# POLAUX011 Participate in police investigations

**Release: 1**

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## Modification History

| Release | Comments |
|---|---|
| 1 | This unit was released in POL Police Training Package release 1.0 and meets the Standards for Training Packages. |

## Application

This unit describes the skills required to participate in police investigations, including initial response, exhibit management, interviewing and managing persons of interest.

This unit applies to those working as community policing staff, in metropolitan and/or remote areas.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to work health and safety (WHS) and codes of conduct.

Those undertaking this unit would demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters. They would complete routine and complex tasks in a range of sometimes unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

## Competency Field

Auxiliary

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section. |
| 1. **Respond to incident scene** | 1.1 Identify whether investigation of incident is required. <br> 1.2 Identify persons of interest and potential witnesses to support the investigation. <br> 1.3 Conduct search of incident scene to identify potential evidence for collection. |

| | |
|---|---|
| | 1.4 Provide guidance to junior members on identifying and securing incident scenes and evidence. |
| **2. Collect exhibits** | 2.1 Consider exhibits to identify whether they should be collected or left undisturbed for further examination. |
| | 2.2 Select packaging for exhibits for preservation and contamination prevention. |
| | 2.3 Handle exhibits in a manner which minimises contamination and maintains integrity. |
| | 2.4 Ensure continuity of evidence to maintain the evidentiary value of exhibits. |
| | 2.5 Record details of exhibits for evidentiary purposes. |
| **3. Consider information and evidence related to incident/crime scene** | 3.1 Assess information and evidence for potential relevance to investigation. |
| | 3.2 Identify and gather potential evidence for recording and investigation purposes. |
| | 3.3 Review incident to determine whether an offence has occurred. |
| **4. Support interview process** | 4.1 Identify potential interviewees to facilitate investigation. |
| | 4.2 Assess welfare of interviewee to determine fitness for interview. |
| | 4.3 Take statements from interviewee to support investigations. |
| | 4.4 Participate in offender interview to support judicial process. |
| | 4.5 Ensure chronology of information is accurately recorded. |
| **5. Conduct searches** | 5.1 Determine search options in accordance with legislated police powers. |
| | 5.2 Conduct risk assessment to protect safety of self, colleagues and public. |
| | 5.3 Plan search according to investigation requirements and resource constraints. |
| | 5.4 Conduct searches in a manner that minimises risk to self and organisational reputation. |

# Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

**ACSF levels indicative of performance:**

| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 4 | | | | | 4 | | | | | 4 | | | | | | |

| Learning NA | Reading | Writing | Oral communication | Numeracy NA |
|---|---|---|---|---|

**Performance variables:**

| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 5 | | | | 4 | | | | | 4 | | | | | 4 | |

| Support | Context | Text complexity | Task complexity |
|---|---|---|---|

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=98c3984e-2cf1-48a8-8ed1-85e4b92e7351

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