

Policing

Level 3 Certificate in Knowledge of Policing

Entry code 10333

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1 Qualification overview

Title	OCR Level 3 Certificate in Knowledge of Policing			
OCR entry code	10333	Qualification Number (QN)		600/7054/7
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	<p>This qualification is suitable for those who are:</p> <ul style="list-style-type: none"> • preparing for employment in the police service • starting work in the police service and needing to learn essential knowledge, understanding and skills at the same time as learning the job 			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	Total credit of 23			
Structure and options	10 mandatory units			23 credits
Assessment model	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors (e.g. teachers/tutors, trainers, assessors) and externally moderated by OCR.</p>			
Last date to enter candidates*	30/11/2016			

*This is the last date that centres can enter candidates for this qualification. OCR will inform centres of any change to this date. Please refer to our website www.ocr.org.uk for current information.

2 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification.

OCR entry code	Title	Qualification Number
10333	OCR Level 3 Certificate in Knowledge of Policing	600/7054/7

The units and any supporting documentation for this qualification can be found on the [OCR website](#).

The information provided in this handbook is correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages for details regarding updates.

It is important that centre staff involved in the delivery of the above have access to and understand the requirements laid down in this handbook.

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

2.1 Funding

This qualification is regulated in the Qualifications and Credit Framework and is eligible for funding.

For further details regarding approval and funding eligibility please refer to the following websites:

- [Department for Education \(DfE\) under Section 96 of the Learning and Skills Act 2000](#)
- [Education Funding Agency](#) for public funding information for 16-19 learners in England
- [Skills Funding Agency](#) for public funding information for 19+ learners in England
- [LARA – Learning Aim Reference Application](#) for information on funding rates for qualifications in England.
- [DAQW – Database of Approved Qualifications](#) for public funding in Wales
- [Department for Employment and Learning](#) or [Department of Education](#) for public funding in Northern Ireland.

The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their candidates. Each unit within a qualification will also have a QCF unit code.

If you have any queries regarding funding for this qualification please contact OCR by email at funding@ocr.org.uk.

2.2 Guided learning hours

Each unit is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for supervised or directed study time and assessment. Information on unit glh is given in [Qualification structures and entry requirements](#).

2.3 Performance figures

For information on this qualifications contribution to performance measurement please see [Ofqual's Register of Regulated Qualifications](#).

2.4 Unique Learner Numbers and the Personal Learning Record

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for this qualification. It is also a condition of funding that all candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a candidate has a ULN, you should enter their ten digit 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 (DAS) or to the Personal Learning Record (PLR).

The PLR is a permanent, online record of candidate's qualifications and achievements and also supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and so supports the transfer of credit for these units between learning providers and awarding organisations, thus supporting learners to gain full qualifications.

Learners over the age of 14 participating in UK education or training can access the PLR using their ULN. Learners retain the same ULN to access their PLR throughout their lives and whatever their level of learning.

Further information about this can be found in the [Admin guide: Vocational Qualifications](#) (A850) and at the [Learner Records Service](#).

2.5 Supporting OCR candidates

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 [Qualification structures and entry requirements](#) and [Assessment](#).

3 Qualification structures and entry requirements

3.1 About this qualification

This qualification:

- is high quality and nationally recognised
- is vocationally-related
- is credit-based
- supports achievement of Key Skills/Functional Skills/Essential Skills
- relates to National Occupational Standards (NOS)
- is regulated in the Qualifications and Credit Framework (QCF)
- appears on the [Register of Regulated Qualifications](#)
- is supported by Skills for Justice, the sector body for Justice, Community Safety and Legal Services.

The qualification provides valuable opportunities for candidates to:

- prepare for employment in the police sector
- gain underpinning knowledge and understanding
- provide progression to OCR Level 3 Diploma in Policing
- improve employability
- continue professional development.

3.2 Qualification aims/objectives

The **OCR Level 3 Certificate in Knowledge of Policing** qualification underpins the full breadth of essential knowledge and understanding which would be needed by a competent Police Officer.

3.3 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to this qualification.

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

3.4 Recognition of Prior Learning

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that, it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before OCR will quality assure and authorise certification.

3.5 Progression

This qualification has been designed to develop the knowledge and understanding required to enable progression to and from qualifications along the vertical and horizontal planes in the Qualifications and Credit Framework (QCF) and from the National Qualifications Framework (NQF).

Candidates achieving the Level 3 Certificate in Knowledge of Policing may go into employment in the police service. They could progress to a Level 3 Diploma in Policing to further develop their employability.

The qualification is a nationally recognised pre-entry requirement for recruitment as a police officer.

3.6 Qualification structure and rules of combination

Candidates do not have to achieve units in any particular order and the learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the different subjects 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 and credit achieved.

The rules of combination for the qualification specify the:

- total credit value to be achieved
- equivalencies recognised from QCF units
- exemptions recognised from NQF units.

When combining units for this qualification, it is the centre's responsibility to ensure the rules of combination, shown below, are followed:

3.6.1 [Table of units for OCR Level 3 Certificate in Knowledge of Policing](#)

The following table contains the group of mandatory units. The units are available to download from the OCR website.

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Mandatory units						
1	BE2	Knowledge of providing initial support to victims and witnesses within a policing context	Y/503/6540	1	3	4
2	CB1	Knowledge of gathering and submitting information to support law enforcement objectives within a policing context	D/503/6541	1	3	4

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
3	CD1	Knowledge of providing an initial response to incidents within a policing context	H/503/6542	2	3	7
4	CI101	Knowledge of conducting priority and volume investigations within a policing context	T/503/6545	4	4	13
5	CJ101	Knowledge of interviewing victims and witnesses within a policing context	A/503/6546	3	4	10
6	CJ201	Knowledge of interviewing suspects in relation to priority and volume investigations within a policing context	F/503/6547	3	4	10
7	CK1	Knowledge of searching individuals within a policing context	L/503/6549	2	3	7
8	CK2	Knowledge of searching vehicles, premises and open spaces within a policing context	F/503/6550	2	3	7
9	GC10	Knowledge of managing conflict within a policing context	Y/503/6554	2	3	7
10	CD5	Knowledge of arresting, detaining and reporting individuals within a policing context	F/503/6967	3	3	10

3.6.2 Rules of combination for OCR Level 3 Certificate in Knowledge of Policing

To achieve this qualification a candidate must achieve the following:

total credit from mandatory Group	23
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There are no barred combinations, equivalencies or exemptions for this qualification.

4 Centre assessor and quality assurance personnel requirements

4.1 Assessment centre requirements

The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

The assessment centre must:

- ensure there are sufficient trained or qualified personnel to assess the number of candidates they anticipate enrolling for the course/qualification
- ensure there are sufficient trained or qualified personnel to internally quality assure for the number of candidates and assessors
- put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for centre personnel taking part in assessment
- ensure there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification
- ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

4.2 Centre Assessors

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

The assessment centre must ensure that those making assessment decisions have the necessary expertise to do so, which may include assessors having, or be working towards, appropriate qualifications, these would include:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement

- Certificate in Assessing Vocational Achievement.
- Assess candidates using a range of methods (A1)
- D32/33

Where centres use trained assessors they must provide evidence, to OCR, of the training undertaken.

All centre assessors must:

- have the role of assessor identified within their role profile; where assessment forms part of an individual's role
- be occupationally knowledgeable in the units they are assessing. This means that each assessor must, according to current sector practice, be knowledgeable in the functions covered by the units they are assessing.
- 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
- understand and apply OCR recording requirements.

5 Assessment

5.1 Assessment: How it works

Teachers/tutors must make sure that the teaching content for each criterion is fully addressed so that candidates can effectively meet the requirements.

The identified teaching content in the unit is not exhaustive and may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

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

When centre teachers/tutors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

If a candidate fails the assessment for a unit, they may be entered again. There is no restriction, other than the life of the qualification, on the number of times a candidate may be entered for a unit/ examination. Unit fees are available for this purpose. The [OCR Fees List](#) provides details of all fees applicable to these units/qualification.

5.2 Authentication

Teachers/Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for teachers/tutors/assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the teacher/tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

5.3 Initial assessment of candidates

It is important for centres to carry out an initial assessment that identifies the knowledge and understanding candidates already have and any potential gaps that need to be addressed. This will enable centres and candidates to identify units which are most appropriate to their needs.

5.4 Centre assessed unit(s) and OCR moderated

All units for this qualification are centre-assessed and externally moderated by OCR.

Centres will need to devise activities/assignments that enable candidates to meet all of the assessment criteria in these units. To help centres with this, OCR has produced specific assessment requirements which can be found within each unit.

Key features of the assessment for this qualification are:

- assessment of all units is by Centre set assignments
- the modes of assessment and time permitted for the assessments used are based on the requirements laid down in the units
- achievement at unit level is Pass or Fail.

Assessment of this qualification will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities and OCR requirements.

When candidates complete an assignment/activity, the centre assessor assesses their work. Centres will need to identify staff who will act as centre assessors. The staff will need to have experience in making judgments about candidates' progress.

Centre Assessors must:

- judge candidate work against the standard identified to meet the assessment criterion
- identify sufficient valid and reliable evidence

- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure assessment standards are consistent
- authenticate candidate achievement by completing and signing OCR documentation (e.g. Witness Statement Forms, Candidate Evidence Sheets, Evidence Checklists)
- maintain records of candidates' achievements.

Full details of the administration arrangements associated with this qualification are included in the [Admin guide: Vocational Qualifications \(A850\)](#).

• 5.5.1 Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all centre assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current centre assessors
- ensuring that all current centre assessors are working to the same standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between centre assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all centre assessors and documenting the outcome
- advising centre assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other centre assessors
- completing the relevant centre standardisation document.

• 5.5.2 External moderation

External moderation ensures centres' internal assessments meet the national requirements of this qualification.

OCR Examiner-moderators are allocated by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for certification of unit achievement.

OCR requires that all Evidence Checklists submitted in support of achievement are signed by the teachers/tutors/trainers prior to submission for moderation. Where the Evidence Checklist is submitted electronically, the insertion of the teacher/tutor/trainers name fulfils the same purpose.

Teachers/tutors/trainers must check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

Centres must use candidates' Submission Cover Sheet, downloadable from the [OCR qualifications webpage](#), to send to their OCR Examiner-moderator only those items required as evidence for the unit concerned.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each centre assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (eNQF6) for the batch; this will be available to view on Interchange. If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (eNQF6) and certification will reflect these amendments.

If an Examiner-moderator is unable to process a unit because the work is missing, it has not been claimed on Interchange, or the documentation is incorrect, a Centre Request Letter is forwarded to the centre by OCR Operations. Centres have 14 days to rectify the issues raised, before the moderator withdraws the unit.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting or emailing candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

• 5.5.3 Electronic submissions

Candidate work may be submitted electronically to the Examiner-moderator. All OCR Examiner-moderators for this qualification will be allocated a 4 digit OCR mailbox ocremxxx@ocr.org.uk. Our Customer Contact Centre can provide you with your Examiner-moderator's full email address. Please contact our Customer Contact Centre by email at: vocational.qualifications@ocr.org.uk, or by telephone on: 024 7685 1509.

Candidate evidence can be emailed directly to the Examiner-moderator's OCR email address as soon as units have been claimed on Interchange.

The email subject heading should include your **centre number, scheme code and claim number** as indicated on Interchange. Each email should only contain the evidence of one claim number. Please list the candidate names relevant to the claim.

Please follow these guidelines:

1. Please create one folder for each candidate and include the Candidate Submission sheet and the Candidate Evidence Checklist (for centre-devised assignments/portfolios), together with the relevant, completed Candidate Evidence Sheets/assignment/portfolio in that folder.
2. If you are submitting more than one unit per candidate, please create a sub-folder for each unit and include the Candidate Submission Sheet in the main folder. All other documents should be included in the sub-folder for each unit.
3. Please ensure checklist/assignments are signed in the witness statement area by both the candidate and assessor before submitting them. Centres should only submit candidate work to the Examiner-moderator that they feel meets all of the required assessment criteria and evidence requirements.
4. If evidence is scanned, please ensure that the scanned copy is clearly legible. Please also scan all pages using the correct orientation and in the correct sequence (it is difficult to view pages on screen if they are scanned upside down and/or out of order).
5. Hyperlinks can be incorporated into the Candidate Evidence Checklists in order to make it easier for the Examiner-moderator to find which part of the evidence maps to the assessment criteria. Please ensure that the links are relative, not absolute.
- .6. We can accept pdf, rar, zip, MS Office files (any version). Not all software packages are available to the Examiner-moderators, therefore, if you use a software package that is not widely available, please screen shoot candidate evidence into a word document. The screen shot must be clearly legible.
7. Size should be restricted to 10mb per email. If the file size is larger, it should be split between emails and clearly labelled e.g. **email 1 of 2, email 2 of 2**, etc.

- 5.5.4 Submissions using e-portfolios

If you are using e-portfolios to organise candidates' work, you can email the login details and instruction on how to navigate around the site to your Examiner-moderator's OCR mailbox. It is important to send the Examiner-moderator this information each time you make a claim.

Please follow these guidelines:

1. Please ensure that the Candidate Submission Sheet and the Candidate Evidence Checklist (for centre-devised assignments) are included in the portfolio.
2. Please ensure that final candidate evidence is easy to find.
3. Please ensure that all candidate evidence for each unit is contained within the same folder.
4. Please follow points 3-6 in the section on Electronic Submissions.

N.B. The Examiner-moderator's OCR mailbox can only be used to send candidate evidence, or to advise about e-portfolio login and navigation. It cannot be used to ask questions, or enter into any other dialogue with the Examiner-moderator. Supplementary information or explanations to the Examiner-moderator must not be provided in the email.

6 Delivery

6.1 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the last entry date laid down by the regulatory authorities detailed in the qualification overview.

Centres are free to deliver this qualification 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.

6.2 Wider issues

This qualification provides opportunities 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**

Teachers/Tutors delivering a programme of learning leading towards this qualification would have opportunities to develop candidates' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, for example through:

- the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act)
- the copyrights of individuals and organisations over published electronic data
- confidentiality of information (employer and clients); the need to ensure data security
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data.

- Environmental issues, health and safety considerations and European developments
-

Teachers/Tutors delivering a programme of learning leading towards this qualification would have opportunities to develop candidates' understanding of health and safety issues, environmental issues and European developments such as:

- correct procedures for working with IT equipment
- print consumables
- energy saving software.

6.3 Centre resources and requirements

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 (e.g. Law).

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

Centres must 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*.

6.4 Delivery in Wales and Northern Ireland

This qualification has been regulated by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

It has been approved by the Welsh Government for use by centres in Wales and/or 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.

6.5 Access arrangements and special consideration

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](#).

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 \(A850\)](#).

6.6 Centre malpractice guidance

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

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

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

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. 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.

7 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s)
- a certificate giving the full qualification title and the qualification number.

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

7.1 Claiming certificates

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.

For details on how to make online claims for QCF qualifications see the step-by-step guide for centres [Making online claims for QCF and Functional Skills qualifications](#).

7.2 Multiple certificates recognising candidate achievement

Centres may receive certificates for qualifications that are part of a suite but for which the candidate has not been entered.

As the centre claims units for this qualification, OCR's system will validate the combination of units matches the rules of combination for this qualification.

In the process it will also check against the OCR candidate number for:

- qualifications/units already claimed and if these contribute to this qualification
- identify if this claim contributes to the achievement of the rules of combination for other qualifications.

If this is the case certificates will automatically be generated to recognise the candidate's achievement. For example, if candidates are entered for an OCR qualification which is part of a

suite, e.g. a Level 3 Diploma in Business and Administration, when the units are claimed the system will check if the combination of units entitles the candidate to any other qualifications such as the Award or Certificate.

7.3 Replacement certificates

If a replacement certificate is required, centres should formally make the request in writing on centre-headed paper. If the request is made within six months of the certificate issue date, replacements will be provided free of charge. A fee is charged for replacement certificates requested more than six months after the date of issue. Please see the OCR Fees List. Letters should be sent to: Data Capture (VQ Historical Records), OCR, 1 Hills Road, Cambridge CB1 2EU.

8 Administration arrangements

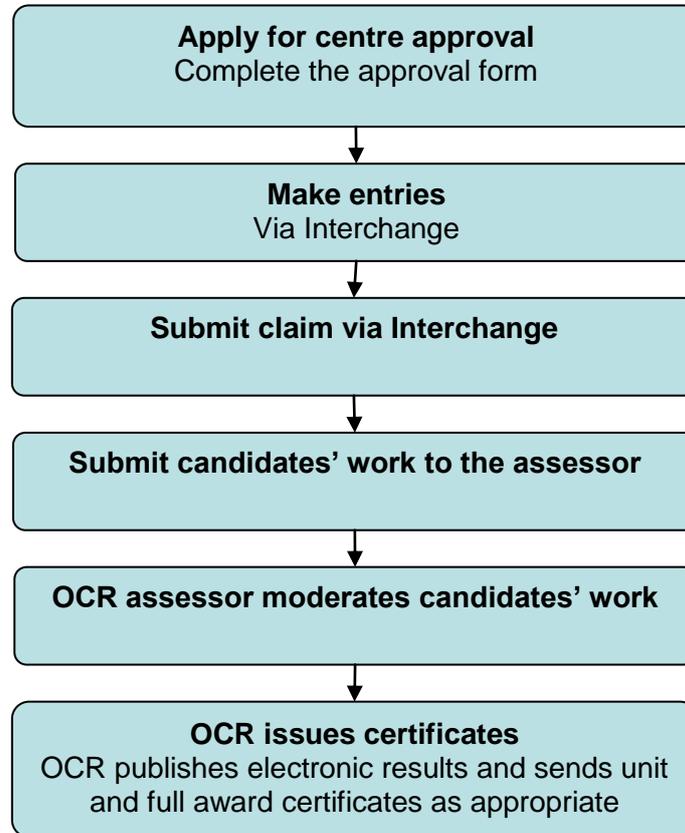
8.1 Administration arrangements for this qualification

This section provides an overview of the administration arrangements operating for this qualification. For detailed information centres must refer to OCR's [Admin guide: Vocational Qualifications \(A850\)](#).

Overview of full process

The following flow chart provides a brief summary of how this qualification is delivered.

- Administration flowchart for on-demand/postal moderation



8.2 How to gain centre approval

Centres can download and complete the electronic Centre Approval Form from the OCR website and return it to OCR Operations (or complete and submit it electronically). Alternatively contact the OCR Customer Contact Centre on 024 7685 1509.

8.3 How to enter candidates

In order to let OCR know which qualifications your candidates wish to take, you need to make entries. Note that the term 'registrations' has been replaced by the term 'qualification entry'.

Making entries must be carried out via OCR Interchange - OCR's secure extranet facility. For full details of the process please see [Making entries using OCR Interchange](#).

8.4 Entry options

Option(s) for candidate entry:

- Full award entry – Candidates can be entered for the full award when they are intending to complete the whole qualification rather than just individual units. This is often a more cost-effective way to make entries. Please note, however, if a candidate does not complete the full award, the remaining units cannot be transferred to another candidate. Following qualification achievement, if a candidate wishes to upgrade to the next size of qualification e.g. from an Award to a Certificate, they should claim unit entry for the additional units required, indicating that they are being claimed for the larger qualification.
- Unit entry – It is possible for candidates to build up their qualification unit by unit. This may be useful if a centre is unsure whether a candidate is intending to complete the full qualification.

Candidates should be entered either for the full award or individual units. They should not be entered for both.

Route(s) for making entries:

- Named entry – This is where you provide specific candidate information (e.g. name and date of birth) for each qualification. The advantage of named entry is that materials we supply are personalised, requiring less manual work later. In general, this is OCR's preferred entry route.

- Unnamed entry – This allows you to order a number of units or qualifications in bulk, without specifying who will be taking them. Although this increases the flexibility of the administration, it may increase the administrative burden later in the process.

8.5 How to make claims

All claims should now be carried out via OCR Interchange. For full details of the process please see [Making a claim using OCR Interchange](#).

Please note that for postally examined/moderated qualifications the work should be sent to the examiner-moderator within 24 hours of the claim being made on Interchange.

9 Supporting documentation

9.1 OCR assessment documents

The OCR assessment documents for OCR Level 3 in Knowledge of Policing include:

- Evidence checklists
 - Submission Cover Sheet (Candidate Assessment record)
 - Evidence checklists
-

OCR provides evidence checklists which are available to download.

In the Evidence Checklists, the examples given are indicative of the learning context at each level and are not intended to form a prescriptive list for the purpose of assessment.

- Submission Cover Sheet (Candidate Assessment record)
-

To be completed by centres to submit work to moderators.

10 Mapping and signposting

10.1 National Occupational Standards (NOS) Mapping

This qualification provides 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.

Details of relationship between the Police units and national occupational standards

Unit BE2(K)	NOS Unit BE2, AA1, AB1, AE1, AF1, CA1.
Unit CB1 (K)	NOS Unit CB1, AA1, AB1, AE1, AF1, CA1
Unit CD1 (K)	NOS Unit CD1, AA1, AB1, AE1, AF1, CA1
Unit CD5 (K)	NOS Unit CD5, AA1, AB1, AE1, AF1, CA1
Unit CI101 (K)	NOS Unit CI101, AA1, AB1, AE1, AF1, CA1
Unit CJ101 (K)	NOS Unit CJ101, AA1, AB1, AE1, AF1, CA1
Unit CJ201 (K)	NOS Unit CJ201, AA1, AB1, AE1, AF1, CA1
Unit CK1 (K)	NOS Unit CK1, AA1, AB1, AE1, AF1, CA1
Unit GC10 (K)	NOS Unit GC10, AA1, AB1, AE1, AF1, CA1
Unit CK2 (K)	NOS Unit CK2, AA1, AB1, AE1, AF1, CA1

10.2 Functional skills signposting

Training provided for policing knowledge may help to prepare candidates for the functional skills assessment (e.g. 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

This Centre Handbook and the [Admin guide: Vocational Qualifications \(A850\)](#) contain the information needed to deliver and administer this qualification. If there are any queries about these please see below for contact details. Support is also available on the OCR webpages at www.ocr.org.uk.

11.1 Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate, free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

11.2 Enquiries

For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

11.3 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualification Manager
Knowledge of Policing
Customers, Curriculum and Qualifications
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.4 Results enquiries and appeals

Please refer to the [Admin guide: Vocational Qualifications \(A850\)](#).

11.5 Professional Development Programme

We are constantly looking for ways in which we can improve the support we offer to teachers/tutors. From September 2012 our new programme will include:

- Self- managed learning - FREE online professional development units available when and where you want them.
- Live Broadcast - FREE live web broadcasts of professional development events.
- Premier professional development - A series of “not to be missed” events.
- Face-to-face - FREE training sessions to help you understand and manage Controlled Assessment and to support some vocational courses.

To find out more about our new Professional Development Programme visit our website at ocr.org.uk/training.

11.6 Documents related to this qualification

[Admin guide: Vocational Qualifications \(A850\)](#)

[Making entries for Vocational qualifications via Interchange](#)

[Making online claims for QCF and Functional Skills qualifications](#)

[JCQ publications:](#)

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