

Specification for the Training Programme and Qualification
for
Accredited Persons
under
Community Safety Accreditation Schemes
(CSAS)
in England and Wales

Developed in consultation with representatives of: -

Association of Chief Police Officers
ACPO CPI
Home Office
Skills for Security

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Section 1: Introduction and background

1. Introduction

Community stakeholders recognise that the individuals, who work to provide a safe and secure environment, must have a broad range of skills and a clear understanding of their role in supporting Community Safety Accreditation Schemes (CSAS). As the scope and importance of community safety continues to grow, so the degree of professionalism expected from those working in this area will increase. It is therefore essential for all Accredited Persons (APs) to have undergone a structured learning programme resulting in recognised qualifications if they are to be effective and professional in their role.

1.1. Definition of Accredited Person

An accredited person is a person employed by an organisation (other than a police force) in a community safety role, who has been accredited by a Chief Officer of Police under section 41 of the Police Reform Act 2002.

A Chief Officer of Police may confer an accredited person with limited police powers which are set out in Schedule 5 of the Police Reform Act 2002.

In order to accredit a person a Chief Officer of Police must be satisfied that their employer is fit and proper, that the individual concerned is suitable and has received adequate training.

A wide range of people are eligible to be accredited under a Community Safety Accreditation Scheme. Some typical examples would be neighbourhood wardens, security staff, park rangers, traffic management companies, housing association employees and parking attendants.

1.2. Implications arising from the Police Reform Act, 2002

The Police Reform Act 2002 states that –

A Chief Officer of Police shall not grant accreditation to a person under this section unless he is satisfied-

- a) *that the person's employer is a fit and proper person to supervise the carrying out of the functions for the purposes of which the accreditation is to be granted;*
- b) *that the person himself is a suitable person to exercise the powers that will be conferred on him by virtue of the accreditation;*
- c) *that the person is capable of effectively carrying out the functions for the purposes of which those powers are to be conferred on him; and*
- d) *that the person has received adequate training for the exercise of those powers.*

The purpose of this specification is to encourage a national standard for any relevant learning provision, to assure Chief Officers of Police that an individual who achieves an Accredited Persons qualification, and who applies for accreditation, has received adequate learning for the exercise of the powers given.

'This qualification is designed to be positioned at level 2 in the National Qualification Framework. It is suitable for any learner undertaking a non-police community safety role whose employer is approved as a fit and proper person to supervise their staff to be accredited under their local Community Safety Accreditation Scheme. Learners may include private security personnel who hold an SIA licence to practice'.

The learning programme's required guided learning hours will depend on individual force requirements. It may be viewed as a progression route within the security qualifications framework as well as into other community safety and police sector roles. The qualification awarded will be a nationally recognised level 2 award, however unit certification will be available if required.

1.3. Support for this Specification

Support for this learning specification has been given by –

Association for Chief Police Officers
ACPO - CPI
Metropolitan Police Service
British Transport Police
Home Office
Security Industry Authority
Skills for Security

The qualification has been recommended as Best Practice. However it is at the discretion of an individual Chief Officer of Police to determine whether they require the qualification as mandatory.

Although the qualification has the support of the above organisations it should be noted that the qualification does not provide automatic accreditation of an individual under a Community Safety Accreditation Scheme. This is still the role and responsibility of the Chief Officer of Police.

Section 2: Delivery

- 2.1 Centres will comply with normal Awarding Organisations arrangements for Centre approval
- 2.2 Approved Trainers

All trainers are required to hold a relevant teaching or training qualification at NQF level 3 or above, accredited by the Office of Qualifications and Examinations Regulation (Ofqual) or the Scottish Qualifications Authority (SQA), or other relevant qualification endorsed by the Higher Education Authority.

In addition, trainers in Conflict Management are required to hold a relevant qualification in Conflict Management training endorsed by the Security Industry Authority (SIA) or equivalent.

2.3 Sector Competence of Approved Trainers

All trainers must know and understand current legislation relevant to Community Safety Accreditation Schemes, Accredited Persons and the powers that may be exercised.

In addition, all trainers must have recent, relevant experience in community safety or related occupations. However, other relevant experience and circumstances may be considered by awarding organisations.

Trainers are encouraged to maintain their sector competence through continuing professional development (CPD) activities.

2.4 Learning Programme Overview

Core competency learning and assessment against this specification should be delivered over the appropriate guided learning hours as determined by Awarding Organisations and cover the following;

Mandatory

1. The extended police family and Community Safety Accreditation Schemes and current legislation that is relevant to Community Safety Accreditation Schemes, Accredited Persons and the powers that may be exercised
2. Diversity and social inclusion within communities
3. Interpersonal social skills in the community
4. Risk assessment and personal safety
5. Conflict management and assertiveness
6. Recording evidence and details of incidents
7. Community safety problem solving and crime reduction in communities
8. Accredited Persons action at crime scenes or incidents

Pathways

1. General Powers for Accredited Persons
2.
 - a. Anti-Social behaviour/environment offences for Accredited Persons
 - b. Anti-Social behaviour/environment offences for Accredited Persons/Fixed penalty offences
3. Traffic Offences for Accredited Persons
4. Firework Offences for Accredited Persons
5. Licensing Offences for Accredited Persons
6. Railway Offences for Accredited Persons
7. Miscellaneous Offences for Accredited Persons

However it is still the role and responsibility of the Chief Officer of Police to deem that the person is capable of effectively carrying out the functions for which powers are to be conferred

on them, that the person has received adequate training for the exercise of those powers and has been subject to an assessment or knowledge check.

2.5 See also the detailed Learning Specification below

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Community Safety Accreditation Schemes – Detailed Learning Specification Mandatory modules

Ref	Aim – to discuss:	Objectives – by the end of the session, the trainee will be able to:
	<i>Reference to NOS in italics</i>	
1	The extended police family and Community Safety Accreditation Schemes and current legislation that is relevant to Community Safety Accreditation Schemes, Accredited Persons and the powers that may be exercised. <i>CWD 6</i>	<ul style="list-style-type: none"> • explain the purpose of Community Safety Accreditation Schemes (CSAS); and • state the main areas of current legislation that relate to the role of Accredited Persons and describe their relevance to the role of the Accredited Person (Police Reform Act 2002; PACE 1984, Criminal Law Act 1967, Anti-Social Behaviour Act 2003, Fixed Penalty Notices, licensing laws, human rights, common law [<i>self defence, protecting life and property</i>], data protection, RIPA, relevant young persons offences [<i>drugs, alcohol, tobacco</i>], arrestable offences; equal opportunities and anti-discrimination) • explain the role, responsibilities and qualities of Accredited Persons (AP). • state the powers that an Accredited Person could have; and • state the limits of the powers of an Accredited Person. • describe how the various partners of the extended police family work together for the safety and security of communities;
2	Diversity and social inclusion within communities. <i>SfS14</i>	<ul style="list-style-type: none"> • explain what constitutes diversity, prejudice and discrimination, and the effect they have on communities; • describe typical diversity and social inclusion issues found in communities, and measures Accredited Persons can take to deal with them; • explain how the Accredited Person should apply anti-discriminatory practices; and • describe how individuals' rights can be respected by an Accredited Person whilst recognising the rights of the community.
3	Interpersonal social skills in the community. <i>SfS4</i> <i>CWD 5, CWD 6</i>	<ul style="list-style-type: none"> • explain the principles and importance of effective communication by Accredited Persons; • describe typical barriers to effective communication for an Accredited Person and how to overcome them; • explain how non-verbal communication, listening and questioning can help effective communication for an Accredited Person; • demonstrate how the Accredited Person can be sensitive to the needs and feelings of others, without compromising their role or authority; and • demonstrate how the Accredited Person can use impartiality, fairness, tact and empathy in their role.
4	Risk assessment and personal safety.	<ul style="list-style-type: none"> • describe the key responsibilities of Accredited Persons and their employers in relation to health and safety in the workplace; • explain the difference between threat and risk, and how to evaluate both; • explain what is meant by 'dynamic risk assessment' and how risk should be assessed by an Accredited Person;

	<i>SFS 1 & 2</i>	<ul style="list-style-type: none"> • explain the purpose and procedures of carrying out assessments of risk associated with the Accredited Person role; • give examples of typical sources of threat to Accredited Persons and the precautions they are authorised to take to minimise the risk associated with these threats (planned risk reduction); and • carry out a risk assessment and demonstrate how to minimise the risk to their personal safety.
5	Conflict management and assertiveness. <i>SLP 12</i> <i>CWD 14</i>	<ul style="list-style-type: none"> • state typical characteristics associated with aggressive, violent, challenging or anti-social behaviour; • explain behaviour in terms of aggression, assertiveness and submission; • give examples of potential triggers to aggressive or violent behaviour Accredited Persons may experience; • describe exit strategies for Accredited Persons from high risk situations; and • demonstrate responses Accredited Persons can use to diffuse emotive situations (de-escalation, etc).
6	Recording evidence and details of incidents. <i>SLP 26</i>	<ul style="list-style-type: none"> • explain the need for and difficulties associated with Accredited Persons accurately recording details of incidents; • explain the principles of accurately identifying and describing individuals in their pocket notebook; • explain the rules for Accredited Persons recording evidence; • describe what information and details associated with a range of typical incidents should be recorded; • explain the legal requirements associated with writing statements and producing evidence for courts and similar hearings; and • demonstrate how evidence should be recorded.
7	Community safety problem solving and crime reduction in communities <i>SFJ BA2</i> <i>SFJ BA5</i>	<ul style="list-style-type: none"> • explain what the term 'problem solving' means in relation to community safety and Accredited Persons; • explain the use of typical models used in problem solving; • give examples of other agencies involved in multi-agency approaches to problem solving; and • apply a model Accredited Persons can use to solve community safety problems; • explain what the term 'crime reduction in the community' means; • explain how the role of the Accredited Person fits in with Neighbourhood Policing particularly with reference to patrolling communities; • describe the practical implications for the Accredited Person of using crime reduction measures.
8	Accredited Persons action at crime scenes or incidents. <i>SFJ BE2</i>	<ul style="list-style-type: none"> • describe the initial actions required of an Accredited Person at a scene of a crime or incident, with reference to safety, involvement of emergency services, and care for injured persons; • describe what action is required of an Accredited Person to secure and preserve evidence, and ensure its integrity and continuity, including controlling access to crime scenes;

Notes for Mandatory modules

- 1 The 8 modules outlined above could form 8 separate units of learning which in addition to the selected Pathway units of learning will be combined to suit the Chief of Police, candidate and training provider requirements.
- 2 The objectives associated with each module are the required learning outcomes and should inform the content of the learning provision.
- 3 This learning specification sets down the minimum provision, to which additional content will be added if required, for example specialist areas of knowledge.
- 4 The above information does not specify how the learning content should be delivered, or how understanding should be assessed. This latter aspect of the learning specification has still to be discussed and agreed.
- 5 The level and depth of coverage of topics covered in this specification should be within the context of the role profile and responsibility of the accredited person.
- 6 The references to national occupational standards within the modules attached are correct at the time of publication of this specification.

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Community Safety Accreditation Schemes – Detailed Learning Specification Pathway modules

Ref	Aim – to discuss:	Objectives – by the end of the session, the trainee will be able to:
	<i>Reference to NOS in italics</i>	
1	General Powers for Accredited Persons	<ul style="list-style-type: none"> • Power to issue penalty notices for disorder • Power to require giving of name and address for relevant offences
2a	Anti-Social behaviour/environment offences for Accredited Persons	<ul style="list-style-type: none"> • Power to deal with begging • Power to require name and address for anti-social behaviour • Power to require persons drinking in designated place to surrender alcohol • Power to require persons aged under 18 to surrender alcohol • Power to seize tobacco from a person aged under 16 • Power to stop cycles
2b	Anti-Social behaviour/environment offences for Accredited Persons/Fixed penalty offences	<ul style="list-style-type: none"> • Power to issue fixed penalty notices for dog fouling • Power to issue fixed penalty notices for graffiti and fly-posting • Power to issue fixed penalty notices for littering • Power to issue fixed penalty notices in relation to offences against certain byelaws
3	Traffic Offences for Accredited Persons	<ul style="list-style-type: none"> • Power to require name and address for road traffic offences • Power to remove abandoned vehicles • Power to stop vehicles for testing • Power to control traffic for purposes other than escorting a load of exceptional dimensions • Power to direct traffic for the purposes of escorting abnormal loads
4	Firework Offences for Accredited Persons	<ul style="list-style-type: none"> • Power to issue PND for breach of fireworks curfew • Power to issue PND for possession of a category 4 firework • Power to issue PND for possession by a person under 18 of an adult firework • Power to issue PND for throwing fireworks
5	Licensing Offences for Accredited Persons	<ul style="list-style-type: none"> • Power to issue PND for selling or attempting to sell alcohol to a person who is drunk • Power to issue PND for supply of alcohol by or on behalf of a club to a person aged under 18 • Power to issue PND for sale of alcohol anywhere to a person under 18 • Power to issue PND to person who buys or attempts to buy alcohol on behalf of a person under 18

		<ul style="list-style-type: none"> • Power to issue PND to person for delivery of alcohol to person under 18 or allowing such delivery • Power to issue PND for allowing consumption of alcohol by a person under 18 on relevant premises • Power to issue PND for buying or attempting to buy alcohol by a person under 18
6	Railway Offences for Accredited Persons	<ul style="list-style-type: none"> • Power to issue PND for trespassing on a railway • Power to issue PND for throwing stones at a train
7	Miscellaneous Offences for Accredited Persons	<ul style="list-style-type: none"> • Power to issue fixed penalty notices for truancy • Power to issue fixed penalty notice in respect of an excluded pupil in a public place • Power to photograph persons away from a police station • Power to issue penalty notice for disorder (PND) for wasting police time, Giving false report • Power to issue PND for using public electronic communications to cause annoyance • Power to issue PND knowingly giving a false alarm to a fire brigade

Notes for Pathway modules

- 1 The pathway modules will reflect the powers and roles undertaken by the Accredited Person within each force area and will complete the mandatory training.
- 2 The 7 pathway modules outlined above could form 7 separate units of learning would be additional to the 8 units of mandatory learning, or be combined to suit the training provider and candidate requirements.
- 3 The objectives associated with each module are the required learning outcomes and should inform the content of the learning provision.
- 4 This learning specification sets down the minimum provision, to which additional content will be added if required, for example specialist areas of knowledge.
- 5 The above information does not specify how the learning content should be delivered, or how understanding should be assessed. This latter aspect of the learning specification has still to be discussed and agreed.
- 6 The level and depth of coverage of topics covered in this specification should be within the context of the role profile and responsibility of the accredited person.
- 7 The references to national occupational standards within the modules attached are correct at the time of publication of this specification
- 8 Full details of powers are available from the ACPO Community Safety Accreditation Scheme (CSAS) guidance notes dated January 2012

Section 3: Qualifications

It is proposed that any qualification awarded be accredited onto the National Qualification Framework (NQF).

The qualification should be titled –

Level 2 Award in 'Community Safety for Accredited Persons'

3.1 Assessment

The knowledge element of the qualification must be externally assessed.

3.2 Practical skills assessment

Guidance on exemplar assessment methodology for practical skills is given in Appendix A to this specification.

3.3 Certification

Only full certification of an accredited qualification will be acceptable evidence of successful achievement.

3.4 Accreditation of Prior Experiential Learning

Accreditation of Prior Experiential Learning (APEL) is the responsibility of the Awarding Organisation. However, it is appreciated that learners holding a conflict management unit as a licensed person or a conflict management qualification could claim APEL for that portion of this specification. Learners may be able to provide evidence to allow APEL of other areas e.g. use of communication equipment.

3.4 Accreditation End Date

The accreditation end date for this specification and associated qualifications is 31.12.16

Example of scenario for learning and assessment: -

Example –

1. negotiating agreement between two or more members of the community that could have significant impact on the community;
2. using inter-personal skills to diffuse potentially emotive situations;
3. making a written report of the incident, recording evidence that could be used in a court or other hearing.

This type of scenario should require the candidate to –

- a) demonstrate correct use of communication skills
- b) be sensitive to the needs and feelings of the parties involved, including dealing with diversity where appropriate;
- c) assess the risks associated with the situation and take appropriate action to minimise any risk to their personal safety; and
- d) be assertive and remain in control of the situation whilst acting professionally.
- e) making a written report of the incident, recording evidence that could be used in an investigation of the incident.

Notes

Centres and Training Providers may use the above scenario for guidance.

Associated National Occupational Standards

CSAS Reference	National Occupational Standards	
	Reference	Title
1	CWD 6	Support community needs
2	SfS 14	Promote equality and value diversity
3	SfS 4	Communicate effectively with others
	CWD 5	Receive and provide information
	CWD 6	Support community needs
4	SfS 1	Protect yourself from the risk of violence at work
	SfS 2	Make sure your own actions reduce risk to health and safety
5	SLP 12	Deal with disorderly and aggressive behaviour
	CWD 14	Minimise and deal with aggressive and abusive behaviour
6	SLP 26	Record information relevant to your role
7	SFJ BA2	Determine the concerns and priorities of communities in relation to safety, social inclusion and the prevention and reduction of crime and anti-social behaviour
	SFJ BA5	Contribute to developing awareness and community action in relation to crime
8	SFJ BE2	Provide initial support to victims, survivors and witnesses and assess their needs for further support