OCR

RECOGNISING ACHIEVEMENT

**OCR Level 3 Diploma
in Policing
Qualification Unit Pack**

N123/1012

OCR Level 3 Diploma in Policing

You must complete all 10 level 3 units to gain the 38 credits needed to achieve the full Diploma.

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![OCR Recognising Achievement logo]

Unit Title:	**Provide initial support to victims and witnesses (BE2)**
OCR unit number:	R/502/5732
Level:	Level 3
Credit value:	3
Guided learning hours:	15
Unit expiry date:	31/12/2014

Unit purpose and aim

This unit is about providing initial support to those affected by offending or anti-social behaviour (victims and witnesses). This initial support may be practical (e.g. relating to safety and security, compensation claims, paperwork) or emotional (e.g. listening, reassurance). The learner must also assess the individual's need for further support, and identify and discuss possible sources of such support. Of key importance throughout is the ability to communicate effectively to encourage individuals to express their own feelings and needs.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will:	**The Learner can:**	
1 Know and understand the factors that affect victims and witnesses and impact on their need for support	1.1 Describe how crime impacts on victims and witnesses.	This may include: - Increased fear of crime - Loss of property - Vulnerability - Seclusion and isolation - Physical injury.
	1.2 Explain the reasons why it is important to recognise and address the needs of victims and witnesses.	This may include: - Assessing the needs to ensure appropriate support - Reassurance.
	1.3 Identify the range of needs that victims and witnesses (including those who are particularly vulnerable) may have, and the ways in which they can be addressed.	This may include vulnerable individuals who have, for example, mental health problems, experiencing hate crimes, those experiencing violence and abuse etc. Ways to address needs may include: - Referral to specialists - Ongoing support - Family assistance.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.4 Explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour.	This may include: • How those with parental responsibility provide additional support • Identifying those who have or are likely to have parental responsibility.
	1.5 Describe how to use legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses.	This may include: • Use of Vulnerable witness procedures • Completion of victim personal statements.
	1.6 Identify appropriate sources of advice and support to assist meeting an individual's need for support.	This may include referrals to Victim Support services, Witness Care agencies, Social Services, criminal injuries compensations board, counselling etc.
2 Be able to communicate effectively with victims and witnesses	2.1 Communicate with individuals appropriately taking account of: • pace • their level of understanding • their preferred form of communication.	This may include: • Identifying individuals communications needs and preferred styles • Identification of individuals with particular needs and adjusting the communication style to meet that need.
	2.2 Encourage individuals to express their own views about their immediate needs by creating an appropriate environment, actively listening and using appropriate: • body language • position • tone of voice.	This may include: • Using active listening skills to allow individuals to express their needs • Encourage individuals to discuss their needs through careful use of a range of communication skills.
	2.3 Explain clearly to individuals your organisation's policy in respect of: • confidentiality • who will have access to information provided by individuals • how the information will be recorded and stored.	This may include: • Explanation of the confidentiality policy • Freedom of Information Act requirements and implications • Where information is recorded.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.4 Maintain contact with individuals communicating as necessary.	This may include: • Knowing and following organisational guidelines re updating and contact • Recording or documenting ongoing contact.
	2.5 When communicating with victims and witnesses ensure your actions: • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety • are recorded timely and accurately to meet requirements/ deadlines.	This may include: • The principles of equality and diversity • How to treat individuals according to their needs • How to perform a health and safety risk assessment for victims and witnesses • Completion and timely submission of relevant documentation.
3 Be able to provide initial support to victims and witnesses	3.1 Give initial support that is appropriate to the individuals' needs.	Support may include: • Information • Practical assistance • Safety and protection • Medical help.
	3.2 Explain clearly to individuals the range of services available from his/her organisation, providing details of how to access these services and those of other relevant organisations.	Range of services may include: • Crime prevention advice • Victim Support • Witness Care • Refuge • CPS.
	3.3 Make clear and accurate records of: • the individuals' immediate needs • the initial support provided to them.	This may include completion and timely submission of relevant documentation.
	3.4 When providing initial support to victims and witnesses ensure your actions: • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety.	This may include: • The principles of equality and diversity • How to treat individuals according to their needs • How to perform a health and safety risk assessment for victims and witnesses.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
4 Be able to assess the needs and wishes of victims and witnesses for further support	4.1 Discuss with individuals the nature and extent of their needs helping them to identify their priorities and how they could be addressed.	This may include: • Using active listening skills to allow individuals to express their needs • Encourage individuals to discuss their needs through careful use of a range of communication skills. • Suggesting appropriate avenues of support.
	4.2 Explain clearly to individuals the range of support and other services available from his/her and other organisations.	Support may include: • Information • Practical assistance • Safety and protection • Medical help • Crime prevention advice • Victim Support • Witness Care.
	4.3 Make clear and accurate records of: • the individuals' needs and wishes • the agreements reached with them • the resulting actions taken.	This may include recording information in pocket note books or other organisational documentation and reports.
	4.4 When assessing the needs of victims, and witnesses ensure actions: • apply principles of equality, diversity and anti-discrimination practice • manage risks to health and safety.	This may include: • The principles of equality and diversity • How to treat individuals according to their needs • How to perform a health and safety risk assessment.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

Workplace Assessment

Competence must be practically demonstrated on **two** occasions in the workplace.

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

Details of relationship between the unit and national occupational standards

Unit BE2, AA1, AB1, AE1, AF1, CA1.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850).*

Unit Title:		**Gather and submit information to support law enforcement objectives (CB1)**
OCR unit number:		D/502/5734
Level:		Level 3
Credit value:		2
Guided learning hours:		10
Unit expiry date:		31/12/2014

Unit purpose and aim

This unit is about gathering information which has the potential to become intelligence and which is, therefore, likely to assist and support law enforcement objectives. The learner will need to be able to work in accordance with the requirements of the National Intelligence Model used in their organisation (for example, National Intelligence Model for policing). They must identify information that has the potential to become intelligence from a variety of situations and sources (human and technical), and conduct an initial assessment and grading of that information.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Know and understand relevant legal and organisational requirements related to gathering and submitting information	**The Learner can:** 1.1 Identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to: • gathering, submitting, retaining, recording and disseminating information • race, diversity and human rights • health and safety • disseminating and disclosing confidential information and contacts.	This may include: • Human Rights Legislation • Freedom of Information • Criminal Procedure and Investigations Act 1996 • PACE Codes of Practice • National Intelligence Model • Data Protection Act.
	1.2 Identify the types and sources of information that has the potential to support law enforcement objectives.	This may include: • Information directly or indirectly received • Use of covert human intelligence sources • Technical sources of information.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.3 Describe the National Intelligence Model or a model relevant to their organisation and explain how it fits within their organisation.	This may include: • A description of the National Intelligence Model • Using the principles of the National Intelligence Model.
	1.4 Explain the importance of maintaining the security, integrity and continuity of information and sources, and how this is achieved.	This may include: • Knowledge and use of the National Intelligence Model • The Data Protection Act • Knowing how to ensure the protection of sources.
	1.5 Distinguish between information and evidence, and the procedures to follow for each.	This may include: • Knowledge and use of the National Intelligence Model • Knowledge and use of the different procedures for dealing with information and evidence.
2 Be able to gather and submit information that has the potential to support law enforcement objectives	2.1 Use ethical and lawful methods to gather information, ensuring that it's security, integrity and confidentiality is maintained.	This may include the use of the National Intelligence Model principles to gather the information.
	2.2 Conduct an initial evaluation of information, including an assessment of risk and take any necessary immediate action.	This may include: • Use of the 5x5x5 process for evaluating information • A risk assessment of the source and information provided.
	2.3 Record information (including provenance) using appropriate systems and protocols.	This may include completion of relevant documentation to record the information and applied protocols.
	2.4 Submit information to the appropriate person in an appropriate format and using recognised submission methods.	This may include: • Completion of relevant documentation to record the information and applied protocols • Correct local submission routes used to ensure the information reaches the appropriate person.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.5 Communicate effectively when gathering information and act in a way which: • promotes equality • respects diversity • values people as individuals • manages risks to health and safety.	This may include: • Treating individuals with respect and in accordance with the NIM guidelines and protocols. • Submission of recording documents in the required format, submission times and to the correct location.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

Workplace Assessment

Competence must be practically demonstrated on three occasions of which at least two must be in the work place

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

Details of relationship between the unit and national occupational standards

Unit CB1, AA1, AB1, AE1, AF1, CA1

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850).*

Unit Title:	**Provide an initial response to incidents (CD1)**
OCR unit number:	H/502/5735
Level:	Level 3
Credit value:	4
Guided learning hours:	10
Unit expiry date:	31/12/2014

Unit purpose and aim

This unit covers providing an initial response to incidents, including: crime, non-crime and traffic incidents. The learner will need to be able to gather information on the incident, establish the nature of the incident, and plan their actions accordingly. In the case of a major or critical incident, when first on the scene, they will need to take control of the incident until relieved by the appropriate person.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Know and understand relevant legal and organisational requirements for responding to an incident	**The Learner can:** 1.1 Identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to: • race, diversity, human rights • health and safety (self and others) • working with vulnerable groups • using personal safety techniques (including force).	This may include • P.A.C.E.& Codes of Practice • Health and Safety • Human Rights Legislation • Local Procedures.
	1.2 Explain the reasons why it is important to provide an initial response to incidents in accordance with relevant legal and organisational requirements.	This may include: • Meeting national targets • Customer care • Quality of service.
	1.3 Identify different types of incident for which an initial response is required, explaining the different procedures for response.	This may include: • Domestic Violence • Road Traffic • Public Order incident • Allegation of crime • Non crime incident.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Be able to gather information and plan a response to an incident	2.1 Establish the nature of incidents based on an assessment of available information.	This may include: • Previous history • Known dangers • Witness information.
	2.2 Obtain any necessary additional information which will support response to the incident.	This may include: • Scene of the crime • Scene of the incident • Casualties • Route taken by suspects • Allocated status of call • Number of suspects involved.
	2.3 Prioritise and plan actions in accordance with the nature of the incident.	This may include: • Support for victims and witnesses • Searching methods • How to place road closures • Evidence gathering techniques.
3 Be able to respond to incidents	3.1 Liaise and communicate effectively with the following people regarding the incident, requesting other resources as necessary: • members of the public • control room • line management • other specialists, including external agencies.	This may include: • speaking to members of the public • Using a range technology to liaise with control room, line management & other specialists, including external agencies • Systems and protocols for communicating with other agencies.
	3.2 Respond and take control of incidents, within appropriate timescales, according to current policy, demonstrating the ability to: • challenge and deal appropriately with unacceptable behaviour • use appropriate personal safety techniques • recognise individual needs with respect to race, diversity and human rights.	This may include: • Understanding response time requirements • How to deal with inappropriate behaviour • Systems for referring inappropriate behaviour • How to take control at a variety of incidents • Use of force legislation • How to apply appropriate safety techniques • Human Rights Legislation.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.3 Demonstrate how to provide support to victims, witnesses and/or others.	This may include: • Providing appropriate support to victims, witness and other individuals involved with the incident • Victims/witness support groups.
	3.4 Identify and prioritise casualties, and provide necessary assistance.	This may include: • How to administer first aid within the limits of your training and qualification.
	3.5 Take action to protect the scene of the incident and preserve evidence.	This may include knowledge of: • How to secure the crime scene • Seizure procedures and powers.
	3.6 Record the following and submit for supervision within agreed timescales: • information, intelligence and sources from the incident • decisions • actions • rationale.	This may include: • The types of documentation that must be completed • How to complete the incident related documentation • The timescales within which completed documentation must be completed and forwarded to others.
	3.7 Respond to incidents ensuring that they: • act in a way that values people as individuals • use law enforcement actions proportionately, recording actions correctly, within agreed timescales.	This may include: • Knowledge and application of diversity and equality legislation • Knowledge and application of PACE • SOCAP Legislation • The types of documentation that must be completed • The timescales within which completed documentation must be completed and forwarded to others.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

Workplace Assessment

Competence must be practically demonstrated on three occasions, covering two different types of incident.

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

Details of relationship between the unit and national occupational standards

Unit CD1, AA1, AB1, AE1, AF1, CA1

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide:Vocational Qualifications' (A850).*

Unit Title:	**Arrest, detain or report individuals (CD5)**
OCR unit number:	M/502/5737
Level:	Level 3
Credit value:	4
Guided learning hours:	40
Unit expiry date:	31/12/2014

Unit purpose and aim

This unit is about conducting arrests, detentions and reporting procedures. The learner will need to be able to conduct their actions legally and in a balanced and proportionate manner, considering the impact of their actions on others. They will need to use the correct techniques and deal with any contingencies that arise.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Know and understand relevant legal and organisational requirements relating to the arresting, detention and reporting of individuals	**The Learner can:** 1.1 Identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to: • arrest, detention and reporting procedures (including the legal rights of individuals subject to these actions) • documentation of actions, options, and decisions • documentation of rationale.	This may include: • P.A.C.E & Codes of Practice • SOCaP Legislation • Human Rights Legislation • Use of pocket note books or statements.
	1.2 Explain why it is necessary to release the individual without delay where information is received that negates the need for arrest, detention or reporting.	This may include a knowledge and understanding of P.A.C.E. and Codes of Practice.
	1.3 Describe the types of contingencies that may occur and how to deal with them.	These may include: • A requirement for assistance from colleagues or others • The disruptive involvement of others.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Be able to arrest and detain individuals	2.1 Ensure that there is sufficient evidence and legal authority to justify actions.	This may include: • Gathering a variety of evidence • Evidence from events • Evidence from witnesses • Evidence from technology such as CCTV • Legislation relevant to the circumstances.
	2.2 Select and conduct actions in a manner that is justifiable and proportionate to the circumstances.	This may include: • Use of SOCaP Legislation • Use of reasonable force.
	2.3 Take action to prevent the loss, damage, destruction or contamination of material/evidence.	This may include: • Seizing property • Seizing evidence • Securing scenes • Use of specialist services such as SOCO and Forensics.
	2.4 Document decisions, actions, and rationale and submit the documentation in accordance with current policy and legislation.	This may include: • Use of pocket note book • Organisation command and control systems records • Local procedures for submission and timelines.
	2.5 When conducting an arrest ensure you communicate effectively and that actions: • are lawful • ensure the safety of self and others • recognise diversity issues • value people as individuals.	This may include: • Having regard to P.A.C.E. and the Codes of Practice • Use of other legislation eg Criminal Law Act, SOCaP, Human Rights etc. • Treat individuals with respect and affording them their lawful rights.
3 Be able to report individuals	3.1 Ensure that there is sufficient evidence and legal authority to justify actions.	This may include: • Gathering a variety of evidence • Evidence from events • Evidence from witnesses • Evidence from technology such as CCTV • Legislation relevant to the circumstances.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.2 select and conduct actions in a manner that is justifiable and proportionate to the circumstances.	This may include: • Arrest • Report • Detain • Release.
	3.3 document decisions, actions, and rationale submitting the documentation in accordance with current policy and legislation.	This may include the use of: • Pocket note book • Statement • Evidence book.
	3.4 when reporting individuals ensure that communication is effective and that actions: • are lawful • ensure the safety of self and others • recognise diversity issues • value people as individuals.	This may include: • Treating individuals with respect, according to their individual needs and affording them their lawful rights.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

Workplace Assessment:

Competence must be practically demonstrated in the workplace on two occasions each for learning outcomes 2 and 3.

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice.*

Details of relationship between the unit and national occupational standards

Unit CD5, AA1, AB1, AE1, AF1, CA1.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850).*

Unit Title:	**Conduct priority and volume investigations (CI101)**
OCR unit number:	500/8021/0
Level:	Level 3
Credit value:	5
Guided learning hours:	50
Unit expiry date:	31/12/2014

Unit purpose and aim

This unit is about conducting investigations for priority and volume investigations and is applicable to the investigation of all types of priority and volume incidents. Candidates will need to be able to gather and assess the available information and intelligence, conduct a risk assessment, identify and preserve the initial scene(s), and identify and deal with material. They must also be able to develop initial lines of enquiry and deal with any victim(s), witnesses and suspects appropriately. In addition, they will need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Know and understand the legal and organisational requirements in relation to conducting priority and volume investigations	**The Learner can:** 1.1 Describe the legislation, policies, procedures, codes of practice in relation to conducting investigations. 1.2 Explain what support should be provided to victim(s), potential witnesses and suspects. 1.3 Outline the types of investigation that are within their limits of responsibility. 1.4 Specify the restrictions that apply to the disclosure of sensitive information.	This may include: • P.A.C.E. & Codes of Practice • SOCaP Act • Human Rights Legislation. Support may include: • Information • practical assistance • safety and protection • medical help. Investigations may include: • Initial investigations • Volume crime • Extended investigations. Examples of disclosure restrictions may include those contained within: • SOCaP Act • P.A.C.E. & Codes of Practice • Human Rights legislation • Criminal Procedure and Investigations Act 1996.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.5 Explain the purpose and importance of risk assessments within the context of priority and volume investigations.	This may include: • Conducting risk assessments • Assess factors that may impact on the investigation.
2 Know and understand the professional practice applicable to conducting priority and volume investigations	2.1 Recognise the impact of crime and criminality upon the community.	Impact on the community may include: • Increased fear of crime • Loss of quality of life • Impact on community cohesion.
	2.2 Describe the characteristics of crimes and how they are committed.	Examples of this may include: • Modus operandi • Using violence • Use of a weapon, firearm or other article • Repeat crimes • Serial offender • Linked crimes.
	2.3 Describe the investigative process including the activities and decision making required to progress an investigation.	This may include: • Initial investigation • Preservation of scenes and evidence • Witness interviews • Use of specialist services such as forensics, SOCO • Use of intelligence • Suspect interviews.
	2.4 Explain how applying an investigative mindset can contribute to the investigative process.	This may include: • Utilising all investigative techniques and methods • Considering the investigation from a suspects point of view.
3 Be able to conduct priority and volume investigations	3.1 Investigate the incident ensuring that they understand it's nature.	Examples of this may include the use of: • Witness testimony • Intelligence sources • Scene examination • House to house enquiries • Use of technology eg CCTV • Forensic science.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.2 Identify the need for any additional support (eg specialist, line management, external agencies) and take appropriate action to minimise risk.	Support may include: • Colleagues • Specialist services • Members of the public • Intelligence sources • Local authority services • Government agencies.
	3.3 Identify and deal appropriately with victims, suspects and potential witnesses, assessing the factors likely to impact on the investigation (eg vulnerability, language, culture, lifestyle, repeat/linked incidents).	Examples of the factors may include: • Vulnerability • Language • Culture • Lifestyle • Repeat/linked incidents • Domestic circumstances.
	3.4 Identify and take the necessary steps to protect and preserve the scene.	Steps may include: • Initial investigation • Prevent access to scenes • Use of specialist services such as forensics, SOCO.
	3.5 Gather all available material, retain and record in line with current legislation and policy.	Examples of material may include: • Information • Objects • Identity of potential witnesses • Third party material.
	3.6 Identify and prioritise all lines of enquiry (eg suspects, witnesses, victims, forensic/scientific, intelligence, property, technology).	Lines of enquiry may include: • Witnesses/victims • Suspects • Forensic/scientific • Intelligence • Property.
	3.7 Identify and take steps to deal with any suspects.	Steps to deal with suspects may include: • Witness interviews • Scene enquiries • Forensic results • Identification procedures • Arrest • Interview and charge.
	3.8 Deal with persons in custody diligently and expeditiously, ensuring the custody officer is kept informed of progress to reach a decision on disposal.	This may include: • Carrying out searches • Interview procedures • Charge and bail decisions • Liaison with external agencies including CPS.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.9 Ensure that victims, witnesses and families are kept informed, and provided with any necessary support and protection.	Support may include: • Updating re the progress of the investigation • Referral to support agencies • Support for court attendance • Referral to compensation agencies.
	3.10 Demonstrate whilst conducting an investigation that their actions • are lawful • promote equality and respect diversity • are communicated effectively.	This may include: • Knowledge and application of P.A.C.E. & Codes of Practice • The principles of equality and diversity • How to treat individuals according to their needs.
4 Be able to complete and submit documentation relating to priority and volume investigations.	4.1 Fully document all actions taken in accordance with current policy and legislation.	Documents may include: • Pocket note book • Organisation specific reports • Command and control recording systems.
	4.2 Prepare and submit case files in compliance with legislation and the manual of guidance for file completion.	Examples of case files may include: • Expedited • Remand • Full • Advice.
	4.3 Prepare evidence for presentation to courts and other hearings.	Preparation for court may include: • Responding to court warnings • Making exhibits available • Supplying additional evidence to court • Confirm attendance if witnesses and victims • Appropriate personal behaviour.
	4.4 Pass on any information and intelligence that may be relevant to other investigations, promptly, to the appropriate person or department.	Information and intelligence may include: • Court decisions • Individuals attending court.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

Workplace Assessment:

Competence must be practically demonstrated on two occasions in the workplace.

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

Details of relationship between the unit and national occupational standards

Unit CI101, AA1, AB1, AE1, AF1, CA1.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850).*

Unit Title:		**Interview victims and witnesses in relation to priority and volume investigations (CJ101)**
OCR unit number:		R/502/5598
Level:		Level 3
Credit value:		5
Guided learning hours:		50
Unit expiry date:		31/12/2014

Unit purpose and aim

This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action in relation to investigations.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Know and understand relevant legal and organisational requirements in relation to interviewing victims and witnesses	**The Learner can:** 1.1 Identify the key features of legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: • conducting interviews with victims and witnesses • race, diversity and human rights • health, safety, security and welfare • dealing with victims and witnesses in an ethical and effective manner • rules of evidence and disclosure.	This may include: • PACE & Codes of Practice • Human Rights Legislation • Criminal Procedure and Investigations Act 1996 • Organisational procedures and policies.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Know and understand the principles of interviewing victims and witnesses	2.1 Describe the features of an interview strategy and indicate resources which can assist in developing the strategy.	Examples of this may include: • Questioning techniques • Use of evidence/exhibits • Use of technology such as CCTV evidence.
	2.2 Identify the relevant points they need to prove during the interview.	This may include knowledge: • The relevant legislation • Points of law to prove the offence.
	2.3 Classify the categories of interviewee (eg vulnerable, intimidated, significant or other influencing factor).	Examples of witness category may include: • Vulnerable • intimidated • significant.
	2.4 Explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews.	Reasons may include: • Compliance with custody requirements • Compliance with granted authorities • Best evidence gathering protocols • Seriousness of the offence • Type of offence.
	2.5 Describe the features of approved interview techniques and communication methods.	Features may include: • Rapport building • Physical reinstatement • Contextual reinstatement • Recall • Recount • Evaluation • Questioning techniques.
	2.6 Describe the types of contingencies (eg medical, welfare, hostile/reluctant behaviour, environmental conditions) that might arise during interview and how to deal with them.	Contingency may include: • Legal • Medical • Welfare • Abusive or aggressive behaviour • Technical faults.
3 Be able to plan and prepare interviews with victims and witnesses	3.1 Prepare a written plan for an interview taking into account the legal nature of the incident to be investigated and the circumstances under which interviews can be conducted.	Plan may contain: • Offence information • Points to prove • Legal requirements • Time lines • Existing information

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.2 Determine whether the individual is fit for interview by making a basic assessment of: • physical condition • mental condition • emotional condition.	Determination may include: • By medical practitioner • By interviewing officer • By interviewee • By appropriate adult/supporter.
	3.3 Plan and prepare for interviews by: • identifying the category of interviewee (eg vulnerable, intimidated, significant) • reviewing all available material • consulting with relevant others (eg interview supporters, health care professionals, interpreters, prosecutors) • establishing an appropriate time, place and environmental conditions for the interview • setting up the necessary interview location and resources (eg relevant documentation, exhibits, appropriate adult or interpreter).	Identification may include: • By medical practitioner • By interviewing officer • By interviewee • By appropriate adult/supporter. Relevant others may include: • Appropriate adults • interview supporters • health care professionals • interpreters • prosecutors. Appropriate place may include: • Interviewees home • Police station • Interview facility • Hospital.
4 Be able to conduct interview with victims and witnesses	4.1 Explain the interview process to all those present and confirm their understanding.	An explanation may include: • The use of video • Use of note taking • Statement writing procedure • Individual responsibilities • Legal entitlements • Interview format. Confirmation of understanding may include: • Verbal confirmation • Signatures.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	4.2 Conduct interviews with victims and witnesses in a manner which: • maintains the security and welfare of all present • is ethical and effective • employs appropriate interview techniques and communication methods to obtain an accurate account • makes appropriate use of exhibits • addresses any contingencies which arise (eg medical, welfare, hostile/reluctant behaviour, environmental conditions).	Conducting interviews may include • Preparation and planning • Rapport building • Physical reinstatement • Contextual reinstatement • Recall • Recount • Evaluation • Questioning techniques • Allow the interviewee appropriate rights • Caring for the interviewee's welfare • Resolve appropriately a range of contingencies.
	4.3 Complete all relevant documentation, and obtain any necessary endorsements (eg interview notes, pocket notebook, criminal justice statements, including victim personal statements and exhibit forms).	Examples of documentation may include; • interview notes • pocket notebook, • criminal justice statement • victim personal statements • exhibit forms.
	4.4 Conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes.	The conclusion may include: • Stating the interview has come to an end • Completion of relevant forms and documents • Providing advice about court attendance • Offering support from other agencies.
5 Know how to evaluate and carry out post-interview procedures with victims and witnesses	5.1 Evaluate the interview and all available material and prioritise any further action (eg pursue further lines of enquiry, brief others, update intelligence systems).	Evaluation may include: • Review of witness statements • Review of interview Further action may include: • Additional enquiries • no further action.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	5.2 Update relevant others based on the evaluation of the interview.	Relevant others may include: • CPS • Criminal Justice Units • Supervisors and Managers • Legal advisors • Colleagues.
	5.3 Evaluate their own performance in interviews and identify any learning points.	Evaluation may include: • Discussion with colleagues • Reflective practice • Review of interview video tapes • Review of statements.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace.

Workplace Assessment:

Competence must be practically assessed on three occasions in the workplace, two interviews must be with a victim(s) and one interview must be with a witness.

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

Details of relationship between the unit and national occupational standards

CJ101, AA1, AB1, AE1, AF1, CA1.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850).*

Unit Title:	**Interview suspects in relation to priority and volume investigations (CJ201)**	
OCR unit number:	Y/502/5599	
Level:	Level 3	
Credit value:	5	
Guided learning hours:	50	
Unit expiry date:	31/12/2014	

Unit purpose and aim

This unit is about interviewing suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. The learner must plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. They must conduct interviews in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Finally, learners are expected to evaluate interviews (including their own performance) and take any necessary further action.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Know and understand relevant legal and organisational requirements in relation to interviewing suspects	**The Learner can:** 1.1 Identify the legislation, policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to: • conducting interviews with suspects • race, diversity and human rights • health, safety, security and welfare • dealing with suspects and relevant others in an ethical and effective manner • rules of evidence and disclosure.	This may include: • PACE & Codes of Practice • Human Rights Legislation • Criminal Procedure and Investigations Act 1996 • Organisational procedures and policies.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Know and understand the principles of interviewing suspects	2.1 Describe the features of an interview strategy and indicate resources which can assist in developing the strategy.	This may include: • Questioning techniques • Use of evidence/exhibits • Use of technology such as CCTV evidence • Points of law to prove.
	2.2 Describe the role of 'relevant others' regarding the interview of suspects (eg prosecutors, legal representatives, appropriate adults, health care professionals, custody officer, officers required for legal authorities, colleagues, interpreters).	This role may include: • Supporting • Providing legal advice • Interpreting • Overseeing welfare • Medical advice and assistance.
	2.3 Describe the features of approved interview techniques and communication methods.	Features may include: • Preparation and planning • Engage and explaining • Account • Closure • Evaluation • Questioning techniques.
	2.4 Explain the importance of appropriate timings locations and environmental conditions to the conduct of interviews (eg urgent interviews, interviews at the scene, in police premises, healthcare facility).	This may include: • Compliance with custody requirements • Compliance with granted authorities • Best evidence gathering protocols • Seriousness of the offence • Type of offence.
	2.5 Describe the types of contingencies (eg legal, medical, welfare, abusive or aggressive behaviour, technical faults, complaints and environmental conditions) that might arise during interview and how to deal with them.	Contingencies may include: • Legal • Medical • Welfare • Abusive or aggressive behaviour • Technical faults.
	2.6 Describe the procedures and reasons for assuming responsibility for suspects.	This may include: • Secure escorting • Completion of documents • Welfare and security of the suspect • Returning suspect to responsibility to the Custody Officer.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
3 Be able to plan and prepare interviews with suspects	3.1 Review the material in relation to the incident in question (eg information, objects, written documentation, audio recording, passive data generators, visual images).	Material may include: • Information • Objects • Written documentation • Audio recording • Passive data generators • Visual images.
	3.2 Identify the factors that affect a suspect's fitness for interview, and explain how these inform their approach to interviews (eg intoxication by drink or drugs, behaviour, age, physical disorder or disability, learning disability, mental health).	Factors may include: • Drink • Drugs • Aggressive behaviour • Age • Physical disorder or disability • Learning disability • Mental health • Physical injury. Approach may include: • Advice from a Doctor • Hospital treatment • Use of appropriate adult • Suspend the interview.
	3.3 Describe the use of the following resources during interviews: • audio/video recording equipment • appropriate documentation • exhibits.	This may be achieved by: • Written explanation • Verbal explanation.
	3.4 Prepare for a pre-interview briefing with a legal advisor by determining the extent and supply of appropriate material.	Preparation may include: • The extent of disclosure • No disclosure • Disclosure of specific pieces of evidence.
4 Be able to conduct an interview with a suspect	4.1 Deliver a pre-interview briefing to a legal representative prior to interview.	This may include: • Telephone • Face to face.
	4.2 Assume responsibility for a suspect ensuring their safety, security and welfare and that of relevant others (eg legal representatives, appropriate adults, healthcare professionals, interpreters and colleagues).	This may include: • Escorting from place to place • Taking care of welfare issues • Providing relevant information.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	4.3 Explain the interview process to all those present and confirm understanding.	This may include: • The use of tapes/video • Individual responsibilities • Legal entitlements • Interview format. Confirmation may include: • Verbal confirmation • Signatures.
	4.4 Use the required caution, evidential or special warning and confirm the suspect's understanding.	This will require knowledge of: • PACE and Code of Practice • Special warning legislation.
	4.5 Conduct interviews with suspects in a manner which: • is ethical and effective • employs appropriate interview techniques and communication methods • makes appropriate use of exhibits • addresses any contingencies which arise (eg medical, welfare, hostile/reluctant behaviour, environmental conditions).	Interviews may include: • Preparation and planning • Engage and explaining • Account • Closure • Evaluation • Questioning techniques • Allow the interviewee appropriate rights • Caring for the interviewee's welfare • Resolve appropriately a range of contingencies.
	4.6 Conclude the interview by informing all those present of the next steps including, where appropriate, the relevant legal processes.	Conclusion may include: • Stating the interview has come to an end • Completion of relevant forms and documents • Sealing of any tapes • Provision of tapes to suspect.
	4.7 Complete all relevant documentation, and obtain any necessary endorsements eg interview notes, pocket notebook, criminal justice statements and exhibit forms.	Documentation may include: • Interview notes • Pocket notebooks • Criminal justice statements • Exhibit forms • Custody records • Property records.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
5 Be able to evaluate interviews with suspects and carry out post-interview procedures	5.1 Evaluate the interview and all available material and prioritise any further action (eg other lines of enquiry, charge, release, arrest or no further action).	Evaluation may include: • Review of witness statements • Review of interview. Further action may include: • Additional enquiries • Charge • Release • Bail • Arrest • no further action.
	5.2 Update relevant others and intelligence systems based on the evaluation of the interview.	Relevant others may include: • CPS • Criminal Justice Units • Supervisors and Managers • Legal advisors.
	5.3 Evaluate their own performance in interviews and identify any learning points.	This may include: • Discussion with colleagues • Reflective practice • Review of interview tapes • Review of statements.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

Workplace Assessment:

Competence must be practically assessed on three occasions in the workplace

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

Details of relationship between the unit and national occupational standards

CJ201, AA1, AB1, AE1, AF1, CA1

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850).*

	Unit Title:	**Searching individuals in a policing context (CK1)**
	OCR unit number:	R/502/5603
	Level:	Level 3
	Credit value:	3
	Guided learning hours:	30
	Unit expiry date:	31/12/2014

Unit purpose and aim

This unit is about searching individuals for items suspected of being evidence of an offence, or for prevention of harm to self or others.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Know and understand legal and organisational requirements in relation to searching individuals	**The Learner can:** 1.1 Identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to: • searching individuals • race, diversity and human rights • health and safety • working appropriately with children and young people • the use of personal safety techniques (including force) • dealing with individuals in an ethical manner • documenting decisions, actions, options and rationale.	This may include: • P.A.C.E. and Codes of Practice • Human Rights Legislation • Health and Safety Legislation • Local procedures • Children's Act • Criminal Law Act.
	1.2 Explain the reasons why it is important to search individuals in accordance with relevant legal and organisational requirements.	Explanations can be given: • Verbally • In writing.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.3 Describe how to ensure that they have the grounds, legal authority and correct conditions for carrying out searches.	This may include: • Reasonable suspicion • Actions of individuals • Intelligence received.
	1.4 Describe the types of risks and contingencies that may arise when searching individuals and how to deal with them.	Risks and contingencies may include: • Violent reaction • Interference from others • Injury • Verbal abuse • Needles and other drug paraphernalia. Ways of dealing with these may include: • Assistance of colleagues • Use of appropriate searching techniques • Safe search location.
2 Be able to search individuals	2.1 Establish the grounds and legal authority to carry out the search.	This may include reasonable grounds to suspect possession of: • Stolen goods • Drugs • An offensive weapon • Any article made or adapted for use in certain offences • Knives • Items which could damage or destroy property • Other authorities.
	2.2 Communicate effectively with those present throughout the search (including informing the individual of the purpose and grounds for the search, their rights, and the results of the search).	Information may include: • Grounds for search • Proof of identity • information on police powers to stop and search • your rights • the police officer's name and police station • what they think they might find when they search you • Copy of search record.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.3 Control individuals in order to prevent loss or contamination of evidence, escape of individual(s) or harm to any person, using appropriate personal safety techniques where necessary.	Examples of control may include: • Use of communication skills • Handcuffs • Assistance of colleagues • Location of search.
	2.4 Conduct the following searches using appropriate search methods: • of individuals not under arrest • of individuals post arrest • of any connected property.	This may include: • Quadrant search • Non intimate search.
	2.5 Identify and seize any item covered by the relevant search power.	This may include knowledge of Powers to seize items (P.A.C.E.)
	2.6 Package and store evidence seized in order to maintain its integrity and continuity.	This may include: • Techniques for packaging different items • Security of evidence • Continuity of evidence handling • Local property storing procedures.
	2.7 Document the following: • decisions • actions • options • rationale.	Documenting decision may include: • Pocket note book • Criminal justice statement • Search record • Property registers • Command and control recording systems.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.8 Search individuals, communicate effectively and: • promote equality • respecting diversity • valuing people as individuals • manage risks to health and safety • use law enforcement actions proportionately, recording actions correctly in agreed timescales.	This may include: • Treating property with respect • Treating individuals according to their needs • Respect for religion/culture.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

Workplace Assessment:

Competence must be practically demonstrated on two occasions in the workplace for all the learning outcomes

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

For further information regarding administration for this qualification, please refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice.*

Details of relationship between the unit and national occupational standards

Unit CK1, AA1, AB1, AE1, AF1, CA1

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850).

Unit Title:	**Search vehicles, premises and open spaces (CK2)**
OCR unit number:	D/502/5605
Level:	Level 3
Credit value:	4
Guided learning hours:	40
Unit expiry date:	31/12/2014

Unit purpose and aim

This unit is about searches of vehicles, premises and open spaces.

The search must be conducted in a legal and ethical way, using approved search methods. They will need to establish that they have the grounds and legal authority to carry out the search. Where evidence is found this may be seized, packaged and stored in a manner that maintains its integrity and continuity. They will also need to complete any necessary documentation

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Understand legal and organisational requirements in relation to searching vehicles, premises and open spaces	**The Learner can:** 1.1 Identify current and relevant legislation, policies, procedures, codes of practice and guidelines for searching premises, vehicles and open spaces.	This may include • P.A.C.E. and Codes of Practice • Human Rights Legislation • Local search procedures.
	1.2 Identify current and relevant legislation, organisational requirements and national guidelines in relation to: • race, diversity and human rights • health and safety • working appropriately with children and young people.	This may include • P.A.C.E. and Codes of Practice • Human Rights Legislation • Health and Safety Legislation • Local procedures • Children's Act.
	1.3 Explain how to maintain the health and safety of yourself and others during the search.	This may include: • Health and Safety Legislation • National approved searching techniques • Colleagues assistance.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	1.4 Identify the contingencies that may occur and explain how to deal with them (eg firearms, drugs, explosives).	Contingencies may include: • Firearms • Drugs • Explosives • Physical violence • Verbal abuse • Interference from others.
	1.5 Identify the information which must be provided to relevant person(s) during the search procedures.	Information may include: • Grounds for search • Proof of identity (Warrant Card) • information on police powers to stop and search • your rights • the police officer's name and police station • what they think they might find when they search you • Copy of search record.
2 Be able to prepare to search vehicles, premises and open spaces	2.1 Establish the grounds and legal authority to carry out the search.	May include reasonable grounds to suspect possession of: • Stolen goods • Drugs • An offensive weapon • Any article made or adapted for use in certain offences • Knives • Items which could damage or destroy property.
	2.2 Carry out planning appropriate to the circumstances and conduct an accurate risk assessment.	Planning may include: • Area to be searched • Location of search • Necessary warrant or authorities • Risks and hazards • Approach routes.
	2.3 Manage the health and safety of self and others prior to the search.	Managing health and safety may include: • Risk assessment • Suitable control measures • Safety briefings.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.4 Identify the search area (eg vehicles, premises, open spaces), confirming that the location corresponds with the details on any search authority.	Examples of this may include: • Reference to intelligence • Confirmation with plans and operational orders • Review of information.
	2.5 Inform the appropriate individuals of the purpose, authority and grounds for the search, and their rights in accordance with legislation.	Individuals may be informed: • Verbally • In writing • Provision of a copy of any warrant • Provision of copy of search record.
	2.6 Deal with individuals in an ethical manner, recognising their needs with respect to race, diversity and human rights.	Examples of this may include: • Treating property with respect • Treating individuals according to their needs • Respect for religion/culture.
3 Be able to conduct searches of vehicles, premises and open spaces	3.1 Conduct the search in an ethical and effective manner, recognising the individuals' and community needs with respect to race, diversity and human rights and management of the health and safety of self and others during and after the search.	Examples of this may include: • Treating property with respect • Treating individuals according to their needs • Respect for religion/ culture • Search in line with national search techniques • Search in line with PACE and Code of Practice.
	3.2 Deal with personal property respectfully and in accordance with current policy.	This may include: • Replacing items of property • Only searching in relevant places • Arranging for damage to be repaired.
	3.3 Respond to any contingencies appropriately and in accordance with current policy and legislation.	Contingencies may include: • Violent reaction • Interference from others • Disposal of evidence • Dogs or other animals.
	3.4 Liaise with all relevant parties to maintain the effectiveness of the search.	Relevant parties may include: • Colleagues • Supervisors/managers • Control room • Specialists search officers • Press • Property owner.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.5 Conduct the search using approved and appropriate search methods.	This may include: • Method of entry to premises • Wall to wall searching • Grid marking for land searches • Use of search dogs.
	3.6 Identify and seize any item suspected of being evidence of an offence.	This may include knowledge of powers to seize items (P.A.C.E.).
	3.7 Package and store any evidence seized to maintain its integrity and continuity.	This may include: • Techniques for packaging different items • Security of evidence • Continuity of evidence handling • Local property storing procedures.
	3.8 Leave the search area (eg vehicles premises, open spaces) in an appropriate condition and conclude the search procedures in accordance with current legislation and policy.	This may include: • Arranging for securing of premises • Arranging for damage to be repaired • Informing the owner • Leaving a copy of any warrant/search record.
	3.9 Document all decisions, actions, options and rationale in accordance with current policy and legislation.	Documenting decision may include: • Pocket note book • Criminal justice statement • Search record • Property registers • Command and control recording systems.

Assessment

Knowledge Element

Application of knowledge should be demonstrated in a learning and development environment prior to application in the workplace

Workplace Assessment:

Competence must be practically demonstrated, in the workplace, on three occasions, once for each type of search, ensuring that all assessment criteria are covered

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

Details of relationship between the unit and national occupational standards

Unit CK2, AA1, AB1, AE1, AF1, CA1, GC10.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850).*

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OCR
RECOGNISING ACHIEVEMENT

Unit Title:	**Manage conflict in a policing context (GC10)**
OCR unit number:	L/502/5731
Level:	Level 3
Credit value:	3
Guided learning hours:	30 (Diploma) 15 (Certificate)
Unit expiry date:	31/13/2014

Unit purpose and aim

This unit covers managing conflict ie recognising and dealing with a range of behaviours and actions. The learner must respond in ways that do not provoke conflict, and seeking to defuse situations where such behaviour is present. They must use appropriate personal safety skills (including self defence and restraint) and equipment.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Understand legislation and other relevant guidance related to managing conflict	**The Learner can:** 1.1 Identify the legislation, organisational requirements, national guidelines and personal responsibilities (including level of training and duty of care) that relate to managing conflict.	This may include: • Human Rights Legislation • SOCAP Legislation • PACE and Codes of Practice • Health & Safety Legislation • National Training protocols • ACPO Guidance.
	1.2 Explain why it is important to adhere to national guidelines relating to working appropriately with children and young people.	This may include: • Safeguarding young people • Local policy.
	1.3 Explain the procedures for recording and reporting incidents involving personal safety skills and equipment.	This may include: • Promptly recording and reporting what happened • Completing all necessary records • What reports have to be made and records kept having managed a conflict situation.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Be able to apply conflict management skills and techniques	2.1 Gather information in order to make a threat assessment.	This may include: • Body language • Behaviour or language • Events • History • Risk assessment.
	2.2 Select and apply an appropriate tactical option, based on a threat assessment, legislation, training and organisational policy, calling for any necessary assistance, back-up and support if required.	This may include: • Showing respect for people, their property and rights • The principles of risk assessment • Triggers for behaviour • Planning how to leave a situation • Selection and application of the most appropriate tactical option • Use of appropriate techniques.
	2.3 Communicate with people in a way that: • shows respect for them, their property and their rights • is appropriate to them • is free from discrimination and oppressive behaviour • ensures that your actions and words signal non-aggression at the appropriate times • remains alert to verbal and non-verbal communication pertaining to danger cues • uses language and speech; actions, gestures and body language; space and position appropriately.	This may include: • Showing respect for people, their property and rights • An understanding of non-verbal communication techniques and signs • Understanding body language and the implications • Use of effective and appropriate communication channels • Listening skills.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.4 Take action to defuse conflict with both compliant and non-compliant people that: • will not make the situation worse and promotes calmness and reassurance • is consistent with the organisation's policies, procedures and your legal responsibilities and training.	This may include: • Understanding of the Conflict Resolution Model • Application of the Conflict Resolution Model. • Knowledge of organisational policies and procedures.
	2.5 When applying conflict management skills ensure your actions: • act in a way that values people as individuals • manage risks to health and safety • use law enforcement actions proportionately, recording actions correctly and timely.	This may include: • Understanding of the Conflict Resolution Model • Application of the Conflict Resolution Model. • Showing respect for people, their property and rights • Promptly recording and reporting what happened • Completing all necessary records.
3 Use personal safety skills and any issued equipment	3.1 Use appropriate skills at the incident ensuring that: • force used during the incident is reasonable, proportionate and necessary • a duty of care and aftercare is demonstrated.	This may include: • Relevant legislation • How to apply reasonable, necessary and proportionate force • Local procedures for aftercare.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	3.2 carry and use approved personal protective and communication equipment in line with organisational operating procedures and training in order to: • communicate accurate and clear information to the individual(s), colleagues and other specialist staff • promptly and accurately report on the incident, justify or evidence the action taken.	For the PCSO and Police officer, this may normally include: • PPE • Communication techniques and channels with others • What documentation and records need to be completed and submitted For the Police officer, this may also normally include: • Handcuffs • Baton • Incapacitating spray This may include: • Using a range of communication technologies and methods.
	3.3 Promptly inform a supervisor of the actions taken during the incident.	
	3.4 When using personal safety skills and equipment ensure: • people are valued as individuals • risks to health and safety are managed • law enforcement actions are used proportionately and actions are recorded and used correctly and timely.	This may include: • Showing respect for people, their property and their rights • Minimising risk to health and safety by use of appropriate options and aftercare • Completing and submitting the correct documentation and records.

Assessment

Workplace Assessment:

Competence must be practically demonstrated in the workplace for all learning outcomes

Guidance on assessment and evidence requirements

Candidates must produce their own work and assessors use a range of assessment methods.

Candidates may provide evidence of knowledge and understanding prior to, or during the assessment phase.

You should refer to the '*Admin Guide:Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

Details of relationship between the unit and national occupational standards

GC10, AA1, AB1, AE1, AF1, CA1.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide:Vocational Qualifications*' *(A850).*