



Handbook

IIC3 – VTCT (Skillsfirst) Level 3 Certificate in
Investigative Interviewing (RQF)

601/8259/3

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	7
4.1 Resources	7
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments	7
4.3 Deliverers, assessors and internal moderators/verifiers	7
4.4 Expert witnesses	7
4.4.1 Overview	7
4.4.2 Requirements for expert witnesses	7
4.5 Continuous professional development (CPD).....	7
4.6 Total Qualification Time (TQT)	8
5 Assessment	9
5.1 Summary of delivery and assessment methods	9
5.2 Suggested delivery strategy	9
5.3 Characteristics of assessment guidance	9
5.4 Types of evidence	9
5.5 Professional discussion	9
5.6 Simulation and witness testimony.....	10
5.6.1 Simulation	10
5.6.2 Witness testimony	10
5.7 Recognition of prior learning (RPL)	10
6 Units	12

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Certificate in Investigative Interviewing (RQF)
Qualification number	601/8259/3
Product code	IIC3
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	16
Total Qualification Time (TQT)	161
Guided Learning (GL) hours	95
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking these qualifications and however a minimum level of literacy or numeracy is required.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed for police officers, loss prevention agents, detectives or other private or public sector investigators. It is designed to meet the needs of those learners who wish to seek, gain and retain employment or to accredit their existing competence within investigative interviewing.

The two units within the qualification combine the understanding of investigative techniques with the practical application of those techniques to gather evidence to assist in the positive outcome of the investigation.

2.2 Progression opportunities

Learners achieving these qualifications can progress to further learning, or into specific vocational employment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Certificate in Investigative Interviewing (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **161**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M):				
II1	Understanding investigative interviewing	3	7	A/507/9770
II2	Gathering information and evidence using investigative interviewing	3	9	F/507/9771

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3 Deliverers, assessors and internal moderators/verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of delivery and assessment methods

For the Level 3 Certificate in Investigative Interviewing (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources.

Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

- Content – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context – the degree to which the context of the learning gained and assessed, relates to the current context of learner's work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- Currency – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the learner.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

II1 – Understanding investigative interviewing

Unit reference number: A/507/9770

Level: 3

Credit value: 7

Guided Learning (GL) hours: 51

Unit aim

This unit will give the learner the knowledge of how to carry out an investigative interview, the range of questioning techniques, the key features of legislation relating to investigative techniques and the roles and responsibilities of an investigative interviewer. The learner will also gain a knowledge of the purposes, uses, methods and techniques of cognitive interviewing.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the principles of investigative interviewing

LO2 Understand cognitive interviewing

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of investigative interviewing	1.1 Explain the principles and process of investigative interviewing
	1.2 Describe the different types and uses of questions
	1.3 Explain the importance of environment and equipment for investigative interviewing
	1.4 Describe the role and responsibilities of an investigator during an interview
	1.5 Describe the information to be given to a suspect prior to, during and at the end of an interview
	1.6 Explain the legislation relating to investigative interviewing
	1.7 Describe the methods and techniques used in relation to investigative interviewing

Learning Outcome	Assessment Criteria
LO2 Understand cognitive interviewing	2.1 Explain the purpose and uses of cognitive interviewing
	2.2 Describe the methods and techniques used in carrying out a cognitive interview
	2.3 Explain the roles and responsibilities of an investigator in a cognitive interview
	2.4 Describe the methods and techniques of conversation management
	2.5 Explain the different types of questioning techniques and how they are used
	2.6 Explain how to summarise and conclude an interview

II1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

II2 – Gathering information and evidence using investigative interviewing

Unit reference number: F/507/9771

Level: 3

Credit value: 9

Guided Learning (GL) hours: 44

Unit aim

This unit will give the learner the knowledge of the implication and impact of legislation, policies, procedures and guidelines in relation to information and evidence gathering activities. It will also enable the learner to demonstrate a range of evidence and gathering methods including questioning techniques to collect 'admissible' evidence

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the relevant legal and organisational requirements

LO2 Be able to prepare for information and evidence gathering using investigative interviewing

LO3 Be able to participate in information and evidence gathering activities using investigative interviewing

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the relevant legal and organisational requirements	1.1 Describe the legislation, policies, procedures and codes of organisational requirements which are relevant to information and evidence gathering operations
	1.2 Explain the impact of legislation, policies, procedures and codes of organisational requirements on information and evidence gathering operations

Learning Outcome	Assessment Criteria
LO2 Be able to prepare for information and evidence gathering using investigative interviewing	2.1 Make preparations for information and evidence gathering operations
	2.2 Compare the types of evidence that can be gathered to support enforcement action

Learning Outcome	Assessment Criteria
LO3 Be able to participate in information and evidence gathering activities using investigative interviewing	3.1 Gather information and evidence using a range of methods
	3.2 Follow procedures to ensure information and evidence gathered may be 'admissible'
	3.3 Respond appropriately to challenging and unacceptable behaviour
	3.4 Communicate the outcomes of the information and evidence gathering operation to those who may be affected

II2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

IIC3 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator