

LEVEL 4 CERTIFICATE IN POLICE FIRST LINE MANAGEMENT

(RQF) Syllabus | July 2024 | Version 9



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QUALIFICATION PURPOSE

This qualification has been developed in consultation with employers and other key stakeholders. It is aimed at recognising and developing the competence of individuals who are aspiring and practising managers within the police sector.

TITLES AND REFERENCE NUMBERS

The titles given below are the titles 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 submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
4C28V2	CMI Level 4 Certificate in Police First Line Management	601/7799/8

KEY DATES

This qualification is regulated from 1st October 2015, and the operational start date in CMI Centres is the same date.

PROGRESSION

CMI recommendation for progression once completing the Police First Line Management qualification would be to progress onto:

- CMI Level 5 Certificate in Police Management

- CMI Level 4 Qualifications in Management and Leadership
- CMI Level 5 Qualifications in Management and Leadership
- CMI Level 5 Qualifications in Management Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 4 and Level 5 qualifications.

ENTRY AND RECRUITMENT REQUIREMENTS

These qualifications can be offered to Learners from age 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice
- Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out comprehensive Learner induction that:
 - addresses programme and organisational requirements
 - explains Learner facilities
 - identifies Learners' development needs
 - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

EQUIVALENCES

CMI qualifications at RQF Level 4 portray practical skills and competences that are rated in academic terms as being comparable to Higher National Certificate (HNC).

DEFINITIONS

Total Qualification Time (TQT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –*

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Total Unit Time (TUT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.*

Guided Learning Hours is defined as *the activity if a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Immediate Guidance or Supervision is defined as *the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –*

- a) *with the simultaneous physical present of the Learner and that person, or*
- b) *remotely by means of simultaneous electronic communication*

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.*

Rule of Combination is defined as being *a rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.*

RULES OF COMBINATION

CMI Level 4 Certificate in Police First Line Management

To achieve a CMI Level 4 Certificate in Police First Line Management, learners must complete all units to a maximum of 34 credits. The Total Qualification Time (TQT) is 344 hours, with 146 hours being Guided Learning Hours.

UNIT NUMBER	UNIT NAME	LEVEL	CREDITS	TUT	GLH
CB3	Conduct evidence based information briefings, tasking and debriefings	4	3	33	16
CI105	Supervise police investigations and investigators	4	4	42	18
CD101	Supervise the response to critical incidents	4	4	43	24
CC7	Prepare for, monitor and maintain police operations	4	5	49	11
M&L 26	Provide leadership and management	4	5	47	28
M&L 11	Manage team performance	3	4	41	21
M&L 9	Manage personal and professional development	3	3	32	12
3022	Conduct performance reviews with individuals in policing	3	6	57	16

RELATIONSHIP TO NATIONAL OCCUPATIONAL STANDARDS (NOS)

UNIT NUMBER	UNIT NAME	NOS UNITS
CB3	Conduct evidence based information briefings, tasking and debriefings	SFJCB3
CI105	Supervise police investigations and investigators	SFJCI105
CD101	Supervise the response to critical incidents	SFJCD101
CC7	Prepare for, monitor and maintain police operations	SFJCC7
M&L 26	Provide leadership and management	CFAM&LBA2
M&L 11	Manage team performance	CFAM&LDB2; CFAM&LDB3

M&L 9	Manage personal and professional development	CFAM&LAA1; CFAM&LAA2; CFAM&LAA3
3022	Conduct performance reviews with individuals in policing	CFAM&LDB4

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 4; therefore CMI Centres are free to deliver the Level 4 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual 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 CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

- The selected assessment task/activity is relevant to the content of the unit
- There are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- The language used in the assessment is free from any bias
- The language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- Accurate, current and authentic
- Relevant in depth and breadth

and must also show the Learner's:

- Clear grasp of concepts
- Ability to link theory to practice, and
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification. It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

CMI Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance Learners' development. Assessment methods can include:

- Observations
- Witness Testimonies
- Professional Discussion
- Case studies
- Role play
- Time constrained tests
- Examinations
- Assignments
- Reports
- Integrated work activities
- Projects
- Presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

WORD COUNT & APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 4. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2500- 3000 words.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

CONDUCT EVIDENCE BASED BRIEFINGS, TASKING AND DEBRIEFINGS

RQF Level	4
Unit Number	CB3
Unit Accreditation Reference	R/507/6650
Credit Value	6
Total Unit Time (TUT)	57
Guided Learning Hours (GLH)	16

ASSESSMENT GUIDANCE
<p>Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

<p>1 Understand the legal and organisational requirements relating to briefing, tasking and debriefing of evidence based information</p>	<p>1.1 Summarise the key features of:</p> <ul style="list-style-type: none"> • Legislation • organisational requirements • guidelines <p>in relation to briefing, tasking and debriefing of evidence based information</p>
	<p>1.2 Summarise the key features of evidence based information used within own organisation</p>
	<p>1.3 Evaluate briefing models in use within own organisation</p>
	<p>1.4 Summarise the management of information in own area of work</p>

2	Be able to conduct briefings and tasking using evidence based information	2.1	Conduct briefings of individuals in line with their information needs and operational requirements	
		2.2	Use gathered evidence based information to assign tasks to individuals, commensurate with their abilities, training and experience	
		2.3	Confirm that individuals understand assigned tasks and responsibilities	
		2.4	Monitor the progress of tasks against set objectives	
3	Be able to conduct evidence based information debriefings in accordance with legal, organisational and operational requirements	3.1	Conduct debriefings of individuals	
		3.2	Submit all acquired evidence based information	
		3.3	Document decisions, actions, options and rationales	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about conducting briefing, tasking and debriefing of individuals in a manner that is driven by, and contributes to, the use of evidence based information 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).
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SUPERVISE POLICE INVESTIGATIONS AND INVESTIGATORS

RQF Level	4
Unit Number	CI105
Unit Accreditation Reference	H/507/6653
Credit Value	4
Total Unit Time (TUT)	42
Guided Learning Hours (GLH)	18

ASSESSMENT GUIDANCE
<p>Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1 Understand the requirements for supervising police investigations and investigators	1.1 Summarise legislation, codes of practice and guidelines for supervising and conducting investigations	
	1.2 Summarise policies and procedures for supervising and conducting investigations	
	1.3 Explain the procedures for disclosing information in accordance with national crime recording standards	
	1.4 Explain how to select investigators according to their skills and experience in relation to the investigation concerned	
	1.5 Summarise the risk assessment processes associated with conducting police investigations	
2 Be able to supervise police investigations in line with	Prepare information for investigations	

	legal and organisational requirements	2.2	Evaluate the progress of investigations	
		2.3	Take action to support investigators if necessary	
		2.4	Confirm that individuals are dealt with in an ethical manner, recognising their needs with respect to equality and diversity	
		2.5	Confirm case files are submitted	
		2.6	Verify post-charge procedures are completed in line with operational requirements	
		2.7	Confirm the investigation has been finalised in accordance with national crime recording standards	
		2.8	Complete a lessons learnt log that reflects the outcomes of investigations	
		2.9	Share lessons learnt with relevant others	
3	Be able to supervise and support police investigators	3.1	Clarify roles and responsibilities to people involved in investigations	
		3.2	Confirm that investigators follow risk assessment procedures associated with conducting police investigations	
		3.3	Verify that investigators develop effective investigation plans	
		3.4	Provide support to investigators where required to ensure that all lines of enquiry are dealt with	
		3.5	Confirm that investigators document information in accordance with policy and legislation	
		3.6	Confirm that investigators pass on information to the appropriate person or department	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about supervising police investigations which fall within the learner's 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, Manage major investigations.

SUPERVISE THE RESPONSE TO CRITICAL INCIDENTS

RQF Level	4
Unit Number	CD101
Unit Accreditation Reference	D/507/6652
Credit Value	4
Total Unit Time (TUT)	43
Guided Learning Hours (GLH)	24

ASSESSMENT GUIDANCE
<p>Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

1	Understand the requirements for responding to critical incidents	1.1	Summarise legislation, protocols and guidelines for supervision of critical incidents
		1.2	Summarise policies and procedures for supervision of critical incidents
		1.3	Define a critical incident
		1.4	Summarise the key features of critical incidents
		1.5	Diagnose factors which may indicate that critical incidents are developing
		1.6	Explain the reasons for using the golden hour principles
		1.7	Explain how to use the conflict management model

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		1.8	Explain the principles of resource deployment and management during critical incidents	
		1.9	Evaluate the potential impact of critical incidents on individuals and communities	
		1.10	Critically compare the methods of communication required with: <ul style="list-style-type: none"> • colleagues • multi agency partners • members of the public • the media 	
		1.11	Summarise roles and responsibilities within the command and control structure used during critical incidents	
2	Be able to supervise the response to critical incidents	2.1	Make initial assessments of situations	
		2.2	Implement structured responses in the event of critical incidents	
		2.3	Check actions are taken promptly to preserve and secure information and evidence	
		2.4	Conduct on-going risk assessments in line with organisational requirements	
		2.5	Escalate incidents to the appropriate level of authority if required	
		2.6	Deploy resources required to meet the needs of the response	
		2.7	Liaise with multi-agency partners in line with incident protocols	

ADDITIONAL INFORMATION ABOUT THIS UNIT**Unit Aims**

This unit is intended for police officers and staff who provide immediate response and supervision in the event of a critical incident.

It describes the performance required when supervising the response to critical incidents. This includes:

- identifying a potential critical incident
- dealing with the incident
- referral to others when required.

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.

PREPARE FOR, MONITOR AND MAINTAIN POLICE OPERATIONS

RQF Level	4
Unit Number	CC7
Unit Accreditation Reference	Y/507/6651
Credit Value	5
Total Unit Time (TUT)	49
Guided Learning Hours (GLH)	11

ASSESSMENT GUIDANCE
Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.
Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand legal and organisational requirements, codes of practice and guidelines in relation to planning police operations	1.1	Summarise legislation, codes of practice and guidelines for planning police operations
		1.2	Summarise policies and procedures for planning police operations
		1.3	Explain how the required authorities are obtained
2	Be able to prepare for police operations	2.1	Confirm tasks and objectives allocated to them
		2.2	Gather information in relation to operations
		2.3	Review information in relation to operations
		2.4	Justify the resources required for operations
		2.5	Establish resource availability to inform decision making
		2.6	Allocate resources in line with operational requirements

		2.7	Report any resources not available to designated person in charge	
		2.8	Obtain the required authorities	
3	Be able to monitor and maintain police operations in line with legal and organisational requirements	3.1	Follow operational plans when deploying resources and taking actions	
		3.2	Take action to deal with any contingencies that may occur	
		3.3	Monitor evolving operations	
		3.4	Adjust team actions in response to evolving operations	
		3.5	Communicate actions to others in line with operational requirements	
		3.6	Record information and outcomes of operations	
		3.7	Report findings to designated person in charge	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	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.
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PROVIDE LEADERSHIP AND MANAGEMENT

RQF Level	4	ASSESSMENT GUIDANCE Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required. Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Unit Number	M&L26	
Unit Accreditation Reference	L/506/1953	
Credit Value	5	
Total Unit Time (TUT)	47	
Guided Learning Hours (GLH)	28	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand the principles supporting leadership and management	1.1	Analyse how leadership and management theories may be applied
		1.2	Assess the influence of an organisation's culture on its leadership styles and management practices
		1.3	Assess the influence of an organisation's structure on its leadership styles and management practices
		1.4	Analyse how theories of motivation may be applied in the practice of leadership
		1.5	Evaluate the role of stakeholder engagement in leadership and management
			1.2 Organisation's culture could be values, systems, beliefs, working language, norms
			1.4 Theories of motivation may include: <ul style="list-style-type: none"> classical management human relations Learners to demonstrate use of analysis and application of chosen theories.

		1.6	Assess the suitability of a range of leadership styles and management practices to the culture of an organisation	
2	Be able to engage and inspire stakeholders and colleagues	2.1	Display behaviours and attitudes that show a commitment to the achievement of an organisation's goals	
		2.2	Display behaviours and attitudes that show a commitment to the fulfilment of an organisation's vision and the expression of its values	2.2 Behaviours and attitudes may include: <ul style="list-style-type: none"> • Honesty • Trustworthiness • Reliability • Sincerity • Professionalism
		2.3	Identify who stakeholders are and the nature of their interest	
		2.4	Take action to ensure that colleagues and other stakeholders understand their role in achievement of organisational objectives	
		2.5	Win the trust and support of colleagues and other key stakeholders through exemplary performance and behaviour	2.5 Performance and behaviour should refer to aspects which go beyond expectations agreed in service offers, job descriptions or contracts
		2.6	Take action to maintain morale through difficult times	
		2.7	Take action to secure the on-going commitment of colleagues and other key stakeholders	

3	Be able to deliver results	3.1	Make planning and resourcing decisions that optimise the available resources, skills and expertise	
		3.2	Use delegation techniques whilst delivering targets	3.2 Delegation techniques may include, <ul style="list-style-type: none"> • Selecting an individual/team with suitable skills, resources and expertise • Providing clear instructions and monitoring progress.
		3.3	Empower individuals to take responsibility for their decisions and actions within agreed parameters	
		3.4	Adapt plans, priorities and resource allocations to meet changing circumstances and priorities	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop the knowledge and skills required for leadership and management and introduces learners to the key principles supporting leadership and management. Upon completion of this unit, learners will be able to engage and inspire stakeholders and colleagues and deliver results.
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MANAGE TEAM PERFORMANCE

RQF Level	3
Unit Number	M&L11
Unit Accreditation Reference	A/506/1821
Credit Value	4
Total Unit Time (TUT)	41
Guided Learning Hours (GLH)	21

ASSESSMENT GUIDANCE
<p>Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the management of team performance		Explain the use of benchmarks in managing performance	<p>1.1 A benchmark is a standard or measurement that may include:</p> <ul style="list-style-type: none"> • Key performance indicators (KPIs) • Best operational practices
		1.2	Explain a range of quality management techniques to manage team performance	<p>1.2 Quality management techniques may include:</p> <ul style="list-style-type: none"> • Total quality management (TQM) • Statistical process control (SPC) • Continual improvement processes
		1.3	Describe constraints on the ability to amend priorities and plans	

2	Be able to allocate and assure the quality of work	2.1	Identify the strengths, competences and expertise of team members	
		2.2	Allocate work on the basis of the strengths, competences and expertise of team members	
		2.3	Identify areas for improvement in team members' performance outputs and standards	
		2.4	Amend priorities and plans to take account of changing circumstances	
		2.5	Recommend changes to systems and processes to improve the quality of work	
3	Be able to manage communications within a team	3.1	Explain to team members the lines of communication and authority levels	
		3.2	Communicate individual and team objectives, responsibilities and priorities	
		3.3	Use communication methods that are appropriate to the topics, audience and timescales	
		3.4	Provide support to team members when they need it	
		3.5	Agree with team members a process for providing feedback on work progress and any issues arising	
		3.6	Review the effectiveness of team communications and make improvements	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

MANAGE PERSONAL AND PROFESSIONAL DEVELOPMENT

RQF Level	3	ASSESSMENT GUIDANCE Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required. Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.
Unit Number	M&L9	
Unit Accreditation Reference	T/506/2952	
Credit Value	3	
Total Unit Time (TUT)	32	
Guided Learning Hours (GLH)	12	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Be able to identify personal and professional development requirements		Compare sources of information on professional development trends and their validity
		1.2	Identify trends and developments that influence the need for professional development
		1.3	Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2	Be able to fulfil a personal and professional development plan	2.1	Evaluate the benefits of personal and professional development
		2.1 Benefits may include, but are not limited to: <ul style="list-style-type: none"> • Promotion prospects • Improved knowledge and skills • Use of new skills 	

			<ul style="list-style-type: none"> Opportunity to increase work responsibilities/salary
		2.2	Explain the basis on which types of development actions are selected
		2.3	Identify current and future likely skills, knowledge and experience needs using skills gap analysis
			2.3 A skills gap analysis is a tool used to identify the difference between a current state and a future goal state within a business.
		2.4	Agree a personal and professional development plan that is consistent with business needs and personal objectives
		2.5	Execute the plan within the agreed budget and timescale
		2.6	Take advantage of development opportunities made available by professional networks or professional bodies
3	Be able to maintain the relevance of a personal and professional development plan	3.1	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
		3.2	Obtain feedback on performance from a range of valid sources
			3.2 Sources may include, but are not exclusive to: <ul style="list-style-type: none"> Management reviews Feedback reports from other internal departments External customer feedback reporting
		3.3	Review progress toward personal and professional objectives
		3.4	Amend the personal and professional development plan in the light of feedback received from others

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

CONDUCT PERFORMANCE REVIEWS WITH INDIVIDUALS IN POLICING

RQF Level	3
Unit Number	3022
Unit Accreditation Reference	Y/508/6595
Credit Value	6
Total Unit Time (TUT)	57
Guided Learning Hours (GLH)	16

ASSESSMENT GUIDANCE
<p>Assessment Guidance is provided below for some Assessment Criteria. The purpose of this is to clarify and define elements of the Assessment Criteria as required.</p> <p>Assessment Guidance provided is for example purposes only and is not intended to be exhaustive.</p>

LEARNING OUTCOMES

ASSESSMENT CRITERIA

GUIDANCE FROM NPC

1	Understand how to conduct performance reviews with individuals in policing	1.1	Summarise organisational policies and procedures relating to performance reviews	<ul style="list-style-type: none"> Identify current policy and operating process. Explain how to conduct an assessment within national guidelines. Describe force policy and process to be able to identify and plan for evidence requirement when PDR is to be used for pay progression. Understand and describe what the various forms of assessment are. When it is most appropriate to use the various methods of assessment – observation, witness testimony etc. Explain the need for the reviewer to involve the individual being reviewed.
		1.2	Explain the role of the reviewer in performance reviews	
		1.3	Describe the standards and / or objectives against which individuals may be reviewed	
		1.4	Describe how to set SMART objectives	
		1.5	Summarise methods for gathering evidence to support decision making within performance reviews	
		1.6	Explain how to make justifiable and objective decisions when conducting performance reviews	
		1.7	Describe how to give and receive effective feedback	
		1.8	Summarise professional development opportunities available within policing	

		1.9	Explain why it is important to maintain records that include justifiable decisions	<ul style="list-style-type: none"> ● Explain how evidence and decision making are linked to police ethics.
2	Be able to prepare for individuals' performance reviews in line with policing requirements	2.1	Agree with individuals which standards and / or objectives they are to be reviewed against	<ul style="list-style-type: none"> ● To understand the role requirements and personal quality statements applicable to the Force PDR. ● To include agreeing dates, times and places for performance reviews, allowing sufficient notice for all parties. ● Describe review methods and how they align with police ethics. ● Sources of supporting evidence to be agreed with individuals – to include but not be limited to work related activity, SMART objectives, CPD, ethical 3rd party comment. ● Impact of PDR review on pay increment. ● Appeal process.
		2.2	Identify with individuals the actions they need to take to prepare for performance reviews	
		2.3	Agree fair, safe, valid and reliable performance review methods to be used with individuals	
		2.4	Review available evidence prior to performance reviews	
		2.5	Prepare performance review documentation	
3	Be able to conduct performance reviews with individuals in line with policing requirements	3.1	Encourage self-reflection on performance by individuals against agreed standards and / or objectives	<ul style="list-style-type: none"> ● Describe use of self-reflection as part of CPD element. ● Describe the role specific standards of the individual, how they will be reviewed how decisions on performance will be recorded. To include HR related performance standards. Decisions must align with police ethics.
		3.2	Review individuals' performance against agreed standards and / or objectives	
		3.3	Make justified and objective decisions about individuals' performance that are measured against agreed standards and / or objectives	
		3.4	Record outcomes of performance reviews	

4	Be able to provide effective feedback following performance reviews in line with policing requirements	4.1	Give individuals constructive feedback on their performance	<ul style="list-style-type: none"> ● Explain what types of feedback there are. The positive and negative effects of feedback. Recording of feedback. Participation of individual in the feedback process. ● Explain process for formal recognition of good performance. Explain when a development plan should be used. Explain when UPP should be considered. ● Describe how PDR outcome may affect pay progression. Timescales to provide Information to appropriate HR personnel & reviewer's line manager.
		4.2	Agree with individuals any developmental activities which align to both organisational aims and individuals' needs	
		4.3	Provide information on the outcomes of performance reviews to authorised individuals	
5	Be able to evaluate own practice following the conduct of performance reviews with individuals in policing	5.1	Seek feedback from reviewed individuals	<ul style="list-style-type: none"> ● Explain how they can obtain internal and external feedback – Supervisors, peer group quality assurance personnel. ● Explain how self -evaluation becomes part of their CPD. ● Use identified activities for forward planning of their CPD. ● Maintain Personal Development Plan.
		5.2	Reflect on own practice in managing performance review processes	
		5.3	Identify how areas for potential development may be met	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about reviewing the performance of individuals against policing standards and / or objectives. It is aimed at those working towards or those who already have first line management responsibility for the performance management of others. It may also be relevant to those who do not line manage individuals, but use performance reviews as part of another process such as coaching.