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|------------------------|---|
| <b>Unit Title:</b>     | <b>Knowledge of providing initial support to victims and witnesses within a policing context (BE2(K))</b> |
| OCR unit number:       | n/a shared unit   |
| Sector unit number:    | 1.4 Public Services   |
| Level:                 | 3   |
| Credit value:          | 1   |
| Guided learning hours: | 4   |
| Unit reference number: | Y/503/6540  |

## Unit aim and purpose

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 be able to identify how to 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 outline how to communicate effectively to encourage individuals to express their own feelings and needs.

| Learning Outcomes  | Assessment Criteria  | Teaching Content   |
|--|--|--|
| <p><b>The Learner will:</b></p> <p>1 Understand the factors that affect victims and witnesses and impact on their need for support</p> | <p><b>The Learner can:</b></p> <p>1.1 Describe how crime impacts on victims and witnesses</p> <p>1.2 Explain the reasons why it is important to recognise and address the needs of victims and witnesses</p> <p>1.3 Identify the range of needs that victims and witnesses (including those who are particularly vulnerable e.g. victims of domestic abuse and children) may have, and the ways in which they can be addressed</p> | <p>This may include:</p> <ul style="list-style-type: none"> <li>• Increased fear of crime</li> <li>• Loss of property</li> <li>• Vulnerability</li> <li>• Seclusion and isolation</li> <li>• Physical injury</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Assessing the needs to ensure appropriate support</li> <li>• Reassurance</li> </ul> <p>This may include vulnerable individuals who have, for example, mental health problems, experiencing violence and abuse etc.</p> <p>Ways to address needs may include:</p> <ul style="list-style-type: none"> <li>• Referral to specialists</li> <li>• Ongoing support</li> <li>• Family assistance</li> </ul> |

| Learning Outcomes | Assessment Criteria  | Teaching Content   |
|-------------------|--|--|
|                   | <p>1.4 Explain why it is important to involve those with parental responsibility when working with children affected by crime or anti-social behaviour</p> <p>1.5 Describe how to use relevant legislation, guidelines of good practice, charters and service standards to benefit and protect victims and witnesses</p> <p>1.6 Identify appropriate sources of advice and support to meet an individual's needs</p> | <p>This may include:</p> <ul style="list-style-type: none"> <li>• How those with parental responsibility provide additional support</li> <li>• Identifying those who have or are likely to have parental responsibility</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Use of vulnerable witness procedures</li> <li>• Completion of victim personal statements</li> </ul> <p>This may include referrals to Victim Support services, Witness Care agencies, Social Services, criminal injuries compensations board, counselling etc.</p> |

## Assessment

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Evidence of the knowledge and understanding within the unit must be shown through one or more of:

- timed essay
- written test
- multi-choice questions
- scenario based demonstrations (in a classroom or other environment)

other (as agreed by Skills for Justice, the NPIA and the relevant Awarding Organisation)

## Evidence requirements

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There are no specific evidence requirements for this unit.

## Guidance on assessment and evidence requirements

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There are no specific assessment and evidence requirements.

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

## National Occupational Standards (NOS) mapping/signposting

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The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

| <b>Occupational standards</b>                                   | <b>Unit number</b> | <b>Title</b>  |
|---|--------------------|---|
| Community Justice (Skills for Justice)                          | BE2                | Provide initial support to victims and witnesses          |
| Common standards across the Justice Sector (Skills for Justice) | AA1                | Promote equality and value diversity                      |
| Trading standards and environmental health (Skills for Justice) | AB1                | Communicate effectively with people                       |
| Trading standards and environmental health (Skills for Justice) | AE1                | Maintain and develop your own knowledge                   |
| Trading standards and environmental health (Skills for Justice) | AF1                | Ensure your own actions reduce risks to health and safety |
| Trading standards and environmental health (Skills for Justice) | CA1                | Use law enforcement actions in a fair and justified way   |

### Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).