



**Arrangements for:**  
**International Vocational Award**  
**(IVA) in Community Policing**  
**at SCQF level 8**

**Group Award Code: GA37 48**

**Validation date: December 2010**

**Date of original publication: February 2011**

**Version: 01**

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.



## Contents

1	Introduction .....	1
2	Rationale for the development of the Group Award .....	1
3	Aims of the Group Award .....	3
3.1	General aims of the Group Award.....	3
3.1.1	Organisational aims of the Group Award.....	3
3.2	Specific aims of the Group Award.....	3
3.3	Target groups .....	4
3.4	Employment opportunities .....	4
4	Access to Group Award.....	4
4.2	Preferred criteria .....	5
5	Group Award structure .....	6
5.1	Framework.....	6
5.2	Mapping information .....	6
5.3	Articulation, professional recognition and credit transfer .....	8
6	Approaches to delivery and assessment .....	8
7	General information for centres .....	10
8	General information for candidates.....	10
9	Glossary of terms .....	12

# 1 Introduction

This is the Arrangements Document for the new International Vocational Award (IVA) in Community Policing at SCQF level 8, which was/were validated in December 2010. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The award was developed through the provision of funding from Scottish Government's South Asia International Development Fund. It has been created to support law enforcement agencies in developing and/or emerging countries and is, therefore, designed for use in the international policing market.

The award has been designed to be delivered as an integral part of a development programme agreed with relevant agencies in an emerging and/or developing country.

# 2 Rationale for the development of the Group Award

The key rationale for the introduction of the new award is a need for developing and/or emerging countries to develop a system for maintaining law and order which is apolitical and not connected to the military apparatus of the country. Progress towards a suitable system of policing is a key component in the political and social development of a country. At the present time, in fact, there are a number of countries, particularly in South Asia, Africa and the Middle East which are going through this process of moving towards a new system of policing.

Making this progress presents a considerable challenge in many developing and/or emerging countries some of which may be recovering from a period of highly disruptive internal conflict and/or political upheaval. One way of helping these countries meet the challenge is to offer advice and support on principles of policing which may help an effective, independent system of maintaining law and order to emerge.

Community Policing, Neighbourhood Policing and Community Orientated Policing are all terms that are applied to a policing methodology that is consultative, reflective of community needs and with a focus on problem solving through partnership activity. This award, therefore, provides a means by which individuals involved with law enforcement in a developing and/or emerging country can enhance the skills and capabilities in a manner which is consistent with the country's long term political and social development.

However, it has often been the case that models of Community Policing have been developed in western, industrialised societies and then been dropped into a developing country in the expectation that the model will work equally well there, regardless of a different legal, cultural, economic and social setting.

This award offers a different approach. It provides police professionals and other interested parties with the opportunity to understand the broad philosophical approach of Community Policing and adapt, adopt, alter or manage it to meet prevailing needs in their own situation. The award, therefore, focuses on the basic components that comprise the philosophy of Community Policing rather than a particular model of Community Policing. The award enables candidates to critically consider what might work in their context, how it might work and where it might succeed. It enables them to combine their learning with their knowledge of local context to build models of Community Policing that reflect the needs, capacity and ambitions of their local communities.

The award also considers how organisational structures and strategies support the philosophy of Community Policing. This is because Community Policing as a philosophy is unlikely to succeed without the commitment and desire of law enforcement agencies, particularly the police service, and those who govern and direct them. Philosophically, Community Policing is about the police service giving a voice and influence to others through consultation and partnership working, while retaining primacy in enforcement and investigation. In developing and/or emerging nations this can be a confusing mixture of responsibilities requiring a complex and complicated mix of knowledge, skills and responsibilities. It also requires more organisational flexibility than might otherwise be the case in developing and evolving nations where centralisation and autocracy are more often the norm.

Hence, as well as providing a means of understanding how the philosophy of community policing can be applied, the award covers the developments which may be needed for the new approach to be institutionalised so that, over time, it becomes the normal way of working.

It would be possible to provide advice and support in developing and/or emerging countries based on the philosophy of Community Policing but without necessarily incorporating this into an award. This award, however, provides additional benefits. Successful completion of the award will enable candidates to gain recognition for their achievements and will also give them encouragement. This may be a powerful personal motivator but successful completion also gives credibility. This may make it easier for those who complete the award to act as 'champions' of a new approach to policing in the countries concerned. Not only could this help to bring about new policing initiatives it can be an important step in ensuring that any new system of policing is sustainable in the longer term.

A further important part of the rationale for the award is that, while it is vocational in nature, it offers recognition and academic credit against the Scottish Credit and Qualifications Framework (SCQF), which can be a significant strength for international candidates. The SCQF is the national qualification framework for Scotland but is also referenced against the European Qualification Framework (EQF). With its authoritative descriptors of academic level and recognised process for the calculation of academic credit, the SCQF can be translated into a meaningful way into the context of a developing and/or emerging country.

## **3 Aims of the Group Award**

### **3.1 General aims of the Group Award**

The general aims of the International Vocational Award in Community Policing at SCQF level 8 are to enable candidates to gain:

- (a) professional development through a better understanding of a significant policing philosophy.
- (b) personal growth through exposure to new learning and development.
- (c) professional opportunities through the ability to champion Community Policing in the police organisation or in communities throughout their country.
- (d) improved opportunities for career progression and job mobility.

#### **3.1.1 Organisational aims of the Group Award**

In a broader sense, this award also provides a basis for organisational change and development, particularly in developing and/or evolving countries. The International Vocational Award in Community Policing at SCQF level 8 has, therefore, some general organisational aims which are:

- (a) to develop capacity in an organisation to introduce strategic change.
- (b) to create a cadre of knowledgeable individuals to champion the introduction and spread of Community Policing.
- (c) to create capacity for critical analysis, allowing individuals to adapt and change the broad philosophy so that models can be created that are relevant for the host country.

### **3.2 Specific aims of the Group Award**

The specific aims of the IVA in Community Policing at SCQF level 8 are to enable candidates to:

- (a) develop a body of knowledge that captures the broad philosophy of Community Policing.
- (b) assess and evaluate knowledge in the context of their known policing environment, identifying the elements of the philosophy that might be relevant and could be applied.
- (c) develop proposals for change and/or implementation of strategies at a local or organisational level.
- (d) develop skills and knowledge in organisational strategy and leadership that allow for the assessment and evaluation of current and future practice.
- (e) build on their capacities to lead an organisation, or part of an organisation, through a period of change.

### **3.3 Target groups**

The award is designed to be delivered overseas as part of an agreed development programme.

It is aimed at individuals who have experience of police operations in the country in which the award is delivered and who have achieved a degree of responsibility and seniority.

Because of their experience and position, these are likely to be people who are able to 'make a difference' at local level and who can play a key role in ensuring that wider developments in policing operations, informed by the philosophy of Community Policing, are properly implemented and sustained. They may also be able to make proposals for wider change in policing to more senior members of the police organisation.

Predominantly, therefore, the target group is serving police officers. However, the award is also suitable for community leaders who may not directly be members of a police organisation but who may have responsibility for the maintenance of law and order within communities. Again these will be individuals whose position enables them to promote local change and to play a role in the local implementation of national policy. They may also be able to have some influence on the formulation of national policy.

### **3.4 Employment opportunities**

The award is targeted, as Section 3.3 indicates, at individuals who are already in employment, as police officers for example.

Obtaining the award may, however, depending on local circumstances, open up additional opportunities, such as promotion, for successful candidates.

## **4 Access to Group Award**

This can be considered in terms of prior knowledge and skills and preferred criteria. Prior knowledge and skills represent essential criteria which all candidates will be expected to meet. They can be supplemented by some preferred elements based on formal qualifications, professional credibility and attitude which can further help to determine the basis for access criteria in any particular situation.

### **4.1 Prior Knowledge and Skills [Essential Criteria]**

There are two essential criteria in terms of prior knowledge and skills which candidates should possess to access the award. Candidates should:

- 1 be literate in English language, both spoken and written (for example the equivalent to SQA ESOL Int 2, Common European Framework B2 or IELTS 6.0). This is because the award will be taught and assessed in English.

- 2 have a detailed knowledge of the police service and/or the communities of the host country and the cultural and legal context in which they exist.

The exact interpretation of both criteria will be at the discretion of the centre with respect to the particular situation in which the award is delivered.

#### **4.2 Preferred criteria**

The exact nature of these criteria and the extent to which they apply will be determined in each individual case and will be at the discretion of the centre.

Candidates should have reached an educational level which will enable them to cope with an award at SCQF level 8. They should be able to absorb, understand and apply new theories. In addition, they should have the ability to critically analyse theories and develop solutions in a local context.

Candidates should be recognised as being professionally credible in the organisation or community which they represent. This is likely to be particularly important if they will be expected, on completion of the award, to take on the role of champion for Community Policing.

Finally, it is preferable if candidates have a desire to support community policing and organisational change.

## 5 Group Award structure

The structure of the award reflects the rationale as outlined in section 2 above. It enables candidates to become familiar with the philosophy of Community Policing and how it can be applied in a developing and/or emerging country. They also have to explore the changes that may be required strategically to ensure that Community Policing is sustainable.

### 5.1 Framework

The International Vocational Award (IVA) in Community Policing at SCQF level 8 consists of two mandatory Units, each of 2 HN credits. There are no optional Units. The structure is illustrated below:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Community Policing	FE8V 48	16	8	2
Change Strategy for Community Policing	FE8T 48	16	8	2

The IVA in Community Policy at SCQF level 8 will be awarded to candidates who achieve the two mandatory Units. Both the Units in the award carry 2 HN credits and successful candidates will, therefore, gain a total of 32 credit points at SCQF level 8.

The Unit, FE8V 48, *Community Policing*, focuses on the philosophy of Community Policing and the working practice that constitute a community policing approach, including working with communities, consultation and partnerships. As a result, it is concerned predominantly with the local implications of Community Policing. The other Unit, FE8T 48, *Change Strategy for Community Policing*, considers the wider impact of enhancing police operations based on the Community Policing approach. It takes a strategic view and looks at the kind of changes that may be needed if Community Policing is to be sustained in the long run.

### 5.2 Mapping information

Both Units in the award, singly and in combination, are specifically designed to achieve the aims of the award, specific, general and organisational. The table below summarises how this is achieved.

Aims	FE8V 48 Community Policing	FE8T 48 Change Strategy for Community Policing
<b>Specific aims</b>		
(a) Develop a body of knowledge that captures the broad philosophy of Community Policing.	✓	
(b) Assess and evaluate knowledge in the context of their known policing environment, identifying the elements of the philosophy that might be relevant and could be applied.	✓	
(c) Develop proposals for implementation at a local level.	✓	
(d) Develop skills and knowledge in organisational strategy and leadership that allow for the assessment and evaluation of current and future practice.		✓
(e) Develop proposals for change and/or implementation of strategies at local or organisational level.		✓
(f) Build on their capacities to lead an organisation, or part of an organisation, through a period of change.		✓
<b>General aims</b>		
(a) Professional development through a better understanding of a significant policing philosophy.	✓	✓
(b) Personal growth through exposure to new learning and development.	✓	✓
(c) Professional opportunities through the ability to champion Community Policing in the police organisation or in communities throughout the country.	✓	✓
(d) Improved opportunities for career progression and job mobility.	✓	✓
<b>Organisational aims</b>		
(a) To develop capacity in an organisation to introduce strategic change.	✓	✓
(b) To create a cadre of knowledgeable individuals to champion the introduction and spread of Community Policing.	✓	✓
(c) To create capacity for critical analysis, allowing individuals to adapt and change the broad philosophy so that models can be created that are relevant for the host country.	✓	✓

### **5.3 Articulation, professional recognition and credit transfer**

The IVA in Community Policing at SCQF level 8 is designed as a stand-alone award to be delivered in a developing and/or emerging country as part of a development programme to build capability. The intention of the award is to make candidates aware of the philosophy underpinning Community Policing and to enable them to contribute to an improvement in the standard of policing in their country. Hence, the award is an end in itself and not designed as a step towards further qualifications.

However, candidates who achieve the award will gain SCQF credit points which could allow candidates to gain recognition against other qualification frameworks relevant to their own circumstances. This, in turn, may enable them to progress from the IVA in Community Policing at SCQF level 8 to other qualifications. This will depend on the situation in their own country and any progression routes which do arise are likely to vary considerably between countries.

## **6 Approaches to delivery and assessment**

The IVA in Community Policing is designed to be delivered to police officers and other leading members of communities in developing and/or emerging nations. It is recognised and indeed essential to the approach to delivery, that candidates will have experience of policing or being policed in their own Country. They will bring an understanding, experience and knowledge of the social, cultural and legal context of their country that is critical if they are to understand, evaluate and assess the components that together comprise the philosophy of Community Policing.

In the context of delivering this award overseas, it is likely that the award will be delivered to groups of about 20 candidates. This number will enable tutors to gain knowledge of the individuals and their learning capacities and styles and to adapt the teaching strategies accordingly. In addition, it will be sufficient to stimulate discussion and provide the basis for candidates to develop mutual support networks. It also provides a better, more resilient resource for aiding the development of individuals and supporting their learning and proposals for active research and/or implementation.

A critical delivery decision for the award is the sequencing of the material in the two Units that make up the award. The nature of the award demands that, initially, candidates become familiar with the main principles underpinning the philosophy of Community Policing. This means that delivery would begin with Outcome 1 of the Community Policing Unit.

One approach, thereafter, is to move to the strategic view, which is the main thrust of Change Strategy for Community Policing. Completing both outcomes in this Unit would enable candidates to get a feel for the bigger picture before proceeding to an operational or tactical view. Candidates would then return to local operations and complete the award by undertaking Outcome 2 of Community Policing.

A danger of this approach is that considering the strategic view too soon might focus overly much on the inhibitors to change in the broader national situation in the country. As a result, they may obscure the potential operational and tactical benefits from local initiatives that could be derived from the adoption of the philosophy of Community Policing.

An alternative delivery sequence, therefore, is to complete *Community Policing* before moving on to *Change Strategy for Community Policing*. This enables candidates to gain an insight into the local benefits of divergent working practices and of introducing new methods derived from Community Policing. This also enables candidates to carry out research into possible local initiatives before addressing the realities of strategic and organisational change at a national level. In this way delivery can ensure that the two facets of the award are brought closely together and inform each other.

In this model the IVA in Community Policing at SCQF level 8 would be delivered in two distinct parts. Each of the two Units can be delivered through a combination of a taught component followed by a period during which candidates undertake active research.

The exact operation of the taught component can be tailored to the specific situation of the candidates and the educational and learning framework with which they are familiar. This will provide an opportunity for candidates to absorb the new learning and assess it in the context of their known environment, while supported by tutors who can encourage and promote critical analysis.

On completion of the taught component of each Unit, candidates will then undertake active research which will allow them to take the learning from the classroom and to examine it closely in an operational setting. Candidates may need to be prepared to undertake personal research so delivery should include topics such as methods of data collection and analysis.

For the Unit in *Community Policing*, for example, candidates will identify or be allocated a topic area which, either independently or in small groups, they will explore in the context of their policing area. They will be asked to explore issues such as how that topic (or element of Community Policing) is utilised, if at all; why it is used or not used in the way that it is; what constraints apply to its application and what opportunities exist to change the way that things are done. It is likely that the amount of time allocated to this action research phase will be about twice that given to the initial taught component. Candidates can be given guidance and support on all aspects of the research, for example, on choosing a suitable topic, setting clear boundaries on their research, the sources which they consult and the methods they could use to gather information.

This model allows assessment evidence to arise naturally out of the delivery process. Assessment for the Units requires candidates to make proposals or suggestions based on research which they have undertaken. The proposals or suggestions should be presented in the form of a report which should follow a recognised format, probably one used by the organisation for which the candidate works.

In addition, *Change Strategy for Community Policing* requires candidates to reflect on the contribution they can make towards sustainable community policing in their society. In order to do this, candidates can draw on their experiences of completing the award as a whole.

## **7 General information for centres**

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

**[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)**.

### **Internal and external verification**

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (**[www.sqa.org.uk](http://www.sqa.org.uk)**).

## **8 General information for candidates**

Welcome to the International Vocational Award in Community Policing. This award has been designed for delivery in developing and evolving nations where community policing is being considered as a strategic development of choice for the police service. This award will be taught and assessed in English.

The award is based on the philosophy of Community Policing. Community Policing, which can also be described as Neighbourhood Policing and Community Orientated Policing, is a term which is applied to a policing methodology that is consultative and reflective of community needs. It also has a focus on problem solving through partnership activity.

However, the award does not concentrate on one particular model of Community Policing. Its aim is to enable you to understand the principles which underpin the concept of Community Policing and allow you to make judgements about the applicability of elements of Community Policing to your own situation. These judgements will be based on your understanding, experience and knowledge of the social, cultural and legal context of your country. This process will allow you to develop and shape what Community Policing could represent within your country. The award will also enable you to act as a champion in your organisation and the communities within which you work.

The award consists of two Units:

FE8V 48 *Community Policing*

FE8T 48 *Change Strategy for Community Policing*

The first Unit, *Community Policing*, will enable you to assess the underlying philosophy of community policing and apply specific components of it to a situation you are familiar with in your own country. As a result, it will help you to become familiar with the philosophy behind Community Policing and the main components of police activity which are associated with a community policing approach. It focuses on local applications of Community Policing.

The second Unit, *Change Strategy for Community Policing*, is about the strategic change that is likely to be necessary for your country to move towards sustainable community policing. It thus moves from the local context of Community Policing to the national situation. The Unit has two main parts. Firstly, it will enable you to analyse the changes required to develop sustainable community policing in the context of your own country. Secondly, it will enable you to reflect on the role that you could play in the future of sustainable community policing in your country.

For both Units you will have to carry out some research on aspects of *Community Policing* and prepare a report on your findings. For *Community Policing*, you will be asked to make proposals on how components of *Community Policing* could be introduced in a local situation that you are familiar with. For *Change Strategy in Community Policing* you will be asked to make suggestions for the processes needed to achieve a specific systemic change which may be needed to bring about sustainable Community Policing.

Throughout, you will be given supporting material and direct tuition to help you to work on the award. You will also be given help and advice on how to carry out your research.

Assessment for this award requires you to submit reports on your local proposals and your suggestions for systemic change. You also have to provide a reflective account which covers your thoughts about Community Policing and the contribution you can make towards sustainable Community Policing.

You will obtain the award if you successfully complete both reports and the reflective account.

The award is vocational in nature and style but it carries academic credit against the Scottish Credit and Qualifications Framework (SCQF). The SCQF is the national qualification framework for Scotland but is also referenced against the European Qualification Framework (EQF).

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.