

# Prospectus



**National Neighbourhood Justice BTEC qualification framework**

# Introduction

Thank you for requesting our Prospectus and our hope for your request is that you are thinking about how you can develop your skills as a criminal justice professional, or possibly because you are responsible for developing other people's skills within your organisation.

Our BTEC (Business, Technology & Education Council) qualifications are designed and written to compliment the National Occupational Standards (NOS) to ensure the next generation of criminal justice workers are developing the skills they need.

To ensure that all of our qualifications meet this need we are working with many other organisations to help all practitioners working in this arena access a career in criminal justice. Some of these organisations are:

- Chartered Institute of Housing
- Skills for Justice
- Direct Gov – Careers Advice
- Training Development Agency
- UK Register of Learning Providers

We also work with our media partners to promote professional qualifications and some of these include:

- Inside Housing
- Criminal Justice Management
- Northern, Midland & Southern Housing
- Regeneration & Renewal
- New Start
- 24 Housing & 24 Dash
- ITV
- Red Snapper Group

If you would like to find out more about our work and qualifications you can access information online at [www.safetynetassociates.co.uk](http://www.safetynetassociates.co.uk) or telephone us on 0845 299 7144. In the meantime we hope that you find solutions to all of your training and development needs in this Prospectus.

We are an edexcel accredited National BTEC Centre No. 02298



# Our Neighbourhood Justice BTEC Qualifications Framework



## **BTEC Level 1 – Foundation Qualifications in:**

- Tools & Legislative Powers to tackle anti-social behaviour
- Cognitive Interviewing
- Statement Taking
- Evidence Gathering
- Giving evidence in court

## **BTEC Level 3 - Practitioner Qualifications:**

- BTEC Advanced Award in Operational use of powers contained in the Regulations of Investigatory Powers Act 2000 (RIPA) for Covert Human Intelligence Sources and Directed Surveillance.
- BTEC Advanced Award in Neighbourhood Nuisance & Anti-Social Behaviour Case Working.

## **BTEC Level 4 – Senior Practitioner Qualifications**

- BTEC Professional Award in Restorative Justice Approaches
- BTEC Professional Award in Acquiring and Investigating Communications Data under RIPA 2000

## **BTEC Level 5 – Supervisor and Managers Qualifications**

- BTEC Professional Award in Neighbourhood Nuisance & Anti-Social Behaviour Case work Supervision, as a senior Investigation officer
- BTEC Professional Award in Authorising the Operational use of powers contained in the Regulation of Investigatory Powers Act 2000.

## **BTEC LEVEL 8 – Senior Management**

- BTEC Advanced Professional Diploma in Neighbourhood Justice

## BTEC Levels and Comparisons to other qualifications

BTEC Level	At the same level as	Descriptor
<b>Entry</b>	<ul style="list-style-type: none"> <li>- Entry level certificates</li> <li>- English for Speakers of Other Languages (ESOL)</li> <li>- Skills for Life</li> <li>- Functional Skills at entry level (English, Maths and ICT)</li> </ul>	<ul style="list-style-type: none"> <li>- basic knowledge and skills</li> <li>- ability to apply learning in everyday situations</li> <li>- not geared towards specific occupations</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>- GCSEs grades D-G</li> <li>- BTEC Introductory Diplomas and Certificates</li> <li>- OCR Nationals</li> <li>- Key Skills level 1</li> <li>- NVQs at level 1</li> </ul>	<ul style="list-style-type: none"> <li>- basic knowledge and skills</li> <li>- ability to apply learning with guidance or supervision</li> <li>- may be linked to job competence</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- GCSEs grades A*-C</li> <li>- BTEC First Diplomas and Certificates</li> <li>- OCR Nationals</li> <li>- Key Skills level 2</li> <li>- NVQs at level 2 - Skills for Life</li> </ul>	<ul style="list-style-type: none"> <li>- good knowledge and understanding of a subject</li> <li>- ability to perform variety of tasks with some guidance or supervision</li> <li>- appropriate for many job roles</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- A levels</li> <li>- Advanced Extension Awards</li> <li>- GCE in applied subjects</li> <li>- International Baccalaureate</li> <li>- Key Skills level 3 - NVQs at level 3</li> <li>- BTEC Diplomas, Certificates and Awards</li> <li>- BTEC Nationals - OCR Nationals</li> </ul>	<ul style="list-style-type: none"> <li>- ability to gain or apply a range of knowledge, skills and understanding, at a detailed level</li> <li>- appropriate if you plan to go to university, work independently, or (in some cases) supervise and train others in their field of work</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- NVQs at level 4</li> <li>- BTEC Professional Diplomas, Certificates and Awards</li> </ul>	<ul style="list-style-type: none"> <li>- specialist learning, involving detailed analysis of a high level of information and knowledge in an area of work or study</li> <li>- appropriate for people working in technical and professional jobs, and/or managing and developing others</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>- HNCs and HNDs</li> <li>- NVQs</li> <li>- BTEC Professional Diplomas, Certificates and Awards</li> </ul>	<ul style="list-style-type: none"> <li>- ability to increase the depth of knowledge and understanding of an area of work or study, so you can respond to complex problems and situations</li> <li>- involves high level of work expertise and competence in managing and training others</li> <li>- appropriate for people working as higher grade technicians, professionals or managers</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>- National Diploma in Professional Production Skills</li> <li>- BTEC Advanced Professional Diplomas, Certificates and Awards</li> </ul>	<ul style="list-style-type: none"> <li>- a specialist, high-level knowledge of an area of work or study, to enable you to use your own ideas and research in response to complex problems and situations</li> <li>- appropriate for people working as knowledge-based professionals or in professional management positions</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>- Diploma in Translation</li> <li>- BTEC Advanced Professional Diplomas, Certificates and Awards</li> </ul>	<ul style="list-style-type: none"> <li>- highly developed and complex levels of knowledge, enabling you to develop original responses to complicated and unpredictable problems and situations</li> <li>- appropriate for senior professionals and managers</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>- specialist awards</li> </ul>	<ul style="list-style-type: none"> <li>- opportunity to develop new and creative approaches that extend or redefine existing knowledge or professional practice</li> <li>- appropriate for leading experts or practitioners in a particular field</li> </ul>

# BTEC Level 3 Programme

## BTEC Advanced Award in

### **Operational use of powers contained in the Regulations of Investigatory Powers Act 2000 (RIPA) for Covert Human Intelligence Sources and Directed Surveillance.**

#### **Introduction**

The Regulation of Investigatory Powers Act 2000 (RIPA) and the Scottish equivalent, the Regulation of Investigatory Powers (Scotland) Act (RIPSA) are complex pieces of legislation. (All further references to RIPA also include RIPSA)

RIPA provides clear statutory guidance and compliance requirements to relevant public bodies, who are allowed under the act to participate in all manner of covert activities to investigate matters within their jurisdiction.

Understanding these key-terms is crucial to getting RIPA right, therefore, this is one of the challenging areas this qualification develops with students during studies to ensure students fully understand them.

The qualification provides a framework of understanding so officers can apply them practically when dealing with applications or operational use of any other aspect of RIPA.

#### **Level 3 descriptor**

Learning accredited at this level will reflect the ability to:

Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts; and direct own activities, with some responsibility for the output of others.

#### **Qualification Structure**

The course consists of 40 hours of learning, made up as follows:

- Pre-course assignment - 8 hours
- 4 tutorial training days - 14 hours
- Post-course work place assignment - 18 hours

## **Aims of this qualification**

This qualification is designed to meet the relevant RIPA National Occupational Standards set by Skills for Justice and the Association of Chief Police Officers (ACPO)

It would be applicable for students who conduct Directed Surveillance and develop Covert Human Intelligence Sources which would ordinarily be required to be authorised under the Regulation of Investigatory Powers Act 2000.

This qualification will enable candidates to confidently recognise and understand relevant legislation, the UK Government's strategy and how to effectively operate as a regulated use of RIPA practice and legislation.

The qualification is also designed to ensure that those who work with communities, victims and offenders and have authority to use RIPA techniques undergo a familiarisation process to gain the required knowledge base to effectively use these approaches appropriately.

Aim - Enable students in accordance with current legislation and policy understand the use of any

- Covert Human Intelligence Source

Aim - Enable students in accordance with current legislation and policy to be able complete RIPA application forms in relation to:

- Directed surveillance activity

## **Objectives of this qualification**

- State the key pieces of legislation that relate to directed surveillance.
- Describe key terms such as necessary, proportionate and collateral intrusion.
- Assess the potential implications of the Human Rights Act 1998 on surveillance.
- Consider the operational impact of current legislation, policies and procedures.
- Discuss the importance of keeping accurate records.
- Explain decisions confidently and correctly in legal proceedings.
- State the key pieces of legislation that relate to CHIS activity.
- Explain key terms including Necessary, Proportionality and Collateral intrusion.
- Assess the potential implications of the Human Rights Act 1998 regarding CHIS.
- Consider the operational impact of current legislation, policies and procedures.
- The requirements of reviewing and cancelling authorisations in accordance with current policies.
- Discuss the importance of keeping accurate records.

## Summary of learning outcomes

To achieve this qualification a candidate must:

1. **Understand** the principles and definitions of the use of operational use of RIPA/CHIS
2. **Evidence knowledge** of when, where, why and how operationally RIPA/CHIS should be used.
3. **Evidence knowledge of** the legislative framework in order to engage in RIPA directed surveillance activities.
4. **Understand** and **evaluate** different strategies and procedures available for RIPA directed surveillance techniques.

# Level 3 Programme



This programme is supported by the  
Chartered Institute of Housing

## BTEC Advanced Award in

## Neighbourhood Nuisance & Anti-Social Behaviour Case working

Many organisations employ officers in a number of different services to use a wide range of informal, formal, civil and criminal tools and legislative powers to tackle, moderate or stop anti-social and nuisance behaviour, which causes alarm, harassment and distress to the community.

This qualification will enable candidates to confidently recognise, understand and use the full range of intervention tools and legislative powers available to tackle anti-social and nuisance behaviour. The programme will also enable the candidate to understand the diverse network of organisations that provides assets, resources and powers in the anti-social behaviour arena.

The qualification is designed to ensure that those who work with communities to tackle anti-social and nuisance behaviour undergo a familiarisation process to gain the required knowledge base to effectively use the tools and powers needed.

### Level 3 descriptor

Learning accredited at this level will reflect the ability to:

Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts; and direct own activities, with some responsibility for the output of others.

### Qualification Structure

A course for frontline practitioners that covers information sharing, the use of tools and powers, case management techniques, giving evidence in court and how to instruct legal teams. The course consists of 50 hours of learning, made up as follows:

- Pre-course reading - 8 hours
- 4 tutorial training days - 28 hours
- Post-course work place assignment - 14 hours

## **Aims of this qualification**

To develop and enhance candidates skills and techniques in using nuisance and anti-social behaviour tools and legislative powers in partnership and to develop rigorous and ethical approaches in their successful use.

To develop and enhance candidates skills and techniques in the lawful exchange of data and information between partner agencies using procedures, protocols and legislative powers.

To develop and enhance candidates skills and techniques in investigation techniques, tasking and coordination, analytical techniques and intelligence products, standards of proof, planning, preparation and collection of evidence, types of evidence and the Police & Criminal Evidence Act 1984(PACE).

To develop and enhance candidates skills and techniques in interviewing perpetrators, witnesses and victims, develop robust note taking abilities and to be able to present evidence for court proceedings in a statement.

To develop and enhance candidate's skills and techniques in instructing legal teams and representatives to successfully obtain legislative powers needed to moderate nuisance and anti-social behaviour.

## **Objectives of this qualification**

- Explain and apply relevant anti-social and nuisance behaviour legislation, procedures and codes.
- Recognise the different types of tools and legislative powers available including informal, formal, civil and criminal interventions.
- Be able to understand the relevant legislative tools and powers available to tackle nuisance and anti-social behaviour.
- Create and maintain effective practice standards in using the tools and powers.
- To understand the diverse network of organisations that provides assets, resources and powers to tackle anti-social behaviour.
- Explain and apply relevant information and data exchange principles, legislation, procedures and codes.
- Recognise the different types of information and data available to exchange including personal, non-personal and sensitive data.
- Be able to understand the relevant legislative tools and powers available to exchange information to tackle nuisance and anti-social behaviour.
- Create and maintain effective practice standards in using information exchange protocols.
- Explain and apply relevant investigative, procedures, techniques and codes.
- Recognise the different types of evidence including civil and criminal investigations.
- Be able to understand the relevant legislative tools and powers available to carry out an investigation.
- Create and maintain effective practice standards in carrying out an investigation and gathering evidence.
- Explain and apply relevant interviewing techniques.
- Recognise and apply the different types of note taking techniques.
- Be able to understand the relevant principles in writing or taking a statement.
- Explain and apply relevant procedures for giving instructions to legal representatives in obtaining court proceedings.

- Recognise the different stages of pre and post court procedures.
- Be able to understand case planning.
- Create and maintain effective practice standards in disclosure of evidence.
- Be able to give effective evidence in court proceedings.

### **Summary of learning outcomes**

- Describe the tools and legislative powers available to tackle anti-social and nuisance behaviour
- Explain and evaluate when, where, why and how tools and powers should be used to tackle anti-social and nuisance behaviour
- Identify and compare the diverse network of organisations that provides assets, resources and powers to tackle anti-social behaviour
- Describe the tools and legislative powers available to lawfully exchange and share information and data with public authority partner agencies
- Explain and evaluate when, where, why and how Information and data exchange procedures and protocols should be used to share information and data
- Identify and compare security and data management processes within the information exchange process
- Assess and analyse the statutory guidance produced by the Information Commissioners Office (ICO) in relation to information exchange and the implications for data protection for public authorities.
- Describe the investigative techniques used to effectively carry out an impartial investigation into anti-social and nuisance behaviour.
- Recognise and apply the different types of evidence gathering processes.
- Identify and compare the disciplines used within the National Intelligence Model.
- Effectively plan and prepare for an investigative interview and be prepared for a number of different responses that the subject may adopt. Be flexible in the use of different questioning techniques.
- Effectively structure interviews with suspects and non-suspects.
- To make appropriate and accurate written records and notes.
- Be able to write a statement that complies with the format expected.
- Describe the pre and post court procedures available to instruct legal teams or representatives.
- Explain and evaluate when, where, why and how the pre and post court procedures should be used to tackle anti-social and nuisance behaviour.
- Identify and compare disclosure procedures within the pre and post court procedures
- Assess and analyse the presentation of evidence techniques in relation to giving evidence on cases of nuisance and anti-social behaviour in a court of law.

# BTEC Level 4 Programme



## BTEC Professional Award in Restorative Justice Approaches

Restorative justice brings victims, offenders and communities together to decide on a response to a particular crime, disorder or offending behaviour. It's about putting victims' needs at the centre of the criminal justice system and finding positive solutions to crime by encouraging offenders to face up to their actions.

A victim may request a restorative justice approach to:

- make an offender realize how the crime has affected their life
- find out information to help put the crime behind them – like why the offender targeted them
- openly forgive the offender

### Level 4 descriptor

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

### Qualification Structure

The course covers what restorative justice is, how to create strategies and systems, how to implement RJ approaches, referral and delivery systems as well as working in partnership to deliver RJ in your area.

The course consists of 30 hours of learning, made up as follows:

- Pre-course assignment - 8 hours
- 2 tutorial training days - 14 hours
- Post-course work place assignment - 8 hours

Find the qualification on the **Training Development Agencies National CPD Database** by visiting

<https://cpdsearch.tda.gov.uk/ProvisionDetail.aspx?e=fQCguFY5tkzPvgnS162uz7LiQd0V26O0>



### **Aim of this qualification**

To develop and enhance candidate's skills and techniques in using restorative justice approaches in partnership and to develop rigorous and ethical approaches in their successful use.

### **Objectives of this qualification**

- Explain and apply relevant restorative justice principles, definitions, procedures and codes.
- Recognise the different types of restorative justice approaches and what they mean to victims and offenders.
- Be able to understand relevant principles and definitions of restorative justice.
- To understand the diverse network of restorative justice partners that provides assets, resources and powers.
- To Explain and apply when it is appropriate to use restorative justice.
- Explain and apply relevant restorative justice support, performance and monitoring frameworks.
- Recognise the different stages of strategy development.
- Be able to understand delivery and referral models.
- Create and maintain effective practice standards in finding service partners and agreeing outcomes.
- Recognise the different types of strategies available to deliver restorative justice approaches.

### **Summary of learning outcomes**

- Understand the principles and definitions of the restorative justice framework.
- Demonstrate when, where, why and how restorative justice approaches should be used.
- Demonstrate the legislative framework in order to engage in restorative justice approaches.
- Understand and evaluate different strategies and systems available for restorative justice techniques.
- Understand the support, performance and monitoring frameworks available for restorative justice approaches.
- Review and evaluate strategies, delivery and referral models and service partner support for the delivery of restorative justice approaches.

# BTEC Level 4 Programme

## BTEC Professional Award in Acquiring and Investigating Communications Data under RIPA 2000

### Introduction

The Regulation of Investigatory Powers Act 2000 (RIPA) and the Scottish equivalent, the Regulation of Investigatory Powers (Scotland) Act (RIPSA) are complex pieces of legislation. (All further references to RIPA also include RIPSA)

RIPA provides clear statutory guidance and compliance requirements to relevant public bodies, who are allowed under the act to participate in all manner of covert activities to investigate matters within their jurisdiction.

Understanding these key-terms is crucial to getting RIPA right, therefore, this is one of the challenging areas this qualification develops with students during studies to ensure students fully understand them.

The qualification provides a framework of understanding so officers can apply them practically when dealing with applications or operational use of any other aspect of RIPA.

### Level 4 descriptor

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

### Qualification Structure

The course covers how to acquire communications data from communications service providers and the activities of a person who is required to be accredited to act as the Single Point of Contact (SPoC) between a public authority, as defined in the Regulation of Investigatory Powers Act 2000 (RIPA), and communications service provider (CSP).

The course consists of 30 hours of learning, made up as follows:

- Pre-course assignment - 8 hours
- 2 tutorial training days - 14 hours
- Post-course work place assignment - 8 hours

### **Aim of this qualification**

Enable students to acquire the knowledge and understanding to apply and quality assure RIPA applications to a standardised format thereby ensuring legal compliance.

Enable students to confidently and in accordance with current legislation and policy authorise:

- Covert Human Intelligence Sources
- Surveillance activity

### **Objectives of this qualification**

- Describe the key roles and responsibilities of the applicant.
- Advise applicants how to develop strategies to acquire communications data.
- Assess whether the acquisition of communications data from a communications service provider (CSP) is necessary, proportional and practical.
- Advise applicants on the most appropriate methodology for acquisition of data, where the data sought engages a number of CSPs.
- Advise applicants and designated persons on the interpretation of relevant legislation, particularly whether an authorisation or a notice is more appropriate.
- Provide assurance to CSPs that authorisations and notices are authentic and lawful.
- Assess any costs and resource implications to both your organisation and the CSP of data requirements.
- Agree with the CSP any contribution to costs incurred in meeting specific data requirements.
- Ensure CSPs make timely disclosure of the communications data required assess whether communications data disclosed by a CSP in response to a notice fulfil the requirements of the notice, and take appropriate action if it fails to do so.
- Assess whether communications data obtained by means of an authorisation fulfil the requirements of the authorisation, and take appropriate action if it fails to do so.
- Advise applicants how to use communications data effectively and securely in support of operations/investigations.
- Check that the necessary authorisations are in place.
- Establish the scope of the investigation in consultation with the client

- Identify and select the correct equipment.
- Conduct the investigation in accordance with legal and organisational requirements.
- Conduct the investigation using evidentially sound forensic tools and techniques.
- Conduct a cross tool validation of results.
- Perform necessary and proportionate research activities to obtain additional information.
- Consult with relevant third parties to obtain additional information relevant to the investigation.
- Create a working product for further investigation.
- Review the scope of the investigation throughout the process, based on on-going findings.
- Document the investigation so that all actions can be reproduced by a competent third party.
- Provide a clear and accurate oral presentation of the findings.

#### Summary of learning outcomes

1. **Understand** the principles and definitions of the use of RIPA
2. **Demonstrate** when, where, why and how RIPA should be used.
3. **Demonstrate** the legislative framework in order to engage in RIPA activities.
4. **Understand** and **evaluate** different strategies and systems available for RIPA techniques.

# BTEC Level 5 Programme



This programme is supported by the  
Chartered Institute of Housing

## BTEC Professional Award in

### Neighbourhood Nuisance & Anti-Social Behaviour Case work Supervision as a Senior Investigating Officer

Within the UK and beyond many organisations use a wide range of informal, formal, civil and criminal tools and legislative powers to tackle, moderate or stop anti-social and nuisance behaviour (ASB), which causes alarm, harassment and distress to the community.

These organisations often are legally required to work and share information in a joint agency performance target environment or in the practical operational case building setting.

These organisations can range from Housing Providers (public and private) to Local Authorities and Police forces. These varying organisations have different capabilities, expertise and training regimes in place to equip their senior investigative managers and staff.

There is growing recognition that they need to be equipped to perform at the same levels of expertise in the area of anti-social behaviour case building particularly as some investigations can be complex and for effectiveness reasons have to be able to be led by any of the participating organisations. All such information sharing and investigations are intrusive to the rights of individuals involved and therefore management is key to protecting human rights

This qualification is about the management of such investigations as the strategic lead person in any organisation. It is intended for those staff who have been appointed as the Senior Investigating Officer (SIO) or who manage such people. By its nature it also covers higher level skills and knowledge needed to manage the teams that conduct volume investigations in ASB.

#### Level 5 descriptor

Generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

#### Qualification Structure

The course covers advanced information sharing, advanced tools and powers techniques, case management planning, working with community activists, MP's & Councilors and advanced evidence giving techniques used in court.

The course consists of 30 hours of learning, made up as follows:

- Pre-course assignment - 8 hours
- 2 tutorial training days - 14 hours
- Post-course work place assignment - 8 hours

### **Aims of this qualification**

- To introduce, develop and enhance students command and coaching skills as an SIO in an ASB case working setting.
- To acquire senior case management techniques for communications in complex cases or managing volume case loads.
- To recognise and implement the rigorous and ethical approaches needed in information sharing and investigations as an SIO.
- Critically assess team's capabilities to manage investigations and caseloads.
- To explain and apply advanced investigation techniques to provide the ability to be able to understand advanced legislation and to create and maintain advanced techniques for effective case management, Investigation and practice standards for case workers, and to be able to give advice and guidance to case workers on the diverse network of individuals and organisations that provide assets, resources and powers.

### **Objectives of this qualification**

- Explain and apply relevant information sharing and investigative principles, definitions, procedures and codes at an SIO level.
- Recognise the different types of information sharing and investigative approaches and what they mean to victims and offenders in complex cases.
- Be able to understand relevant principles and definitions of information sharing and investigations in all cases as a senior manager.
- To understand the diverse network of SIO partners that provides assets, resources and other organisational legal powers.
- To explain and apply when it is appropriate to use Senior Investigators and Information Sharing Partnership leads.
- Explain and apply crime mapping techniques.
- Summary of Explain and apply relevant command approaches to ASB complex and volume case building including surveillance and court attendance.
- Recognise the different types of strategies available to deliver competent SIO working.

### **Summary of learning outcomes**

- Identify, adapt and use the principles and definitions of strategic management of investigations and information sharing.
- Plan, review and communicate when, where, why and how SIO approaches should be used.
- Plan, review and communicate the command approaches to being an SIO in order to engage with other partners.
- Understand and evaluate truth, investigations, knowledge, responsibilities, techniques and objectivity in investigation planning as it pertains to an SIO and giving evidence.

# BTEC Level 5 Programme

## BTEC Professional Award in

## Authorising the operational use of Powers contained in the Regulation of Investigative Powers Act 2000

### Introduction

The Regulation of Investigatory Powers Act 2000 (RIPA) and the Scottish equivalent, the Regulation of Investigatory Powers (Scotland) Act (RIPSA) are complex pieces of legislation. (All further references to RIPA also include RIPSA)

RIPA provides clear statutory guidance and compliance requirements to relevant public bodies, who are allowed under the act to participate in all manner of covert activities to investigate matters within their jurisdiction.

Understanding these key-terms is crucial to getting RIPA right, therefore, this is one of the challenging areas this qualification develops with students during studies to ensure students fully understand them.

The qualification provides a framework of understanding so officers can apply them practically when dealing with applications or operational use of any other aspect of RIPA.

### Level 5 descriptor

Generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

### Qualification Structure

The course consists of 30 hours of learning, made up as follows:

- Pre-course assignment - 8 hours
- 2 tutorial training days - 14 hours
- Post-course work place assignment - 8 hours

### **Aim of this qualification**

Enable students to acquire the knowledge and understanding to quality assure RIPA applications to a standardised format thereby ensuring legal compliance.

Enable students to confidently and in accordance with current legislation and policy authorise

- Covert Human Intelligence Sources
- Surveillance activity

### **Objectives of this qualification**

- Describe the key roles and responsibilities of the applicant, gatekeeper and authorising officer
- State the key pieces of legislation that relate to CHIS or Directed Surveillance.
- Assess the potential implications of the Human Rights Act 1998 on RIPA activity.
- Identify the relevant policy documents required to perform role of gatekeeper.
- Consider the operational impact of current legislation, policies and procedures.
- Discuss the importance of keeping accurate records.
- Apply the correct criteria to the verification and quality assurance process.
- State the key pieces of legislation that relate to the role of AO including the Human Rights Act, the Regulation of Investigatory Powers Act and the Criminal Procedures & Investigations Act.
- Assess the potential implications of the Human Rights Act 1998 on surveillance and CHIS.
- Identify the relevant policy documents required to perform role of AO.
- Consider the operational impact of current legislation, policies and procedures.
- Respond effectively to request for authorisations.
- Monitor and review authorisations in accordance with current policies.

Key learning outcomes

1. **Understand** the principles and definitions of the use of RIPA
2. **Demonstrate** when, where, why and how RIPA should be used.
3. **Demonstrate** the legislative framework in order to engage in RIPA activities.
4. **Understand** and **evaluate** different strategies and systems available for RIPA techniques.

# BTEC Level 8 Programme

## BTEC Professional Advanced Diploma in Neighbourhood Justice

### Introduction

This specialist award is the culmination of the National Anti Social Behaviour and Neighbourhood Justice BTEC Programme and an opportunity for the student to develop new and creative approaches that extend or redefine existing knowledge or professional practice in this area. It is appropriate for leading experts or practitioners in the field or those aspiring to achieve this level.

### Level 8 Descriptor

Make a significant and/original contribution to a specialised field of inquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes.

### Qualification Structure

The course covers key aspects of Neighbourhood Justice, including the exchange of personal data, neighbourhood nuisance legislative powers, the role of a senior investigating officer, restorative justice and the management of the powers contained in the Regulation of Investigatory Powers Act 2000.

The course consists of 220 hours of learning, made up as follows:

- BTEC Advanced Award in Neighbourhood Nuisance & Anti-Social Behaviour Case-working Level 3 programme – 50 hours
- BTEC Professional Award in Neighbourhood Nuisance & Anti-Social Behaviour Case-work Supervision Level 5 programme – 30 hours
- BTEC Professional Award in Restorative Justice Approaches Level 4 programme – 30 hours
- BTEC Professional Award in Authorising the operational use of Powers contained in the Regulation of Investigative Powers Act 2000 Level 5 programme – 40 hours
- BTEC Professional Advanced Diploma taught & Dissertation based – 70 hours

# In-House courses

All of our qualifications can be delivered in-house at your training venue or company.

Why choose the in-house option?

- **No Hidden extras** – the price quoted will be fully inclusive of all fees, course materials, handouts and qualification fees.
- **Convenient** – Have the qualification delivered when it suits you as the in-house option is scheduled around your organisation's needs.
- **Tailored** – Our qualifications can have additional units attached to them built upon your business requirements to ensure the qualifications have the maximum impact on your organisations day-to-day performance.
- **Choice & Variety** – All of our qualifications can be delivered on an in-house basis with only a minimum of 10 people.
- **Certified Courses** – Successful completion of all of our programmes achieve a BTEC qualification, which is recognised in 112 Countries and can be used as part of students continuing professional development (CPD).
- **Expert Trainers** – All of our trainers are National experts within their respective fields with an extensive knowledge base achieved through years of real world experience and instruction. Our trainers are truly the best in the business.

Call us on **0845 299 7144** for more details or Email [bteccentre@safetynetassociates.co.uk](mailto:bteccentre@safetynetassociates.co.uk)