

# **Policing**

Level 3 Certificate in Policing (PCSO)

Level 3 Diploma in Policing

Level 4 Certificate in Police First Line Management

Level 5 Certificate in Police Management

Scheme codes 03463, 03358, 04689, 04690

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# 1 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications which have been accredited onto the Qualifications and Credit Framework (QCF).

## **OCR Level 3 Certificate in Policing (Police Community Support Officers)**

**The OCR scheme code for this qualification is 03358**

## **OCR Level 3 Diploma in Policing**

**The OCR scheme code for this qualification is 03463**

## **OCR Level 4 Certificate in Police First Line Management**

**The OCR scheme code for this qualification is 04689**

## **OCR Level 5 Certificate in Police Management**

**The OCR scheme code for this qualification is 04690**

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of these qualifications have access to this document.

## 1.1 The OCR Policing suite of qualifications

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The OCR Policing suite of qualifications provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace. They support achievement of Key Skills/Functional Skills/Essential Skills and relate to national occupational standards (NOS).

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by Skills for Justice, the sector body for Policing.

## 1.2 Administration arrangements for these qualifications

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A separate publication, the *Admin guide: Vocational Qualifications (A850)*, provides details of the administration arrangements for these qualifications. The Admin Guide is available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.3 What is the Qualifications and Credit Framework (QCF)?

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The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

## 1.4 If centre staff have queries

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This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the OCR webpages for these qualifications.

Centre staff will find membership of the OCR e-community for Policing useful for sharing good practice during discussions with others working on these qualifications. To access the OCR e-community for Policing follow the links to other OCR websites from the main OCR website page [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.5 Documentation updates

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The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding updates to these qualifications. The latest version of this handbook is available to download from the OCR website.

## 2 General information

### 2.1 Qualification profiles

<b>Title</b>	<b>OCR Level 3 Certificate in Policing (Police Community Support Officers)</b>			
<b>OCR code</b>	03358			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3			
<b>QAN</b>	500/9315/0 (Qualification Accreditation Number)			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	The OCR Level 3 Certificate in Policing (Police Community Support Officers) has been designed to cover the core duties of the Police Community Support Officer. It is expected that the new Police Community Support Officer will have the opportunity to start working towards this qualification when they commence training. It covers the basic duties of a PCSO but more experienced officers may also find it useful as a focus for development activity and the opportunity to demonstrate personal competence in basic duties.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 18 credits from 6 mandatory units			
<b>Assessment and grading</b>	This qualification is <b>competence-based</b> . This means that it is linked to a person's ability to competently perform a range of tasks connected with their work.			
<b>Funding</b>	This qualification has been accredited onto the QCF. For information on qualifications approved by the Secretary of State see the DCSF and DIUS websites: <a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a> <a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see the National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a>			
<b>Last date to enter candidates</b>	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a> .			

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

<b>Title</b>	<b>OCR Level 3 Diploma in Policing</b>			
<b>OCR code</b>	03463			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3			
<b>QAN</b>	500/8021/0			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	The OCR Level 3 Diploma in Policing has been designed for the uniformed officer during the initial period of service. Student Officers will have the opportunity to work towards it during the probationary period and knowledge aspects of the assessment will often be completed during their classroom phase. It covers basic policing duties but more experienced officers may also find it useful as a focus for development activity and the opportunity to demonstrate personal competence in the basic duty arena.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 38 credits from 10 mandatory units			
<b>Assessment and grading</b>	This qualification is <b>competence-based</b> . This means that it is linked to a person's ability to competently perform a range of tasks connected with their work.			
<b>Funding</b>	This qualification has been accredited onto the QCF. For information on qualifications approved by the Secretary of State see the DCSF and DIUS websites: <a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a> <a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see the National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a>			
<b>Last date to enter candidates</b>	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a> .			

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

<b>Title</b>	<b>OCR Level 4 Certificate in Police First Line Management</b>			
<b>OCR code</b>	04689			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 4			
<b>QAN</b>	501/0463/9			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
			✓	✓
<b>This qualification is suitable for</b>	The OCR Level 4 Certificate in Police First Line Management has been designed as part of the police promotion process for promotion to the rank of sergeant.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 25 credits from 6 mandatory units			
<b>Assessment and grading</b>	This qualification is <b>competence-based</b> . This means that it is linked to a person's ability to competently perform a range of tasks connected with their work.			
<b>Funding</b>	This qualification has been accredited onto the QCF. For information on qualifications approved by the Secretary of State see the DCSF and DIUS websites: <a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a> <a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see the National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a>			
<b>Last date to enter candidates</b>	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a> .			

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

<b>Title</b>	<b>OCR Level 5 Certificate in Police Management</b>			
<b>OCR code</b>	04690			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 5			
<b>QAN</b>	501/0625/9			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
			✓	✓
<b>This qualification is suitable for</b>	The OCR Level 5 Certificate in Police Management has been designed as part of the police promotion process for promotion to the rank of inspector.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 29 credits. 25 of these credits from the 5 mandatory units and 4 credits from any single unit in the optional group			
<b>Assessment and grading</b>	This qualification is <b>competence-based</b> . This means that it is linked to a person's ability to competently perform a range of tasks connected with their work.			
<b>Funding</b>	This qualification has been accredited onto the QCF. For information on qualifications approved by the Secretary of State see the DCSF and DIUS websites: <a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a> <a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see the National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a>			
<b>Last date to enter candidates</b>	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a> .			

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

## 2.2 Target market

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The Level 3 Certificate in Policing (PCSO) and the Diploma in Policing are designed for officers during the first years of their service. They may also be found to be suitable for more experienced officers who wish to demonstrate their competence in the areas covered by the units from which the qualifications are constructed.

The Level 4 and 5 certificates in Police Management are designed for officers taking part in the promotion process to the ranks of Sergeant and Inspector.

## 2.3 Qualification aims

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### **OCR Level 3 Certificate in Policing (Police Community Support Officers)**

Achievement of this qualification demonstrates that the holder of the qualification has the knowledge, understanding and skills needed to competently undertake a range of core duties of a Police Community Support Officer. The qualification allows for progression to further qualifications.

This qualification recognises the skills and competences of candidates in the workplace and provides individuals with the opportunity to demonstrate the competences needed for a career as a Police Community Support Officer. The units encompass a range of competencies from the policing sector.

### **OCR Level 3 Diploma in Policing**

Achievement of this qualification demonstrates that the holder of the qualification has the knowledge, understanding and skills needed to competently undertake a range of core duties of a Uniformed Police Officer. The qualification allows for progression to further qualifications.

This qualification recognises the skills and competences of candidates in the workplace and provides individuals with the opportunity to demonstrate the competences needed for a career as a Uniformed Police Officer. The units encompass a range of competencies from the policing sector.

### **OCR Level 4 Certificate in Police First Line Management**

This qualification is aimed at those taking part in the police promotion process to the rank of Sergeant.

This qualification recognises the skills and competences of candidates in the workplace and provides individuals with the opportunity to demonstrate the competences needed for a career as a Police Sergeant. The units encompass a range of competencies from the policing sector.

### **OCR Level 5 Certificate in Police Management**

This qualification is aimed at those taking part in the police promotion process to the rank of Inspector.

This qualification recognises the skills and competences of candidates in the workplace and provides individuals with the opportunity to demonstrate the competences needed for a career as a Police Inspector. The units encompass a range of competencies from the policing sector.

## 2.4 Entry requirements

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These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications.

There are no formal requirements for entry to these qualifications.

## 2.5 Unique Learner Number (ULN)

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It is an OFQUAL requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of the qualifications in this handbook. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications (A850)* available to download from [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.6 Progression opportunities

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These qualifications have been designed to encourage progression as follows:

### **OCR Level 3 Certificate in Policing (Police Community Support Officers)**

This qualification forms part of a suite of policing qualifications at Levels 3, 4 and 5. Police Community Support Officers who achieve this qualification will have the opportunity to progress to the Levels 3 Diploma in Policing if they are preparing for or have commenced employment as a Uniformed Police Officer.

Additionally OCR offers a number of qualifications in other sector areas that will allow suitable progression routes to and from these qualifications. Such areas include Administration, Customer Service and Information Technology.

### **OCR Level 3 Diploma in Policing**

This qualification forms part of a suite of policing qualifications at Levels 3, 4 and 5. Officers who achieve this qualification will have the opportunity to progress to the OCR Level 4 Certificate in Police First Line Management if they are taking part in the police promotion process to Sergeant.

Additionally OCR offers a number of qualifications in other sector areas that will allow suitable progression routes to and from these qualifications. Such areas include Administration, Customer Service and Information Technology.

### **OCR Level 4 Certificate in Police First Line Management**

This qualification forms part of a suite of policing qualifications at Levels 3, 4 and 5. Individuals who achieve this qualification will have the opportunity to progress to the OCR Level 5 Certificate in Police Management if they are taking part in the police promotion process to Inspector.

Additionally OCR offers a number of qualifications in other sector areas that will allow suitable progression routes to and from these qualifications. Such areas include Administration, Customer Service and Information Technology.

### **OCR Level 5 Certificate in Police Management**

This qualification forms part of a suite of policing qualifications at Levels 3, 4 and 5. Candidates who have completed the OCR Level 5 Certificate in Police Management may progress to further professional qualifications in Further or Higher Education.

## **2.7 Supporting OCR candidates**

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Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

## **2.8 Wider issues**

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These qualifications provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

### **Spiritual, moral, ethical, social and cultural issues**

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Centre staff delivering a course that supports these qualifications will have opportunities to address spiritual, moral, ethical, social and cultural issues.

Example:

In Unit GC10 candidates will need to communicate with people in a way that: shows respect for them, their property and their rights, is appropriate for them and is free from discrimination and oppressive behaviour.

### **Environmental issues, health and safety considerations and European developments**

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Centre staff delivering a course that supports these qualifications will have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

Example:

Health and safety is an important element of all of the units, either relating to health and safety issues generally (equipment/materials etc) and through the identification, assessment and management of risk of danger, harm and abuse (including self harm and abuse) to individuals, key people, other associated people, other people with whom the candidate works and the candidate. This is usually explicitly stated within the knowledge and performance or the knowledge alone. In some instances the need to take account of risk is implicit within the unit.

## 2.9 Guided learning hours

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Each of the units in these qualifications are allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

## 2.10 Funding

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These qualifications are accredited at Level 3, 4 and 5 of the Qualifications and Credit Framework and are eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

<http://www.dcsf.gov.uk/section96/>

<http://skillsfundingagency.bis.gov.uk/>

## 2.11 Mode of delivery

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OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

## 2.12 Resources

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OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

In addition, each unit contains guidance on the resources required. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (A850)* and the *JCQ Instructions for Conducting Examinations*, available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

Centres will need to meet the above requirements when they seek centre approval from OCR.

## 2.13 Delivery in Wales and Northern Ireland

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The specification for these qualifications has only been approved by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

The specification for these qualifications has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

## 2.14 Access arrangements and special consideration

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Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the 'Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* [www.jcq.org.uk](http://www.jcq.org.uk).

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (A850)* on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.15 Results enquiries and appeals

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Please refer to the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.16 Centre malpractice guidance

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It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Standards Division.

Further information is contained in the JCQ publication: *Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk) together with OCR's *Malpractice Procedures – A Guide for Centres*.

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\* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

# 3 Assessment

## 3.1 Initial assessment of candidates

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It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing.

## 3.2 Assessment and the Data Protection Act

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It is the centre's responsibility to ensure that candidates comply with the Data Protection Act when producing evidence for summative assessment. More information about the candidate's responsibility is available in section 1.11.

## 3.3 Assessment planning

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Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to candidates.

## 3.4 Making assessment decisions

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It is not necessary for candidates to meet all the criteria every time they carry out an activity but **it is necessary that all candidates produce their own evidence to meet all assessment objectives**. Candidates must consistently provide enough evidence for assessors to believe that they are competent in their working environment.

Assessors should:

- plan with the candidates
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards these qualifications.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment objectives.

All assessment objectives must be completed before the assessor can sign the unit off as complete.

Full details of the administration arrangements associated with these qualifications are included in the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 3.5 Methods of assessment

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It is the assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the candidate.

### Valid

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A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "health and safety" as evidence towards the assessment objectives of a unit, as it would not allow for valid assessment. It may be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples from their work to show compliance with the policy requirements. This discussion could then be assessed by the assessor and recorded as evidence.

### Reliable

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A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

### Safe and manageable

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Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

## Suitable to the needs of the candidate

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OCR has tried to make sure that achievement of these qualifications are free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see [section 2.14](#) of this handbook.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR in partnership with Skills for Justice and other Awarding Bodies have identified the following main assessment methods which are suitable for these qualifications:

- **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units
- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor
- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see [Professional discussion](#)).

## 3.6 Examining the evidence

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Only approved assessors (see [Assessor and internal verifier requirements](#)) may examine the qualification evidence for the assessment of these qualifications.

Qualification evidence can:

- reflect how the candidate carried out the process
- be a product of the candidate's work
- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the qualification evidence a candidate submits for assessment meets and does not excessively exceed the requirements of the qualification.

The product of a candidate's work could be: notebook entries, emails, completed forms, computer records, case files, police evidence or statements. After the assessor has examined the qualification evidence, the assessor must record an assessment decision and the justification for the decision. These products of the candidate's work do not require copying and storing in a portfolio. They may be referenced in the portfolio and kept in the appropriate normal location, the referencing ensuring that the assessor and verifiers can access them at a later date. The assessor should also give feedback to the candidate. Candidates must ensure that the external verifier will also be able to access all evidence if necessary.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

## 3.7 Observation

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Only approved assessors (see [Assessor and internal verifier requirements](#)) may carry out observations for the assessment of these qualifications.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

## 3.8 Questioning

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Only approved assessors (see [Assessor and internal verifier requirements](#)) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning qualification witnesses is normally an ongoing part of validating written witness statements. However, questioning qualification witnesses should not just be used for this purpose. Assessors should be able to speak to qualification witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

## 3.9 Professional discussion

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Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

## 3.10 Qualification Witness testimonies

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Qualification witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a qualification witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of the witness' relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Qualification witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for qualification witnesses to sign, to support a qualification they are working towards.

## 3.11 Personal statements

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This is a candidate's own account of what they did, backed up by reference to evidence or qualification witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

## 3.12 Performance evidence

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Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for these qualifications.

### 3.13 Where evidence comes from

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Evidence may come from a number of different sources, for example:

- performance evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from a candidate carrying out workplace activities, from the candidate answering the assessor's questions or from prior assessment.

### 3.14 Real work

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The qualification requires that all assessment of a candidate's performance must take place within a real policing environment, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units.

### 3.15 Simulation

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Simulation is only allowed where shown in the unit. However, where access to assessment is jeopardised by this, guidance should be sought from OCR who will decide the issue in conjunction with the Skills for Justice.

### 3.16 Medium that can be used

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Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

### 3.17 Amount of evidence needed

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It is difficult to give detailed guidance regarding the amount of evidence needed as it depends on the type of evidence collected and the judgement of assessors. This evidence may be retained in its normal storage location and referenced in the candidate portfolio. Candidates must consider future access to this evidence for quality assurance of the qualification and the confidentiality/security of the content of all qualification evidence. If a candidate has any doubts about access or security they should discuss this with their line manager.

For a candidate to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are

competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

## 3.18 Cumulative assessment record (CAR)

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As well as collecting evidence, candidates must record all their assessed evidence in their personal portfolio or **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications (A850)* includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for these qualifications please see the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 3.19 Verification – how it works

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### Internal verification

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It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

Internal verifiers must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section [Simulation](#)).

The role of the internal verifier is more fully explained in the *Administrative Guide to Vocational Qualifications (A850)*.

### External verification

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OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios), CARs and storage locations
- access to OCR on-line claim system (Interchange)

- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- details of training and curriculum vitae for new members of the assessment team
- all **centre records** (see [Centre records](#) – assessment and verification for more details)
- evidence of achieving action points since the last external verifier visit
- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

## Centre records – assessment and verification

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A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

# 4 Assessor and Internal Verifier Requirements

## 4.1 Assessment Centre Requirements

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The Assessment Centre must:

- Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register
- Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors
- Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification
- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

## 4.2 Assessors

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Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. Supervisor, manager, tutor. All assessors must:

- be qualified as an assessor (A1) or have been trained to assess through a programme that meets the requirements of the Police Learning Descriptor for Assessor Training. Assessor training authorised and monitored by OCR (although not necessarily leading to A1) would also be acceptable. Where Centres use trained assessors they must provide evidence of the training undertaken to OCR
- have the role of assessor identified within their role profile, where assessment forms part of an individual's role
- be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the Justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and

understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager

- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up to date with developments relating to the changes taking place in the Justice sector.

## 4.3 Internal verifiers

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Internal Verification is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal verifiers must:

- be either qualified as a verifier (V1) or have been trained to perform the function of verification. A programme that meets the requirements of any Police Learning Descriptor for Verification Training or V1 training authorised and monitored by OCR (although not necessarily leading to V1) is also acceptable. Where Centres use trained verifiers, they must provide evidence of the training undertaken to OCR
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal verifiers must understand the nature and context of the assessors' work and that of their candidates. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing.
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Justice sector.
- have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

# 5 Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and
- a certificate giving the full qualification title

**OCR Level 3 Certificate in Policing (Police Community Support Officers)**

**OCR Level 3 Diploma in Policing**

**OCR Level 4 Certificate in Police First Line Management**

**OCR Level 5 Certificate in Police Management**

Candidates achieving one or more units but who do not meet the credit requirements for a full certificate will receive a certificate listing the units they have achieved along with their credit value.

## 5.1 Claiming certificates

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Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications (A850)* for full details.

## 5.2 Replacement certificates

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If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

# 6 Qualification structure and units

## 6.1 Qualification structure

Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units and levels.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

### OCR Level 3 Certificate in Policing (Police Community Support Officers)

#### (Qualification Accreditation Number 500/9315/0)

To achieve this qualification, candidates must achieve a total of 18 credits made up from the six mandatory units, as follows:

#### Group 1 Mandatory units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	AB1	Communicate effectively with people maintaining the security of information	F/601/2422	3	3	15
2	BE2	Provide initial support to victims and witnesses	R/502/5732	3	3	15
3	CB1	Gather and submit information to support law enforcement objectives	D/502/5734	2	3	10
4	CD1	Provide an initial response to incidents (level 2 unit)	H/601/4793	3	2	10
5	CD3	Prepare for, and participate in, planned enforcement operations	D/601/4842	4	3	12
6	GC10	Manage conflict in a policing context	L/502/5731	3	3	15

**OCR Level 3 Diploma in Policing****(Qualification Accreditation Number 500/8021/0)**

To achieve this qualification, candidates must achieve a total of 38 credits made up from the ten mandatory units, as follows:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	BE2	Provide initial support to victims and witnesses	R/502/5732	3	3	15
2	CB1	Gather and submit information to support law enforcement objectives	D/502/5734	2	3	10
3	CD1	Provide an initial response to incidents (Level 3 unit)	H/502/5735	4	3	20
4	CD5	Arrest, detain or report individuals	M/502/5737	4	3	20
5	CI101	Conduct priority and volume investigations	J/502/5596	5	3	25
6	CJ101	Interview victims and witnesses in relation to priority and volume investigations	R/502/5598	5	3	25
7	CJ201	Interview suspects in relation to priority and volume investigations	Y/502/5599	5	3	25
8	CK1	Searching individuals in a policing context	R/502/5603	3	3	15
9	CK2	Search vehicles, premises and open spaces	D/502/5605	4	3	20
10	GC10	Manage conflict in a policing context	L/502/5731	3	3	15

**OCR Level 4 Certificate in Police First Line Management****(Qualification Accreditation Number 501/0463/9)**

To achieve this qualification, candidates must achieve a total of 25 credits made up from the six mandatory units, as follows:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	CB3	Conduct intelligence driven briefing, tasking and debriefing	R/601/3624	3	4	15
2	CC7	Prepare for, monitor and maintain, law enforcement operations	K/601/3659	5	4	25
3	B5	Set objectives and provide support for team members	M/600/9600	5	3	35
4	A1	Manage personal development	F/600/9469	4	2	20
5	CI105	Supervise investigations and investigators	J/601/4804	4	4	20
6	CD101	Supervise the response to critical incidents	M/601/4795	4	4	20

**OCR Level 5 Certificate in Police Management****(Qualification Accreditation Number 501/0625/9)**

To achieve this qualification, candidates must achieve a total of 29 credits made up as follows:

25 Credits from mandatory Group

4 credits from optional Group

The following table contains the groups of mandatory and optional units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	CC5	Identify and manage operational threats and risks	D/601/3657	5	5	25
2	A2	Manage own professional development within an organisation	L/600/9586	4	3	20
3	B1	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6	5	30
4	B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	25
5	D6	Plan, allocate and monitor work in own area of responsibility	H/600/9674	5	4	25
<b>Optional Group</b>						
6	E1	Manage a budget for own area or activity of work	A/600/9695	7	5	35
7	CC3	Plan and deploy resources for law enforcement operations	L/601/3654	4	5	20
8	CC4	Determine and review authorisations	R/601/3655	4	5	20
9	CC6	Plan law enforcement operations	H/601/3658	4	5	20
10	HF15	Provide information to support decision making	L/601/4089	5	5	25
11	CI106	Manage investigations in own area of responsibility	L/601/4805	5	5	25

## 6.2 Unit format

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The format of OCR's units is detailed below.

### A unit title

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This is a summary of the content of the unit.

### Level

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This advises the QCF level on which the unit is accredited.

### Credit value

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This advises how many credits the candidate will achieve for successful achievement of the unit.

### Guided learning hours (glh)

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This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

### Unit expiry date

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This section specifies the end accreditation date of the unit.

### Unit purpose and aim

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This section specifies the overall purpose and aim of the unit.

### Learning outcomes

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These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

### Assessment criteria

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These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

### Knowledge, understanding and skills

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This details the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment criteria.

### Assessment

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This section details how the assessment criteria will be assessed.

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OCR Level 3 Certificate in Policing (PCSO) , Level 3 Diploma in Policing, Level 4 Certificate in Police First Line Management and Level 5 Certificate in Police Management

## Evidence requirements

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These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

## Guidance on assessment and evidence requirements

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This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

## National Occupational Standards (NOS) mapping/signposting

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This section provides signposting to the relevant National Occupational Standards.

## Functional skills signposting

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This section provides signposting to functional skills.

## Resources

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This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

## Additional information

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This section contains further information such as sector support and unit classification.

## 6.3 Units

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Units can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk)

### **OCR Level 3 Certificate in Policing (Police Community Support Officers)**

[http://www.ocr.org.uk/qualifications/type/qcf/police/pcso\\_l3\\_cert/index.html](http://www.ocr.org.uk/qualifications/type/qcf/police/pcso_l3_cert/index.html)

### **OCR Level 3 Diploma in Policing**

[http://www.ocr.org.uk/qualifications/type/qcf/police/l3\\_dip/index.html](http://www.ocr.org.uk/qualifications/type/qcf/police/l3_dip/index.html)

### **OCR Level 4 Certificate in Police First Line Management**

[http://www.ocr.org.uk/qualifications/type/qcf/police/l4\\_cert/index.html](http://www.ocr.org.uk/qualifications/type/qcf/police/l4_cert/index.html)

### **OCR Level 5 Certificate in Police Management**

[http://www.ocr.org.uk/qualifications/type/qcf/police/l5\\_cert/index.html](http://www.ocr.org.uk/qualifications/type/qcf/police/l5_cert/index.html)

# 7 Administration arrangements

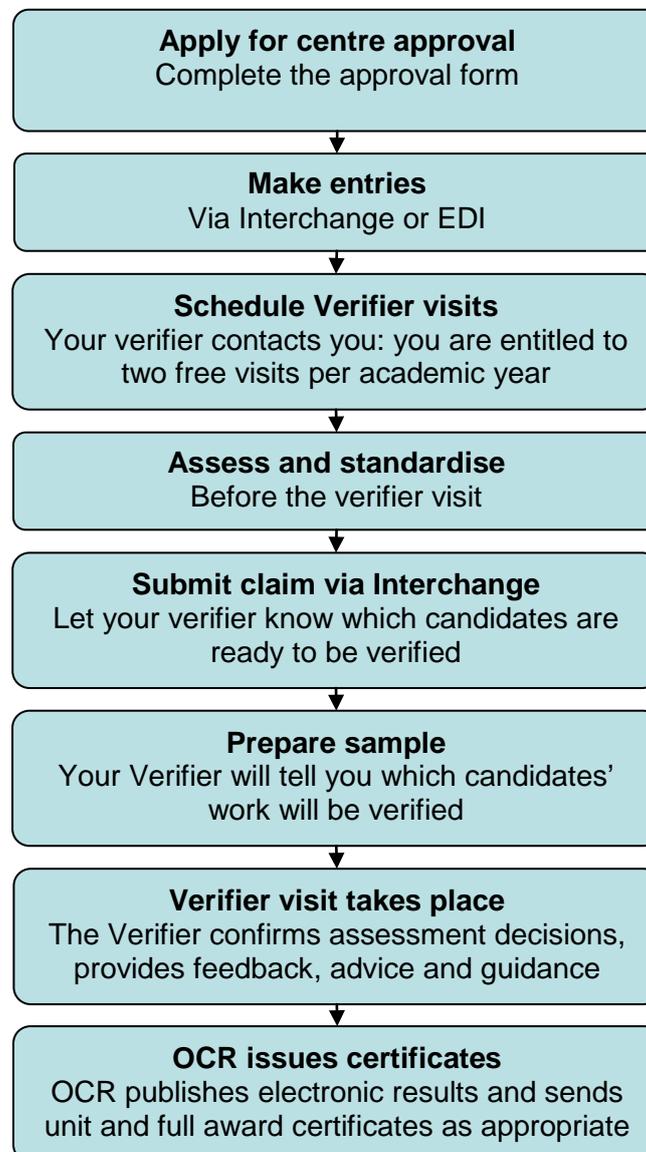
This section provides an overview of the administration arrangements operating for these qualifications. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

## 7.1 Overview of full process

For detailed information on these qualifications centres must refer to OCR's Admin guide: Vocational Qualifications (A850).

The following flow chart provides a brief summary of how these qualifications are delivered.

### Administration flowchart for verification



# 8 Supporting Documentation

## 8.1 OCR assessment material

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### Electronic resources

General descriptions of the qualifications, units and structures can be accessed on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk). These files may be copied onto your Local Area Network for candidates to access, sent internally as email attachments to candidates, copied onto hard drives for candidate use etc.

### Assessment materials

The OCR assessment materials include evidence record sheets, witness lists and records of achievement. They can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

### Printed documentation

The following printed documentation is available to support candidates considering, and working towards, the OCR NVQs in Policing:

#### **All you ever wanted to know about OCR qualifications in Policing (J123)**

A pocket size candidate guide to the OCR qualifications in Policing. This booklet is issued free for every candidate entry. It includes everything a candidate needs to know to start working on this qualification. Copies of this booklet in packs of ten may also be purchased from OCR publications for use in publicity events where more detailed information is required.

#### **OCR Level 3 Diploma in Policing qualification pack (J024)**

This pack contains all ten units in pocket size booklet form. It is issued free for every Diploma candidate entry along with the booklet J123 described above. Copies of this unit set may also be purchased from OCR publications.

#### **OCR Level 3 Certificate in Policing (PCSO) qualification pack (J124)**

This pack contains all six units in pocket size booklet form. It is issued free for every PCSO certificate candidate entry along with the booklet J123 described above. Copies of this unit set may also be purchased from OCR publications.

#### **Policing Qualifications File-o-fax size binder (Z204)**

This handy ring binder, available to purchase in packs of five from OCR publications can be used to store the booklet and units for each of the level 3 qualifications.

# 9 Guidance For Candidates

## 9.1 What are the OCR qualifications in Policing?

OCRs Policing qualifications demonstrate that you have the competence (the skills, knowledge and understanding) to carry out your duties to the required standard in your normal work situation. They are based on **National Occupational Standards (NOS)**. These standards describe the level and depth of performance expected of you. They are based on the NOS developed by Skills for Justice, the Sector Skills Council for the Justice sector.

Both the structure of these qualifications and the units from which they are constructed are approved by the regulatory body the Office of Qualifications and Examinations Regulation (Ofqual).

Your Awarding Body for them is **OCR (Oxford, Cambridge and RSA Examinations)**. Ofqual has accredited the OCR qualifications and you can find full accreditation details on both the OCR website and the National Database of Accredited Qualifications.

The OCR website [www.ocr.org.uk](http://www.ocr.org.uk) gives a range of information about the qualifications, how they operate and other qualifications that may be of interest to you. You can also visit the National Database of Accredited Qualifications website at [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk).

### **OCR Level 3 Certificate in Policing (Police Community Support Officers)**

The OCR Level 3 Certificate in Policing (Police Community Support Officers) has been designed to cover the core duties of the Police Community Support Officer. It is expected that as a new Police Community Support Officer you will have the opportunity to start working towards this qualification when you commence training. It covers your basic duties as a PCSO but if you are more experienced you may also find it useful as a focus for development activity and the opportunity to demonstrate your personal competence in basic duties.

### **OCR Level 3 Diploma in Policing**

The OCR Level 3 Diploma in Policing has been designed for the uniformed officer during your initial period of service. As a Student Officer you will have the opportunity to work towards it during your probationary period but the knowledge aspects of your assessment may be completed during your classroom training. It covers basic policing duties but if you are more experienced then you may also find it useful as a focus for development activity and the opportunity to demonstrate your personal competence in the basic duty arena.

### **OCR Level 4 Certificate in Police First Line Management**

The OCR Level 4 Certificate in Police First Line Management has been designed for when you take part in the police promotion process for promotion to the rank of sergeant.

### **OCR Level 5 Certificate in Police Management**

The OCR Level 5 Certificate in Police Management has been designed for when you take part in the police promotion process for promotion to the rank of inspector.

## 9.2 What do I have to do to achieve these qualifications?

### OCR Level 3 Certificate in Policing (Police Community Support Officers)

(Qualification Accreditation Number 500/9315/0)

To achieve this qualification, you must achieve a total of 18 credits made up from the six mandatory units, as follows:

#### Group 1 Mandatory units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	AB1	Communicate effectively with people maintaining the security of information	F/601/2422	3	3	15
2	BE2	Provide initial support to victims and witnesses	R/502/5732	3	3	15
3	CB1	Gather and submit information to support law enforcement objectives	D/502/5734	2	3	10
4	CD1	Provide an initial response to incidents (level 2 unit)	H/601/4793	3	2	10
5	CD3	Prepare for, and participate in, planned enforcement operations	D/601/4842	4	3	12
6	GC10	Manage conflict in a policing context	L/502/5731	3	3	15

### OCR Level 3 Diploma in Policing

(Qualification Accreditation Number 500/8021/0)

To achieve this qualification, you must achieve a total of 38 credits made up from the ten mandatory units, as follows:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	BE2	Provide initial support to victims and witnesses	R/502/5732	3	3	15
2	CB1	Gather and submit information to support law enforcement objectives	D/502/5734	2	3	10
3	CD1	Provide an initial response to incidents	H/502/5735	4	3	20
4	CD5	Arrest, detain or report individuals	M/502/5737	4	3	20
5	CI101	Conduct priority and volume investigations	J/502/5596	5	3	25

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
6	CJ101	Interview victims and witnesses in relation to priority and volume investigations	R/502/5598	5	3	25
7	CJ201	Interview suspects in relation to priority and volume investigations	Y/502/5599	5	3	25
8	CK1	Searching individuals in a policing context	R/502/5603	3	3	15
9	CK2	Search vehicles, premises and open spaces	D/502/5605	4	3	20
10	GC10	Manage conflict in a policing context	L/502/5731	3	3	15

### OCR Level 4 Certificate in Police First Line Management

#### (Qualification Accreditation Number 501/0463/9)

To achieve this qualification, you must achieve a total of 25 credits made up from the six mandatory units, as follows:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	CB3	Conduct intelligence driven briefing, tasking and debriefing	R/601/3624	3	4	15
2	CC7	Prepare for, monitor and maintain, law enforcement operations	K/601/3659	5	4	25
3	B5	Set objectives and provide support for team members	M/600/9600	5	3	35
4	A1	Manage personal development	F/600/9469	4	2	20
5	CI105	Supervise investigations and investigators	J/601/4804	4	4	20
6	CD101	Supervise the response to critical incidents	M/601/4795	4	4	20

**OCR Level 5 Certificate in Police Management****(Qualification Accreditation Number 501/0625/9)**

To achieve this qualification, you must achieve a total of 29 credits made up as follows:

25 Credits from mandatory Group

PLUS

4 credits from optional Group

The following table contains the groups of mandatory and optional units.

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
<b>Mandatory Group</b>						
1	CC5	Identify and manage operational threats and risks	D/601/3657	5	5	25
2	A2	Manage own professional development within an organisation	L/600/9586	4	3	20
3	B1	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6	5	30
4	B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	25
5	D6	Plan, allocate and monitor work in own area of responsibility	H/600/9674	5	4	25
<b>Optional Group</b>						
6	E1	Manage a budget for own area or activity of work	A/600/9695	7	5	35
7	CC3	Plan and deploy resources for law enforcement operations	L/601/3654	4	5	20
8	CC4	Determine and review authorisations	R/601/3655	4	5	20
9	CC6	Plan law enforcement operations	H/601/3658	4	5	20
10	HF15	Provide information to support decision making	L/601/4089	5	5	25
11	CI106	Manage investigations in own area of responsibility	L/601/4805	5	5	25

### 9.3 What if I cannot gain enough credits for a full qualification?

These qualifications are very flexible and allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

## 9.4 How do I know that these qualifications are right for me?

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These qualifications are designed for candidates wishing to gain a qualification appropriate to the rank they hold or are progressing towards.

They may also form a progression route to higher level qualifications such as Foundation degrees or other appropriate higher education qualifications.

## 9.5 How are the units assessed?

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All of the units will be assessed by a local approved assessor from within your centre. It is your assessor's role to satisfy themselves that you have evidence available to meet all assessment requirements for all learning outcomes and assessment criteria, before they decide that you have finished a unit.

## 9.6 Do I need to pass all of the units?

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The units that will produce the credit needed for a full qualification are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

## 9.7 How do I keep track of my achievements?

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We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

## 9.8 Can my work for these qualifications prepare me for my Functional Skills?

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The work that you do for these qualifications may help to prepare you for the functional skills assessment.

**OCR wishes you every success in your achievement of these qualifications.**

# 10 Mapping and Signposting

## 10.1 National Occupational Standards (NOS) Mapping

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These qualifications provide a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in Policing.

Each unit contains details of the signposting to the NOS.

## 10.2 Functional skills signposting

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Training provided for Policing may help to prepare candidates for the functional skills assessment (eg report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

# 11 Further Support and Information

## 11.1 Customer feedback and enquiries



If you have any comments or enquiries about the qualifications in this handbook you can contact one of our customer contact advisers. You can:

**write to:** Customer Contact Centre  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

**email:** [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**telephone:** 024 76 851509

**fax:** 024 76 421944

You could also visit our website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information about our qualifications.

## 11.2 Complaints



All complaints will be handled sensitively and speedily and used to inform how we can improve our service to customers.

If you are not satisfied with a product or service we have provided please follow the process set out in our [complaints policy](#).

You can:

**write to:** Director of Assessment Standards  
OCR  
1 Hills Road  
Cambridge  
CB1 2EU

**email:** [complaints@ocr.org.uk](mailto:complaints@ocr.org.uk)

Contact our Customer Contact Centre on:

**telephone:** 024 76 851509

**fax:** 024 76 421944

## 11.3 OCR Training Events

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Information on OCR's training events for centres can be found on the OCR website by going to [www.ocr.org.uk](http://www.ocr.org.uk), or you can:

**write to:** OCR Training  
Customer Support Division  
Progress House  
Westwood Way  
Coventry CV4 8JQ

**telephone:** 02476 496 398

**fax:** 02476 496 399

**email:** [training@ocr.org.uk](mailto:training@ocr.org.uk)

## 11.4 OCR Publications

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The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to [publications@ocr.org.uk](mailto:publications@ocr.org.uk) or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from [support.materials@ocr.org.uk](mailto:support.materials@ocr.org.uk).

## 11.5 Documents related to these qualifications

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OCR's *Admin guide: Vocational Qualifications (A850)*

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration*
- *Instructions for Conducting Examinations*
- *Suspected Malpractice in Examinations and Assessments.*

# 12 Glossary

<b>Analyse</b>	to examine in detail in order to discover meaning, essential features, etc
<b>Apply</b>	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
<b>Assess</b>	to judge the worth, importance, etc, of; evaluate
<b>Calculate</b>	to solve (one or more problems) by a mathematical procedure; compute
<b>Carry out</b>	to perform or cause to be implemented
<b>Chart</b>	to plot or outline the course of to make a detailed plan of to make a chart of
<b>Classify</b>	to arrange or order by classes; categorise
<b>Collect</b>	to gather together or be gathered together
<b>Communicate</b>	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
<b>Compare</b>	to regard or represent as analogous or similar; liken
<b>Compile</b>	to make or compose from other materials or sources
<b>Complete</b>	to make whole or perfect to end; finish
<b>Conduct</b>	to do or carry out
<b>Contrast</b>	to distinguish by comparison of unlike or opposite qualities
<b>Contribute</b>	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
<b>Cook</b>	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
<b>Define</b>	to state precisely the meaning of (words, terms, etc)
<b>Deliver</b>	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
<b>Demonstrate</b>	to show, manifest, or prove, esp. by reasoning, evidence, etc
<b>Describe</b>	to give an account or representation of in words
<b>Design</b>	to work out the structure or form of (something)
<b>Detail</b>	to list or relate fully to include all or most particulars
<b>Develop</b>	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
<b>Devise</b>	to work out, contrive, or plan (something) in one's mind
<b>Discuss</b>	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
<b>Estimate</b>	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

<b>Evaluate</b>	to ascertain or set the amount or value of to judge or assess the worth of; appraise
<b>Examine</b>	to look at, inspect, or scrutinise carefully, or in detail; investigate
<b>Explain</b>	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
<b>Explore</b>	to examine or investigate, esp. systematically
<b>Generate</b>	to produce or bring into being; create
<b>Give</b>	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
<b>Identify</b>	to prove or recognise as being a certain person or thing; determine the identity of
<b>Illustrate</b>	to clarify or explain by use of examples, analogy, etc
<b>Implement</b>	to carry out; put into action; perform
<b>Interact</b>	to act on or in close relation with each other
<b>Interpret</b>	to clarify or explain the meaning of; elucidate
<b>Investigate</b>	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
<b>Justify</b>	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
<b>Keep</b>	to have or retain possession of
<b>Lead</b>	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
<b>Measure</b>	to determine the size, amount, etc, of by measurement
<b>Monitor</b>	to observe or record (the activity or performance) of (an engine or other device)
<b>Organise</b>	to form (parts or elements of something) into a structured whole; co ordinate
<b>Outline</b>	to give the main features or general idea of
<b>Participate</b>	to take part, be or become actively involved, or share (in)
<b>Perform</b>	to carry out or do (an action)
<b>Plan</b>	to have in mind as a purpose to make a plan of (a building)
<b>Prepare</b>	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
<b>Present</b>	to show, exhibit to put forward; submit to bring or suggest to the mind
<b>Produce</b>	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
<b>Profile</b>	to draw, write or make a profile of
<b>Promote</b>	to further or encourage the progress or existence of to raise to a higher rank, status degree etc to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support

<b>Propose</b>	to put forward (a plan, motion, etc) for consideration or action
<b>Provide</b>	to put at the disposal of; furnish or supply
<b>Recognise</b>	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
<b>Recommend</b>	to advise as the best course or choice; counsel
<b>Research</b>	to carry out investigations into (a subject, problem etc)
<b>Review</b>	to look at or examine again to look back upon
<b>Select</b>	to choose (someone or something) in preference to another or others
<b>Serve</b>	to render or be of service to (a person, cause, etc); help to distribute or provide
<b>Show</b>	to make, be, or become visible or noticeable to indicate or explain; prove
<b>Suggest</b>	to put forward (a plan, idea, etc) for consideration
<b>Summarise</b>	to make or be a summary of; express concisely
<b>Understand</b>	to know and comprehend the nature or meaning of
<b>Undertake</b>	to contract to or commit oneself to (something) or to do (something)
<b>Use</b>	to put into service or action; employ for a given purpose