

Title	Describe the role of the New Zealand Police and the services it provides in the community		
Level	2	Credits	2

Purpose	People credited with this unit standard are able to: describe the organisational structure of the New Zealand Police and its roles; describe the philosophy and practice of Community Oriented Policing (COP) in New Zealand; and compare aspects of the New Zealand Police with police in other societies.
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Classification	Core Generic > Social and Cooperative Skills
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Available grade	Achieved
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Explanatory notes

The following legislation and subsequent amendments provide reference, where needed, for this unit standard:

Alcoholism and Drug Addiction Act 1966

Arms Act 1983

Children, Young Persons and Their Families Act 1989

Coroners Act 2006

Crimes Act 1961

Criminal Proceeds (Recovery) Act 2009

Domestic Violence Act 1995

Evidence Act 2006

Local Government Act 2002

Mental Health (Compulsory Assessment and Treatment) Act 1992

Misuse of Drugs Act 1975

New Zealand Bill of Rights Act 1990

Policing Act 2008

Sale of Liquor Act 1989

Summary Offences Act 1981

Summary Proceedings Act 1957

Transport Act 1962

Transport (Vehicle and Driver Registration and Licensing) Act 1986

Victims' Rights Act 2002.

Outcomes and evidence requirements

Outcome 1

Describe the organisational structure of the New Zealand Police and its roles.

Evidence requirements

- 1.1 Description includes the three major service delivery branches of the Police and their broad roles.
- Range Criminal Investigation Branch, General Duties Branch, Traffic Safety Branch.
- 1.2 Specific roles of the General Duties Branch of the Police are described in terms of service delivery and groups dealt with.
- Range Sectional Duties (24-hour service), Youth Aid, Youth Education Service, Dog Section, Community Relations, Community Constables, Armed Offenders Squad, Search and Rescue.
- 1.3 Distinctions between rural and metropolitan policing are described in terms of the range of duties performed.

Outcome 2

Describe the philosophy and practice of Community Oriented Policing (COP) in New Zealand.

Evidence requirements

- 2.1 The philosophy of COP is described in terms of responsiveness to the community and its needs.
- 2.2 The implementation of COP in a locality is described and compared with the COP philosophy.
- Range through Community Policing Centres, Community Constables, shop front and/or kiosk police centres, Police Education Officers.

Outcome 3

Compare aspects of the New Zealand Police with police in other societies.

Evidence requirements

3.1 Comparisons identify the similarities and differences between the New Zealand Police and police in other societies.

Range accessibility, political independence, general arming, non-military (civilian) status, policing philosophy, freedom from corruption; evidence of two similarities and two differences from two different societies.

Status and review information

Registration date	16 July 2010
Date version published	16 July 2010
Planned review date	31 December 2015

Accreditation and Moderation Action Plan (AMAP) reference	0023
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This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Consent requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.