

<b>Unit Title:</b>	<b>Knowledge of interviewing victims and witnesses within a policing context (CJ101(K))</b>
OCR unit number:	n/a shared unit
Sector unit number:	1.4 Public Services
Level:	4
Credit value:	3
Guided learning hours:	10
Unit reference number:	A/503/6546

## Unit aim and purpose

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This unit is about interviewing victims and witnesses as part of priority and volume crime investigations. The unit covers interviews conducted at police premises or elsewhere. The learner must explain the principles of the victim and witness interview including: planning and preparing for the interview; conducting the interview; evaluating the interview.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Understand relevant legal and Service requirements in relation to interviewing victims and witnesses</p>	<p><b>The Learner can:</b></p> <p>1.1 Identify the relevant legislation which may necessitate the onset of a victim / witness interview in given situations</p> <p>1.2 Explain the relevant aspects of the legislation and how they link to a given situation</p> <p>1.3 Describe the points to prove under the relevant legislation</p> <p>1.4 Identify the legislation, national policies, procedures, codes of practice, professional practice and organisational requirements and guidelines in relation to:</p> <ul style="list-style-type: none"> <li>conducting interviews with victims and</li> </ul>	<p>This may include:</p> <ul style="list-style-type: none"> <li>P.A.C.E &amp; Codes of Practice</li> <li>Human Rights Legislation</li> <li>Criminal Procedure and Investigations Act 1996</li> <li>Organisational procedures and policies</li> <li>Points of law to prove the offence</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>witnesses</p> <ul style="list-style-type: none"> <li>• race, diversity and human rights</li> <li>• health, safety, security and welfare</li> <li>• dealing with victims, witnesses and relevant others in an ethical and effective manner</li> <li>• rules of evidence and disclosure</li> </ul> <p>1.5 Explain the importance of fully and correctly completing all relevant documentation associated with interviews with victims and witnesses</p>	
<p>2 Understand the principles of interviewing victims and witnesses</p>	<p>2.1 Describe the features of an interview strategy</p> <p>2.2 Identify the resources which can assist in developing an interview strategy</p> <p>2.3 Define the categories of interviewee (e.g. vulnerable, intimidated, significant or other influencing factor)</p> <p>2.4 Explain the importance of appropriate timings, locations and environmental conditions to the conduct of interviews</p>	<p>Examples of this may include:</p> <ul style="list-style-type: none"> <li>• Questioning techniques</li> <li>• Use of evidence/exhibits</li> <li>• Use of technology such as CCTV evidence</li> </ul> <p>Resources may include:</p> <ul style="list-style-type: none"> <li>• Relevant documentation</li> <li>• Exhibits</li> <li>• Appropriate adult or interpreter</li> </ul> <p>Examples of witness category may include:</p> <ul style="list-style-type: none"> <li>• Vulnerable</li> <li>• Intimidated</li> <li>• Significant</li> </ul> <p>Reasons may include:</p> <ul style="list-style-type: none"> <li>• Compliance with custody requirements</li> <li>• Compliance with granted authorities</li> <li>• Best evidence gathering protocols</li> <li>• Seriousness of the offence</li> <li>• Type of offence</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.5 Describe the features of approved interview techniques and communication methods</p> <p>2.6 Describe the types of contingencies (e.g. medical, welfare, hostile/reluctant behaviour, environmental conditions) that might arise during interview and how to deal with them</p>	<p>Features may include:</p> <ul style="list-style-type: none"> <li>• Rapport building</li> <li>• Physical reinstatements</li> <li>• Recall</li> <li>• Recount</li> <li>• Evaluation</li> <li>• Questioning techniques</li> </ul> <p>Contingency may include:</p> <ul style="list-style-type: none"> <li>• Legal</li> <li>• Medical</li> <li>• Welfare</li> <li>• Abusive or aggressive behaviour</li> <li>• Technical faults</li> </ul>

## 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>
Policing and Law Enforcement (Skills for Justice)	CJ101	Interview victims and witnesses in relation to priority and volume investigations
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).