipment for specific needs (technical support)	H	H	H	H	H
Unit GC11:	Respond to allegations or suspicions of child abuse (draft)	H	Int2	Int2	H	H

This page is intentionally blank

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training

EN-03-7420