

LEVEL 5

CERTIFICATE IN

POLICE

MANAGEMENT

(RQF) Syllabus | December 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
5C28V2	CMI Level 5 Certificate in Police Management	601/7800/0

OPERATIONAL START DATE

This qualification is regulated from 30th September 2015, and the operational start date in CMI Centres is 30th September 2015.

PROGRESSION

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

- CMI Level 5 Certificate in Management and Leadership
- CMI Level 5 Qualifications in Coaching and Mentoring
- CMI Level 6 Qualifications in Management and Leadership

Please see also the CMI Website for further information on CMI's portfolio of Level 5 and Level 6 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 5 portray practical skills and competences that are rated in academic terms as being comparable to Foundation Degrees and Higher National Diplomas (HND).

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 5 Certificate in Police Management

To achieve a CMI Level 5 Certificate in Police Management, learners must complete all units in Mandatory Group A to 27 credits and a minimum of 4 credits from Optional Group B. Learners must achieve a maximum of **31 credits** to complete the qualification. The Total Qualification Time (TQT) for this qualification is 313 hours, with 152 hours being Guided Learning Hours (GLH).

UNIT NUMBER	UNIT NAME	LEVEL	CREDITS	TUT	GLH
MANDATORY					
CC5	Manage operational threats and risks in a policing context	5	5	53	31
M&L55	Principles of management and leadership	5	7	68	31
CI105	Manage policing investigations in own area of responsibility	5	5	53	31
M&L27	Develop and implement an operational plan	4	5	51	24
HF15	Obtain, analyse and provide information to support decision making	5	5	52	23
OPTIONAL					
M&L30	Initiate and implement operational change	4	4	40	19
CC4	Determine and review authorisations for law enforcement	5	4	37	24
CC6	Plan law enforcement operations	5	4	36	24
CC3	Deploy resources for law enforcement operations	5	4	36	19

RELATIONSHIP TO NATIONAL OCCUPATIONAL STANDARDS (NOS)

UNIT NUMBER	UNIT NAME	NOS UNITS
CC5	Manage operational threats and risks in a policing context	SFJCC5
M&L 55	Principles of management and leadership	CFAM&LBA1/ CFAM&LBA2
CI106	Manage policing investigations in own area of responsibility	SFJI106
M&L 27	Develop and implement an operational plan	CFAM&LBA9
HF15	Obtain, analyse and provide information to support decision making	SFJHF15
M&L 30	Initiate and implement operational change	CFAM&LCA2 / CFAM&LCA3/ CFAM&LCA4/ CFAM&LCA5
CC4	Determine and review authorisations for law enforcement	SFJCC4
CC6	Plan law enforcement operations	SFJCC6
CC3	Deploy resources for law enforcement operations	SFJCC3

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 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:

- Case studies
- Role play
- Time constrained tests
- Examinations
- Assignments
- Reports
- Integrated work activities
- Viva voce
- 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 5. 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.

MANAGE OPERATIONAL THREATS AND RISKS IN A POLICING ENVIRONMENT

RQF Level	5	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	CC5	
Unit Accreditation Reference	A/507/6769	
Credit Value	5	
Total Unit Time (TUT)	53	
Guided Learning Hours (GLH)	31	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand legal and organisational requirements in relation to managing operational threats and risks in a policing context	1.1	Summarise legislation, codes of practice and guidelines relevant to the management of operational threats and risks	
		1.2	Summarise policies and procedures relevant to the management of operational threats and risks	
2	Understand how to identify and review operational threats and risks in a policing context	2.1	Explain how to identify potential threats and risks	
		2.2	Critically compare threats and risks	
		2.3	Summarise how to review the threat and risk assessment elements of operations post-event	
		2.4	Justify the importance of reviewing operational threats and risks post-event	
		2.5	Evaluate how potential threats could affect operations and others	
3	Be able to manage operational threats and risks in a policing	3.1	Analyse information and intelligence gathered for operations	
		3.2	Identify threats and risks to operations	

	context, in line with legal and organisational requirements	3.3	Evaluate identified threats and risks to operations	
		3.4	Plan contingency measures and tactical responses to counter identified threats and risks	
		3.5	Confirm that contingency measures and tactical response preparations are in place	
		3.6	Negotiate contingency measures and tactical responses with others when required	
		3.7	Monitor the progress of operations at all times	
		3.8	Control threats and risks in line with the needs of operations	
		3.9	Liaise with partners to manage potential threats and risks	
		3.10	Document decisions, actions, options and rationales	
		3.11	Review operational threats and risks post-event	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the management of operational threats and risks in a policing context. It is aimed at anyone who is taking the supervisory role during policing operations.

PRINCIPLES OF MANAGEMENT AND LEADERSHIP

RQF Level	5
Unit Number	M&L55
Unit Accreditation Reference	R/506/2070
Credit Value	7
Total Unit Time (TUT)	68
Guided Learning Hours (GLH)	24

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 leadership and management theories and principles	1.1	Characterise the concepts and nature of management and the function of leadership
		1.2	Evaluate concepts and definitions of leadership and their influence on management
		1.3	Evaluate the influence of effective and ineffective leadership and management on team behaviour and business performance
2	Understand leadership styles	2.1	Analyse the characteristics of different leadership styles
		2.2	Evaluate the suitability of different leadership styles for different purposes and situations
		2.3	Evaluate the factors that affect the suitability of different management styles
		2.4	Evaluate the ethical dimensions of leadership styles

3	Understand motivation and empowerment	3.1	Analyse the relationship between job satisfaction, commitment, motivation, empowerment and business performance	
		3.2	Evaluate the implications of motivation and empowerment for an organisation's structure and culture	
		3.3	Analyse the implications for employee relations policy of a strategy that empowers a workforce	
		3.4	Analyse the principles underpinning a reward strategy	
4	Understand the management of performance	4.1	Assess approaches to performance management and appraisal	
		4.2	Assess the factors involved in managing a work-life balance and their implications for individuals	
		4.3	Evaluate the use of tools and techniques to measure human resource interventions	
		4.4	Identify areas for improvement through reflection on their own practice	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit aims to develop knowledge and understanding regarding management and leadership. Upon completion of this unit, learners will have developed an understanding of leadership and management theories and principles, leadership styles, motivation and empowerment, and the management of performance.
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MANAGE POLICING INVESTIGATIONS IN OWN AREA OF RESPONSIBILITY

RQF Level	5
Unit Number	CI106
Unit Accreditation Reference	K/507/6766
Credit Value	5
Total Unit Time (TUT)	53
Guided Learning Hours (GLH)	31

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 the legal and organisational requirements for managing policing investigations	1.1	Summarise legislation, codes of practice and guidelines for managing policing investigations
		1.2	Summarise policies and procedures for managing policing investigations
		1.3	Summarise recognised good practice in relation to policing investigations
		1.4	Critically compare differing approaches to policing investigations
		1.5	Explain how to obtain and allocate resources for policing investigations
2	Understand how to manage policing investigations in own area of responsibility	2.1	Explain the scope and type of policing investigations in own area of responsibility
		2.2	Summarise the objectives and priorities for policing investigations within own area of responsibility

		2.3	Summarise how to develop investigative strategies and plans	
		2.4	Explain how to implement investigative strategies and plans	
		2.5	Explain how risk assessments are conducted within policing investigations	
		2.6	Justify actions to take in response to risks identified during policing investigations	
		2.7	Summarise the processes used to ensure: <ul style="list-style-type: none"> • personnel are competent to conduct different types of policing investigations • effective management of policing investigations • effective deployment and supervision of investigating personnel • that policing investigations are conducted in line with recognised quality standards 	
		2.8	Summarise how information technology and management information systems can be used in the conduct of policing investigations	
		2.9	Explain how to review policing investigations to identify good practice and lessons to be learned, to maintain and improve standards	
		2.10	Explain the requirements for maintaining the security and integrity of information, records and documentation in relation to policing investigations	
3	Be able to manage policing investigations in line with legal and organisational requirements	3.1	Establish objectives and priorities for policing investigations within own area of responsibility	1.
		3.2	Agree objectives and priorities with others for policing investigations within own area of responsibility	

	3.3	Develop plans to meet own policing investigation related objectives and priorities, taking into account both recognised good practice and approaches	
	3.4	Update plans to ensure that objectives and priorities continue to meet the needs of policing investigations	
	3.5	Conduct risk assessments in relation to policing investigations within own area of responsibility	
	3.6	Manage identified risks within policing investigations	
	3.7	Justify the resources required for the conduct of policing investigations	
	3.8	Deploy resources necessary for the conduct of policing investigations	
	3.9	Manage resources necessary for the conduct of policing investigations	
	3.10	Monitor processes to ensure that all relevant lines of enquiry are pursued and meet relevant standards	
	3.11	Keep relevant others briefed and updated on policing investigations	
	3.12	Evaluate policing investigations for good practice and lessons to be learned	
	3.13	Manage the completion of policing investigation records and documentation, including information security and integrity	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is for those who manage policing investigations, but may not necessarily carry out the investigations themselves. The unit is about effectively managing policing investigations that fall within their area of responsibility. These investigations can be crime and non-crime related. Examples of non-crime related policing investigations include internal HR investigations, Coronial investigations, investigations into anti-social behaviour etc.

DEVELOP AND IMPLEMENT AN OPERATIONAL PLAN

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&L27	
Unit Accreditation Reference	Y/506/1955	
Credit Value	5	
Total Unit Time (TUT)	51	
Guided Learning Hours (GLH)	24	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand the principles of operational planning		Evaluate the use of risk analysis techniques in operational planning	1.1 Risk analysis techniques might include, but are not exclusive to: <ul style="list-style-type: none">● Failure mode and criticality analysis● Fault trees● Identification of risk associated with ; health and safety, security, finance and environment
		1.2	Explain the components of an operational plan	
		1.3	Analyse the relationship between strategic and operational plans	
		1.4	Evaluate the use of planning tools and techniques in the operational planning process	1.4 Planning tools might include, but are not exclusive to: <ul style="list-style-type: none">● Fishbone diagrams● Gantt charts● Critical path analysis

				<ul style="list-style-type: none">Business process modelling
		1.5	Explain how to carry out a cost-benefit analysis	
2	Be able to develop an operational plan	2.1	Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)	
		2.2	Identify evaluation mechanisms appropriate to the plan	
		2.3	Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures	
		2.4	Develop proportionate and targeted plans to manage identified risks	
		2.5	Take action to ensure that plans complement and maximise synergy with other business areas	
		2.6	Adhere to organisational policies and procedures, legal and ethical requirements	
3	Be able to implement an operational plan	3.1	Implement plans within agreed budgets and timescales	
		3.2	Communicate the requirements of the plans to those who will be affected	
		3.3	Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks	
4	Be able to evaluate the effectiveness of an operational plan	4.1	Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources	4.1 Periodic reviews , could include milestone reviews with teams or individuals and will be in relation to the length of the project plan
		4.2	Report on the effectiveness of operational plans in the appropriate format	
ADDITIONAL INFORMATION ABOUT THIS UNIT				

Unit Aims

This unit aims to develop the knowledge and skills required to develop and implement an operational plan and introduces learners to the key principles underpinning operational planning. Upon completion of this unit, learners will be able to develop, implement, and evaluate an operational plan.

OBTAIN, ANALYSE AND PROVIDE INFORMATION TO SUPPORT DECISION MAKING

RQF Level	4
Unit Number	HF15
Unit Accreditation Reference	K/507/6833
Credit Value	4
Total Unit Time (TUT)	40
Guided Learning Hours (GLH)	19

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 for the provision of information	1.1	Evaluate the requirements for information provision to support team and organisational effectiveness
		1.2	Summarise the requirements for maintaining security and confidentiality of information used
2	Understand how to obtain and analyse information to support decision making	2.1	Critically compare typical sources of information used to support decision making
		2.2	Justify criteria used to judge the validity of information needed to support decision making
		2.3	Evaluate methods for analysing different types of information used
		2.4	Summarise the types of qualitative and quantitative information used to support decision making
3	Be able to obtain information to support decision making in line	3.1	Choose sources of information which are suited to the nature of decisions to be made

	with legal and organisational requirements	3.2	Obtain information which is accurate, relevant and sufficient to support decision making	
		3.3	Examine information obtained for potential gaps or issues	
		3.4	Act to resolve any gaps in, or issues with inaccuracy or ambiguity of information obtained	
		3.5	Record information obtained	
		3.6	Store information obtained	
4	Be able to analyse information to support decision making	4.1	Identify objectives for own analysis which are clear and consistent with the decisions which need to be made	
		4.2	Select factual information which is relevant to the objectives and sufficient to arrive at reliable decisions	
		4.3	Analyse information using methods which are appropriate to the required objectives	
		4.4	Justify the conclusions with reasoned argument and appropriate evidence	
		4.5	Keep records of the analysis which are sufficient to show the assumptions and decisions made at each stage	
5	Be able to provide information to others that supports decision making	5.1	Confirm the information needs of others	
		5.2	Provide information in line with own level of responsibility and the information needs of others	
		5.3	Check that information given is consistent with organisational policy, procedures and constraints	
		5.4	Confirm recipients' understanding of the information given	
		5.5	Address any queries raised in line with own level of responsibility	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about providing information so that sound decisions can be taken. It covers obtaining relevant information, recording and storing this information, and analysing this information. It also covers providing this information to others so that decisions can be taken.

INITIATE AND IMPLEMENT OPERATIONAL CHANGE

RQF Level

5

Unit Number

M&L30

Unit Accreditation Reference

T/506/1980

Credit Value

4

Total Unit Time (TUT)

40

Guided Learning Hours (GLH)

19

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 the implementation of operational change

1.1

Explain sources of information indicating the need for change

1.2

Analyse the advantages and limitations of different project and change management techniques

1.3

Analyse the characteristics, strengths and weaknesses of evaluation techniques used in change management

2

Be able to plan for operational change

2.1

Develop an operational plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources

2.2

Take action to ensure that colleagues are briefed on their roles, responsibilities and change objectives

2.3

Provide colleagues with the support needed to implement operational change

3

Be able to manage operational change

3.1

Implement the change plan within the agreed timescale using available resources

		3.2	Assess the significance of deviations from the change plan	
		3.3	Address interdependency issues and tensions that affect the achievement of change objectives	
		3.4	Assess the value and risks of unintended outcomes from operational change	
		3.5	Inform stakeholders of any unforeseen obstacles or problems and the actions that have been taken	
4	Be able to evaluate the effectiveness of operational change	4.1	Evaluate the effectiveness of operational change	
		4.2	Identify areas for improvement, justifying conclusions and recommendations with evidence	
		4.3	Communicate to stakeholders the lessons learned from the change	
ADDITIONAL INFORMATION ABOUT THIS UNIT				
Unit Aims		This unit aims to develop the knowledge and skills required to initiate and implement operational change. Upon completion of this unit, learners will have developed an understanding of the implementation of operational change and will be able to prepare for, manage, and evaluate operational change.		

DETERMINE AND REVIEW AUTHORISATIONS IN LAW ENFORCEMENT		RQF Level	5	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	CC4	
		Unit Accreditation Reference	T/507/6768	
		Credit Value	4	
		Total Unit Time (TUT)	37	
		Guided Learning Hours (GLH)	24	
LEARNING OUTCOMES		ASSESSMENT CRITERIA		
1	Understand legal and organisational requirements in relation to law enforcement authorisations	1.1	Summarise legislation, codes of practice and guidelines for determining and reviewing authorisations within own level of responsibility	
		1.2	Summarise policies and procedures for determining and reviewing authorisations within own level of responsibility	
		1.3	Differentiate between the types of authorisations required for law enforcement purposes	
		1.4	Analyse the situations in which authorisations need to be obtained	
		1.5	Explain actions to take if information provided is insufficient	
		1.6	Explain the types of authorisation records which must be kept to document: <ul style="list-style-type: none"> Decisions 	

			<ul style="list-style-type: none">• Actions• Rationale	
2	Be able to respond to requests for law enforcement authorisations in line with legal and organisational requirements	2.1	Determine the information and intelligence required to decide whether authorisations are necessary	
		2.2	Confirm that requests for authorisations are lawful	
		2.3	Decide on the response to requests for authorisations	
		2.4	Provide justification for decisions made	
		2.5	Record authorisation decisions made	
		2.6	Communicate decisions to those entitled to the information	
3	Be able to review law enforcement authorisations	3.1	Establish systems to monitor and review authorisations	
		3.2	Direct others on the use of systems to monitor and review authorisations	
		3.3	Identify any need for authority revision through the review of authorisations	
		3.4	Communicate changes to authorities to relevant others	
		3.5	Evaluate authorisation processes	
		3.6	Recommend improvements to authorisation processes	
ADDITIONAL INFORMATION ABOUT THIS UNIT				
Unit Aims		This unit is about determining and reviewing authorisations required for law enforcement purposes.		

PLAN LAW ENFORCEMENT OPERATIONS

RQF Level	5
Unit Number	CC6
Unit Accreditation Reference	M/507/6770
Credit Value	4
Total Unit Time (TUT)	37
Guided Learning Hours (GLH)	24

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 the legal and organisational requirements for planning law enforcement operations	1.1	Summarise legislation, codes of practice and guidelines for planning law enforcement operations
		1.2	Summarise policies and procedures for planning law enforcement operations
		1.3	Evaluate the considerations for setting objectives when planning law enforcement operations
		1.4	Analyse the impact of resource constraints on the planning of law enforcement operations
2	Be able to plan law enforcement operations in line with legal and organisational requirements	2.1	Clarify the objectives of law enforcement operations
		2.2	Analyse the information and intelligence gathered for law enforcement operations
		2.3	Conduct risk assessments in relation to law enforcement operations
		2.4	Specify contingency measures to counter any of the identified risks

		2.5	Produce operational plans for law enforcement operations	
		2.6	Obtain any required authorities for the implementation of operations	
		2.7	Document decisions, actions, options and rationales	
Unit Aims		This unit is about planning law enforcement operations. These may be small operations or larger scale events.		

DEPLOY RESOURCES FOR LAW ENFORCEMENT OPERATIONS

RQF Level

5

Unit Number

CC3

**Unit Accreditation
Reference**

M/507/6767

Credit Value

4

**Total Unit Time
(TUT)**

36

**Guided Learning
Hours (GLH)**

19

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

1

Understand how to deploy resources for law enforcement operations

ASSESSMENT CRITERIA

1.1

Summarise legislation, codes of practice and guidelines for deploying resources for law enforcement operations

1.2

Summarise policies and procedures for deploying resources for law enforcement operations

1.3

Evaluate the role of the organisation in connection with different types of operations

1.4

Justify the types of resources needed to meet the requirements of tactical decisions, priorities and objectives

1.5

Summarise the constraints on resources in relation to different types of operations

1.6

Analyse sources of information and intelligence that may be used to support law enforcement operations

1.7

Explain the command structure, including:

- how it functions
- how to communicate within it

2	Be able to plan the use of resources for law enforcement operations in line with organisational requirements	2.1	Confirm the tactical decisions, priorities and objectives for: <ul style="list-style-type: none">day to day operationsspontaneous operations	
		2.2	Confirm the availability of resources required for: <ul style="list-style-type: none">day to day operationsspontaneous operations	
		2.3	Take action where there is limited availability of resource in line with the needs of operations	
		2.4	Brief personnel in own area of responsibility	
		2.5	Complete resource planning documentation	
3	Be able to deploy, control and review the use of resources for law enforcement operations	3.1	Deploy resources to implement tactical decisions within law enforcement operations	
		3.2	Control resources in line with the changing needs of operations	
		3.3	Communicate changes in tactics to relevant others	
		3.4	De-brief personnel in own area of responsibility	
		3.5	Evaluate the use of resources in achieving law enforcement objectives	
		3.6	Review the impact of resource deployment on the community	
ADDITIONAL INFORMATION ABOUT THIS UNIT				
Unit Aims		This unit is about planning and deploying resources for law enforcement operations. These operations may be pre-planned or in response to spontaneous incidents.		