



## **Centre Assessment Guidance**

**for**

**Level 4 Certificate in Police First Line Management (QCF)**

## Contents

	Page
Introduction	3
About these qualification	3
Titles and qualifications reference numbers	3
Accreditation dates	3
Qualifications summary	3
Progressions	3
Credit values and rules of combination for the qualifications	4
Relationship to the National Occupational Standards for Management and Leadership	4
Assessment and Verification	4
Workplace Assessment	4
Requirements of the Centre	5
Assessors	5
Internal Verifiers	6
Recognition of Prior Learning and achievement	6
Support for Centres	6
Units	
Conduct intelligence driven briefing tasking and debriefing	7
Prepare for monitor and maintain law enforcement operations	8
Set objectives and provide support for team members	9
Manage personal development	10
Supervise investigations and investigators	11
Supervise the response to critical incidents	14

## Introduction

This document aims to support Chartered Management Institute Centres in the delivery, assessment and verification of the Certificate in Police First Line Management.

### About this qualification Title and qualification reference number

The title given below is the title as they will appear on the qualification when awarded to the learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of accreditation, which confirms that this is a fundable qualification on the QCF. The CMI code is the code which should be used when registering learners with CMI. Each unit also has a unique unit number – this appears with the content of each unit at the end of this document.

CMI Code	Title	Qualification reference number
4C10	CMI Level 4 Certificate in Police First Line Management (QCF)	500/9279/0

### Accreditation date

The qualifications are accredited from 1<sup>st</sup> May 2010, which is their operational start date in Centres. The accreditation ends on 30<sup>th</sup> September 2016, and the final date for certification is 30<sup>th</sup> September 2019.

### Qualification summary

The aim of the qualification Level 4 Certificate in Police First Line Management is to recognise and develop the competence of individuals who are aspiring and practising managers within the police sector.

The qualifications are offered in the medium of the English Language.

### Progression

The qualification provides opportunities for progression to other qualifications at higher levels. The qualifications also support learners in meeting the requirements for work and/or employment within all areas of management.

### Credit values and rules of combination for the qualifications

A credit value specifies the number of credits that will be awarded to a learner who has achieved the unit. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is a notional measure of the amount of time a typical learner might be expected to take to complete all of the learning relevant to achievement of the learning outcomes in a given unit. Learning time includes activities such as directed study, work practice assessment, tutorials, mentoring and individual private study.

Guided learning hours, however, are intended to relate only to facilitated learning and associated assessments – individual private study is not included – and are intended to give guidance to delivery Centres on the amount of resource needed to deliver the programme and support learners. The units guided learning hours and rules of combination for these qualifications are given in the table below.

Unit	Title	Credit	GLH
4PCCB3	Conduct intelligence driven briefing tasking and debriefing	3	16
4PCC7	Prepare for monitor and maintain law enforcement operations	5	11
NB5	Set objectives and provide support for team members	5	35
NA1	Manage personal development	4	20
4PCI105	Supervise investigations and investigators	4	18
4PCI106	Supervise the response to critical incidents	4	24

## Units and rules of combination

Learners need to complete all mandatory units to a total of 25 credits to achieve the qualification. Range of guided learning hours: 124

Units		Credits	GLH
<b>Mandatory</b>			
4PCCB3	Conduct intelligence driven briefing tasking and debriefing	3	16
4PCC7	Prepare for monitor and maintain law enforcement operations	5	11
NB5	Set objectives and provide support for team members	5	35
NA1	Manage personal development	4	20
4PCI105	Supervise investigations and investigators	4	18
4PCI106	Supervise the response to critical incidents	4	24

**Relationship to National Occupational Standards for Management and Leadership** The relationship of each unit to the Management and Leadership NOS is shown:

Unit	Title	NOS Units
4PCCB3	Conduct intelligence driven briefing tasking and debriefing	CB3
4PCC7	Prepare for monitor and maintain law enforcement operations	CC7
NB5	Set objectives and provide support for team members	HB5
NA1	Manage personal development	HA1
4PCI105	Supervise investigations and investigators	CI105
4PCI106	Supervise the response to critical incidents	CI106

## Assessment and Verification

The main objective of the assessment of these qualifications will be to meet the assessment criteria detailed within each unit.

The primary interface with the learner is the Assessor whose job it is to assess the evidence presented by the learner. The Assessor should provide an audit trail showing how the judgement of the learner's overall achievement has been arrived at.

The Centre's assessment plan, to be agreed with the external verifier, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria. It should also show how assessment is scheduled into the delivery programme.

## Workplace Assessment

This qualification has been developed by the Skills of Justice and therefore CMI are adopting the Skills for Justice Assessment strategy.

Skills for Justice believe that direct observation in the workplace by a competent assessor is always to be preferred. Workplace assessment is any real policing situation where a learner demonstrates their competence against a unit or units and does this entirely without intervention from a tutor, supervisor or fellow officer (for example, learners can provide evidence of competence during their tutor period - provided that the activities are completed without the intervention of their tutor, supervisor or fellow officers).

Skills for Justice recognises that there are alternative evidence sources which may be used where direct observation is not possible or practical e.g. work products, records, reflective accounts, professional discussion, simulations etc. Where other forms of evidence are used the Assessor is responsible for making the final judgement in terms of the learner meeting the evidence requirements for the unit.

Scenario/simulation based assessment of 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.

Scenarios/simulations can be used when:

- there are limited opportunities to demonstrate competence in the workplace against all of the learning outcomes or that the length of time for opportunities to arise is considered too long.
- scenarios/simulations would provide a more consistent demonstration of competence
- it would enable learners to be assessed in more difficult circumstances than is likely to happen day to day

The use of scenarios/simulations cannot be used to cover all of the workplace assessment requirements. They should only supplement when necessary for the reasons listed above.

Where simulations are used, the methodology should have previously been agreed as part of the ongoing quality assurance by the awarding Organisation

### **Requirements of the Centre**

For the purpose of this Assessment Strategy, the Centre is defined as the team responsible for working with the Awarding Organisation on behalf of the organisation.

The Assessment Centre must:

- Ensure that there are a sufficient number of people trained or qualified to assess the number of learners they anticipate to register and qualify.
- Provide quality assured training for those people identified as being responsible for assessing learners that meets the requirements of Skills for Justice.
- Put verification systems and verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient.
- Provide quality assured training for those people identified as being responsible for verification that meets the requirements of Skills for Justice
- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair.
- Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.
- Comply with the requirements of the Awarding Organisations
- Requirements of Assessors and Verifiers

Skills for Justice believe that the occupational expertise of those undertaking the roles of assessment, internal and external verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and verification.

### **Assessors**

Assessment is an activity that can be performed by a dedicated individual or as part of an individuals wider role e.g. Supervisor, manager, tutor.

All assessors must:

- be qualified as an Assessor (A1) or have been trained to assess through a programme that meets the requirements of the Police Learning Descriptor for Assessor Training. Assessor training authorised and monitored by an Awarding Organisation (although not necessarily leading to A1) would also be acceptable. Where Centres use trained assessors they must provide evidence of the training undertaken to Awarding Organisations.
- have the role of assessor identified within their role profile, where assessment forms part of an individuals role.

- be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the learner they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between learners and assessors. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager.
- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.

### **Internal Verifiers**

Verification is an activity that can be performed by a dedicated individual or as part of an individual's wider role.

All Internal verifiers must:

- be either qualified as a Verifier (V1) or have been trained to perform the function of verification. A programme that meets the requirements of any Police Learning Descriptor for Verification Training or V1 training authorised and monitored by an Awarding Organisation (although not necessarily leading to V1) would also be acceptable. Where Centres use trained Verifiers, they must provide evidence of the training undertaken to Awarding Organisations
- 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 learners. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are 'occupationally competent' within the area they are assessing.
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.
- have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

### **Recognition of Prior Learning and Achievement**

The Qualifications and Credit framework is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Certificate or Diploma. CMI will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units.

There will of course still be instances where learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, Centres are free, after discussion and agreement with their External Verifier, to allow these learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning. Details of the process for recording such RPL (Recognition of Prior Learning) are included in the CMI Centre Code of Practice and on the CMI website.

## Support for Centres

Staff at Approved Centres are offered group membership of CMI, enabling them to access all the support and information available to their learners. More information about what is available is detailed in the CMI Centre Code of Practice, and via the website [www.managers.org.uk/qualifications](http://www.managers.org.uk/qualifications)

## Units

Accessing the units via the CMI website will enable Centres also to access support and reading material from the Study Resource Centre.

<b>Title:</b>	Conduct intelligence driven briefing, tasking and debriefing				
<b>Level:</b>	4	<b>Unit Number:</b>	4PCB3	<b>QCA Unit Number:</b>	R/601/3624
<b>Credit value:</b>	3	<b>Guided Learning Hours</b>	16		
<b>Learning outcomes</b>			<b>Assessment criteria</b>		
<b><i>The learner will:</i></b>			<b><i>The learner can:</i></b>		
1. Know, understand and apply relevant legal and organisational requirements			1.1 Describe the key features of legislation, organisational requirements and guidelines in relation to intelligence driven briefing, tasking and debriefing  1.2 Describe the key features of the intelligence model used within their organisation, briefing models, and the management of information in their area of work		
2. Be able to conduct intelligence driven briefing			2.1 use gathered information and intelligence to assign specific tasks to individuals commensurate with their abilities, training, experience  2.2 ensure that individuals understand all their tasks and responsibilities  2.3 evaluate the progress of tasks		
3. Be able to conduct intelligence driven debriefing			3.1 conduct a debriefing of all individuals in accordance with operational requirements  3.2 submit all acquired information and intelligence in an appropriate and timely manner  3.3 fully document all decisions, actions, options and rationale		

Unit aim(s)	This unit is about conducting briefing, tasking and debriefing of individuals in a manner that is driven by, and contributes to, the use of intelligence to support organisational objectives. This work will be informed by the requirements of the Intelligence Model used in your organisation (for example, National Intelligence Model for policing).
Additional information	This unit requires the workplace assessment of occupational competence. Simulation is not allowed for any performance evidence within this unit. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit
	Learners must fully evidence all of the Assessment Criteria on at least one occasion.



<b>Title:</b>	Prepare for, monitor and maintain, law enforcement operations				
<b>Level:</b>	4	<b>Unit Number:</b>	4PCC7	<b>QCA Unit Number:</b>	K/601/3659
<b>Credit value:</b>	5	<b>Guided Learning Hours</b>	11		
<b>Learning outcomes</b>			<b>Assessment criteria</b>		
<b><i>The learner will:</i></b>			<b><i>The learner can:</i></b>		
1. Understand legal and organisational requirements in relation law enforcement operations			1.1 Identify current, relevant legislation, policies, procedures, codes of practice and guidelines for planning law enforcement operations.  1.2 Explain how the required authorities are obtained		
2 Be able to prepare for law enforcement operations			2.1 Confirm the specific tasks and objectives allocated to them  2.2 Gather and review all the available information and intelligence in relation to the operation  2.3 Allocate the required resources, identifying and reporting any lack of resources  2.4 Obtain the required authorities		
3. Be able to monitor and maintain law enforcement operations			3.1 Deploy all resources and carry out actions in accordance with the plan  3.2 Take action to deal with any contingencies in accordance with their level of authority  3.3 Continually monitor the evolving operation and adjust the actions of the team accordingly  3.4 Report the outcomes' of your teams involvement, to the person in charge		
Unit aim(s)			This unit is concerned with the planning of law enforcement operations. These may be small-scale operations, involving only a few officers, or they may be larger scale events. In either case, the planning of the operation is crucial to ensure that the operation is carried out safely, effectively and sensitively.		

<p>Additional information</p>	<p>This unit requires assessment of occupational competence in the workplace on at least 3 separate occasions.. Simulation is not allowed for any performance evidence within this unit. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit</p>
	<p>AC 2.3, 3.1 – The learner must refer to both the following resource types:</p> <ul style="list-style-type: none"> <li>• Human</li> <li>• equipment</li> </ul> <p>Learners must fully evidence each of the above on at least one occasion.</p>

<b>Title:</b>	Set objectives and provide support for team members				
<b>Level:</b>	3	<b>Unit Number:</b>	NB5	<b>QCA Unit Number:</b>	M/600/9600
<b>Credit value:</b>	5	<b>Guided Learning Hours</b>	35		
<b>Learning outcomes</b>			<b>Assessment criteria</b>		
<b><i>The learner will:</i></b>			<b><i>The learner can:</i></b>		
1. Be able to communicate a team's purpose and objectives to the team members.			1.1 Describe the purpose of a team.  1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).  1.3 Communicate the team's purpose and objectives to its members		
2. Be able to develop a plan with team members showing how team objectives will be met.			2.1 Discuss with team members how team objectives will be met.  2.2 Ensure team members to participate in the planning process and think creatively.  2.3 Develop plans to meet team objectives.  2.4 Set SMART personal work objectives with team members.		
3. Be able to support team members identifying opportunities and providing support.			3.1 Identify opportunities and difficulties faced by team members.  3.2 Discuss identified opportunities and difficulties with team members.  3.3 Provide advice and support to team members to overcome identified difficulties and challenges.  3.4 Provide advice and support to team members to make the most of identified opportunities.		
4. Be able to monitor and evaluate progress and recognise individual and team achievement.			4.1 Monitor and evaluate individual and team activities and progress.  4.2 Provide recognition when individual and team objectives have been achieved.		
Unit aim(s)			This unit helps learners to set and support individuals and teams to achieve objectives.		

Additional information	This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and
	development environment is allowed. Learners must fully evidence all of the Assessment Criteria on at least one occasion.

<b>Title:</b>	Manage personal development				
<b>Level:</b>	2	<b>Unit Number:</b>	NA1	<b>QCA Unit Number:</b>	F/600/9469
<b>Credit value:</b>	4	<b>Guided Learning Hours</b>	20		
<b>Learning outcomes</b>			<b>Assessment criteria</b>		
<b><i>The learner will:</i></b>			<b><i>The learner can:</i></b>		
1. Be able to identify and agree performance requirements of own work role.			1.1 Outline work role performance requirements with those they report to.		
2. Be able to measure and progress against objectives.			2.1 Identify ways that progress will be measured against own work objectives.		
3. Be able to identify gaps in skills and knowledge in own performance.			3.1 Explain knowledge and skills required for own work role.  3.2 Identify opportunities and resources available for personal development.  3.3 Produce a development plan to address own needs and agree with line manager.		
4. Be able to carry out and assess activities within own development plan.			4.1 Plan activities in own development plan that address identified needs.  4.2 Collect feedback from colleagues on the result of development activities on own performance.  4.3 Assess the success of activities carried out as part of own development plan.		
Unit aim(s)			This unit will ensure that learners can identify and assess progress against performance requirements in own work role.		
Additional information			This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed.  Learners must fully evidence all of the Assessment Criteria on at least one occasion.		

<b>Title:</b>	Supervise investigations and investigators				
<b>Level:</b>	2	<b>Unit Number:</b>	4PC1105	<b>QCA Unit Number:</b>	J/601/4804
<b>Credit value:</b>	4	<b>Guided Learning Hours</b>	18		
<b>Learning outcomes</b>			<b>Assessment criteria</b>		
<b><i>The learner will:</i></b>			<b><i>The learner can:</i></b>		
1. Understand the requirements for supervising investigations and investigators			<p>1.1 Identify current, relevant legislation, policies, procedures, codes of practice and guidelines for supervising and conducting investigations</p> <p>1.2 Explain the procedures for managing and disclosing information relating to investigations in accordance with national crime recording standards</p> <p>1.3 Explain the principles of selecting investigators according to their skills and experience in relation the investigation concerned</p> <p>1.4 Describe the planning and risk assessment processes associated with conducting investigations</p>		
2. Be able to supervise investigations			<p>2.1 Ensure all the material gathered as part of an investigation is recorded, retained and revealed in line with current legislation and policy</p> <p>2.2 Monitor and evaluate the progress of the investigation and take action to support the investigator if necessary</p> <p>2.3 Ensure all individuals are dealt with in an ethical manner, recognising their needs with respect to race, diversity and human rights</p> <p>2.4 Ensure case files are prepared and submitted and post-charge procedures completed in compliance with current legislation, policy and guidance</p> <p>2.5 Review the investigation, identifying and communicating lessons to be learned by self and other relevant people</p> <p>2.6 Ensure the investigation has been recorded and finalised in accordance with national crime recording standards</p>		

<p>3. Be able to supervise and support investigators</p>	<p>3.1 Select and brief the investigator and other relevant people about the investigation, clarifying what is expected of them</p> <p>3.2 Ensure that investigators follow force policy in relation to risk assessment and management</p> <p>3.3 Ensure the investigator develops an investigation plan to effectively identify, prioritise and pursue all relevant lines of enquiry</p> <p>3.4 Provide advice and guidance to the investigator where required to ensure that all lines of enquiry are dealt with appropriately</p> <p>3.5 Ensure the investigator fully documents all decisions, actions, options and rationale in accordance with current policy and legislation and briefs others to ensure continuity</p> <p>3.6 Ensure the investigator passes on relevant material promptly to the appropriate person or department</p>
<p>Unit aim(s)</p>	<p>This unit is about supervising criminal investigations which fall within their area of responsibility and the investigators conducting them. These may be either volume and priority or serious and complex investigations. This unit does not apply to major investigations, which are covered in a separate unit, <i>Manage major investigations</i>.</p>
<p>Additional information</p>	<p>This unit requires the workplace assessment of occupational competence for at least 1 occasion of supervising and investigation and investigators. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this unit. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit</p> <p>LOs 1, 2, 3 – The learner must evidence their supervision of either one of the following types of investigation:</p> <ul style="list-style-type: none"> <li>• Volume and priority</li> <li>• Serious and complex</li> </ul> <p>AC 3.1 – The learner must evidence that they have liaised with all the following categories of relevant people:</p> <ul style="list-style-type: none"> <li>• People within your area of responsibility</li> </ul>

	<ul style="list-style-type: none"><li>• Colleagues within your organisation</li></ul> <p>AC 3.3, 3.4 – The learner must evidence that all the following lines of enquiry are pursued, as relevant:</p> <ul style="list-style-type: none"><li>• Suspects</li><li>• Witnesses/victims</li><li>• Forensic/scientific</li><li>• Intelligence</li><li>• Property</li><li>• Technology</li></ul> <p>AC 3.6 – The learner must evidence the passing on of all the following categories of material, as relevant:</p> <ul style="list-style-type: none"><li>• Statements</li><li>• Documents or reports</li><li>• Data held in IT systems</li><li>• Physical exhibits such as weapons, clothing, stolen goods</li><li>• Biological or chemical material e.g. DNA samples</li><li>• Fingerprints</li><li>• Images</li><li>• Audio or video recordings</li></ul> <ul style="list-style-type: none"><li>• Learners must fully evidence each of the above on at least one occasion.</li></ul>
--	---



<b>Title:</b>	Supervise the response to critical incidents				
<b>Level:</b>	4	<b>Unit Number:</b>	CI101	<b>QCA Unit Number:</b>	M/601/4795
<b>Credit value:</b>	4	<b>Guided Learning Hours</b>	24		
<b>Learning outcomes</b>			<b>Assessment criteria</b>		
<b><i>The learner will:</i></b>			<b><i>The learner can:</i></b>		
1 Know and understand the requirements for responding to critical incidents			<p>1.1 Identify the current, relevant legislation, protocols, procedures and guidelines for supervision of critical incidents</p> <p>1.2 describe the characteristics of, and differences between</p> <ul style="list-style-type: none"> <li>• a critical incident and,</li> <li>• a major incident</li> </ul> <p>1.3 explain the factors which indicate the potential for the development of a critical incident</p> <p>1.4 explain the importance of the golden hour principles to ensure that forensic opportunities are maximised and evidence is not lost</p> <p>1.5 explain how to use the conflict management model</p> <p>1.6 explain the principles of resource management and deployment during critical incidents</p> <p>1.7 describe the potential impact of a critical incident on individuals and communities</p> <p>1.8 summarise the communication requirements in relation to dealing with a critical incident in respect of those affected, colleagues and partner organisations and the media</p> <p>1.9 describe roles and responsibilities within the command and control structure for critical incidents</p>		

<p>2 Be able to supervise the response to critical incidents</p>	<p>2.1 make an initial assessment of the situation and implement a structured response</p> <p>2.2 ensure actions are taken promptly to preserve and secure information and evidence</p> <p>2.3 ensure actions take account of their potential impact on individuals and the confidence of communities</p> <p>2.4 conduct on-going dynamic assessment of risks involved and escalate the incident to appropriate level of authority if required</p> <p>2.5 deploy appropriate resources required to meet the needs of the response</p> <p>2.6 liaise with partners and consider the appropriate sharing of information as required</p>
<p>Unit aim(s)</p>	<p>This unit is intended for police officers and staff who provide frontline response and supervision in the event of an actual or potential critical incident. It describes the performance required when supervising the response to a critical incident. This includes:</p> <ul style="list-style-type: none"> <li>identifying a potential critical incident</li> <li>dealing with the incident</li> <li>referral to others when required.</li> </ul> <p>A critical incident is defined as any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community.</p>
<p>Additional information</p>	<p>This unit requires the workplace assessment of occupational competence wherever practicable. For the knowledge and understanding component of the unit, assessment from a learning and development environment is allowed. Simulation is not allowed for any performance evidence within this standard. The assessor must ensure that the principles of equality and diversity have been applied by the individual carrying out this unit</p> <p>AC 1.7, 2.3 – The learner must evidence the potential impact on the following categories of individual:</p> <ul style="list-style-type: none"> <li>• Victims</li> <li>• Family and friends of those affected</li> <li>• Witnesses</li> <li>• Team members</li> </ul> <p>AC 1.7, 2.3 – The learner must evidence the</p>

	<p>potential impact on the following categories of community:</p> <ul style="list-style-type: none"><li>• Community groups</li><li>• General public</li><li>• Internal police community</li></ul> <p>AC 1.8, 2.6 – The learner must refer to both the following categories of ‘partner’:</p> <ul style="list-style-type: none"><li>• Internal departments</li><li>• External agencies or organisations</li></ul> <p>Learners must fully evidence each of the above on at least one occasion.</p>
--	--