End Point Assessment Plan for
**Police Constable Integrated Degree Apprenticeship at Level 6**

1. Overview

This end point assessment (EPA) accompanies the Police Constable (PC) Degree Apprenticeship Standard. The EPA is the culmination of the apprenticeship, and will be undertaken over the course of the latter part of a minimum 3 year programme of learning. The EPA is embedded within an integrated Degree in Professional Policing Practice qualification. The EPA is Higher Education Institute (HEI) led. The HEI must be on the apprenticeship provider assessment register (APAR), and be approved to undertake the EPA. Upon successful EPA completion, forces are responsible for the legal confirmation of Apprentices in post. The EPA process comprises:

On-programme	Collation of a pre-gateway work-based Operational Competence Portfolio (OCP) that covers operational competence requirements. The HEI must also confirm that academic standards have been met.
Gateway	OCP complete. The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.
EPA	Assessment method 1: A professional discussion between an Independent Assessor and the Apprentice, following a review of the OCP.
	Assessment method 2: Examination of product, a work-related evidence-based research project.
	Assessment method 3: Presentation followed by a panel discussion.
	EPA completion, grading and degree award.

All components must be passed to successfully complete the EPA and achieve the degree. All EPA assessment elements will be signed-off by an Independent Assessor who is occupationally-knowledgeable in the role of the PC, and who will be supplied by a peer-HEI or other appropriate organisation on the APAR that has not been involved in on-programme delivery. This individual will have had no direct involvement in mentoring or supervising the employment or training of the Apprentice to ensure a level of independence and impartiality. This individual will be professionally-qualified as an assessor in line with policing and higher education sector requirements.

HEIs must design their degree programmes in partnership with forces to ensure all aspects of the apprenticeship standard and EPA are met. Innovative on-programme delivery is encouraged (within overarching specifications set by the statutory professional body established by the Home Office with legal responsibility for policing standards in England and Wales). Approaches to delivery and assessment must be developed that will achieve engaging, high quality, nationally-standardised education and training, which in turn fulfil employing force and learner expectations.

PCDA Integrated EPA
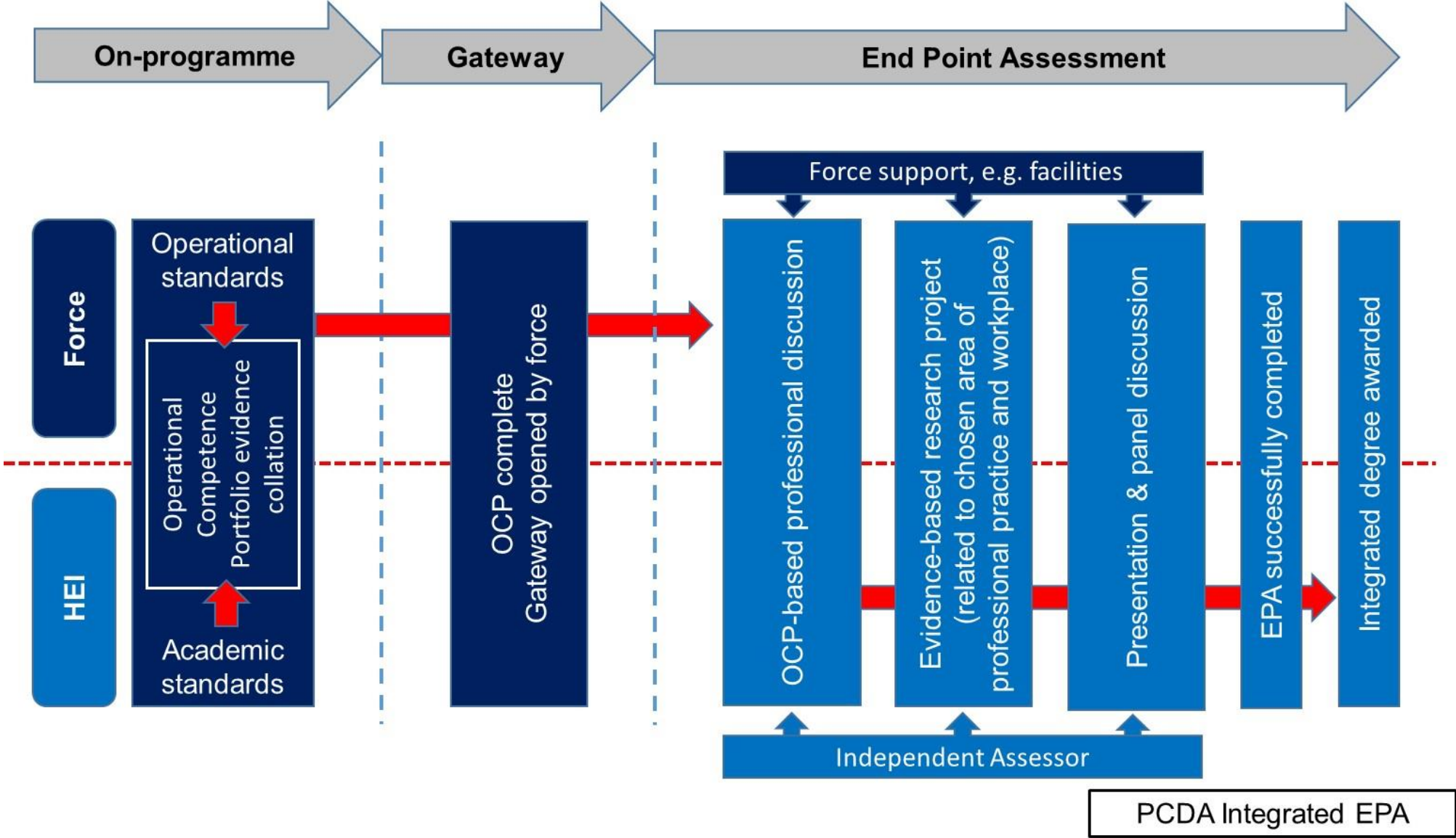
2. Assessment 'gateway'

Prior to initiating the EPA the employing force and Apprentice will ensure that the OCP (a portfolio of evidence of operational competency) is collated. **Completion of the OCP is a gateway requirement.** Evidence will be collated during months 1-24 (typically) to populate the OCP. The standards of competency defined within the OCP (relating to distinct operational duties) will be set and maintained by the professional body and contribute to consistency and standardisation on a national basis. Related materials in support of the OCP will be made freely available to all forces and HEIs involved in the delivery of the PC Degree Apprenticeship (see Section 8.1 for details). The OCP will include the minimum standard for Independent Patrol Status (IPS). This is the standard by which the apprentice is deemed to have safely and lawfully evidenced sufficient competency to operate independently as a Police Constable in the workplace (public arena), but is not the achievement of full competency – completion of the EPA will determine full competency.

- Once the force is satisfied that the OCP's evidence requirements have been met, is confident that the Apprentice is operationally competent and ready to undertake the EPA, and has liaised with the HEI to ensure that the Apprentice has progressed satisfactorily against academic criteria, the EPA can be initiated.

- Apprentices must have achieved English and maths qualifications in line with the apprenticeship funding rules.

3. End point assessment methodologies

- Appendix 1 provides mapping of the knowledge, skills and behaviours (KSBs) against the assessment elements.
- The EPA accounts for 60 credits of the 360 credits that make up the integrated degree, and will typically be delivered over the last 9 months of the apprenticeship.

3.1 Professional discussion based upon the Operational Competence Portfolio (OCP)

What is being assessed?	How will it be assessed?	Who will assess it?
A professional discussion (following a review of the OCP by the Independent Assessor) will assess the application of all core workplace-based policing KSBs (excludes policing specialism and higher level knowledge and skills relating to sociology, criminology, evidence-based policing, critical thinking and problem solving, which are assessed via 3.2 and 3.3 below).	A one-to-one professional discussion with the Apprentice following a holistic review of the OCP by an Independent Assessor. - The outcome of the professional discussion is a Pass, Distinction or Fail decision. - A Fail may be the result of poor quality evidence or insufficient / incomplete evidence. - The professional discussion may be used to address areas where the student has been unable to gather evidence to meet requirements through no fault of their own.	**The Independent Assessor has final responsibility for assessment and grading decisions and <u>must conduct</u> the OCP review and professional discussion – the force and HEI may be involved where feasible and mutually agreed by the Independent Assessor and Apprentice.** The HEI must be on the APAR. The Independent Assessor will be from an appropriate

| The OCP-based professional discussion will also assess all behaviours (and related attitudes) from the perspective of a policing-workplace setting.

Forces will provide sufficient opportunity for the apprentice to demonstrate competency across all the required areas of practice, through deployment to operational duties to realise the opportunities to evidence achievement across the full range of core operational activities.

See Appendix 1 for detailed mapping to the PC Degree Apprenticeship standard. | • This element should be assessed prior to the other EPA elements.
• The professional discussion should be 60 to 75 minutes long to permit a robust assessment decision, and may be held in person at the force's site, or at the HEI's site. Video-conferencing is permitted.
• Criteria for the assessment of operational competence are freely available on policing's Managed Learning Environment MLE (http://mle.ncalt.pnn.police.uk/Account/LogIn), and are reproduced in Appendix 2. These detail the minimum assessment criteria for 13 areas of operational competence that must be covered by the OCP-based professional discussion. These assessment criteria fully map to the PC Degree Apprenticeship Standard, and will be set and maintained by the professional body. These criteria contribute to consistency and standardisation on a national basis.
• Please see Section 7 for grading.

Please note the following in relation to the OCP review:
• Evidence collated in the OCP should relate to the PC Degree Apprenticeship standard, and be corroborated by others or other sources, for example:
   o direct observation from tutors, managers / supervisors, colleagues, victims, witnesses and (only where appropriate) suspects
   o body-worn cameras / CCTV
   o case files
   o Magistrate and Crown Court findings. | organisation on the APAR that has not been involved in on-programme delivery or employment, and typically this is likely to be a peer-HEI.

See Section 4 for further detail on independence and Section 5 for individual assessor requirements. |

3.2 Evidence-based research project

What is being assessed?	How will it be assessed?	Who will assess it?
Application of selected specialist policing knowledge and skills (one from the following five areas: response, community, intelligence, investigation or roads /	• Relates directly to an agreed area of learning and associated attachment to a specified area of work (managed by the employing force).	**The Independent Assessor has final responsibility for assessment and grading decisions.**

transport) and other higher level skills and knowledge (sociology, criminology, evidence-based policing, critical thinking and problem solving) acquired during years 2-3 via an evidence-based research project, including:

- a critical evaluation of a complex body of policing-related knowledge
- demonstration of application of appropriate research methodologies and techniques
- analytical techniques and problem-solving skills applied in a policing context
- the critical evaluation of evidence, arguments and assumptions, to reach sound judgements which are communicated effectively
- a critical reflection of learning achieved during project
- comprehensive understanding of the potential impact of recommendations on workplace, workforce and service
- how professional integrity has been considered and applied within the evidence-based research project.

Subject matter should be agreed with the force to ensure it has potential to add value within an operational delivery setting.

The project must meet the HEI's requirements for a final year project at Honours Degree level.

See Appendix 1 for detailed mapping to the PC Degree Apprenticeship standard.

- A final-year research project that demonstrates:
  - a critical evaluation of a specific area of policing
  - application of this knowledge and understanding in a manner that indicates a professional analytical approach to the Apprentice's policing work
  - an action research approach
  - an analytical approach to solving complex problems
  - the ability to gather and analyse relevant material to inform judgements that include critical reflection on relevant social, or ethical issues
  - effective presentation of information, ideas, problems and solutions to both specialist and non-specialist audiences
  - skills necessary for Apprentices to continue to undertake further development with a high degree of autonomy.
- Please see Section 7 for grading.
- Evidence-based research project minimum requirements are:
  - An academic piece of 40 credits with research and analysis focused on the Apprentice's specialist area of operational activity. Specialist learning areas should be jointly agreed between the Apprentice, employing force and HEI.
  - A substantial submission equivalent to 10,000 words.
  - Completed post-gateway as a part of the EPA and will typically be delivered over the last 9 months of the apprenticeship.

The HEI must be on the APAR. The Independent Assessor will be from an appropriate organisation on the APAR that has not been involved in on-programme delivery or employment, and typically this is likely to be a peer-HEI.

See Section 4 for further detail on independence and Section 5 for individual assessor requirements.

3.3 Presentation plus panel discussion

What is being assessed?	How will it be assessed?	Who will assess it?

This element permits in-depth assessment of consolidated KSB application. This will be via a presentation relating to the completion of the evidence-based research project followed by a panel discussion. The Apprentice should critically analyse and reflect on:
 	
• the foundation provided by operational competence
• how they have applied higher-level skills, knowledge and behaviours to their work
• how they might synthesise their project findings into operational delivery, indicating key learning points and improvements or adjustments to own or others' working practices.
 	
The panel discussion also permits a final opportunity to assess the Apprentice against areas (of the standard) where further clarity is required. It is for the Independent Assessor to judge whether or not this is needed.
 	
Typically the presentation will last 30 minutes and the panel discussion will last 30-40 minutes.
 	
See Appendix 1 for detailed mapping to the PC Degree Apprenticeship standard.
	• Relates directly to an agreed area of learning and associated attachment to a specified area of work.
	• Reviews:
	  o how core policing KSBs have underpinned their work
	  o how higher-level skills and knowledge have been applied in the work-based setting
	  o how the Apprentice approached the work and dealt with any issues that arose.
	• Permits:
	  o detailed exploration of aspects of the project work, for example how the Apprentice has considered added value for the force
	  o confirmation of the demonstration of appropriate interpersonal and behavioural skills within policing
	  o a final opportunity to assess the Apprentice against KSBs where further clarity is required.
	• Please see Section 7 for grading.
		The presentation and subsequent discussion will be made to / held with:
		• an Independent Assessor (panel lead)
		• the HEI
		• the employing force.
		
		Appropriate individuals from the HEI and the employing force are participating <u>under</u> the lead of the Independent Assessor. Up to date occupational knowledge and assessment experience are necessary. Panel involvement may be via video-conferencing where feasible and mutually-agreed by the panel's parties and the Apprentice.
		
		The Independent Assessor has final responsibility for assessment decisions and <u>must lead the panel discussion and sign-off the assessment</u> of the presentation and panel discussion, although any of the parties involved may ask questions of the Apprentice.
		
		The HEI must be on the APAR The Independent Assessor will be from an appropriate organisation on the APAR that has not been involved in on-programme delivery or employment, and typically this is likely to be a peer-HEI.
		
		See Section 4 for further detail on independence and Section 5 for individual assessor requirements.

3.4 Other key EPA information

- The Apprentice will not be able to complete their apprenticeship without fully achieving all components of the end point assessment.
- Resits and retakes:
  - These are permitted in line with the HE regulator's requirements and requirements of Police Regulations, including timescales. To aid national consistency, no more than three resits / retakes per element will be permitted.
- Specialist learning areas should be jointly agreed between the Apprentice, employing force and HEI. This curriculum-defined flexibility (within parameters set at a national level) allows forces to address specific resourcing issues across all operational areas of policing whilst seeking to support, where possible, the career-development aspirations of the Apprentice. Subject matter for the evidence-based research project should also be agreed in partnership by the force, HEI and Apprentice, and project outcomes should add value for the force. Forces must be permitted to coordinate subject matter choice to avoid workplace 'saturation', a particular risk with large cohorts of Apprentices.

4. Independence

HEIs have robust assessment processes and approaches stipulated by OFS that ensure independence. Any HEI delivering the Police Constable Degree Apprenticeship will have to demonstrate how independence will be achieved within an integrated degree assessment approach.

The PC Degree Apprenticeship utilises a collaborative approach between the HEI, employing force and Independent Assessor. The overall governance across the apprenticeship's EPA is achieved through the use of Independent Assessors. Independent Assessors are independent experts appointed from other organisations, and are suitably qualified to make or sign-off assessment decisions relating to candidates undertaking degrees to which they have been assigned. Independent Assessors will have had no involvement in the employment, management or training of the Apprentice. The HEI delivering the integrated degree must be on the APAR. Independent Assessors must be from organisations that are on the APAR, and typically these organisations will be peer-HEIs, although other appropriate APAR registered organisations are permitted so long as they align with the requirements of this EPA including its external quality assurance requirements. To get on the APAR, organisations need to show that they have the occupational understanding, assessment skills and infrastructure to be able to conduct high quality assessment against the standard. Detail on assessor requirements is in Section 5.

The approach presented offers an affordable and scalable solution to assessment for this apprenticeship (please see Section 8 for further detail). HEIs and Independent Assessors working to a curriculum administered by the professional body will also contribute to national standardisation.

Any appeals by the Apprentice, employing force and / or HEI will be managed in line with OFS requirements. If requested, the professional body may also contribute to an appeals process.

5. Summary of EPA roles, responsibilities and requirements

Role	Responsibility	Requirements
Independent Assessors	- Independence of integrated EPA. - Assessment and grading decisions: - One-to-one professional discussion following a review of the OCP. - Examination of evidence-based research project. - Panel discussion lead. - Evaluation and assurance of fairness and consistency in the assessment process. - Participation in standardisation activity. - Contributions to investigations of any alleged cases of assessment irregularities. - Compliance with internal QA requirements. - Compliance with required external QA audit activity.	Independent Assessors must: - be occupationally knowledgeable in relation to the role of the PC (carrying out the role, or training it, for at least one year in the last 3 years) - have evidence of ongoing policing-related CPD - have evidence of ongoing assessment-related CPD - be professionally-qualified as an assessor in line with policing and higher education sector requirements - work in line with the HE regulator's requirements for assessment and external examination - be from an APAR registered organisation approved to deliver this EPA - have had *no* involvement in the employment, management or training of the Apprentice. Independent Assessors may be associate or seconded police officer / staff assessors working for an APAR organisation.
HEI (tutor / internal assessor)	- In-HEI formative and summative assessments. - Involvement in gateway progression decision.	HEI assessors must: be occupationally knowledgeable in relation to the role of the PC

Role	Responsibility	Requirements
	• In-HEI academic coordination and management of assessment processes in line with the needs of the integrated degree. • Panel member. • Degree accreditation and classification. • Compliance with QA requirements (see Section 6).	• have evidence of ongoing policing-related CPD • have evidence of ongoing assessment-related CPD • work in line with the HE regulator's requirements for assessment and external examination • be from an APAR registered organisation approved to deliver this EPA.
Office for students	• HE regulator. • External quality assurance of the EPA as a part of an integrated degree (see Section 6.2).	N/a
Apprentice's employing force	• Oversight of collation of OCP including final decision on gateway progression. • Agreement on evidence-based research project subject matter in partnership with the HEI and Apprentice. • Provision of appropriate panel member. • Legal confirmation of Apprentice in post.	N/a
Professional body	• Curriculum setting. • Oversight of policing-related national standardisation activity, working in collaboration with forces and HEIs. • Contributes to the validation / programme approval of the degree programme. • Liaison with OFS through HEI-mechanisms as required.	Statutory responsibility for the setting of policing standards.

6. Quality assurance for APAR registered organisations delivering this EPA

6.1 Internal quality assurance

Internal quality assurance refers to the requirements that organisations as independent end-point assessment organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. APAR registered organisations delivering assessments against the PC Degree Apprenticeship Standard must undertake the following:

- Appoint independent assessors and panel members that meet the requirements as detailed in this plan – see Section 5.
- Produce assessment tools and supporting materials for the EPA that follow best assessment practice.
- Provide training for independent assessors in terms of good assessment practice, use of assessment tools and grading.
- Have internal quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate regular standardisation events that enable assessors to attend a minimum of one event per year.
- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 5% percent of each independent assessors' assessments moderated.
- Have an external examiner in line with higher education and HEI requirements.

6.2 External quality assurance

Office for Students undertake external quality assurance for this standard.

7. Grading

The following table details what is expected across each element for the Apprentice to be awarded a Distinction, Pass or Fail. The overall final grade is aggregated from the separate assessment elements. Nationally-set criteria for the assessment of operational competence are freely available via policing's Managed Learning Environment (http://mle.ncalt.pnn.police.uk/Account/LogIn) and are included in Appendix 2. These should be read in conjunction with the grading guidance for the OCP-based professional discussion. The criteria underpin the pre-gateway collation of the OCP, and the 13 specific areas of operational competence against which the Apprentice will be assessed via the EPA's professional discussion. All 13 areas map directly to the PC Degree Apprenticeship standard.

Overall EPA grade	OCP-based professional discussion	Evidence-based project	Presentation / discussion	For this grade to be awarded…
Fail	One or more of the 13 required assessment criteria underpinning operational competence has not been met (less than 100%) – please see Appendix 2 for further detail *The Apprentice has not successfully met the minimum standard for all of the nationally-set assessment criteria for the measurement of operational competence and / or insufficient evidence is available to confirm via a professional discussion that all of the assessment criteria have been successfully met. The Apprentice is not safe, has acted unlawfully and / or is not operationally competent against all 13 of the specified assessment areas.*	*The Apprentice has not met all the underpinning KSBs (see Appendix 1 for mapping) with only basic knowledge of key concepts and theories and weaknesses in understanding. There is little or no recognition of the complexity of the subject.* *Work is largely descriptive and has insufficient or inappropriate evidence to substantiate assertions. Analysis is minimal or contradictory.* *Unable to always apply learning accurately to complex problems and /or practical contexts.* *Work which contains evidence of, or reference to, unlawful, unsafe or dangerous practice should be deemed a fail.*	*The Apprentice has not been able to explain or demonstrate how core policing KSBs have underpinned their project, and there is no clear evidence of how higher-level skills and knowledge have been applied in the work-based setting.* *The Apprentice has not been able to explain or demonstrate how appropriate interpersonal and behavioural skills have been applied within a policing context.* *The Apprentice's approach to their work has been unsafe or unlawful, and they have failed to address any issues that arose.*	OCP-based professional discussion: less than 100% of the assessment criteria have been met And *The Apprentice has failed one or more of the EPA's three required assessment elements.*

Overall EPA grade	OCP-based professional discussion	Evidence-based project	Presentation / discussion	For this grade to be awarded…
Pass	All 13 (100%) of the required assessment criteria underpinning operational competence have been successfully met – please see Appendix 2 for further detail *The Apprentice has successfully met the minimum standard for all of the nationally-set assessment criteria for the measurement of operational competence. A professional discussion following a review of the OCP has confirmed that the Apprentice is safe, lawful and operationally competent against all 13 of the specified assessment areas.*	*The Apprentice has met all the underpinning KSBs (see Appendix 1 for mapping) with sound evidence of detailed knowledge and understanding of key concepts and theories including inter-relationships, and an awareness of how aspects of the subject are uncertain, contradictory or limited.* *The Apprentice's work adopts a critical approach using a breadth of evidence, reasoning and reflection.* *Works shows evidence that the Apprentice can act autonomously in the identification and definition of complex problems and select, justify and use approaches aimed at their resolution.*	*The Apprentice has explained or demonstrated how core policing KSBs have underpinned their project, and evidence of how higher-level skills and knowledge have been applied in their chosen area of specialist professional practice is evident.* *The Apprentice has explained or demonstrated how appropriate interpersonal and behavioural skills have been consistently applied within their role as a PC.* *The Apprentice's approach to their work has been safe and lawful, and they have addressed any issues that arose within the limits of their role and responsibility. They can account for changes they have made to their own working practices.*	OCP-based professional discussion: 100% of the assessment criteria have been met And *The Apprentice has fully met the requisite competency-based criteria and synthesised key skills, knowledge and behaviours from their theoretical studies into their workplace activity. Additionally they have reflected on the application of these KSBs and demonstrated making changes to working practices through this reflection.*

Distinction	As Pass above And *Valid and robust evidence of the Apprentice demonstrating an approach that is measurably beyond the minimum required standard to a complex / critical operational situation is available. The Apprentice will be able to clearly explain how they have achieved the best possible outcome in the situation, going beyond what could reasonably be expected of them in extenuating circumstances. For example, an innovative approach with a vulnerable individual that is not currently part of Authorised Professional Practice (www.app.college.police.uk) and is not taught in the classroom that achieves a preferred outcome, demonstrates adaptability to a challenging situation, decision-making, and critical thinking 'outside the box'.*	*The Apprentice has met all the learning outcomes of the assessment with evidence of comprehensive and up-to-date knowledge and understanding of concepts and theories and their interrelationship. The work shows a detailed appreciation of how aspects of the subject are uncertain, contradictory or limited.* *The Apprentice's work adopts a well-sustained critical approach using a breadth of evidence, reasoning and reflection.* *Works shows evidence of a mature and independent approach to problem solving. The student can create appropriate hypotheses and select, justify and use imaginative and innovative approaches in their investigations.*	*All the requirements of Pass above have been met* *And* *The Apprentice has evidenced a comprehensive understanding of how core policing KSBs have underpinned their project, and higher-level skills and knowledge have been successfully applied and adapted to a complex or critical situation within their chosen area of specialist professional practice.* *The Apprentice can clearly evidence, explain or demonstrate how the application of appropriate interpersonal and behavioural skills has permitted them to achieve the best possible outcome in extenuating circumstances.* *The Apprentice's approach to their work has been safe and lawful, and they have addressed any issues that arose within the limits of their role and*	*All three assessment elements must meet the associated distinction descriptor* *Including* *The distinction level descriptor for the OCP based professional discussion* *And* *The apprentice has fully met the requisite competency-based criteria and synthesised key skills, knowledge and behaviours from their theoretical studies into their workplace activity. Additionally they have demonstrated exceptional critical thought and / or approach to a complex / critical situation to achieve the best possible outcome in the situation, going beyond what could reasonably be expected of them. They have reflected on the application of these KSBs, assessed the likely outcomes of alternative approaches and demonstrated making changes*

Overall EPA grade	OCP-based professional discussion	Evidence-based project	Presentation / discussion	For this grade to be awarded…
	The following is one illustrative example: *A Student Officer received a call from Control highlighting a possible threat to own life (suicide) incident. At the time Control rated the call as low level, therefore no immediate response required. The officer remembered the individual's name and carried out investigation to find out where this person may be and tracked her to a hostel. The officer forced entry and found the person with cable ties around her neck unconscious. The paramedics confirmed that if she had been found minutes later she would have died. The Student Officer is receiving a Chief Constable's commendation for her quick action and response.*		*responsibility, whilst thoroughly evaluating alternative courses of action and the advantages and disadvantages of each.*	*to working practices through this reflection.*

- The Apprentice must pass all 3 components to successfully complete the EPA.
- The grading within this EPA is for the apprenticeship. Any degree classification awarded will be separate but will take account of the integrated end-point assessment elements.

EPA degree apprenticeship aggregation

The outcome of the EPA must be aggregated with the degree to enable the degree-apprenticeship to be awarded.

Once the overall EPA grade has been determined, aggregation can be achieved in a variety of ways. This will be determined during the creation of the degree-apprenticeship. Examples of how this aggregation can work include:

- each assessment method grade, and therefore the overall EPA grade, can be converted to marks or percentages however these must be an absolute figure and not a range
- alternatively, the overall EPA grade can be used directly

HEIs can explore other ways of aggregating the EPA with the degree outcomes in line with the latest IfATE degree-apprenticeship policy.

8. Implementation

8.1 National consistency

A consistent national approach is critical within policing to ensure inter-operability and high quality outcomes for stakeholders including the public. This will be achieved by:

- the establishment and maintenance of a PC Degree Apprenticeship specification within the National Policing Curriculum (NPC) by the professional body. The format and content of the OCP forms part of this specification.
- relevant materials that may assist APAR registered organisations being freely available via policing's Managed Learning Environment MLE (http://mle.ncalt.pnn.police.uk/Account/LogIn). The professional body will signpost access to the MLE via a variety of means, including through forces and HEI-engagement events.
- Links between OFS, the HE regulator, and the professional body, via HEI mechanisms as required. One example of this would be the professional body's involvement in degree validation panels to meet OFS's requirements.
- Regular (bi-annual recommended) national standardisation activity with Independent Assessors overseen by the professional body working in collaboration with HEIs.

This reflects the approach to consistency currently in use across the police training landscape, and meshes it with regulated-HE practice. HEIs are already subject to stringent quality processes as part of OFS regulatory requirements and duplication will be minimised. Additional policing-related requirements are designed to complement existing HE-related requirements. Consideration has also been given to other QA-related processes that providers have to evidence within other national schemes, for example the Register of apprenticeship provider assessment register.

8.2 Infrastructure

The infrastructure required for this EPA is either largely established, or in the process of being developed. Requirements are fully scalable for large / small / rural / urban forces as needed:

- Pre-existing force infrastructure will provide the oversight to the OCP – some evolution will be required to align with the requirements of the apprenticeship standard and this EPA. Funding is being used to produce support packages for forces to ensure that staff can adapt to the delivery of a higher level apprenticeship. This work is supported and facilitated by the professional body.
- Many forces already work in partnership with HEIs – implementation-related work is being undertaken to support further development of partnership / procurement requirements across England, which will also help to ensure sufficient national coverage.
- Many HEIs are already delivering police programmes at Levels 4 and 5. Consequently, there is already a network of Independent Assessors / External Examiners in use across the HE policing landscape. Implementation work during 2017 /18 will grow this network to meet national needs.
- Remote delivery and distance learning models are being explored to support efficient delivery; these may be particularly attractive for rural forces. Delivery using multiple partners if necessary is an option for sizeable forces such as the Metropolitan Police.

8.3 Affordability

The use of an integrated approach has kept the cost of the EPA relatively low. Indicative quotes received suggest that the EPA will be between 6 and 10% of the total apprenticeship cost.

8.4 Forecasted apprenticeship starts

2014/15 saw 5,800+ PC starts in English Home Office forces (source: Home Affairs Select Committee, July 2016). 2018/19 starts may be lower than this, but would be supplemented with the inclusion of non-Home Office forces giving a total estimate of 4,500-6,000 recruits.

It is anticipated that 50-60% of recruits will enter policing via the apprenticeship route (a pre-join degree route and graduate entry route will be available from late 2018 – graduates via the former route will be available to forces from 2021). There may be a slight reduction in numbers as the alternative routes are implemented, although it is anticipated that the Apprenticeship Levy and public sector apprenticeship start targets will influence a relatively stable number of PC Degree Apprenticeship starts. Changes to force budgets (set centrally) may also impact year on year.

Some very large forces operate monthly recruit intakes, while others operate with 1 to 4 cohorts per year. Starts will be geographically distributed, with approximately 15-20% of starts in London and the south-east.

Appendix 1: Mapping of the PC Apprenticeship Standard to the EPA

Knowledge - the Police Constable will know and understand:	How will it be assessed?	By who?
The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights.	Professional discussion	Independent Assessor
Key cross-cutting and inter-dependent areas of policing, including: roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk.	Professional discussion	Independent Assessor
Applicable aspects of Authorised Professional Practice (the official source of policing professional practice www.app.college.police.uk), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads/transport), including how to: • effectively respond to incidents, preserving scenes and evidence when necessary • manage and resolve conflict safely and lawfully • arrest, detain and report individuals safely and lawfully • conduct diligent and efficient, priority and high volume investigations • effectively interview victims, witnesses and suspects • systematically gather, submit and share information and intelligence to further policing-related outcomes • meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces • optimise the use of available technology • risk manage health and safety for self and for others.	Professional discussion	Independent Assessor
How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context.	Professional discussion	Independent Assessor
Social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities.	Evidence-based research project	Independent Assessor
The causes, mitigations and prevention of crime and how this knowledge and understanding can influence and be applied to accountable decision-making in all operational policing environments.	Evidence-based research project	Independent Assessor
In-depth knowledge, understanding and expertise relevant to organisational/local needs, including the following operational policing contexts: response, community, intelligence, investigation and roads/transport.	Evidence-based research project	Independent Assessor

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive outcomes. These may relate to internal organisational practice or external social or criminal factors.	Evidence-based research project	Independent Assessor

Skills - the Police Constable will safely and lawfully be able to:	How will it be assessed?	By who?
Apply Authorised Professional Practice (www.app.college.police.uk) and any local policy applicable to the operational policing context.	Professional discussion	Independent Assessor
Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed.	Professional discussion	Independent Assessor
Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness.	Professional discussion (core skills and knowledge) / Evidence-based research project (specialist skills and knowledge)	Independent Assessor
Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions.	Professional discussion	Independent Assessor
Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law.	Professional discussion	Independent Assessor
Provide an initial, autonomous and ongoing response to incidents, which can be complex, confrontational and life-threatening, to bring about the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encountered, that require the management and preservation of evidence and exhibits.	Professional discussion	Independent Assessor
Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people.	Professional discussion	Independent Assessor
Manage and conduct effective and efficient priority and high volume investigations. Use initiative to diligently progress investigations, identifying, evaluating and following lines of enquiry to inform the possible initiation of criminal proceedings. Apply an investigative mind-set when decision-making. Present permissible evidence to authorities where required.	Professional discussion (core level skills and knowledge – PIP1) / Evidence-based research project (specialist skills and knowledge – PIP2)	Independent Assessor

Interview victims, witnesses and suspects (including those who may be non-compliant, or have been intimidated or coerced) effectively, in relation to a range of investigations, some of which may be multi-dimensional.	Professional discussion Evidence-based research project (specialist skills and knowledge – PIP2)	Independent Assessor
Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so.	Professional discussion (lower level skills and knowledge) / Evidence-based research project (higher level skills and knowledge)	Independent Assessor
Use police legal powers to deal with suspects, victims and witnesses across various challenging situations, conducting all actions in a balanced, proportionate and justifiable manner.	Professional discussion	Independent Assessor
Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility.	Presentation plus panel discussion	Independent Assessor led, supported by employer and lead-HEI
Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies.	Presentation plus panel discussion	Independent Assessor led, supported by employer and lead-HEI

Behaviours - what is required?		How will it be assessed?	By who?
Taking accountability	Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks.	Professional discussion	Independent Assessor
		Presentation plus panel discussion only if further confirmation is required	Independent Assessor led, supported by employer and lead-HEI
Professional integrity	Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate.	Professional discussion (core policing behaviour) / Evidence-based research project (application within selected specialist area)	Independent Assessor
		Presentation plus panel discussion only if further confirmation is required	Independent Assessor led, supported by employer and lead-HEI
Emotionally astute	Understand and effectively manage own emotions in stressful situations, understanding motivations	Professional discussion	Independent Assessor

	and underlying reasons for own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth.	Presentation plus panel discussion only if further confirmation is required	Independent Assessor led, supported by employer and lead-HEI
Curious and innovative	Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach.	Professional discussion	Independent Assessor
		Presentation plus panel discussion only if further confirmation is required	Independent Assessor led, supported by employer and lead-HEI
Collaborative	Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results.	Professional discussion	Independent Assessor
		Presentation plus panel discussion only if further confirmation is required	Independent Assessor led, supported by employer and lead-HEI
Supportive & inspirational leading	Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively.	Professional discussion	Independent Assessor
		Presentation plus panel discussion only if further confirmation is required	Independent Assessor led, supported by employer and lead-HEI

Appendix 2: Professional discussion - assessment criteria underpinning KSBs / operational competence

A professional discussion (following a review of the OCP by the Independent Assessor) will assess the application of all core workplace-based policing KSBs, i.e. operational competence. A consistent national approach is critical within policing to ensure inter-operability and high quality outcomes for stakeholders including the public. This will be achieved by:

- the grading of the professional discussion utilising the 13 assessment criteria that underpin the KSBs, which in turn map to the OCP collated pre-gateway
- the format and content of the OCP forming part of a PC Degree Apprenticeship specification within the National Policing Curriculum (NPC), which is maintained by the professional body.

The assessment and subsequent grading of the professional discussion (see Sections 3.1 and 7) must consider whether the Apprentice has met the following 13 distinct areas of operational competence.

I. **Operating in accordance with the law, Authorised Professional Practice (www.app.college.police.uk) and the Code of Ethics**

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- In the operational policing workplace, demonstrate knowledge and understanding of the legal and professional practice requirements relating to the professional policing activities set out in II to IX below, having due regard to the Code of Ethics and the National Decision Model (NDM)

II. **Providing an initial response to policing incidents**

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Provide an initial response to incidents in line with legal and professional practice requirements, including:
    - Using the THRIVE approach
    - Communicating effectively with those at the scene
    - Controlling incidents, preserving the scene and potential evidence
    - Recognising and providing support to vulnerable individuals (including casualties)
    - Providing support to victims and witnesses of the incident
    - Engaging in appropriate multi-agency referrals
    - Recording actions taken

III. **Managing conflict in a professional policing context**

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Apply conflict management and personal safety techniques with issued equipment, including:
    - Making threat assessments using all available information
    - Using approved and appropriate communication techniques
    - Recognising danger cues
    - Applying appropriate and proportionate tactical options and conflict management techniques
    - Recording and reporting all actions taken and decisions made in line with legal and organisational procedures

IV. Providing support to vulnerable people, victims and witnesses

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Communicate effectively with vulnerable people, victims and witnesses
- Provide appropriate support to vulnerable people, victims and witnesses
- Demonstrate an understanding of the factors pertaining to vulnerable individuals, victims and witnesses that may influence their ability and willingness to receive support
- Assess the resilience and capability of the individual, and provide further support (including referrals), as appropriate

V. Using police powers to deal with suspects

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Arrest and detain suspects in line with legal and organisational requirements and timescales
- Report suspects in line with legal and organisational requirements and timescales
- Apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements

VI. Conducting police searches

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Conduct safe, lawful and effective police searches of premises, vehicles and outside spaces, including:
  - Communicating appropriately with those at the search scene
  - Identifying the correct search areas
  - Protecting search scenes
  - Preventing loss or contamination of potential evidence
  - Utilising approved search techniques
  - Analysing the significance of items found during the search
  - Seizing items covered by identified search powers
  - Maintaining the integrity of seized items
  - Leaving the search scene in the required condition
  - Documenting all decisions, actions, options and rationales

VII. Conducting police searches of individuals

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Conduct police searches of individuals in line with legal and organisational requirements, including:
    - Using authorised and appropriate systematic search methods
    - Communicating appropriately with the individual before and during the search
    - Controlling individuals in order to prevent loss or contamination of evidence, escape of individual(s) and / or harm to any person
    - Maintaining personal safety using approved and appropriate techniques
    - Seizing any identified items covered by the relevant search power
    - Maintaining the integrity of seized items
    - Informing individuals being searched of the results of the search and any further actions to be taken
    - Documenting all decisions, actions, options and rationales

VIII. Conducting priority and volume investigations

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Conduct priority and volume investigations, including:
    - Planning and conducting an initial investigation
    - Gathering information, intelligence and evidence to support the investigation
    - Undertaking investigative and evidential evaluation throughout the investigation
    - Briefing relevant others regarding the progress of the investigation
    - Identifying the need for any additional support, including escalation
    - Identifying and working with victims, potential witnesses and suspects
    - Dealing with suspects in line with investigative decision-making
    - Providing victims, witnesses and their families with information, support and protection in accordance with their needs
- Retain and record the details of an investigation

IX. Interviewing victims, witnesses and suspects

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Plan and prepare interviews with victims, witnesses and suspects
- Conduct interviews with victims, witnesses and suspects, including:
    - Explaining the interview process to those present and confirming understanding
    - Maintaining the security and welfare of those present
    - Using approved interview and communication techniques to obtain accurate accounts
    - Using exhibits in line with approved interview techniques
    - Addressing any contingencies that may arise during the interview
    - Completing all necessary documents and records
    - Closing the interview, informing all present of the next steps
    And, for suspect interviews:
    - Delivering pre-interview briefings to legal representatives
    - Using the required cautions, evidential or special warnings and checking suspect's understanding

- Evaluate interviews with victims, witnesses and suspects and carry out post-interview procedures

X.   Response policing

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Provide an effective initial response to a critical incident

XI.   Policing communities

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Communicate and engage proactively with communities, including through use of social media
- Foster productive partnerships in community policing

XII.   Information and intelligence

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Conduct effective analysis and evaluation of information and intelligence
- Develop information and intelligence to inform the tasking and co-ordination process

XIII.   Conducting investigations

Candidates will be able to provide evidence of the following in order to demonstrate competence:

- Demonstrate appropriate strategies for dealing with more complex police interviews
- Apply appropriate investigative procedures in respect of internet-facilitated crime
- Manage cases through the criminal justice process