



**Level
4**

Apprenticeship Assessment Handbook

Counter Fraud Investigator
ST0747

Qualification Number:
610/0755/9

ICA INTERNATIONAL
COMPLIANCE
ASSOCIATION

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1. Introduction and overview

This document explains the requirements for Apprenticeship Assessment for the Counter Fraud Investigator apprenticeship.

This should be read in conjunction with the Apprenticeship Assessment handbook.

1.1 Apprenticeship Assessment structure

The Apprenticeship Assessment consists of two assessment methods.

- Professional discussion underpinned by portfolio.
- Investigation report, presentation, and questioning based on an ongoing Counter Fraud Investigation

The result from each assessment method is combined to determine the overall Apprenticeship Assessment grade. See section 4 for information on how the overall grade is determined.

Both assessments are mandatory, and the ICA will assess all areas of the Apprenticeship Assessment.

The combination of these two assessment methods builds a cumulative picture of performance against the standard.

They require apprentices to demonstrate the application of knowledge, skills, and behaviours in an integrated manner to deliver the required outcomes, enabling the assessor to make a holistic judgement about how well the apprentice meets or exceeds the standard.

Both assessments (professional discussion and presentation) will be conducted online and will be recorded for quality assurance purposes. The recordings will be retained according to ICA quality assurance requirement and General Data Protection Regulation (GDPR) guidelines.

1.2 Length of Apprenticeship Assessment period

The Apprenticeship Assessment period starts when the ICA confirms the gateway requirements have been met. The Apprenticeship Assessment must be completed within three months of going through gateway.

1.3 Order of assessment methods

The ICA will conduct the assessments in any order.

1. Professional discussion underpinned by portfolio.
2. Investigation report, presentation, and questioning based on an ongoing Counter Fraud Investigation

The result of one assessment method does not need to be known before starting the next.

1.4 Apprenticeship Assessment Gateway

At the point of going through gateway, the apprentices must submit to the ICA:

- a portfolio of evidence to underpin the professional discussion
- a summary of investigation to be used within the report and presentation proposal.

2. Assessment Method 1: Professional discussion underpinned by portfolio

2.1 Introduction

This assessment will take the form of a professional discussion underpinned by a portfolio of evidence.

The purpose of this assessment is to:

- draw out the best of apprentice's competence and excellence
- allow apprentices the opportunity to evidence the knowledge, skills, and behaviours (KSBs) assigned to this assessment method
- allow the associated KSBs to be adequately and sufficiently measured.

The topic areas that will be covered during the discussion will cover the following:

- Legislation and Departmental/ Service Agency Policies (K1, K3, S1, S2)
- Case Initiation (K4, S4)
- Evidence Gathering Duties (K5, K8, K10, S5, S8, S9, S13, S14, B2, B3)
- Interviewing (K15, K18, S15, S16, S17, S18, B5)
- Case Progression (K19, S19, S20, S24, S25, B1)
- Parallel Approach (K26, S26)
- Stakeholder Engagement (K27, S27)
- Sanctions, Redress & Punishment (K28, S28)

2.2 Portfolio of evidence

For this assessment, apprentices will be required to submit a portfolio.

ICA will not assess the portfolio of evidence directly as it underpins the discussion. The assessor will review the portfolio of evidence to prepare questions for the discussion.

The portfolio should only contain evidence related to the KSBs that will be assessed by this assessment method.

ICA provides a mapping document for apprentices to map the contents of their portfolio to the KSBs. It is important to fully map the contents of the portfolio so that apprentices can:

- show the relevance of each piece of evidence
- show how apprentices have covered all of the necessary KSBs
- easily find information during the interview.

When submitting large documents, the mapping of the portfolio contents should be to specific pages or sections to pinpoint the relevant content.

The portfolio can contain a maximum of 15 discrete pieces of evidence.

One piece of evidence can be referenced against more than one knowledge, skill, or behavioural requirement.

The portfolio should contain written accounts of activities that have been completed and referenced against the KSBs, supported by appropriate evidence.

The types of evidence sources can include a range of workplace documentation and records, for example:

- progress review documentation
- witness testimonies
- feedback from Colleagues and/or clients
- company policies and procedures
- video clips (maximum five minutes in length), with the apprentice in view and identifiable.

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio should be based on work completed by apprentices and can be drawn from all areas of work undertaken on-programme.

Apprentices can include examples of work that relate to collaborations or group/teamwork activities however apprentices must highlight their own role and responsibilities.

Apprentices are responsible for ensuring that apprentices have permission to include any confidential or sensitive information, or anything that identifies any third party.

Where there is a need to respect any confidentiality or sensitive material, apprentices can provide details in anonymised form or with key details redacted/changed as appropriate.

If the apprentice is unsure as to whether it is okay to include any information, they should first discuss it with their employer.

Apprentices should avoid including evidence that is redacted to the extent that it prevents the assessor being able to understand its relevance to the KSBs and apprenticeship standard.

2.3 Professional discussion

The professional discussion will be conducted online and last for 90 minutes.¹

A minimum of eight questions will be asked during the professional discussion.

The assessor will have prepared a list of questions to use during the assessment in advance in response to information within the portfolio.

The questions will be chosen to authenticate evidence within the portfolio.

They may also ask some additional questions in follow-up to answers given by apprentices during the discussion.

Apprentices should attempt to answer all questions asked by the assessor.

If there are areas of the criteria that, as written, do not relate directly to the apprentice's job role then apprentices can still demonstrate their understanding of these areas and discuss how their role relates to that aspect of the apprenticeship standards. Apprentices will not be disadvantaged in these instances.

2.4 Grading

To pass the assessment, apprentices must demonstrate all of the KSBs assigned to this assessment method and satisfy all of the pass descriptors.

1 The assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with the ICA's Reasonable Adjustment Policy.

To achieve a 'distinction' grade for this assessment, apprentices must meet all of the pass descriptors and four of the distinction descriptors.

There are six specific criteria for the award of distinction grade.

The table in section five outlines all the criteria that apprentices will be assessed against.

2.5 Supporting materials

ICA provides the following resources that we recommend that apprentices read before the assessment:

- Apprenticeship Assessment Guide - Assessment methods and criteria explained
- Apprenticeship Assessment Guide - Building a portfolio
- Apprenticeship Assessment guide preparing for your professional discussion

3. Assessment Method 2: Investigation report, presentation, and questioning based on an ongoing Counter Fraud Investigation

3.1 Introduction

This element of assessment consists of three requirements:

1. You are required to produce a report based on an investigation you have worked on
2. You are then required to prepare and deliver a presentation based on this report.
3. This will be followed by questioning (oral assessment) based on the presentation and project report.

The investigation report will cover the four main aspects of an investigation:

- Legislation and Departmental/ Service Agency Policies (K2, S3)
- Evidence Gathering Duties (K6, K7, K9, K11, K12, K13, K14, S6, S7, S10, S11, S12)
- Interviewing (K16, K17)
- Case Progression (K20, K21, K22, K23, K24, K25, S21, S22, S23, S24, B4, B6)

Apprentices should use the mapping document provided by the ICA to outline how and where they intend to evidence the required KSBs.

3.2 Investigation Report

The investigation report, will be based on an ongoing Counter Fraud Investigation covering the associated KSB's.

The investigation will be designated by the employer during the apprenticeship programme. Employers should make every effort to allocate investigations that provide sufficient scope for the apprentice to develop and evidence the KSBs assigned to this area of the assessment.

The investigation report must be 2,000 to 2,500 words excluding tables, figures, references and annexes.

Apprentices are free to use the available word count however they wish to. ICA does not specify how many words should be used for each of the aspects listed below

The content of the project must enable the Knowledge, Skills, and Behaviours (KSBs) mapped to this assessment method to be met.

The investigation report will cover the four main aspects of an investigation.

1. Legislation and Departmental/Service Agency Policies
2. Evidence Gathering Duties
3. Interviewing
4. Case Progression

Within the investigation report, the apprentice can make reference to pieces of evidence, for example, annotated images etc.

Apprentices will also produce a presentation which will be submitted via the apprentice platform at the same time as the investigation report. The investigation report and the presentation should be indexed using the relevant ICA assessment mapping document which shows where the KSBs in this part of the assessment plan are being evidenced.

The apprentice will deliver the presentation to the assessor and should cover the following.

- A summary of the investigation report
- Explanation of how and why specific methods were used
- Critical review of the investigation
- Learning points of the investigation

The independent assessor will then draw out further information using questions.

The investigation report is designed to demonstrate the application of knowledge and skills as it would in the occupation. This is to allow the associated KSBs to be adequately and sufficiently measured. The apprentice will be expected to explain an investigation in a report and at face-to-face meetings, and to relay complex information to others in a clear and concise way.

3.3 Delivery

The investigation report and presentation will be submitted 20 days after the title of the investigation report has been provided and mapped on to the ICA apprentice learning platform. Once submitted, the presentation will be scheduled. The ICA will ensure that the assessor has appropriate time to review the investigation report and presentation prior to the presentation taking place.

The presentation will last for 30 minutes. The assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point. To deliver the presentation, apprentices should ensure that apprentices have access to appropriate presentation equipment, such as a PC with PowerPoint, as required

3.4 Oral assessment (questions and answers)

Following the presentation, the assessor will ask a maximum of 10 questions lasting up to an additional 30 minutes.

They will have prepared some questions in advance based on the report and ask follow-up questions in response to the presentation or where clarification is required.

The purpose of the assessor's questions is:

- to assess levels of competence against the grading descriptors
- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess those KSBs that the apprentice did not have the opportunity to demonstrate with the report.

Apprentices should attempt to answer all questions asked by the assessor.

3.5 Grading

To pass the assessment, apprentices must demonstrate all of the KSBs assigned to this assessment method and satisfy all of the pass descriptors.

Apprentices must evidence the KSBs across the three areas of work (report, presentation, and oral assessment).

The KSBs only need to be evidenced once within either the report, presentation, or oral assessment.

Apprentices should use the mapping document provided by the ICA to outline how and where apprentices intend to evidence the required KSBs.

To achieve a 'distinction' grade for this assessment, apprentices must meet all of the pass descriptors and two of the distinction descriptors.

There are specific criteria for the award of distinction grade. Not every KSB or pass criterion will have a corresponding distinction criterion.

The distinction criteria can be evidenced in any part of this assessment.

The table in section 5 outlines all the criteria that apprentices will be assessed against.

4. Results

4.1 Results

This Apprenticeship Assessment has the following grades:

- Fail
- Pass
- Distinction

To be graded at Distinction level, apprentices need to meet the specific criteria noted within the Assessment Plan (See Section 6 below).

Apprentices need to evidence 4 out of the 6 set distinction criteria for Assessment method 1 (Professional discussion underpinned by portfolio) and 2 out of 3 of the criteria within Assessment method 2 (Investigation report, presentation, and questioning based on an ongoing Counter Fraud Investigation).

Apprentices must meet all pass criteria for both assessment methods to successfully pass the Apprenticeship Assessment.

ICA will inform apprentices of their grade for the individual assessment methods when their overall result is published.

Assessment Method 1: Professional discussion underpinned by portfolio	Assessment Method 2: Investigation report, presentation and questioning based on an ongoing Counter Fraud Investigation	Overall grading
Distinction	Distinction	Distinction
Distinction	Pass	Pass
Pass	Distinction	Pass
Pass	Pass	Pass
Fail	Any grade	Fail
Any grade	Fail	Fail

4.2 Resits and retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take.

A re-sit does not require further learning, whereas a re-take does.

The training provider, employer, and ICA will agree the timescale for a re-sit or re-take.

A re-sit will be taken within two months of the Apprenticeship Assessment outcome notification. The timescale for a re-take is dependent on how much re-training is required but should be taken within three months of the Apprenticeship Assessment outcome notification.

Failed assessment methods must be re-sat or re-taken within a six-month period from when the apprentice went through gateway, otherwise the entire Apprenticeship Assessment will need to be re-taken in full.

Re-sits and re-takes are not offered to apprentices who have passed and who want to achieve a higher grade, such as those wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum Apprenticeship Assessment grade of pass, unless the ICA determines there are exceptional circumstances requiring a re-sit or re-take.

5. Grading Criteria

The assessment will determine performance against the grading criteria detailed below.

Assessment Method 1: Professional discussion underpinned by portfolio

KSBs	Pass criteria	Distinction criteria
Legislation and Departmental/Service Agency Policies		
<p>K1 Understand the legislation and associated codes of practice relevant to investigations as well as an understanding of departmental policy. Covering appropriate laws including Police and Criminal Evidence Act 1984 (PACE), Criminal Procedure and Investigations Act 1996 (CPIA), Human Rights Act (HRA), and Proceeds of Crime Act 2002 (POCA), Data Protection legislation, Public Interest Disclosure Act 1998 (PIDA), Whistleblowing (WB) policies and equivalent Civil legislation such as the Finance Act (FA) where appropriate.</p> <p>K3 Understand the process of policy and law change and is able to identify sources of information regarding these changes.</p> <p>S1 Apply legislation and associated codes of practice and can determine points to prove in pursuing an investigation. Apply departmental policy.</p> <p>S2 Investigate the points to prove in pursuing an investigation.</p>	<p>Explains the principles of an investigation including the proportionate use of legal powers, codes of practice and departmental policy.</p> <p>Identifies and explains the different legislation used relevant to investigations. Explains the process of policy and law change and is able to describe sources of information regarding these changes.</p> <p>Describes how the utilisation of the 'points to prove' furthered an investigation process.</p> <p>Explains examples of appropriate sources of information which are used in line with policy and changes to legislation.</p> <p>Explains how they organized their workload appropriately to meet the organisations requirements for an investigation, including their decision-making process.</p>	<p>Explain and evaluate multiple sources of information and how they appropriately apply relevant information in accordance with policy and law change.</p>

KSBs	Pass criteria	Distinction criteria
Case Initiation		
<p>K4 Understand how to open and maintain a case file and how to plan an investigation to the required standard for criminal, civil, regulatory or disciplinary investigations. Understand the Fraud Investigation Model (Criminal) / or organisational equivalent when responding to allegations of fraud.</p> <p>S4 Maintain case files and produce investigation plans to the required standards for criminal, civil, regulatory or disciplinary investigations. Apply the Fraud Investigation Model (Criminal) / or organisational equivalent when responding to allegations of fraud.</p>	<p>Identifies the powers and legislation relevant to working cases.</p> <p>Explains how to produce organised case files from opening, planning, to applying the Fraud Investigation Model and Organisational Standards.</p> <p>Explains the process of prioritising multiple cases, taking into account the organisation's goals. Investigation Model to the required standard</p>	<p>Explains an alternative way to organise case files from opening to planning whilst applying the Fraud Investigation Model to the required standard</p> <p>Explains the value of accurately reviewing, evaluating and selecting case material for a case file preparation</p>
Evidence Gathering Duties		
<p>K5 Understand the different types of evidence (direct, circumstantial, hearsay etc.)</p> <p>K8 Understand why the recording of notes of interviews, conversations, evidential observations and decisions made during the course of an investigation is necessary and has knowledge of best practice use. Understand how to produce witness statements / affidavits to the standard required for all types of investigations.</p>	<p>Explains types of evidence and gives an example of when they have been considered during an investigation.</p> <p>Explains the importance of recording all types of evidence accurately and describes the importance of notetaking during the course of an investigation.</p> <p>Explains the importance of producing witness statements/ affidavits to the standard required.</p>	<p>Explains how to re-prioritise evidence following information received from a witness / material gathered and the decision-making process for this change.</p>

KSBs	Pass criteria	Distinction criteria
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Evidence Gathering Duties *(continued)*

<p>K10 Understand the relevant legislation and procedures (including Legal Professional Privilege) in the participation of a search of a person, premises, vehicles or workplaces.</p> <p>S5 Differentiate between types of evidence (direct, circumstantial, hearsay etc.) and relate their significance.</p> <p>S8 Implement best practice for note taking during the course of an investigation (where relevant to the type of investigations undertaken). Implement best practice for witness statements during the course of an investigation (Relevant to the type of investigations undertaken).</p> <p>S9 Produce records of the investigation activities / enquires during the course of an investigation. Apply the rules and relevant policies relating to the continuity of evidence so the source of evidence can be fully supported. Apply the classification and handling of information in line with the National Intelligence Model and national intelligence methodology (criminal investigation) and appropriate handling principles to source and intelligence material, demonstrating knowledge of potential risks of mishandling.</p> <p>B2 Take accountability for decisions made and for maintaining own knowledge and skills.</p> <p>B3 Work with integrity, impartiality and excellence in line with requirements of the business and their profession.</p>	<p>Explains how to analyse a range of data to produce appropriate decisions.</p> <p>Explains the process of evidence gathering, and the classification and handling of information, giving an example of appropriate action before disseminating material, in line with the National Intelligence Model and National Intelligence methodology.</p> <p>Explains the briefing and de-briefing method, disseminating information gathered to the appropriate individuals, groups, or departments as required, for all investigations.</p> <p>Explains the importance of integrity and impartiality in line with requirements of the business and profession, keeping up to date with new legislative and procedural changes.</p>	
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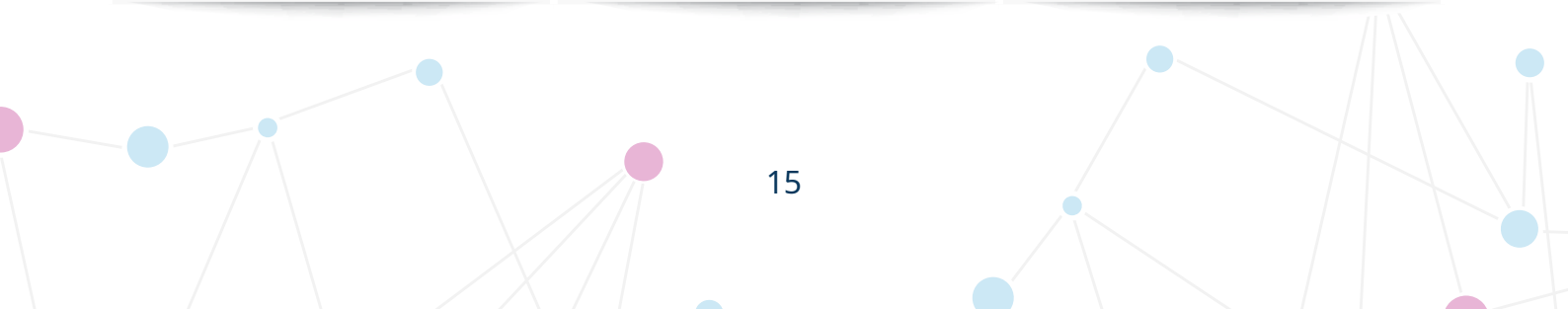
KSBs	Pass criteria	Distinction criteria
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Evidence Gathering Duties *(continued)*

<p>S13 - Use analysis techniques on a range of data and make sound and fair investigation decisions in investigation as appropriate. Apply the organisations protective marking scheme and source management before disseminating material.</p> <p>S14 - Apply the briefing and debriefing method, disseminating information gathered to the appropriate individuals, groups, or departments as required, for all investigations.</p>		
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Interviewing

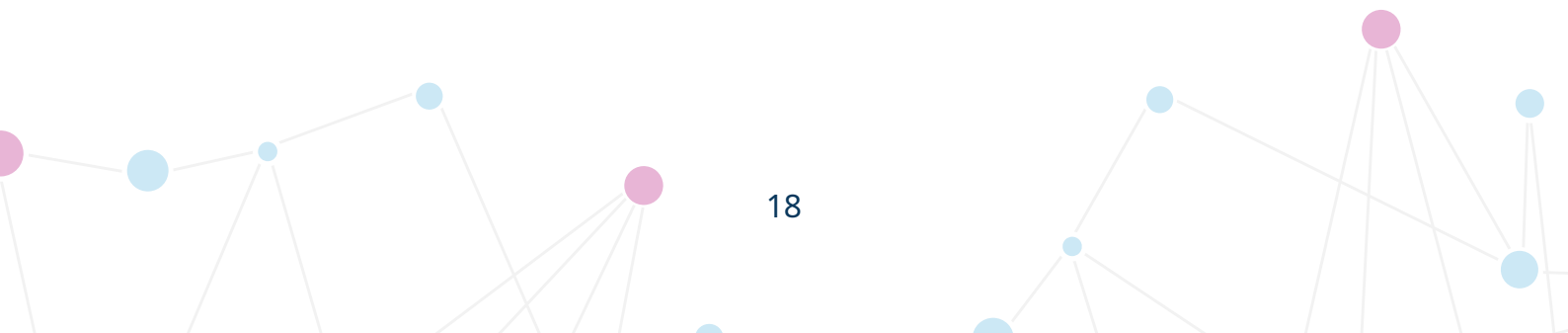
<p>K15 Understand the PEACE model and the use of conversation management and open recall techniques, how to produce an overarching investigative interviewing strategy, an interview plan and how to evaluate an investigatory interview to identify further investigative actions, to the required standard, civil, disciplinary, regulatory or criminal. Where appropriate.</p> <p>K18 Understand how to produce investigator notes, narrative statements, 3rd party witness testimonies and transcripts, and the requirements for retention.</p> <p>S15 Utilise the PEACE model for interviewing, applying conversation management and open recall techniques, complete an overarching investigative interviewing strategy, produce interview plans, summarise and evaluate interviews to the required standard.</p>	<p>Explains an example of applying the PEACE model for planning and conducting interviews showing a wide range of 'soft skills' methods.</p> <p>Describes how the style of interviewing was adopted to an approach suitable for gathering evidence from a witness.</p> <p>Explains how they used accurate information produced and recorded throughout an interviewing process.</p> <p>Describes when they have shown courage, resilience and flexibility when interacting with others to ensure the best outcome</p>	<p>Evaluates the PEACE model, highlighting interview styles which best suit the investigation, which would direct future interview results.</p>
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KSBs	Pass criteria	Distinction criteria
Interviewing <i>(continued)</i>		
<p>S16 Undertake an interview appropriate to the investigation being undertaken, introducing testimony and exhibits during interviews as appropriate.</p> <p>S17 Recognise and respond to the varying demands of the witness.</p> <p>S18 Produce and retain accurate investigator notes, narrative statements, 3rd party witness testimonies and transcripts.</p> <p>B5 Show Courage, resilience and flexibility when interacting with others to ensure the best outcome.</p>	<p>Explains an example of applying the PEACE model for planning and conducting interviews showing a wide range of 'soft skills' methods.</p> <p>Describes how the style of interviewing was adopted to an approach suitable for gathering evidence from a witness.</p> <p>Explains how they used accurate information produced and recorded throughout an interviewing process.</p> <p>Describes when they have shown courage, resilience and flexibility when interacting with others to ensure the best outcome</p>	<p>Evaluates the PEACE model, highlighting interview styles which best suit the investigation, which would direct future interview results.</p>
Case Progression		
<p>K19 Understand how to produce concise, timely, clear, balanced & accurate reports, briefings, letters, e-mails & other items of correspondence.</p> <p>S19 Produce concise, timely, clear, balanced & accurate reports, briefings, letters, e-mails & other items of correspondence.</p> <p>S20 Prepare files, applications and orders for court to the required standard for the activity undertaken.</p> <p>S24 Produce full and accurate post investigation assessments.</p> <p>S25 Produce an evidence file with material to support court, tribunal or disciplinary proceedings in accordance with the requirements of the relevant legislation, codes of practice or departmental policy.</p> <p>B1 Committed, conscientious and organised even when completing multiple tasks.</p>	<p>Explains how to produce concise, timely, clear, balanced and accurate reports, briefings, letters, and e-mails to the standard of the organisational guidelines and give an example of when this was applied during an investigation.</p> <p>Explains how to apply key organisational procedures in full compliance for legal proceedings.</p> <p>Explains examples of being conscientious and organised when completing multiple tasks.</p> <p>Explains examples of evidence files with ongoing investigation assessments, and applications and orders, for court.</p>	

KSBs	Pass criteria	Distinction criteria
Parallel Approach		
<p>K26 Understand how to prepare files and investigate to the relevant standard in parallel, including the differences and associated risks in parallel investigations and the relevant parallel civil enforcement and / or recovery / compensation actions and how to progress them.</p> <p>S26 Utilise the correct powers appropriate to the type of investigation</p>	<p>Explains how to assess files and investigatory evidence, outlining any associated risks in parallel investigations.</p> <p>Describes why they should consider other civil enforcement, recovery or compensation investigations giving an example of applying these procedures when working an investigation case.</p>	
Stakeholder Engagement		
<p>K27 Understand who the partners are in the counter fraud community and law enforcement sector and the need to build and maintain new and existing partner / stakeholder relationships with those involved in investigations to achieve progress on objectives, key initiatives and shared interests.</p> <p>S27 Build and maintain new and existing partner / stakeholder relationships to achieve progress on objectives, key initiatives and shared interests and developing beneficial working relationships.</p>	<p>Describes how to maximize the effectiveness of investigations by working inclusively with others and gives an example of how this was applied during an investigation case.</p> <p>Explains how they have worked collaboratively with partners within organisational guidelines to ensure best outcomes for a case.</p>	

KSBs	Pass criteria	Distinction criteria
Sanctions Redress & Punishment		
<p>K28 Understand the different types of fraud committed and how these frauds could be perpetrated, the processes required to determine the losses and costs figures in sanction and redress outcomes and how to report the outcome with recommendations.</p> <p>S28 Categorising fraud and provide insight into how the fraud was perpetrated, calculate the losses and costs borne in cases of fraud for use in sanctions and redress outcomes.</p>	<p>Explains how appropriately categorise fraud and the appropriate process to determine losses. Explains how this is perpetrated across sanctions and redress with reporting outcomes</p>	<p>Explains research-based evidence to support, prepare, and improve categorising fraud in relation to how this is perpetrated across sanctions and redress.</p>



Assessment Method 2: Investigation report, presentation, and questioning based on an ongoing Counter Fraud Investigation.

KSBs	Pass criteria	Distinction criteria
Legislation and Departmental/Service Agency Policies		
<p>K2 Understand the points to prove in pursuing an investigation such as guilty mind, guilty act, and prima facie evidence.</p> <p>S3 Identify sources of information e.g. regarding the process of policy and law change.</p>	<p>Describes the use of legislation and appropriate codes of practice during an investigation.</p>	
Evidence Gathering Duties		
<p>K6 Understand the types of forensic opportunity available and when they can be used to gather evidence.</p> <p>K7 Understand the principles of RIPA codes of practice.</p> <p>K9 Understand why recording investigation activities / enquiries during the course of an investigation are necessary and has knowledge of best practice use. Understand the rules and relevant policies relating to the continuity of evidence such that the source of evidence can be fully supported. Understand the National Intelligence Model, National Intelligence methodology (criminal investigation) and the demarcation of intelligence and evidence and demonstrate awareness of source and evidence handling.</p> <p>K11 Understand how to assess the strength of evidence and the requirement to lawfully gather evidence to required standards in a criminal, civil, regulatory or disciplinary investigations, subject to role.</p>	<p>Describes forensic opportunities and when they can be used to gather evidence, the RIPA Codes of Practice, and the importance of recording investigation practices in the course of an investigation.</p> <p>Summarises the chain of evidence and the National Intelligence Model. Can explain how to assess the strength and the requirement to lawfully gather evidence. Evaluates the use of an investigative decision-making tool to support and contribute to decisions made.</p> <p>Describes how to produce witness statements.</p> <p>Explains how data may be analysed and collated to support investigative decisions and outcomes in an investigation.</p> <p>Explains the government protective marking scheme and when source management processes should apply when disseminating material.</p> <p>Explains the significance of relevant legislation and procedures in preparation for a search and gives an example of when it was put into practice.</p>	<p>Evaluates the use of an investigative decision-making tool to support and contribute to decisions made.</p>

Evidence Gathering Duties

K12 Understand how to produce witness statements to the standards required by the CPIA 1996 (criminal investigations). Understand how to produce witness statements / affidavits to the standard required for non-criminal investigations.

K13 Understand how data may be analysed and collated to support investigative decisions and outcomes in criminal, civil, regulatory or disciplinary investigations as appropriate. Understand when the government protective marking scheme and source management processes should apply when disseminating material.

K14 Understand the briefing and de-briefing format.

S6 Utilise forensic opportunities and how to apply them in investigations (where relevant to the type of investigations undertaken).

S7 Apply consideration of the principles of RIPA codes of practice.

S10 Participate in searches (including consideration of Legal Professional Privilege) of a person, premises, vehicles or workplaces, adhering to policy and legislation of organisation.

S11 Assess the strength of evidence and apply the relevant legislation and codes of practice to gather evidence to required standards, subject to role.

S12 Produce witness statements to the required standard for the investigations e.g. Criminal Investigation Standard.

Explains: - the briefing format, an example of forensic opportunities, how to apply them in investigations and an example of RIPA Codes of Practice.

Explains how relevant legislation and codes of practice are applied when gathering evidence to the required standards in an investigation.

KSBs**Pass criteria****Distinction criteria****Interviewing**

K16 Understand the requirements for conducting an Interview Under Caution (IUC) fully compliant with the requirements of PACE and Criminal Justice Act 2003 (CJA) (criminal investigations). Understand the requirements for conducting an interview which is fully compliant with relevant legislation or departmental policy (non-criminal investigations).

K17 Understand the varying demands of the witness and how to respond to them.

Explains the requirements for conducting an interview under the relevant legislation and departmental policy.

Explains techniques for appropriately managing the various demands of the witness.

Evaluates, through analysis of interviews, improvements to policy for the organisation.

Case Progression

K20 Understand how to prepare files, applications and orders for court to the required standard for the activity undertaken.

K21 Understand the procedures and requirement to give evidence as a witness at hearings. (Criminal / Civil / Regulatory / Disciplinary investigations). Understand the process for referring a case to other law enforcement agencies.

K22 Understand compliance with the provisions for disclosure in court, tribunal or disciplinary proceedings as appropriate.

K23 Understand how to obtain, record & present evidence in court during proceedings.

K24 Understand how to provide insight from investigations to identify and facilitate improvements to policy and processes to assist prevention, deterrence and increased future detection.

Explains how to prepare files, applications and orders for court, comprehending the compliance with the provisions for disclosure and how to obtain, record, and present evidence in court.

Explains the consequences for not following procedures and the requirement of giving evidence as a witness.

Explains the process for referring a case to other law enforcement agencies.

Explains how to improve processes for prevention, deterrence, and increased future detection.

Explains the key procedures to remain in full compliance for legal proceedings.

Explains how they have remained inquisitive, open-minded and objective during the investigation.

Evaluate investigation processes used internally and developed by stakeholders to identify best practice to highlight, adopt and develop an improved process for the business, which adds value and creates efficiency in investigations for their organisation.

KSBS	Pass criteria	Distinction criteria
Case Progression <i>(continued)</i>		
<p>K25 Understand how to prepare an evidence file with material to support court, tribunal or disciplinary proceedings in accordance with the requirements of the relevant legislation, codes of practice or departmental policy.</p> <p>S21 Present evidence as a witness at appropriate hearings. Refer appropriate cases to other law enforcement agencies.</p> <p>S22 Comply with the provisions of disclosure in legal proceedings.</p> <p>S23 Obtain, record & present evidence in court during proceedings.</p> <p>B4 Inquisitive, open-minded and objective, will seek out evolving and innovative ways to add value.</p> <p>B6 Work collaboratively with stakeholders to achieve common goals and have an awareness of different styles of working to ensure mutual respect.</p>		



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