RPL Guidance for Higher Education Providers and Awarding Organisations

PCSO Entry Routes to Year 1 Police Constable Degree Apprenticeship

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Purpose of this document

The College of Policing has developed this guidance to assist Higher Education Institutions and Awarding Organisations in their processes for recognition of prior learning, specifically:

RPL of the new PEQF PCSO (Police Community Support Officer) entry programmes against the learning outcomes and assessment criteria for the PEQF Police Constable Degree Apprenticeship (PCDA).

Recognition of prior learning is, of course, undertaken on an individual candidate-by-candidate basis by organisations responsible for accrediting programmes of learning.

In this instance, the national standardisation of PCSO entry routes (in terms of underpinning curricula and competence-based assessment criteria) has facilitated development of the RPL mapping guidance presented in this document. The mapping will assist those involved in assessing the RPL credit values of the new PCSO entry programmes in relation to the PCDA.¹

To be more specific this document, as part of the mapping process, identifies the additional learning requirement, completion of which would enable a candidate to join the PCDA Programme in Year 2. Those who have previously completed a national PCSO entry route based upon the new national curriculum for the PCSO role would therefore be admitted PCDA programme without having to repeat relevant police-related learning previously undertaken.

It should be remembered that the PCSO entry programmes are practice-based. This being the case, the RPL guidance provided below also highlights upskilling requirements in relation to applied skills in the workplace (operational competence requirements), highlighting the differences in operational context between PCSOs and PCs. It will be the responsibility of the relevant force to ensure that appropriate professional opportunities are in place to enable the candidate to achieve the necessary operational experience to achieve IPS in the context of the PC role.

¹ This guidance will also be relevant for PCSOs who hold a degree and apply to become a PC through the Degree Holder Entry Programme (DHEP).
The College will maintain this guidance (including the detailed mapping) alongside the PEQF curricula and competence-based criteria for each programme, in order to ensure currency, moving forwards.

Methodology of approach

This RPL guidance has been developed using the following methodology:

- **Academic level**: because both the PCSO curriculum and PCDA Year 1 curriculum are set at the same academic level (Level 4), the outcomes and assessment criteria for the PCSO programme have specifically been compared with the first year of the apprenticeship. (There are no PCSO outcomes or assessment criteria relevant to Years 2 and 3.)
- **Curriculum mapping**: the educational coverage provided by the relevant curricula for each programme has been compared in three ways: (i) by curriculum subject area, (ii) at learning outcome level and (iii) at curriculum content level
- **Competence-based assessment criteria mapping**: the workplace assessment criteria relating to Full Occupational Competence (FOC) for the PCSO entry routes have been mapped against the assessment criteria relating to Independent Patrol Status (IPS) within the PCDA (i.e. the level of operational competence that must be achieved in Year 1 of the apprenticeship).

Summary of findings

**Curriculum mapping**

**National Policing Curriculum subject areas**: There are 22 distinct curriculum subject areas in the PCDA. From these, 13 areas have an exact (or near equivalent) content match across both programmes.

**Learning outcomes**: Learning outcomes for both programmes have been cross-referenced, indicating that 58% of the PCSO learning outcomes are a precise match to the police constable curriculum and that, overall, 67% of the PCSO curriculum has similarities in learning outcome.

**Curriculum content**: Detailed comparison of curriculum content shows that 48% of each curriculum has the same content. When taking into account the differences in role
(operational context) between a PCSO and a PC, additional content beyond this percentage can also be attributed as being equivalent.

The combination of this overview in three different contexts indicates a high degree of professional education affinity, when mapping the PCSO programme content against that of the PCDA. Although there is also a significant level of difference, this difference needs to be interpreted in the wider professional context, as being primarily generated by differences in lower-level content, deriving from distinctions between the two roles.

Full details of this curriculum mapping can be found in Annex A of this document.

**Work-based competence assessment criteria mapping**

As is to be expected, comparison between the competence-based assessment criteria relevant to each programme reveals marked differences, reflecting the very different operational context of the PCSO role versus that of the Police Constable. Whilst there are similarities across some professional areas, these tend to relate to more generic functions and expectations (also featuring across many other policing roles) e.g. handling information and intelligence, supporting victims, witnesses and vulnerable people, professional practice, operating in accordance with the Code of Ethics etc.

Overall comparison indicates a 35% match across these areas, demonstrating that significant uplift is required to bridge the gap in applied skills between the respective roles.

Full details of the competence-based criteria mapping can be found in Annex B of this document.

**Developing bridging learning**

Based upon the mapping undertaken, bridging programmes enabling a PCSO who has undertaken a PEQF PCSO entry programme to join Year 2 of the PCDA will need to take account of the following overall considerations:

- Bridging learning should be provided for six principal areas of learning not covered in the PCSO curriculum i.e. Conducting Investigations (including Investigative Interviewing), Conflict Management, Policing the Roads, Research Methods and Skills, Criminal Justice and Response Policing. The bridging learning will also need to cover the missing learning elements from four further learning areas: Vulnerability and Risk, Public Protection, Digital Policing and Information and Intelligence.
As with the corresponding learning delivered as part of the regular intake to the PCDA, the learning (specified above) must not be solely self-directed. It should be delivered by suitably-qualified staff who can provide clarity, support and detail in the context of the police constable role.

The duration of the bridging programme of learning should be sufficient to enable the candidate to acquire skills and knowledge equivalent to a first year PC apprentice.

Because the competence-based assessment criteria associated with each programme reflect the very different contexts in which PCs and PCSOs operate, any bridging programme must include a **coached patrol phase** (to enable the candidate to gain the relevant experience and have the opportunity to demonstrate the appropriate level of PC competence (i.e. IPS as a PC)). This coached phase should be of sufficient duration to enable the candidate to encounter or attend the necessary operational policing situations or incidents relevant to the stipulated additional competence-based assessment criteria.

Bridging learning would also benefit from use of reflective accounts/discussions as a methodology for facilitating role-based change in professional stance from PCSO to PC first responder.

**Funding bridging learning**

The purpose of the additional learning/bridging programme (i.e. to bring PCSOs up to the Year 2 PCDA educational standard) means that it forms part of PCDA learning and is therefore eligible for PCDA levy funding (proportionate to the volume of learning and assessment in the bridging programme and subject to SFA and IfA costing/funding rules).

The candidate would need to be admitted to the PCDA (three year programme), and the bridging programme will then constitute Year 1 learning and assessment. PCDA levy funding can be drawn down, according to the admissible learning and assessment costs associated with the bridging programme.
Annex A - RPL mapping of full PCSO programme curriculum vs PCDA Year 1 curriculum

Summary

<table>
<thead>
<tr>
<th>NPC subject area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 22 NPC content areas</td>
</tr>
<tr>
<td>• 13 areas have &gt;95% learning outcome/indicative content exact or near match (= 59% overall)</td>
</tr>
<tr>
<td>• 3 areas have &lt;95% learning outcome/indicative content match (= 14% overall)</td>
</tr>
<tr>
<td>• 6 areas are not covered in the PCSO (= 27% overall)</td>
</tr>
<tr>
<td>Learning outcomes (LOs):</td>
</tr>
<tr>
<td>• Total LOs = 137</td>
</tr>
<tr>
<td>• Total exact matches = 79 = 58%</td>
</tr>
<tr>
<td>• Total exact and near = 92 = 67%</td>
</tr>
<tr>
<td>Indicative content:</td>
</tr>
<tr>
<td>• Total strands of indicative content = 716</td>
</tr>
<tr>
<td>• Total exact matches = 344 = 48%</td>
</tr>
<tr>
<td>• Total exact and near = 357 = 50%</td>
</tr>
</tbody>
</table>

Note:
- Mapping has been carried out at level 4, so there are no levelling considerations to be taken into account.
- Some subject areas present an exact match at LO level, but differ in content, due to differences in professional responsibility between PCSO and PC as first responders.
- All cited percentages are approximations.
- The mapping defers to the nearest LO match in this summary, using the RPL methodology of currency, accuracy and sufficiency.
- Indicative curriculum content should not be used as the sole decision-making criterion in evaluating RPL, due to the differing nature of the professional role between the PCSO and PC programmes.

In summary, successful RPL into the PCDA Year 2 will involve:
- Bridging learning for the six areas not covered (Conducting Investigations, Policing the Roads, Criminal Justice, Conflict Management, Response Policing and Research Methods and Skills), and elements of further four areas only partially covered (Vulnerability and Risk, Public Protection, Digital Policing and Information and Intelligence).
- A period of operational deployment to obtain IPS during which the relevant additional practical learning and assessment could be achieved.
- Reflective accounts and discussions for role-based change in stance from PCSO to PC first responder.
### Detailed mapping between the two programmes

**Key**

- **Match to PCDA**
- **Near match**
- **No match**

<table>
<thead>
<tr>
<th>Police Constable Curriculum Subject Area</th>
<th>Learning Outcome Match</th>
<th>Indicative Content Match</th>
<th>Comments</th>
<th>Suggested Bridging Learning Methodology</th>
</tr>
</thead>
</table>
| Understanding the Police Constable Role v. Understanding the PCSO role | 7 LOs  
2 exact match = 29%  
5 near match = 71% | 29 strands of indicative content  
11 exact match = 38%  
9 near match = 31%  
9 no match = 31% | This area would be a 100% match, except for a role-specific element that generates gaps in learning. | Current learning could be supplemented with overview of PC role via reflective account, or a professional discussion with mentoring PC. |
| Valuing Difference and Inclusion | 2 LOs  
0 exact match = 0%  
2 near match = 100% | 6 strands of indicative content  
6 exact match = 100% | This area is a 100% match: the LOs have slightly different wording, but the content is the same. | No additional learning required |
| Maintaining Professional Standards | 4 LOs  
3 exact match = 75% | 20 strands of indicative content | Content and LOs are essentially the same, except for two elements of content not covered: | Remaining elements can be covered as part of additional learning for ‘understanding the police constable role’ |
<table>
<thead>
<tr>
<th>Topic</th>
<th>LOs</th>
<th>Exact Match</th>
<th>Indicative Content</th>
<th>Learning Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based Policing</td>
<td>4</td>
<td>100%</td>
<td>12 strands</td>
<td>All content covered in PCSO programme</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>2</td>
<td>100%</td>
<td>13 strands</td>
<td>All content covered in PCSO programme</td>
</tr>
<tr>
<td>Research Methods and Skills</td>
<td>6</td>
<td>0%</td>
<td>22 strands</td>
<td>This subject is not offered in PCSO programme</td>
</tr>
<tr>
<td>Decision Making and Discretion</td>
<td>7</td>
<td>100%</td>
<td>31 strands</td>
<td>All content matches PCSO, except for one element of detailed content not covered: 3.3 Role of discretion in officer empowerment</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>2</td>
<td>100%</td>
<td>13 strands</td>
<td>All content covered in PCSO programme</td>
</tr>
<tr>
<td>Wellbeing and Resilience</td>
<td>1</td>
<td>100%</td>
<td>5 strands</td>
<td>All content covered in PCSO programme</td>
</tr>
<tr>
<td>Leadership and Team working (Subject is ‘Team working’ in PCSO)</td>
<td>5 exact match = 100%</td>
<td>PCSO programme lacks the ‘leadership’ element</td>
<td>Additional learning should to be provided, via a flexible methodology, to develop leadership awareness</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>• 2 LOs</td>
<td>• 7 strands of indicative content</td>
<td>• 2 LOs; 0 exact match = 0%</td>
<td>• 4 exact match = 57%</td>
<td></td>
</tr>
<tr>
<td>• 0 exact match = 0%</td>
<td>• 3 no match = 43%</td>
<td>• 1 near match = 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 1 near match = 50%</td>
<td>• 1 no match = 50%</td>
<td>• 6 no match = 60%</td>
<td>Management of Conflict</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Whilst there is some crossover in the detail, the context of the PCSO programme (and the role) does not cover the PC’s role in managing conflict</td>
<td></td>
</tr>
<tr>
<td>Criminology and Crime Prevention</td>
<td>7 strands of indicative content</td>
<td>All content covered in PCSO programme</td>
<td>No additional learning required</td>
<td></td>
</tr>
<tr>
<td>• 3 LOs</td>
<td>• 7 exact match = 100%</td>
<td>• 3 exact match = 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3 exact match = 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 strands of indicative content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 exact match = 100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vulnerability and Risk</td>
<td>57 strands of indicative content</td>
<td>Element missing relates to PC role of taking action</td>
<td>Remaining outcomes need delivering via bridging programme, in specific context of PC role</td>
<td></td>
</tr>
<tr>
<td>• 12 LOs</td>
<td>• 46 exact match = 82%</td>
<td>• 12 exact match = 100%</td>
<td>(N.B. LO is the same but has term ‘Early Help’ added)</td>
<td></td>
</tr>
<tr>
<td>• 12 exact match = 100%</td>
<td>• 11 no match = 18%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Protection</td>
<td>38 strands of indicative content</td>
<td>Elements missing relate to PC role of taking action</td>
<td>Remaining outcomes need delivering via bridging programme, in specific context of PC role</td>
<td></td>
</tr>
<tr>
<td>6 LOs</td>
<td>• 30 exact match = 79%</td>
<td></td>
<td>6 exact match = 100%</td>
<td></td>
</tr>
<tr>
<td>Digital Policing</td>
<td>8 no match = 21%</td>
<td>Elements missing relate to PC role of taking action and investigative skills.</td>
<td>Remaining outcomes need delivering via bridging programme, in specific context of PC role.</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
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<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11 LOs</td>
<td>39 strands of indicative content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 exact match = 73%</td>
<td>27 exact match = 70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 no match = 27%</td>
<td>12 no match = 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counter Terrorism</td>
<td>7 LOs</td>
<td>23 strands of indicative content</td>
<td>Remaining elements can be covered as part of additional learning for ‘understanding the police constable role’.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7 exact match = 100%</td>
<td>22 near/exact match = 95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 no match = 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>12 LOs</td>
<td>76 strands of indicative content</td>
<td>This learning must be covered via an additional bridging programme.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 exact match = 16%</td>
<td>8 exact match = 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 near match = 8%</td>
<td>68 no match = 90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 no match = 76%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response Policing</td>
<td>10 LOs</td>
<td>77 strands of indicative content</td>
<td>This learning must be covered via an additional bridging programme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 exact match = 50%</td>
<td>29 exact match = 38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 near match = 10%</td>
<td>48 no match = 62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 no match = 40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policing Communities v.</td>
<td>5 LOs</td>
<td>26 strands of indicative content</td>
<td>Most areas of learning covered; additionality relates to policing role.</td>
<td>Remaining elements can be covered as part of additional learning for ‘understanding the police constable role’.</td>
</tr>
<tr>
<td>Supporting Communities and Building Partnerships (PCSO)</td>
<td>1 near match = 10%</td>
<td>25 exact match = 90%</td>
<td>1 near match = 10%</td>
<td>role in the specific context of policing communities</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Policing the Roads</td>
<td>7 LOs = 0%</td>
<td>29 strands of indicative content = 0%</td>
<td>This area is not covered via PCSO programme</td>
<td>This learning must be covered via an additional bridging programme</td>
</tr>
<tr>
<td>Conducting Investigations</td>
<td>9 LOs</td>
<td>98 strands of indicative content</td>
<td>This area is not covered via PCSO programme</td>
<td>This learning must be covered via an additional bridging programme</td>
</tr>
<tr>
<td>Information and Intelligence</td>
<td>8 LOs</td>
<td>46 strands of indicative content</td>
<td>Partial coverage, but additional learning needs to be provided to achieve PCDA level</td>
<td>Remaining outcomes need delivering via bridging programme, in specific context of PC role.</td>
</tr>
<tr>
<td></td>
<td>7 exact match = 90%</td>
<td>21 exact match = 46%</td>
<td>3 near match = 7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 near match = 10%</td>
<td>22 no match = 47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Total LOs = 137</td>
<td>Total strands of indicative content = 716</td>
<td>Total exact matches = 344</td>
<td>Total exact and near = 357 (50%)</td>
</tr>
</tbody>
</table>
Annex B - RPL mapping of PCSO (IPS and FOC) to PCDA (IPS) competency-based criteria

Summary

The number of competency-based areas in the PCDA (IPS) in comparison to the PCSO (IPS and FOC) is as follows:
- 5 PCSO (IPS) and 5 PCSO (FOC)
- 10 PCDA IPS

As would be expected, the PCDA aligns to competency requirements that are role-based to a PC, and involve requisite skills exceeding those that are covered in the PCSO programme.

Comparison between the PCSO and PCDA programmes in terms of competency-based areas/criteria indicates that:
- 5 of 10 PCSO competence-based areas match or are near matches to those in the PCDA IPS (50%). However, when drilling down to specific performance criteria, only 6 of the 17 performance criteria contained in the PCSO programme match (or are near matches to) those relating to IPS in the PCDA, representing a 35% match overall.

In summary, successful RPL into the PCDA Year 2 will involve
- a period of coached patrol to achieve remaining competency requirements that are relevant to the PC role (and IPS as a PC).

Detailed mapping between the two programmes

Key

<table>
<thead>
<tr>
<th>Match to PCDA</th>
<th>Near match</th>
<th>No match</th>
</tr>
</thead>
</table>

Competency areas: Police Community Support Officer (IPS)

I. Operate in accordance with the law, Authorised Professional Practice and the Code of Ethics

- Demonstrate knowledge and understanding of the legal and professional practice requirements in the operational policing workplace relating to the professional policing activities set out in II to V below, having due regard to the Code of Ethics and the National Decision Model (NDM)
II. Provide an initial response to policing incidents

- Provide an initial response to incidents in line with legal and professional practice requirements, including:
  - Use the THRIVE approach
  - Preserve the scene and potential evidence and provide assistance to other colleagues at the scene (e.g. house to house enquiries)
  - Provide support to vulnerable individuals (including casualties), including victims and witnesses to the incident
  - Record actions taken

III. Engage with the community

- Engage with individuals, focus groups and communities:
  - Communicate with the community via social/online media
  - Conduct a community meeting
  - Use community engagement to inform community of policing strategies to deal with crime and anti-social behaviour

IV. Information and Intelligence

- Understand the process for gathering and submitting intelligence according to force and national protocols

V. Use PCSO powers

- Correctly issue a Fixed Penalty Notice (FPN) within the scope of their role
- Apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements

Competency areas: Police Community Support Officer (FOC)

VI. Foster and promote partnership working in community policing

- Identify suitable partner agencies to deal with an ongoing community issue
- Develop action plans involving partners to solve or mitigate a community issue
- Understand the relevancy of specific partners to particular issues

VII. Manage conflict in a professional policing context

- Apply conflict management and personal safety techniques with issued equipment, including:
  - Make threat assessments using all available information e.g. recognise danger clues
  - Apply appropriate and proportionate tactical options and conflict management techniques, including appropriate communication techniques
  - Record and report all actions taken and decisions made, in line with legal and organisational procedures.

VIII. Engage in problem solving and evidenced-based policing
• Apply approaches to mitigate or solve community issues, problems or concerns showing:
  o Understanding of the principles of preventative, evidence-based community policing
  o Searching for new information to understand alternative sources of best practice
  o Use of policing problem-solving methods (e.g. SARA and POP).

IX. Deal with minor crime or anti-social behaviour (ASB)

• Conduct an inquiry into a minor crime (or ASB)
• Deal with any suspect using an out-of-court resolution e.g. disposal options
• Record the out of court disposal in line with crime recording standards
• Provide victims, witnesses and their families with information on case resolution

X. Provide support to vulnerable people, victims and witnesses

• Communicate effectively with and provide appropriate support to vulnerable people, victims and witnesses
• Signpost appropriate support agencies who may be able to assist the vulnerable person
I. Operating in accordance with the law, authorised professional practice and the Code of Ethics

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- In the operational policing workplace, demonstrate knowledge and understanding of the legal and professional practice requirements relating to the professional policing activities set out in II to IX below, having due regard to the Code of Ethics and the National Decision Model (NDM)

II. Information and Intelligence

- Understand the process for gathering and submitting intelligence according to force and national protocols

III. Providing an initial response to policing incidents

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Provide an initial response to incidents in line with legal and professional practice requirements, including:
  - Using the THRIVE approach
  - Communicating effectively with those at the scene
  - Controlling incidents, preserving the scene and potential evidence
  - Recognising and providing support to vulnerable individuals (including casualties)
  - Providing support to victims and witnesses of the incident
  - Engaging in appropriate multi-agency referrals
  - Recording actions taken

IV. Managing conflict in a professional policing context

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Apply conflict management and personal safety techniques with issued equipment, including:
  - Making threat assessments using all available information
  - Using approved and appropriate communication techniques
  - Recognising danger cues
  - Applying appropriate and proportionate tactical options and conflict management techniques
  - Recording and reporting all actions taken and decision made in line with legal and organisational procedures

V. Providing support to vulnerable people, victims and witnesses

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Communicate effectively with vulnerable people, victims and witnesses
- Provide appropriate support to vulnerable people, victims and witnesses
VI. Using police powers to deal with suspects

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Arrest and detain suspects in line with legal and organisational requirements and timescales
- Report suspects in line with legal and organisational requirements and timescales
- Apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements

VII. Conducting police searches

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Conduct safe, lawful and effective police searches of premises, vehicles and outside spaces, including:
  - Communicating appropriately with those at the search scene
  - Identifying the correct search areas
  - Protecting search scenes
  - Preventing loss or contamination of potential evidence
  - Utilising approved search techniques
  - Analysing the significance of items found during the search
  - Seizing items covered by identified search powers
  - Maintaining the integrity of seized items
  - Leaving the search scene in the required condition
  - Documenting all decisions, actions, options and rationales

VIII. Conducting police searches of individuals

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Conduct police searches of individuals in line with legal and organisational requirements, including:
  - Using authorised and appropriate systematic search methods
  - Communicating appropriately with the individual before and during the search
  - Controlling individuals in order to prevent loss or contamination of evidence, escape of individual(s) and /or harm to any person
  - Maintaining personal safety using approved and appropriate techniques
  - Seizing any identified items covered by the relevant search power
  - Maintaining the integrity of seized items
  - Informing individuals being searched of the results of the search and any further actions to be taken
  - Documenting all decisions, actions, options and rationales

IX. Conducting Priority and Volume Investigations

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Conduct priority and volume investigations, including:
  - Planning and conducting an initial investigation
Gathering information, intelligence and evidence to support the investigation
Undertaking investigative and evidential evaluation throughout the investigation
Briefing relevant others regarding the progress of the investigation
Identifying the need for any additional support, including escalation
Identifying and working with victims, potential witnesses and suspects
Dealing with suspects in line with investigative decision-making
Providing victims, witnesses and their families with information, support and protection in accordance with their needs
• Retain and record the details of an investigation

X. Interviewing Victims, Witnesses and Suspects

Candidates will be able to provide evidence of the following in order to demonstrate competence:

• Plan and prepare interviews with victims, witnesses and suspects
• Conduct interviews with victims, witnesses and suspects, including:
  o Explaining the interview process to those present and confirming understanding
  o Maintaining the security and welfare of those present
  o Using approved interview and communication techniques to obtain accurate accounts
  o Using exhibits in line with approved interview techniques
  o Addressing any contingencies that may arise during the interview
  o Completing all necessary documents and records
  o Closing the interview, informing all present of the next steps

And, for suspect interviews:
  o Delivering pre-interview briefings to legal representatives
  o Using the required cautions, evidential or special warnings and checking suspect’s understanding

• Evaluate interviews with victims, witnesses and suspects and carry out post-interview procedures