

## Protective services common KSBs

This document is intended for use with Trailblazer groups as guidance for writing knowledge, skills and behaviour statements and grading descriptors. Statements and descriptors can be contextualised and altered where relevant to the subject, sector and level and are dependent on the chosen assessment method. Suggestions offered should be seen as a starting point for further refinements. Changes to command verbs may need to be applied in line with the assessment method used.

KSB Category	Level	Knowledge	Skill	Pass grade descriptor	Distinction grade description
<b>Gather and handle information and intelligence</b>	<b>Level 3</b>	Information that needs to be gathered, processed, and shared, when it needs to be shared and who it is shared with.	Gather, process, and share information.	Describes the processes they follow when sharing information, including when it needs to be shared and who with.	None
<b>Gather and handle information and intelligence</b>	<b>Level 3</b>	Methods to gather information and data from partner agencies.	Interpret information and data from partner agencies.	Interprets information and data from partner agencies.	Evaluates the benefits of information and data from partner agencies.
<b>Gather and handle information and intelligence</b>	<b>Level 3</b>	Methods for collecting research data and how to interpret and apply findings to support decision making and improve own and others' practice.	Carry out research, interpret and apply findings to support decision making and improve own and others' practice.	Interprets research findings and their impact on own and others' practice.	Evaluates research findings to inform own and others' practice improvements.
<b>Gather and handle information and intelligence</b>	<b>Level 3</b>	Methods for reporting, in accordance with organisational procedure.	Follow organisational reporting protocols.	Complies with organisational reporting protocols.	None
<b>Gather and handle information and intelligence</b>	<b>Level 3</b>	Organisational investigative methods utilised in situations.	Investigate situations thoroughly and systematically.	Complies with investigation guidelines and procedures.	None
<b>Gather and handle information and intelligence</b>	<b>Level 4-6</b>	The evidential standards required to prepare and submit evidence to the Crown Prosecution Service and other relevant prosecuting bodies.	Prepare and submit evidence to relevant prosecuting bodies.	Prepares and submits evidence to relevant prosecuting bodies.	None
<b>Gather and handle information and intelligence</b>	<b>Level 4-6</b>	Methods of gathering, submitting, storing and sharing information and intelligence.	Gather, submit, store and share information and intelligence within organisational guidelines to further outcomes.	Evaluates methodology used to gather, submit, store and share information and intelligence in line with organisational guidelines.	None
<b>Gather and handle information and intelligence</b>	<b>Level 4-6</b>	The processes and technology including digital footprints, applications,	Use existing and emerging IT including digital footprints, applications, systems and	Justifies their use of existing and emerging IT including digital footprints, systems and AI in the	None

		systems and Artificial Intelligence (AI) technologies involved in the collation and evaluation of organisationally relevant sources to gain intelligence.	Artificial Intelligence (AI) in the analysis, development and dissemination of intelligence products in line with organisational requirements.	analysis, development and dissemination of intelligence.	
<b>Gather and handle information and intelligence</b>	<b>Level 4-6</b>	Concepts of fake news and methods of uncovering disinformation.	Identify fake news using methods of uncovering disinformation.	Reviews news to uncover fake news and disinformation.	None
<b>Gather and handle information and intelligence</b>	<b>Level 4-6</b>	The role played by social media and its effect on society.	Use social media as a tool for gathering intelligence.	Evaluates social media intelligence to support investigations.	None
<b>Assessment and review</b>	<b>Level 3</b>	Assessment techniques utilised by organisations to gain intelligence to support decision making.	Assess gathered intelligence to gain insights to support further investigation and decision making in investigations.	Uses assessment techniques to assess intelligence and insights to enable decision making.	Evaluates the benefits and drawbacks of assessment techniques they use when gathering intelligence and insights for investigations.
<b>Assessment and review</b>	<b>Level 4-6</b>	The relevance and purpose of developing hypotheses in investigations.	Develop hypotheses to discover the full scope of an incident under investigation.	Develops hypotheses to inform decisions with regard to an incident under investigation	Critically Evaluates how their hypotheses inform decisions relating to an investigation.
<b>Evidence management</b>	<b>Level 4-6</b>	Evidence management techniques, continuity and integrity of evidence and how it relates to investigations.	Use evidence management techniques with integrity.	Manages evidence ensuring continuity and integrity of evidence and how evidence relates to investigations.	None
<b>Evidence Management</b>	<b>Level 4-6</b>	The risks of processing sensitive or potentially distressing content while understanding the working practices that support wellbeing.	Process sensitive or potentially distressing content.	Processes sensitive or potentially distressing content recognising the risks associated.	None
<b>Management of incidents</b>	<b>Level 3-6</b>	Principles and concepts of incident management.	Follow principles of incident management.	Applies incident management principles.	None
<b>Management of incidents</b>	<b>Level 3-6</b>	Approaches for debriefing others on evidenced based reviews to support organisational learning.	Debrief stakeholders following incidents to contribute to organisational learning for future practice.	Reflects on incidents debrief and how they contribute to organisational learning for future practice.	None
<b>Security</b>	<b>Level 3-6</b>	Organisational security protocols and processes.	Manage premises' security, ensure the safety of employees, guests and assets, as well as enforcing established protocols.	Manages security and safety of employees, guests, and assets while enforcing established protocols.	None

<b>Security</b>	<b>Level 3-6</b>	Protective security strategies.	Apply protective security strategies.	Applies protective security strategies to manage access control, prevent potential breaches, prevent theft and manage emergencies.	None
<b>Providing support for victims or colleagues</b>	<b>Level 3-6</b>	The importance of identifying wellbeing concerns and resilience requirements in stressful and traumatic situations, and how and where to access organisational and professional support.	Provide empathetic support and guidance to the public and colleagues, including the most vulnerable, to access professional support when there are wellbeing concerns in stressful and traumatic situations.	Explains how they provide empathetic support and guidance to the public and colleagues including guidance on accessing professional support as a result of stressful and traumatic situations	None
<b>Professional conduct</b>	<b>Level 3-6</b>	Service requirements of professional practice and conduct.	Follow professional practice and conduct in line with organisational requirements.	Demonstrates professional practice and conduct in line with organisational requirements.	None
<b>Legislation, standards, policies and procedures</b>	<b>Level 3</b>	Legislation, local and national regulations, organisational policies and procedures and ethical standards that apply to own role.	Work in line with the legislation, local and national regulations and organisational policies and procedures that apply to own role.	Complies with legislation, local and national regulations and organisational policies and procedures, including ethical standards, within the limits of their role.	None
<b>Legislation, standards, policies and procedures</b>	<b>Level 4-6</b>	The legislation, local and national policies and practice that apply to own role and organisation including the implications of non-compliance.	Interpret and apply legislation, local and national policies and practice within limits of own role and organisation.	Interprets and applies legislation, local and national policies and practice within limits of own role and organisation, explaining the implications of non-compliance.	Analyses the impact of legislation on local and national policies and practice on own role and on the organisation.
<b>Health and safety</b>	<b>Level 3</b>	Awareness of health and safety regulations, standards, and guidance and impact on role.	Follow procedures in line with health and safety regulations, standards, and guidance.	Works safely in accordance with health and safety regulations, standards and guidance.	None
<b>Health and safety</b>	<b>Level 4-6</b>	Health and safety legislation, local operational procedures and national policies relevant to own self and teams.	Work safely in accordance with health and safety legislation, local operational procedures and national policies relevant to own self and teams.	Works safely in accordance with health and safety legislation, local operational procedures and national policies relevant to own self and teams.	Evaluates their personal impact on maintaining team health and safety in the workplace.
<b>Safeguarding and Protection</b>	<b>Level 3-6</b>	The principles of safeguarding and protection within own scope of practice and in line with organisational protocol.	Identify and respond to safeguarding and protection concerns.	Explains how they apply principles of safeguarding and protection and organisational protocols when responding to safeguarding concerns.	None
<b>Safeguarding and Protection</b>	<b>Level 3-6</b>	The role of the criminal justice legislation including the rehabilitation of offenders.	Adhere to public protection and safeguarding guidance and procedures.	Adheres to public protection and safeguarding guidance and procedures.	None

<b>Risk</b>	<b>Level 3</b>	How to identify risk and undertake risk assessments following organisational policies and procedures in the sector.	Identify and report risks and contribute to development of risk assessments.	Contributes to the development of risk assessments.	None
<b>Risk</b>	<b>Level 4-6</b>	The principles of risk management.	Conduct risk management to mitigate risks.	Conducts risk management in line with organisational policies and procedures.	Justifies the mitigations utilised when managing risk.
<b>Equity, Diversity and Inclusion</b>	<b>Level 3</b>	Organisational equity, diversity and inclusion policies.	Follow organisational equity, diversity and inclusion policies.	Applies equity, diversity and inclusion principles.	Explains the benefits to the organisation of supporting a diverse and inclusive culture in the workplace.
<b>Equity, Diversity and Inclusion</b>	<b>Level 3</b>	Ways of interacting and meeting the differing needs of individuals of different demographics and cultural backgrounds.	Apply equity, diversity and inclusion principles when interacting with individuals of different demographics and cultural backgrounds.	Applies equity, diversity and inclusion principles when they interact with individuals.	Evaluates the impact of meeting differing needs of individuals.
<b>Equity, Diversity and Inclusion</b>	<b>Level 3</b>	Emerging equity, diversity and inclusion approaches.	Undertake professional development and training to keep up to date with equity, diversity and inclusion principles.	Applies professional development and training in equity, diversity and inclusion principles in context.	None
<b>Equity, Diversity and Inclusion</b>	<b>Level 4-6</b>	Legislation and organisational policies relating to equity, diversity and inclusion in the workplace.	Follow legislation and policies that support and promote equity, diversity and inclusion in the workplace.	Evaluates how they support and promote legislation and policies for equity, diversity and inclusion in the workplace.	Critically evaluates their approach to supporting and promoting equity, diversity and inclusion in terms of impact on the workplace.
<b>Equity, Diversity and Inclusion</b>	<b>Level 4-6</b>	The challenges faced by individuals with differing social-economic and diverse backgrounds when seeking and interacting with public services.	Support individuals with differing social-economic and diverse backgrounds who are faced with challenges when interacting with public services.	Supports individuals faced by challenges with differing social-economic and diverse backgrounds when interacting with public services.	None
<b>Equity, Diversity and Inclusion</b>	<b>Level 4-6</b>	Principles of equality impact assessment.	Apply equality impact assessments and review their effect on decision making processes and practices.	Explains the use of equality impact assessments and their effect on decision making processes and practices.	Evaluates decisions made in line with equality impact assessments.
<b>Equity, Diversity and Inclusion</b>	<b>Level 4-6</b>	Benefits and value of diverse and inclusive environments and inclusive organisational culture.	Promote an inclusive organisational culture.	Creates an inclusive organisational culture.	None

<b>Sustainability</b>	<b>Level 3</b>	Sustainability requirements and policies applied in the sector.	Follow sustainability requirements and organisational policies.	Applies sustainable policies and requirements to contribute towards a sustainable workplace in line with organisational procedures.	None
<b>Sustainability</b>	<b>Level 4-6</b>	Sustainable process and practice improvement techniques.	Follow and implement sustainable processes and practices.	Articulates how they implement sustainable processes and practices within their organisation in line with their role.	Evaluates the impact of sustainability processes and practices within the organisation.
<b>Sustainability</b>	<b>Level 4-6</b>	Environmental management systems.	Promote compliance with environmental management systems.	Promotes compliance with environmental management systems.	Justifies the methods they apply to promote compliance with environmental management systems.
<b>Communication</b>	<b>Level 3</b>	Communication techniques to give and receive information, adapting style to audience, using industry terminology, and overcoming barriers to communication.	Communicate adapting style to audience to overcome barriers to communication, using industry terminology.	Communicates adapting style to meet audience needs and overcome barriers, using industry terminology where relevant.	Justifies choice of communication style.
<b>Communication</b>	<b>Level 3</b>	Methods of building rapport and displaying empathy.	Build rapport and display empathy.	Demonstrates rapport and displays empathy.	Reviews benefits of building rapport and displaying empathy.
<b>Communication</b>	<b>Level 3</b>	Listening and questioning techniques.	Use listening and questioning techniques.	Applies listening and questioning techniques.	Assesses the impact of not using listening and questioning techniques.
<b>Communication</b>	<b>Level 3</b>	Methods of influencing and negotiating.	Use different techniques to influence and negotiate negotiating skills.	Selects influencing and negotiating techniques adapting approach to the situation.	Evaluates their skills to influence and negotiate.
<b>Communication</b>	<b>Level 4-6</b>	Techniques for managing challenging communications using language and style that reflect the situation and audience.	Manage challenging communications using language and style that reflect the situation and audience.	Manages challenging communications using language and style that reflect the situation and audience.	Evaluates their approach to managing challenging communications.
<b>Communication</b>	<b>Level 4-6</b>	How to interpret non-verbal communication cues.	Interpret non-verbal communication cues.	Interprets non-verbal communication cues.	None
<b>Teamwork</b>	<b>Level 3</b>	The principles of team building and how to maintain working relationships.	Build and maintain relationships that support teamworking.	Describes how they build and maintain working relationships to support team working.	Evaluates how they build and maintain relationships to support team working and the lessons learned to inform improvements.
<b>Teamwork</b>	<b>Level 3</b>	Team working techniques.	Apply team working techniques.	Contributes to team working to meet their team's work goals.	None
<b>Teamwork</b>	<b>Level 4-6</b>	The importance and impact of team and organisational dynamics and culture.	Work with teams and liaise with stakeholders, external agencies to facilitate team working.	Works in partnership with team members, individuals, stakeholders, agencies, and the wider sector.	Evaluates how they work in partnership with team members, individuals, stakeholders, agencies, and the wider sector and suggests improvements to own approach.

<b>Collaboration</b>	<b>Level 3</b>	Collaborative working techniques with internal and external stakeholders.	Work collaboratively with internal and external stakeholders.	Works collaboratively, with internal and external stakeholders, to achieve work goals.	Explains the impact of collaborative working techniques on team driven work goals.
<b>Collaboration</b>	<b>Level 3</b>	When and how to collaborate with partner organisations in line with sector principles.	Work collaboratively with partner organisations in line with sector principles.	Collaborates with partner organisations in line with sector principles.	Evaluates the benefits of collaboration with partner organisations.
<b>Collaboration</b>	<b>Level 4-6</b>	The purpose and role of collaborative partners, sharing of intelligence.	Use links with collaborating partners to share and gain intelligence.	Articulates the advantages of sharing information through collaborative working.	Critically evaluates the benefits of partnership and collaborative working.
<b>Collaboration</b>	<b>Level 4-6</b>	The use of collaborative working to achieve strategic objectives.	Collaborate to achieve strategic objectives in line with standards of practice.	Appraises the benefits of collaboration to achieve strategic objectives in line with standards of practice.	None
<b>Stakeholders and Partners</b>	<b>Level 3-6</b>	The roles and responsibilities of stakeholder and partner organisations.	Build, maintain and manage working relationships with stakeholders and partners.	Explains how they build, maintain and manage working relationships with stakeholders and partners.	Explains the benefits of building and maintaining working relationships with stakeholders and partners.
<b>Stakeholders and Partners</b>	<b>Level 3-6</b>	Communication techniques for internal and external stakeholders including use of sector specific terminology.	Communicate with internal and external stakeholders using sector specific terminology.	Compares the communication techniques and sector specific terminology used for internal and external stakeholders.	Evaluates the different approaches needed when working with internal and external stakeholders.
<b>Relationship building</b>	<b>Level 3-6</b>	Methods for managing engagement with diverse communities individually and as an organisation.	Engage with diverse communities, managing the impact on those communities.	Engages with diverse communities and manages the impact on those communities.	Evaluates the impact of engagement with diverse communities.
<b>Relationship management</b>	<b>Level 3-6</b>	The importance of building and maintaining internal and external professional relationships and the impact these can have.	Build and maintain internal and external professional relationships to support the sector and communities.	Explains how they develop internal and external professional relationships and their impact on the sector and communities.	Evaluates the importance of building and maintaining professional relationships to meet the needs of the sector and communities.
<b>Leadership</b>	<b>Level 4-6</b>	Leadership style theories, and the impact these can have on individuals and the organisation.	Provide leadership to individuals and the organisation.	Evaluates own leadership style and the impact on individuals and the organisation.	Evaluates different leadership style theories and how they influence their own leadership style.
<b>Organisational culture and escalation</b>	<b>Level 3</b>	The limits of authority and the actions to take in line with organisational policy, including escalation procedures.	Work within own level of authority and recognise when to seek support and escalate concerns to appropriate colleagues.	Explains how and when they escalate concerns when a situation is beyond their responsibilities.	None

<b>Organisational culture and escalation</b>	<b>Level 4-6</b>	How organisations promote psychological safety to work in a safe space and empower individuals with the courage to challenge.	Provide a psychological safe place to work and empower individuals with the courage to challenge.	Explains how they provide a psychological safe place to work for individuals so that they can challenge.	None
<b>Organisational culture and escalation</b>	<b>Level 4-6</b>	The principles of organisational culture and the formation of a positive work culture.	Promote a positive work culture.	Explains how they promote a positive work culture.	None
<b>Performance quality improvement</b>	<b>Level 3-6</b>	Approaches to improving quality of services	Comply with organisational quality improvement measures to meet government targets.	Applies organisational quality improvement measures to meet government targets.	None
<b>Performance quality improvement</b>	<b>Level 3-6</b>	How government targets are translated by organisations to form quality improvement measures.	Implement actions and measure progress against quality improvement targets.	Reflects on performance against targets to meet quality improvement requirements.	Analyses outcomes of targets against quality improvement requirements.
<b>Performance quality improvement</b>	<b>Level 3-6</b>	Government policy changes and constraints and their impact on organisational objectives and roles of individuals.	Comply with organisational objectives aligned to changing government policy.	Applies organisational objectives aligned to changing government policy.	None
<b>CPD</b>	<b>Level 3</b>	The importance of identifying and evaluating own learning and development need.	Participate in training and development activities and evaluate the impact of learning on own practice.	Identifies own training and development needs and explains how participation in training and development impacts own practice.	Evaluates how participating in training and development activities improves own practice.
<b>CPD</b>	<b>Level 4-6</b>	The use of reflective practice theories and techniques to inform professional development of an individual and improve approaches to practice.	Engage in self-reflection, feedback and professional development activities to improve own professional practice	Applies reflection techniques to improve own professional practice.	Critically evaluates professional development activities and their impact on own role and on the wider organisation.
<b>Wellbeing</b>	<b>Level 3</b>	Techniques to manage mental health and wellbeing including the signs and symptoms that indicate an individual's mental health and wellbeing are deteriorating.	Manage own mental health and wellbeing.	Describes when mental health and wellbeing support is required, identifying the signs and symptoms.	None

<b>Wellbeing</b>	<b>Level 4-6</b>	Strategies for managing wellbeing, self-care and resilience of self and team.	Develop and adopt strategies for wellbeing and self-care to maintain a high standard of professional effectiveness of self and team.	Evaluates the strategies for wellbeing and self-care to maintain professional effectiveness of self and team.	None
<b>Resilience</b>	<b>Level 3-6</b>	Theories and principles of resilience and its practical application in context.	Draw on personal resilience in challenging situations.	Reflects on how they draw on personal resilience in challenging situations utilising theories and principles of resilience.	None
<b>Data</b>	<b>Level 3-6</b>	Methods and techniques of working with data and manipulating data.	Use data management techniques to manipulate data.	Uses data management techniques to manipulate data.	None
<b>Data</b>	<b>Level 3-6</b>	Data literacy including recognising data patterns.	Identify data patterns.	Analyses data and recognises patterns.	None
<b>Cyber security</b>	<b>Level 3-6</b>	Digital technology and protocols to protect data from cyber-attacks and data corruption.	Implement protocols and technology that minimise risks to data integrity and cyber security.	Evaluates the protocols they use to minimise risks to data integrity and cyber security.	Reviews and justifies cyber security compliance checks against the protocols of the organisation.
<b>Cyber security</b>	<b>Level 3-6</b>	Principles of organisational information security governance and the components of an organisation's cyber security strategy.	Follow organisational information security procedures.	Explains the principles and components of organisational information security governance.	Evaluates how an Information Security Management System can assist in providing resilience to their organisation.
<b>Recording and storing data and information</b>	<b>Level 3-6</b>	Ways to use, record and store data and information securely, in line with GDPR and freedom of information requirements and local, national policies and organisational requirements, including the safe use of technology.	Use, record and store data and information related to individuals securely and in line with GDPR and freedom of information requirements and local, national policies and organisational requirements, including the safe use of technology.	Uses technology safely and securely when using, recording and storing data and information related to individuals in line with GDPR and freedom of information requirements, local, national policies and organisational requirements.	None
<b>Digital technology</b>	<b>Level 3-6</b>	Digital tools and techniques for collaboration with partner organisations.	Use digital tools and techniques for collaboration, with partner organisations.	Explains how they use digital tools and techniques for collaboration, with partner organisations.	Evaluates the use of digital tools and techniques for collaboration with partner organisations and identifies opportunities



					for further improvements.
<b>Digital technology</b>	<b>Level 3-6</b>	How digital technology is used to meet legal and organisational requirements.	Comply with legal and organisational requirements when using information and digital technology.	Explains how they use information and digital technology and comply with legal and organisational requirements.	None
<b>Digital technology</b>	<b>Level 3-6</b>	The use of digital technology to support investigations and assist decision making.	Assess information gained through digital technology to inform decisions.	Analyses information gained through digital technology to inform decisions.	None
<b>Problem Solving</b>	<b>Level 3-6</b>	Problem solving tools and techniques.	Use problem solving tools and techniques, identifying issues and proposing solutions to problems.	Applies problem solving tools and techniques to diagnose problems propose solutions and resolve or escalate concerns.	Evaluates problem solving technique used to diagnose and resolve a problem.
<b>Problem Solving</b>	<b>Level 3-6</b>	The principles of critical thinking and methods of critical appraisal.	Use critical thinking to analyse and solve problems.	Evaluates critical thinking methods they use to analyse and solve problems.	None
<b>Problem Solving</b>	<b>Level 3-6</b>	Principles of influencing techniques to achieve goals and objectives.	Use influencing techniques to achieve goals and objectives.	Explains how they apply influencing techniques to achieve goals and objectives.	None
<b>Workload Management</b>	<b>Level 3</b>	Methods to manage time and resources and the tools to plan and prioritise workloads.	Plan and prioritise work effectively using organisational tools to complete tasks and meet deadlines.	Explains how they use organisational tools to prioritise tasks and meet deadlines.	Evaluates how they manage time, resources and workload and the lessons learned to inform improvements.
<b>Workload Management</b>	<b>Level 4-6</b>	Principles of workload management and how own role contributes to team workload.	Use workload management principles to plan, organise and prioritise own tasks and those of team and manage time effectively.	Explains workload management principles as they apply to an individual and a team.	Evaluates how they use workload management principles individually and in team situations.

<b>Behaviours</b>	<b>Level 3- 6</b>
Professional conduct	Maintain standards of professionalism and trustworthiness. Role model organisational values in day-to-day activities. Act with confidence and integrity.
Legislation, standards, policies and	Comply with codes of conduct for own role.

procedures	
Health and Safety	<p>Committed to supporting a strong safety culture.</p> <p>Committed to respecting life, the law, the environment and putting communities first.</p> <p>Challenge unsafe or inappropriate behaviours and practices.</p>
Equity, diversity and inclusion	<p>Embrace and value equity, diversity and inclusion, treating everyone with dignity and respect.</p> <p>Lead by example for equity, diversity and inclusion and challenge inequity where encountered.</p>
Sustainability	<p>Contribute towards a sustainable workplace.</p> <p>Promote sustainable working practices.</p>
Relationship building	<p>Build positive relationships with colleagues and public.</p> <p>Show empathy to colleagues, the public and other service users</p>
CPD	<p>Cultivate relationships.</p> <p>Manage group dynamics</p> <p>Be accountable for self in work practise.</p> <p>Committed to professional development of self and others.</p>
Resilience	<p>Reflective and resilient practitioner.</p>