

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

## 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
<p><b>The Learner will:</b></p> <p>1 Know and understand legal and organisational requirements in relation to searching individuals</p>	<p><b>The Learner can:</b></p> <p>1.1 Identify the legislation, policies, procedures, codes of practice and/or guidelines that relate to:</p> <ul style="list-style-type: none"> <li>• searching individuals</li> <li>• race, diversity and human rights</li> <li>• health and safety</li> <li>• working appropriately with children and young people</li> <li>• the use of personal safety techniques (including force)</li> <li>• dealing with individuals in an ethical manner</li> <li>• documenting decisions, actions, options and rationale.</li> </ul> <p>1.2 Explain the reasons why it is important to search individuals in accordance with relevant legal and organisational requirements.</p> <p>1.3 Describe how to ensure that they have the grounds, legal authority and correct conditions for carrying out searches.</p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• P.A.C.E. and Codes of Practice</li> <li>• Human Rights Legislation</li> <li>• Health and Safety Legislation</li> <li>• Local procedures</li> <li>• Children’s Act</li> <li>• Criminal Law Act.</li> </ul> <p>Explanations can be given:</p> <ul style="list-style-type: none"> <li>• Verbally</li> <li>• In writing.</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Reasonable suspicion</li> <li>• Actions of individuals</li> <li>• Intelligence received.</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>1.4 Describe the types of risks and contingencies that may arise when searching individuals and how to deal with them.</p>	<p>Risks and contingencies may include:</p> <ul style="list-style-type: none"> <li>• Violent reaction</li> <li>• Interference from others</li> <li>• Injury</li> <li>• Verbal abuse</li> <li>• Needles and other drug paraphernalia.</li> </ul> <p>Ways of dealing with these may include:</p> <ul style="list-style-type: none"> <li>• Assistance of colleagues</li> <li>• Use of appropriate searching techniques</li> <li>• Safe search location.</li> </ul>
<p>2 Be able to search individuals</p>	<p>2.1 Establish the grounds and legal authority to carry out the search.</p> <p>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).</p> <p>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.</p>	<p>This may include reasonable grounds to suspect possession of:</p> <ul style="list-style-type: none"> <li>• Stolen goods</li> <li>• Drugs</li> <li>• An offensive weapon</li> <li>• Any article made or adapted for use in certain offences</li> <li>• Knives</li> <li>• Items which could damage or destroy property</li> <li>• Other authorities.</li> </ul> <p>Information may include:</p> <ul style="list-style-type: none"> <li>• Grounds for search</li> <li>• Proof of identity</li> <li>• information on police powers to stop and search</li> <li>• your rights</li> <li>• the police officer's name and police station</li> <li>• what they think they might find when they search you</li> <li>• Copy of search record.</li> </ul> <p>Examples of control may include:</p> <ul style="list-style-type: none"> <li>• Use of communication skills</li> <li>• Handcuffs</li> <li>• Assistance of colleagues</li> <li>• Location of search.</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>2.4 Conduct the following searches using appropriate search methods:</p> <ul style="list-style-type: none"> <li>• of individuals not under arrest</li> <li>• of individuals post arrest</li> <li>• of any connected property.</li> </ul> <p>2.5 Identify and seize any item covered by the relevant search power.</p> <p>2.6 Package and store evidence seized in order to maintain its integrity and continuity.</p> <p>2.7 Document the following:</p> <ul style="list-style-type: none"> <li>• decisions</li> <li>• actions</li> <li>• options</li> <li>• rationale.</li> </ul> <p>2.8 Search individuals, communicate effectively and:</p> <ul style="list-style-type: none"> <li>• promote equality</li> <li>• respecting diversity</li> <li>• valuing people as individuals</li> <li>• manage risks to health and safety</li> <li>• use law enforcement actions proportionately, recording actions correctly in agreed timescales.</li> </ul>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• Quadrant search</li> <li>• Non intimate search.</li> </ul> <p>This may include knowledge of Powers to seize items (P.A.C.E.)</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Techniques for packaging different items</li> <li>• Security of evidence</li> <li>• Continuity of evidence handling</li> <li>• Local property storing procedures.</li> </ul> <p>Documenting decision may include:</p> <ul style="list-style-type: none"> <li>• Pocket note book</li> <li>• Criminal justice statement</li> <li>• Search record</li> <li>• Property registers</li> <li>• Command and control recording systems.</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Treating property with respect</li> <li>• Treating individuals according to their needs</li> <li>• Respect for religion/culture.</li> </ul>

## Assessment

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### **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

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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

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

## 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).