

# End-point assessment plan for Non home office police officer apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0764	4	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Non home office police officer apprenticeship standard. It explains how EPA for this apprenticeship must operate. This apprenticeship has a core and options approach. An apprentice will follow either the option for Investigation or for Firearms.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 24 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and Mathematics Level 2<sup>1</sup>

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 3 months wherever possible.

This EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

### Assessment method 1: Practical assessment with questions

- fail
- pass

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<sup>1</sup> For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Assessment method 2: Knowledge test

- fail
- pass
- distinction

Assessment method 3: Professional discussion (underpinned by a portfolio of evidence)

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

## EPA summary table

<b>On-programme</b> (typically 24 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and Mathematics Level 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
<b>End-point assessment gateway</b>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard. There are no mandatory qualifications.</p> <p>Apprentices must have achieved English and mathematics Level 2.</p> <p>Apprentices must submit: A portfolio of evidence to underpin the professional discussion.</p>
<b>End-point assessment</b> (typically 24 months)	<p>End-point assessment method 1: Practical assessment with questions, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> </ul> <p>End-point assessment method 2: Knowledge test, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method 3: Professional discussion (underpinned by a portfolio of evidence), graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for 3 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics Level 2.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the Practical assessment with questions

- no specific requirements

For the Knowledge test

- no specific requirements

For the Professional discussion (underpinned by a portfolio of evidence), the apprentice will be required to submit:

- portfolio of evidence

**Portfolio of evidence requirements:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example workplace policies/procedures, records
  - witness statements
  - annotated photographs
  - video clips (sufficient in duration to capture the whole of the activity); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.
- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the Professional Discussion but are not required to provide feedback after this review of the portfolio.

## End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

### End-point assessment method 1: Practical assessment with questions

#### Overview

This assessment method has 1 component.

A practical assessment with questions involves an independent assessor observing an apprentice undertaking a set task or a series of set tasks in a simulated environment and asking questions. The simulated environment must closely relate to the apprentice's natural working environment.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The rationale for this assessment method is:

The nature of the occupation does not allow for real-life scenarios to be observed in a testing environment, therefore simulation of activity is the only way that apprentice skills can be assessed. The occupation involves practical activity best assessed through observation; it would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.

#### Delivery

The practical assessment with questions must take 2 hours.

The practical assessment with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of the practical assessment with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

The independent assessor may observe only one apprentice during this assessment method to ensure quality and rigour.

Apprentices must be provided with information on the tasks they must complete, including the timescales they will be working to before the start of the practical assessment. They will be informed of the date of the assessment at least 5 working days beforehand. They will be given



information regarding the tasks on the assessment day at least 30 minutes before the test begins. This information is exclusive to assessment time.

The practical assessment will be based on the apprentice attending an incident or situation that will require policing and/or investigative techniques to be used. The simulation activity will cover elements of both the core and relevant option associated with employers' operational outputs. This will require the simulation activity to be bespoke to the option being undertaken by the learner. The following activities must be observed during the practical assessment, as a practical assessment without these activities would limit the opportunity for the apprentice to demonstrate occupational competence against the KSBs assigned to this assessment method. These will be dependent upon which of the options the apprentice is following.

## Core and Investigative Officer Option

- communicate with those present at the incident
- respond to status of those present at the incident – victim, witness, suspect
- use authorised equipment
- manage the integrity of the scene from arrival to conclusion or handover
- recover any evidence, both verbal and physical, whilst in attendance
- maintain integrity of any physical evidence
- health and safety consideration

## Core and Firearms Officer Option

- recognise and perform an investigative assessment
- Recognise and demonstrate when it is appropriate to deal with persons as potential threats
- identify and demonstrate the skills required for effective teamwork
- identify the law and regulations relating to the use of force (correct and effective use of force)
- apply basic tactics and correct techniques in approaching subjects prior to arrest and arrest procedure
- demonstrate at all times safe and appropriate weapon handling
- identify relevant legal provisions and demonstrate correct use and application of legal powers
- correctly applies the elements of the National Decision Model (NDM) in a dynamically evolving incident

Apprentices must be observed by an independent assessor completing one practical demonstration in which they will demonstrate the KSBs assigned to this assessment method.

The practical assessment should be conducted in the following way to take account of the occupational context.

The independent assessor must be unobtrusive whilst conducting the practical assessment.

Questions must be asked. The purpose of the questioning is to establish how or why an apprentice has carried out a particular element of the practical activity to clarify any queries that may arise.

The independent assessor must ask a minimum of 5 open questions.

They may ask follow-up questions where clarification is required.

Those KSBs that the apprentice did not have the opportunity to demonstrate during the practical assessment can instead be covered by questioning, although these should be kept to a minimum.

The evidence observed and responses to questions will be assessed holistically.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

### Assessment location

Practical assessments take place in a simulated environment under controlled conditions and must be conducted in one of the following locations:

- employer premises

Specific venue requirements that must be in place include:

- replicating a realistic work environment associated with activity being conducted by the apprentice
- investigation – this should replicate a real-world scenario based in a house, a bar, a room, (for example)
- firearms – this should replicate a scenario on a road, in a building, (for example)

### Question and resource development

EPAOs will produce specifications to outline in detail how the practical assessment will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately.

Independent assessors are responsible for generating suitable follow-up questions (where permitted) in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following materials to support this assessment method:

- independent assessor training materials
- grading guidance
- a question bank
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the practical demonstration with questions as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

## End-point assessment method 2: Knowledge test

### Overview

This assessment method has 1 component.

A test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

The rationale for this assessment method is:

The occupations detailed within this scheme require an underpinning knowledge of legislative processes and procedures. This is best assessed through a formal knowledge test. Multiple-choice questions are short and sharp, which means that more of them can be posed in a test situation to give a student a more thorough examination of how much they understand about a given subject.

### Delivery

#### Test format

The test can be:

- computer based
- paper based

It will consist of 50 questions.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which only one will be correct. The questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs. The apprentice will receive a minimum of 5 working days' notice of the test taking place.

#### Test administration

Apprentices must have 75 minutes to complete the test.

The test is closed which means that the apprentice cannot refer to reference books or materials.

The following equipment is permitted during the test:

- question paper
- answer paper
- pen, pencil, rubber eraser
- PC when computer based

This assessment method will be carried out as follows:

#### Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero mark.

The following grade boundaries apply to the test:

Grade	Minimum score	Maximum score
<b>Distinction</b>	90% (45 out of 50)	100% (50 out of 50)
<b>Pass</b>	60% (30 out of 50)	89% (44 out of 50)
<b>Fail</b>	0 (0)	59% (29 out of 50)

## Assessment location

Apprentices must take the test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by the EPAO.

The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of any tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO is responsible for verifying the identity of the person taking the test. The EPAO must also verify the suitability of the venue for test-taking.

## Question and resource development

Questions must be written by EPAOs, must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contain, are fit for purpose.

The test questions must be varied yet assess the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- a question bank
- a test specification
- sample tests and mark schemes
- live tests and mark schemes
- assessment recording documentation

## End-point assessment method 3: Professional discussion (underpinned by a portfolio of evidence)

### Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

This will allow some KSBs which may not naturally occur in every workplace or may take too long to observe to be assessed and allow for the assessment of a disparate set of KSBs. Allows for testing of responses where there are a range of potential answers that cannot be tested through the knowledge test.

### Delivery

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. The purpose of the questions will be:

- to demonstrate that the apprentice has sufficient underpinning competence for them to undertake their employment and to allow clarity and understanding of the KSB's aligned to this method.

The independent assessor will facilitate and assess the professional discussion.

The professional discussion must last for 75 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. The independent assessor should ask a minimum of 10 questions.

The professional discussion will be conducted as follows:

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

### Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence.

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)

## Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- a question bank
- structured specification
- outline of the assessment method's requirements
- marking materials
- guidance document for employers and apprentices on the process/timescales for the professional discussion underpinned by portfolio of evidence as well as a description of the purpose
- guidance document for independent assessors on how to carry out the assessment

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan. A person appointed by the EPAO must grade the knowledge test. Alternatively, marking by computer is permissible where question types allow this.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve at least a pass in the practical assessment with questions, a distinction in the knowledge test, and a distinction in the professional discussion underpinned by portfolio.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Practical assessment with questions	Knowledge test	Professional discussion (underpinned by a portfolio of evidence)	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction

Any grade = fail, pass or distinction



## Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescale for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

All assessment methods must be taken within a 3-month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and EPAO</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e., HEI), there must be no conflict of interest</li> </ul>

	<ul style="list-style-type: none"> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e., HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> </ul>

	<ul style="list-style-type: none"> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e., a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> <li>• attend induction training</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e. HEI)</li> <li>• mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, invigilators should:</p>

	<ul style="list-style-type: none"><li>• attend induction training as directed by the EPAO</li><li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li><li>• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li></ul>
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## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last 2 years or significant experience of the occupation/sector
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
  - The independent assessor should have experience in a Law Enforcement environment. Depending on the apprentice being assessed, the independent assessor should have investigative experience or firearms experience in a policing role
  - operate induction training for independent assessors, markers and invigilators
  - provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

## Value for money

Value for money of the EPA will be aided by using at least some of the following practices:

- use of technology – for example, video conferencing where applicable
- location – for example, use of employer premises
- making maximum use of each typical 7.5 hour working day
- observation of naturally occurring evidence in the workplace

## Mapping of knowledge, skills and behaviours (KSBs)

O = core

I = Investigative option

F = Firearms Option

### Assessment method 1: Practical assessment with questions

Knowledge
<b>K43 (F)</b> The range of tactical actions to deal with subjects on foot in a firearms situation.
<b>K44 (F)</b> The range of tactical actions to deal with subjects in a vehicle in a firearms situation.
<b>K45 (F)</b> The additional considerations when responding to vehicle as weapon attacks.
<b>K46 (F)</b> The range of tactical actions to deal with subjects in a building or other structure in a firearms situation.
<b>K47 (F)</b> Emergency Search.
<b>K48 (F)</b> The circumstances under which an emergency search can be conducted.
<b>K49 (F)</b> The resource considerations for emergency search.
<b>K55 (F)</b> The procedures for cover and movement.
<b>K62 (F)</b> D13 first aid
<b>K63 (F)</b> D13 tactics in a firearms situation
<b>K64 (F)</b> The room entry principles when conducting emergency search.
<b>K65 (o)</b> The National Decision Making (NDM) or equivalent process

Skills
<b>S1 (o)</b> Demonstrate effective communication 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.
<b>S3 (o)</b> Analyse all available information to make threat assessments and manage conflict situations in policing through leadership, and deal with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions.
<b>S5 (o)</b> Demonstrate proficient use of authorised equipment, this may include but is not restricted to communications and personnel protection assets.



<b>S6 (o)</b> Demonstrate the correct use of health and safety procedures and demonstrate an understanding of individual responsibility.
<b>S7 (o)</b> Demonstrate appropriate use of statutory powers and policy to manage suspects, victims and witnesses across various challenging situations, conducting all actions in a balanced, proportionate and justifiable manner. This may include but is not restricted to arrest and search.
<b>S11 (o)</b> Provide an initial and ongoing response to incidents, which can be complex, confrontational and life- threatening, to bring about the best possible outcomes.
<b>S12 (o)</b> Provide an initial response to crime scenes, where encountered, that require the management and preservation of evidence and or exhibits.
<b>S21 (l)</b> Recover, manage and, where appropriate, dispose of evidence in accordance with policy and in line with statutory obligations.
<b>S23 (F)</b> Be able to issue firearms in accordance with national procedures.
<b>S25 (F)</b> Demonstrate loading, make ready and unloading a police firearm in accordance with procedures.
<b>S26 (F)</b> Be able to identify the characteristics and capabilities of firearms, ammunition, ballistics, protection.
<b>S27 (F)</b> Demonstrate the different carriages of a police firearm.
<b>S28 (F)</b> Deploy operationally as an AFO in accordance with set procedures and authorities.
<b>S29 (F)</b> Carry out post deployment procedures.
<b>S30 (F)</b> Identify the key benefits and considerations of post deployment procedures following the deployment of AFOs.
<b>S31 (F)</b> Be able to recognise the criteria for post incident investigation and the difference between a mandatory and voluntary referral.
<b>S33 (F)</b> Summarise the immediate post incident command considerations. (LO 7).
<b>S34 (F)</b> Recognise who are key police witnesses.
<b>S36 (F)</b> Demonstrate competence in a range of tactical options commensurate with the AFO role.
<b>S38 (F)</b> Demonstrate competence with a range of weapons and tactical equipment appropriate to the role.
<b>S39 (F)</b> Demonstrate appropriate handling of a police firearm.
<b>S40 (F)</b> Demonstrate accuracy in shooting a police firearm.
<b>S41 (F)</b> Demonstrate the appropriate action to deal with a weapon malfunction.
<b>S42 (F)</b> Shoot the weapon accurately from the standing, kneeling and prone position if appropriate to the weapon.
<b>S43 (F)</b> Shoot accurately having moved dynamically between different shooting positions.

<b>S44 (F)</b> Shoot accurately at close range.
<b>S45 (F)</b> Shoot accurately using cover.
<b>S46 (F)</b> Shoot the firearm to the required national minimum standard of accuracy.
<b>S47 (F)</b> Shoot accurately whilst on approach and withdrawal.
<b>S48 (F)</b> Demonstrate the correct reload drill
<b>S49 (F)</b> Demonstrate competence in a range of tactical options in relation to shooting a police firearm and in line with policy and guidance
<b>S50 (F)</b> Be able to work effectively in a team to achieve shared objectives, demonstrating awareness of individual differences and providing support as required.
<b>S51 (F)</b> Respond to conflict situations using a range of tactical options, assessing the threat to determine a proportionate response in line with legislation, policy and guidance.
<b>S52 (F)</b> Assess the immediacy and proximity of threat in order to make operational decisions for the protection of life.
<b>S53 (F)</b> Apply nationally recognised techniques associated with containment in a firearms situation
<b>S54 (F)</b> Demonstrate a physical overt or discreet containment.
<b>S55 (F)</b> Be able to carry out a dynamic risk assessment in a firearms situation.
<b>S56 (F)</b> Apply the National Decision Model to manage the response to a situation in a reasonable and proportionate way.
<b>S57 (F)</b> Demonstrate good and effective communication skills with the ability to listen to others.
<b>S58 (F)</b> Be able to act with discretion and emotional intelligence to manage conflict and defuse difficult situations.
<b>S59 (F)</b> Perform Overt Interception in a police firearms situation.
<b>S60 (F)</b> Perform a Challenge from Cover in a police firearms situation.
<b>S61 (F)</b> Demonstrate safely approaching a stationary vehicle making best use of cover.
<b>S62 (F)</b> Demonstrate safely approaching a vehicle making best use of cover as part of a team
<b>S63 (F)</b> Use appropriate portable ballistic protection.
<b>S64 (F)</b> Be able to plan a simple approach to a building
<b>S65 (F)</b> Plan and participate in a limited entry, as part of a team.
<b>S67 (F)</b> Perform the role of shield officer, cover officer and support officer when conducting a limited entry as part of a team.
<b>S68 (F)</b> Demonstrate the correct non-verbal tactical communication (NVTC) as required.

<b>S69 (F)</b> Perform the roles of number one, two, support and front cover during an emergency search.
<b>S70 (F)</b> Demonstrate the different form up configurations correctly when conducting an emergency search.
<b>S71 (F)</b> Perform emergency search with varying officer numbers.
<b>S72 (F)</b> Demonstrate correct initial setup on a closed inward/outward opening and open door.
<b>S73 (F)</b> Demonstrate correct positioning within the team prior to entry.
<b>S75 (F)</b> Competent in a range of tactical options within the context of the wider police operation
<b>S76 (F)</b> Perform searches in the open as part of a pair.
<b>S77 (F)</b> Perform searches in the open as part of a larger team.
<b>S78 (F)</b> Perform open country searches in context with role.
<b>S79 (F)</b> Perform cover and movement as a pair.
<b>S80 (F)</b> Perform cover and movement as part of a team.
<b>S81 (F)</b> Gather and handle information and intelligence from a variety of sources, to assess threat in line with legislation, policies and guidance to take the appropriate action.
<b>S82 (F)</b> Demonstrate competence in the use of Taser.
<b>S83 (F)</b> Demonstrate competence in the use of the Launcher.
<b>S84 (F)</b> Provide medical aid commensurate with training as required to preserve life.
<b>S85 (F)</b> Demonstrate competence in the provision of ballistic first aid.

## Assessment method 2: Knowledge test

Knowledge
<b>K1 (o)</b> The codes of ethics and values and standards, including duty of care to both colleagues and others, and this may include but is not restricted to equality, diversity and human rights.
<b>K2 (o)</b> The threat posed by the prevailing security situation and any policy/measures to mitigate the risk.
<b>K3 (o)</b> The policy and statutory powers to effectively manage incidents. This may include but is not restricted to; responding to incidents, preserving scenes and evidence when necessary; arrest, detain and report individuals safely and lawfully; risk manage health and safety for self and for others.

<b>K4 (o)</b> Authorised equipment and physical resources is to be used in the execution of their duty.
<b>K5 (o)</b> The management of health and safety for self and for others.
<b>K6 (o)</b> Available technology for use in a policing and investigate environment.
<b>K7 (o)</b> The policy and legislative obligations concerned in the recovery, handling and management of information and intelligence.
<b>K8 (o)</b> Gathering, submitting and sharing information and intelligence to further policing-related outcomes.
<b>K9 (o)</b> The policy and statutory powers used to methodically search individuals or vehicles.
<b>K10 (o)</b> The preservation of evidence including; persons, areas, property or premises.
<b>K11 (o)</b> The principles of conflict resolution using communication skills and the application to physical protection and restraint.
<b>K12 (o)</b> The policy for the management of suspects, victims and witnesses paying attention to vulnerable individuals or groups.
<b>K13 (o)</b> The policy, procedures and legislative obligation in the production of written submissions to support the justice system.
<b>K14 (o)</b> The inter-dependent areas of policing. This will include but is not restricted to; other policing or law enforcements agencies; organisations within the justice system; governmental and non-governmental departments and agencies.
<b>K16 (o)</b> The requirements and processes for the assured recovery or preservation of evidence to maintain its integrity for future exploitation.
<b>K17 (l)</b> The organisational support and obligations to the justice system.
<b>K18 (l)</b> The policy, legislative requirements and statutory powers to be applied to the investigation of criminal and non-criminal matters.
<b>K20 (F)</b> What is an authorised firearms officer (AFO).
<b>K21 (F)</b> What is fitness for armed duty and personal responsibility in relation to it.
<b>K22 (F)</b> What needs to be recorded and where, in relation to the issue and carriage of firearms and related equipment.
<b>K23 (F)</b> The legislation and national guidelines relating to carrying a police firearm.
<b>K24 (F)</b> The different methods of carriage of a police firearms in accordance with procedures.
<b>K25 (F)</b> The authorities for deployment of AFOs.
<b>K26 (F)</b> The criteria for deployment of AFOs.
<b>K27 (F)</b> When an AFO may self-deploy.

<b>K30 (F)</b> The criteria for post incident investigation and the difference between a mandatory and voluntary referral.
<b>K31 (F)</b> The roles/responsibilities specific to the post incident process.
<b>K32 (F)</b> Who may become key police witnesses.
<b>K33 (F)</b> The legislation and national guidelines relating to shooting a police firearm.
<b>K34 (F)</b> The factors to be considered prior to shooting a police firearm.
<b>K36 (F)</b> The appropriate points of aim when shooting a police firearm.
<b>K37 (F)</b> The police firearms shooting positions.
<b>K38 (F)</b> What is meant by "containment" in a firearms situation.
<b>K40 (F)</b> Considerations in relation to sieges.
<b>K41 (F)</b> The different roles within the context of the wider police operation to support the achievement of operational strategies and priorities for action in relation to containment in a firearm situation.
<b>K42 (F)</b> The different methods of containment in a firearms situation.
<b>K50 (F)</b> Search terminology.
<b>K51 (F)</b> The considerations/tactics for open area searches.
<b>K52 (F)</b> The specialist support and equipment that should be considered when searching for subjects in the open.
<b>K53 (F)</b> The specialist support and equipment that should be considered when performing open country searches.
<b>K54 (F)</b> The considerations for cover and movement.
<b>K56 (F)</b> The different less lethal weapons.
<b>K58 (F)</b> The legislation/guidelines in relation to the carriage of less lethal weapons.
<b>K59 (F)</b> The legislation/guidelines in relation to the use of less than lethal weapons in a policing operation.
<b>K61 (F)</b> The proportionate and lawful use of force in line with legal accountabilities.

## Assessment method 3: Professional discussion (underpinned by a portfolio of evidence)

Knowledge
<b>K15 (o)</b> The diversity of individuals, groups and neighbourhoods in their community and ways in which they may help to develop partnership working to address local community and policing issues, problems or concerns.
<b>K19 (I)</b> The electronic equipment, applications and systems used within their organisation. How they are effectively used in the detection or deterrence of crime.
<b>K28 (F)</b> The key benefits and considerations of post deployment procedures following the deployment of AFOs.
<b>K29 (F)</b> The role of the post incident manager (PIM).
<b>K35 (F)</b> How to respond appropriately to vulnerable persons in a firearm situation.
<b>K39 (F)</b> How to carry out a dynamic risk assessment.
<b>K57 (F)</b> The intended use of less lethal weapons.
<b>K60 (F)</b> The post deployment procedures after use of a less lethal weapon in a policing operation.

Skills
<b>S2 (o)</b> Gather, handle and accurately assess information and intelligence from appropriate sources to support law enforcement and to maximise policing effectiveness.
<b>S4 (o)</b> Analyse all available information to be able to assess the risks and threats posed by the situation to allow for the best possible outcome. In doing so use the national decision-making model or equivalent to influence the thought process behind decisions and activity.
<b>S8 (o)</b> Identify the appropriate situation to use authorised equipment, including communications and personnel protection assets and able to effect user maintenance or apply the procedures for the management of damaged or inoperable equipment.
<b>S9 (o)</b> Take measures to ensure that security, integrity and confidentiality of information is maintained, using appropriate policy and legislation concerned with the management of information.
<b>S10 (o)</b> Generate written submissions and reports. This will include the management and storage of such items and their disclosure when appropriate.
<b>S13 (o)</b> Identify those individuals who are considered vulnerable and manage them in accordance with policy and legislation.
<b>S14 (o)</b> Provide support for victims and witnesses, inclusive of those who are deemed to be vulnerable, at policing incidents. This includes giving advice to identify and access sources

of additional support (or accessing sources on behalf of individuals) and post-incident help, and where appropriate, delivering any necessary follow-up assistance.
<b>S15 (o)</b> Apply and promote the codes of ethics and values and standards in the delivery of all aspect of their duties.
<b>S16 (o)</b> Demonstrate working alongside partner organisations or as part of a multi-disciplinary team to improve, mitigate and solve community problems, issues or concerns. This may include, but is not restricted the provision of Crime Reduction advice.
<b>S17 (o)</b> Engage in community activity. This for example could include schools or community groups and maybe collaborative activity with other stakeholders such as law enforcement agencies.
<b>S18 (l)</b> Use the appropriate policy, legislative requirements and statutory powers when conducting investigation in to criminal and non-criminal matters.
<b>S19 (l)</b> Provide support to vulnerable people and assess their needs for further support, including providing advice on accessing that support.
<b>S20 (o)</b> Preserve and manage crime scenes to exploit evidential opportunities from available material.
<b>S22 (l)</b> Demonstrate the use electronic equipment, applications and systems used in a policing and investigational context.
<b>S24 (F)</b> Recognise when an AFO is deployed.
<b>S32 (F)</b> Describe the roles/responsibilities specific to the post incident process.
<b>S35 (F)</b> Review own performance objectively and take steps to maintain and enhance competence and professional standards appropriate to the role.
<b>S37 (F)</b> Be able to apply procedures and legislation in relation to shooting a police firearm and in line with policy and guidance.
<b>S66 (F)</b> Consider contingencies when conducting a limited entry.
<b>S74 (F)</b> Understand own role within the context of the wider police operation to support the achievement of operational strategies and priorities for action

## Behaviours

- B1 (o)** 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.
- B2 (o)** Take ownership. Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. Notwithstanding this, have the situational awareness to understand own limitations in ability or authority and seek guidance and support when unsure.
- B3 (o)** Emotionally aware. The ability to understand and manage emotion in stressful situations and environments. Understand that the views and beliefs of others, based on

<p>culture, background and experiences may not always align with our own, thereby treating people with sensitivity, compassion and warmth.</p>
<p><b>B4 (o)</b> Innovative and open minded. Constantly look for ways to improve the individual and the organisation. Be outward looking, inquisitive and creative when considering the development and implementation of working practices. Reflect on individual and team performance, acknowledging success and mistakes, and ask how could I do better.</p>
<p><b>B5 (o)</b> Collaborative. Build effective relationships with colleagues and other partners thereby allowing for the sharing of information, skills and knowledge. This mutually beneficial approach will remove boundaries and contribute to the best possible outcomes and results.</p>
<p><b>B6 (o)</b> Support and Inspire. Know how our individual behaviours impact on the organisation and others. By being a supportive role model create the right climate that will inspire others to maintain performance and professional standards thereby contributing to a positive environment.</p>
<p><b>B7 (o)</b> Critically Analyse. Based on knowledge, experiences and information to hand analyse issues or problems to identify solutions or resolution. But acknowledge that on occasion they may need to seek support and guidance or information from other sources to influence decisions of courses of action.</p>



## Grading descriptors

### Assessment method 1: Practical assessment with questions

KSBs Grouping	Pass – meets all of the following criteria
<p><b>Core Duties</b></p> <p>Responding to a situation (K65, S1, S3, S5, S6, S7, S11,)</p>	<p>Communicates with individuals, groups and/or communities during the management of situations, adapting style as necessary. Assesses the situation and responds in a proportionate way to bring about positive outcomes justifying their actions. (S1, S11)</p> <p>Selects and uses equipment appropriate for the scenario confidently and proficiently. (S5)</p> <p>Applies all Health and Safety considerations as appropriate. (S6)</p> <p>Applies statutory powers and policy specific to the given scenario. (S7)</p> <p>Explains the rationale to support any actions taken and consider use of the National Decision-making Model (NDM). (K65)</p> <p>Analyses all available information to make threat assessments and manage conflict situations in policing through leadership, and deal with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (S3)</p>
<p>Maintain evidential integrity (S12)</p>	<p>Maintains the integrity of a crime scene giving consideration to the deployment of specialist assets. (S12)</p>
<p><b>Investigative Officer</b></p>	
<p>Management of physical evidence (S21)</p>	<p>Demonstrates the recovery of physical evidence taking measures to be taken to maintain its integrity and where required subsequent disposal. Requests specialist resources as appropriate. (S21)</p>
<p><b>Firearms Officer</b></p>	
<p>Weapon Handling &amp; Competence S23 S25, S26, S27, S38, S39, S40, S41, S42, S43, S44, S45,</p>	<p>Issues a firearm in accordance with relevant procedures. (S23, S26)</p> <p>Demonstrates loading, make ready and unloading a police firearm in accordance with procedures. (S25)</p>

S46, S47, S48, S82, S83	<p>Demonstrates the appropriate handling of a police firearm including arming and disarming and the different carriages of the weapon. (S27)</p> <p>Accurately shoots a police firearm from the standing, kneeling and prone position as appropriate to the weapon and performs the appropriate action to deal with a weapon malfunction including reloading. (S38, S40, S41, S42, S48)</p> <p>Meets the minimum standards of accuracy having moved dynamically between different shooting positions including at close range and using cover. (S39, S43, S44, S45, S46, S47)</p> <p>Demonstrates competence in the use of Taser. (S82)</p> <p>Demonstrates competence in the use of the Launcher (Not used by Ministry of Defence Police, AFO, Counter Terrorist role profile). (S83)</p>
Tactical First Aid D13 K62, K63	<p>Demonstrates the correct application and administration of first aid triage, including a range of tactical options required when responding to a firearms situation. (K62, K63)</p>
Understanding of Tactics K43 S28, S36, S49, S50, S51, S75	<p>Demonstrate competence in a range of tactical options commensurate with the Authorised Firearms Officer (AFO) role to include working in a team. (S36, S49, S50, S75)</p> <p>Assesses the threat to determine and apply a proportionate response to managing conflict in a firearms situation acting in accordance with relevant policies, guidance and legislation. (K43, S28, S51)</p>
Decision Making S52, S55, S58, S56, S57, S81	<p>Demonstrates the decisions they have made to assess the immediacy and proximity of threat and preservation of life, including how they applied the National Decision-making Model (NDM). (S52, S53, S55)</p> <p>Applies appropriate responses to the situation with discretion and emotional intelligence to manage conflict and defuse difficult situations. Shows correct use of communication in attaining a successful outcome. (S56, S57, S58)</p> <p>Gathers and handles information and intelligence from a variety of sources, to assess threat in line with legislation, policies and guidance to take the appropriate action. (S81)</p>
Tactical Deployment Vehicles K44, K45 S59, S60, S61, S62, S63	<p>Demonstrates tactical competence when deploying from a vehicle. To include overt Interception, safely approaching a stationary vehicle, planning the best use of cover and portable ballistic protection. (K44, K45)</p> <p>(S59, S60, S61, S62, S63)</p>

<p>Plan &amp; Implement Tactics- Buildings S54 S64, S65, S67, S68: S69, S70</p> <p>S71, S72, S73, S84, S85, K46, K47, K48, K49, K64</p>	<p>Demonstrate containment both overt and discreet. (S54)</p> <p>Plan and participate in a limited entry, as part of a team including the role of shield officer, cover officer and support officer. (S65, S67)</p> <p>Apply the correct non-verbal tactical communication (NVTC) while conducting tactics. (S68)</p> <p>Shoots the firearm to the required national minimum standard of accuracy. (K46)</p> <p>Plans a simple approach to a building (K64, S64)</p> <p>Demonstrate and perform the different form up configurations correctly when conducting an emergency search to include the roles of number one, two, support and front cover. (S69, S70, S71, S73, K47, K48)</p> <p>Demonstrate correct initial setup on a closed inward/outward opening and open door and correct positioning within the team prior to entry. (S72)</p> <p>Perform appropriate medical aid commensurate with training as required to preserve life. (S84, S85)</p>
<p>Tactics Open area Search S76, S77, S78, S79, S80, K55</p>	<p>Perform searches, cover and movement in the open as part of a pair and a larger team. (S76, S77, S78, S79, S80, K55)</p>
<p>Post deployment and post incident Investigation S29, S30, S31, S33, S34,</p>	<p>Explains the key benefits and considerations of post deployment procedures following the deployment of AFOs. (S30)</p> <p>Explains the appropriate criteria for post incident investigation and recognise the difference between a mandatory and voluntary referral and identify key police witnesses. (S31, S34)</p> <p>Summarise the immediate post incident command considerations. (S33)</p> <p>Carries out post deployment procedures. (S29)</p>

A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.

## Assessment method 2: Knowledge test

The following grade boundaries apply to the test:

Grade	Minimum score	Maximum score
<b>Distinction</b>	90% (45 out of 50)	100% (50 out of 50)
<b>Pass</b>	60% (30 out of 50)	89% (44 out of 50)
<b>Fail</b>	0% (0)	59% (29 out of 50)
Core K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K16 Investigative Option K17 K18 Firearms Option K20 K21 K22 K23 K24 K25 K26 K27 K30 K31 K32 K33 K34 K36 K37 K38 K40 K41 K42 K50 K51 K52 K53 K54 K56 K58 K59 K61		

## Assessment method 3: Professional discussion (underpinned by a portfolio of evidence)

KSBs Grouping	Pass – meets all of the following criteria	Distinction – meets all of the following criteria and pass criteria
<b>Core Duties</b> Gather, generate and manage information S2 S9 S10	Explains how they have systematically gathered and assessed information and intelligence to support policing effectiveness and the measures they take to ensure the security and integrity of information in line with policy and legislation. (S2)  Explain when and why they have generated written submission or reports and how they have	

	<p>managed to ensure security, integrity and confidentiality of information is maintained. (S9, S10)</p>	
<p>Decision making S4 S8 B2 B4 B7</p>	<p>Describe a situation where their actions or decisions to identify solutions to problems have been influenced by an analysis of available information or from other sources and explain what methodology they used during the assessment. (B7, S4)</p> <p>Evaluate how, through reflection and lessons learned, they have made changes to future working practices which have benefited the individual and other stakeholders within the organisation. (B4)</p> <p>Describes and justifies occasions in which they have needed to use authorised equipment, explaining how they ensured that the equipment was serviceable (S8).</p> <p>Describes a time they have been accountable and taken ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (B2)</p>	<p>Evaluate how their knowledge, experience and information to hand has influenced their decision-making and in doing so, use the national decision-making model or equivalent to identify and solve problems and how by approaching others for advice has led to a successful outcome. (B7, S4)</p>
<p>Status of individuals S13 S14</p>	<p>Explain what measures must be applied to identify and manage vulnerable individuals and the police</p>	<p>Describe an occasion when they have identified individual(s) as vulnerable and how they have applied relevant policy or</p>

	<p>officer's obligation in that process with regards to policy and legislation. (S13)</p> <p>Explain how they have supported a witness or victim and delivered any necessary follow up action. Explain what organisations can provide support to vulnerable individuals. (S14)</p>	<p>legislation in the management of those individual(s). (S13)</p>
<p>Ethics, Values and Standards</p> <p>S15</p> <p>B1 B6</p>	<p>Describes and promotes the organisational expectations in terms of ethics, values and standards and why they are important, and how they have promoted and applied them in their work. Challenges any indiscretions or actions that contradict the code. (S15, B1)</p> <p>Describes how through their own conduct, they have supported and inspired others to maintain performance and professional standards. (B6)</p>	<p>Explain the consequences of failing to apply professional and organisational expectations and give examples where they have acted as a champion or role model for code of ethics, values and professional standards and the impact this has had. (S15, B6)</p>
<p>Collaborative activity</p> <p>K15</p> <p>S16 S17</p> <p>B3 B5</p>	<p>Describes the benefits of a multi- agency approach. (S16)</p> <p>Explains the diversity of groups (individuals and neighbourhoods) that they are responsible for policing and how they have developed and used their understanding of the</p>	

	<p>needs of those groups and interaction with those groups to address issues, problems and concerns. (K15, S17)</p> <p>Explain where they have demonstrated an awareness and empathy of the needs of individuals that have arisen as a result of a situation. (B3)</p> <p>Describes how they have networked with others to improve two-way communication in order to achieve a mutual outcome. (B5)</p>	
<p>Preserve and exploit physical evidence S20</p>	<p>Explain the importance of preserving the crime scene and how they have ensured that the integrity of any evidence is maintained by considering any forensic strategies. (S20)</p>	
<p><b>Investigative Officer</b></p>		
<p>Use of technology K19 S22</p>	<p>Describes how they have used technology to detect or deter crime. This may include but is not restricted to:</p> <ul style="list-style-type: none"> <li>• the use of databases, or</li> <li>• technology to exploit evidence, or</li> <li>• the use of communications (I.T equipment) to</li> </ul>	

	<p>support policing activity.</p> <p>(K19, S22)</p>	
<p>Investigative obligation and the application of powers</p> <p>S18</p>	<p>Explains the legal obligations to investigate crime and the legislative requirements they have applied during the investigative process including those relating to: (S18)</p> <ul style="list-style-type: none"> <li>• the interview of the suspect</li> <li>• arrest</li> <li>• search</li> <li>• seizure of evidence.</li> </ul>	
<p>Vulnerable people</p> <p>S19</p>	<p>Explains by using one example from their own practice the obligations which must be applied to the management of those people who are identified as being vulnerable during the course of an investigation. Describes what support and advice must be afforded to vulnerable people during the investigation and if dealt with at court. (S19)</p>	
<b>Firearms Officer</b>		
<p>Role &amp; Responsibility</p> <p>K28</p> <p>S24 S37 S66 S35</p> <p>S32 S74</p>	<p>Explains how their role supports wider police operations and how they have developed effective working relationships with colleagues, partners and other stakeholders to support operational priorities. (S74)</p> <p>Explains the circumstances in which an</p>	



	<p>AFO would be deployed and provides one example of how they have applied procedures and legislation when shooting a police firearm. (S24, S37)</p> <p>States all contingencies to be applied when performing a limited entry. (S66)</p> <p>Evaluates own performance and, explains steps they have taken to develop competency against professional standards. (S35)</p> <p>Explains the key benefits and considerations of post deployment procedures following the deployment of AFOs. Describes the roles/responsibilities specific to the post incident process. (K28, S32)</p>	
<p>Management and control of Subjects K35 K57 K39</p>	<p>Describes the initial steps to be taken when dealing with either emotionally, mentally distressed individuals (EMDI) or external behaviour influencers (EBI). Lists the characteristics associated with EMDI and EBI individuals. (K35)</p> <p>Explains the options available when considering the use of less lethal weapons and their limitations. (K57)</p> <p>Explains the elements that must be satisfied before transitioning to less lethal</p>	

	weapons during a situation where primary weapons systems are deployed. (K39)	
Post Incident Procedures K29 K60	Explains the role and responsibilities of a Post Incident Manager PIM, inclusive of the deployment of those concerning the deployment of less lethal weapons. (K29, K60)	

A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.