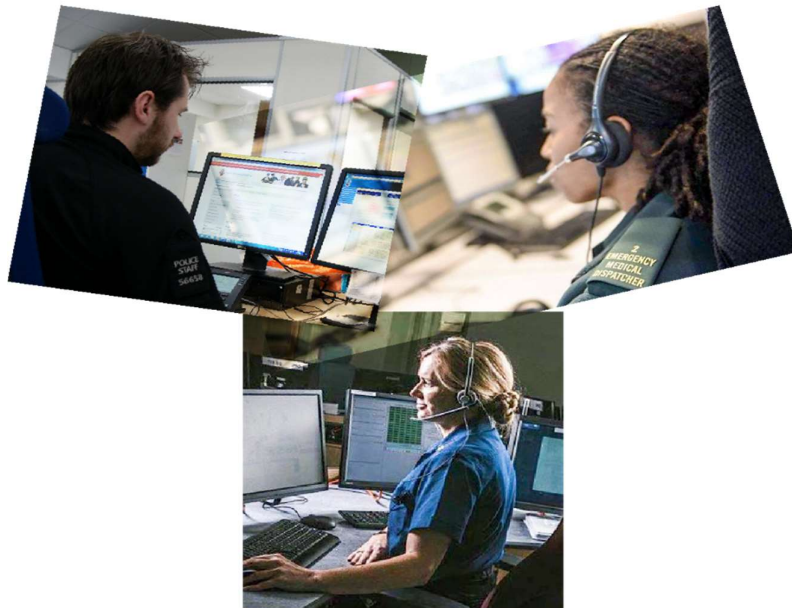


# End-Point Assessment Plan for Contact Handler – Emergency Services & NHS Integrated Urgent Care Level 3

---



## Index

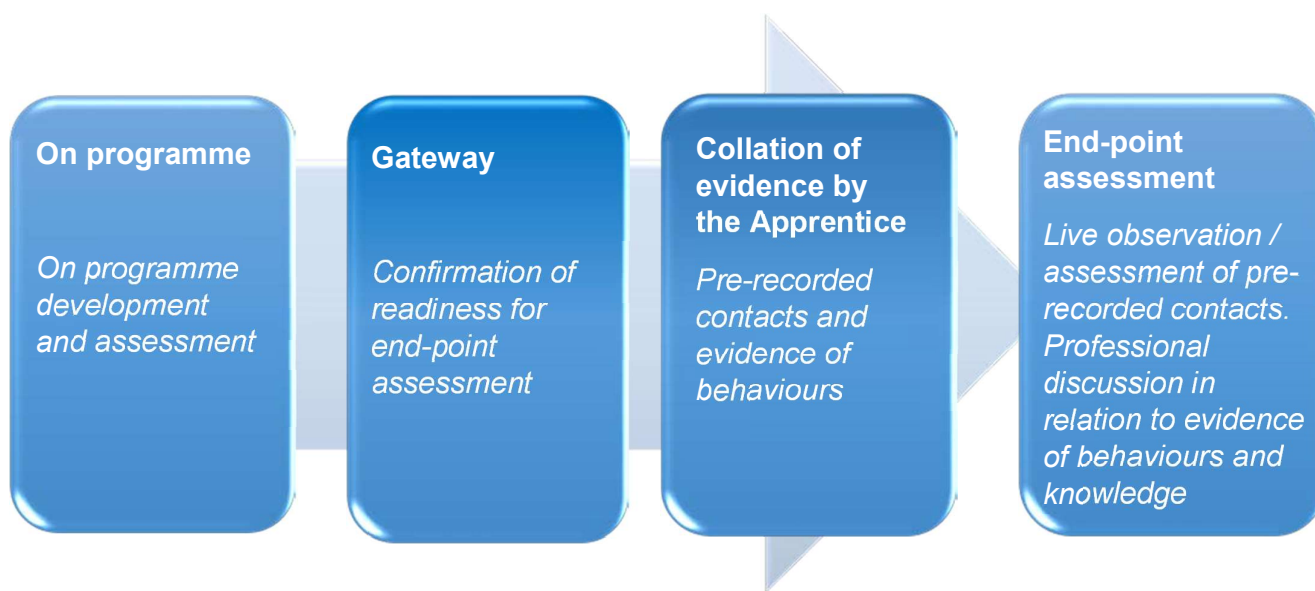
- Page 2: Summary of assessment**
- Page 3: Assessment overview, Assessment gateway**
- Page 4: End-point assessment (what, how, who)**
- Page 6: Summary of roles, Final judgement, Independence, Quality assurance**
- Page 7: Grading, Implementation**
- Page 8: Appendix A - Methods of assessment and descriptors for distinction**
- Page 19: Appendix B - Sector specific information and knowledge requirements**

## Summary of assessment

The end-point assessment for the “Contact Handler - Emergency Service and Integrated Urgent Care” apprenticeship will be carried out after the Line Manager, Training Provider and Apprentice have confirmed the Apprentice is competent in performing the occupation.

Prior to end-point assessment, an Apprentice will receive structured on and off the job learning. Due to the nature of this occupation, a significant proportion of learning will occur at the start of the apprenticeship to provide apprentices with the skills, knowledge and behaviours which are needed to manage the needs of service users safely. It is recommended that there are employer and/or sector on-programme milestones that an Apprentice needs to achieve during the first year, for example successfully passing bespoke IT examinations. Following confirmation from the line manager and training provider of consistently competent performance in line with the apprenticeship standard, the Apprentice will pass the gateway and be ready for end-point assessment.

Following the gateway, the Apprentice will collate 5 recent examples of managing contacts, which will be accessible for the Assessor to listen to, and will provide evidence to support the demonstration of specific behaviours (for example, how they have collaborated with colleagues/service partners). During end-point assessment, the Assessor will complete a live observation and listen to the pre-recorded contacts. The Assessor will also have a discussion with the Apprentice in relation to the evidence of behaviours and to question the Apprentice in relation to the knowledge requirements specified in the standard.



## Assessment overview

<u>Assessment method</u>	<u>Areas Assessed</u>	<u>Assessed by</u>	<u>Grading</u>
Observation of live contacts and pre-recorded contacts	Skills, behaviours, knowledge	End-point assessment organisation	Fail / Pass / Distinction
Professional discussion based on evidence provided of specific behaviours and structured questioning for knowledge requirements	Behaviours	End-point assessment organisation	Fail / Pass / Distinction
	Knowledge	End-point assessment organisation	Fail / Pass / Distinction

## Assessment gateway

The Line Manager, Training Provider and Apprentice will jointly agree that the Apprentice is ready for end-point assessment. This is known as the gateway. It is expected that the roles of each party will be as follows:

<b>Party</b>	<b>Role</b>
Apprentice	To evidence competency against the apprenticeship standard by completing the structured portfolio of work, and confirm readiness for end-point assessment
Line Manager	To confirm the Apprentice's consistent competence in the workplace in line with the skills, knowledge and behaviour of the standard
Training Provider	To confirm all elements of the on-programme training and assessment have been achieved

The Apprentice will also need to have achieved Level 2 in English and Maths prior to passing the gateway successfully.

For those with an education, health and care plan or a legacy statement, the English and Maths minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.

## **End-point assessment**

After passing the gateway, an Apprentice will have a maximum of 3 months to gather the required evidence for the end-point assessment. This would be extended in extenuating circumstances, for example if the Apprentice has a long period of absence following the gateway.

### **What**

Apprentices will be assessed on every knowledge, skill and behaviour as detailed in the apprenticeship standard.

### **How**

Two methods of assessment will be used:

#### **Observation of live and pre-recorded contacts:**

It is expected that a live observation will demonstrate specific skills and behaviours and will infer knowledge, as identified in the table in Appendix A. Live observation will provide apprentices with an opportunity to demonstrate a broad range of skills and behaviours related to their effective use of IT systems and communication with service users and colleagues. Due to the risks associated with a live observation, employers and assessment organisations will need to consider measures to minimise pressure on the Apprentice and disruption to the workplace. For example, the Assessor will need to be unobtrusive, and to ensure this the Assessor should agree with the Employer and Apprentice the most appropriate place to be positioned.

In relation to duration, the observation is expected to last between 135 – 165 minutes. The End-Point Assessment Organisation should allow time for breaks in line with organisational procedures and/or individual requirements. To help ensure a variety of evidence can be captured during the observation, it is recommended that the End-point Assessment Organisation liaises with the Employer in advance to identify any periods where a higher volume of contacts is likely. If on the day of the observation there is a low volume of contacts, employers should have the facility to route incoming contacts to a particular contact handler.

It is appreciated that the live observation may not provide an Assessor the opportunity to witness the Apprentice managing a variety of service users who are facing challenging situations. For this reason, the Apprentice will also submit 5 recent contacts as evidence (completed after the Gateway to ensure currency of performance) which the Assessor will assess on the day of assessment. Appendix A explains what the Apprentice is required to submit and the knowledge, skills and behaviours which should be evidenced.

In order to comply with Data Protection, Confidentiality legislation (e.g. Official Secrets Act) and sector/employer policies the Assessor will not be able to record details of callers. Employers may check to ensure, prior to the Assessor leaving the site, that assessment paperwork does not contain any personal / confidential information relating to members of the public.

#### **Professional discussion based on evidence of specific behaviours and structured questioning to test knowledge:**

There are certain behaviours which an Apprentice may not be able to evidence through live or pre-recorded contacts. Also, to achieve distinction, there is the requirement to produce supporting evidence to demonstrate consistent competence. For this reason, the Apprentice is asked to provide specific examples of performance/behaviours, which will be discussed by the Assessor and the Apprentice.

This method will also demonstrate that the Apprentice has knowledge and understanding, in line with the knowledge statements specified in the standard and contextual detail contained in the sector specific information and knowledge requirements in Appendix B.

It is expected that the Assessor will ask and record answers to ensure that full understanding is demonstrated to meet the knowledge requirements. It is important that these questions are non-leading and evidenced; to ensure this the End-point Assessment Organisation should develop a structured template and the verbal questioning techniques used by Assessors must be monitored through internal quality assurance procedures. Some answers will need to be verified as correct by an occupationally competent employee from the Apprentice's organisation, as detailed in Appendix A, as these require an Apprentice to demonstrate an understanding of their organisation's policies and procedures.

In relation to duration, it is expected that the professional discussion will last between 80-100 minutes. The End-point Assessment Organisation should allow time for breaks in line with organisational procedures and/or specific individual requirements.

It is envisaged that the end-point assessment will be carried out during one visit to the Apprentice's place of work. The observation and assessment of pre-recorded contacts should happen prior to the professional discussion. This is because the evidence obtained from these methods may form the basis for some of the questioning required during the professional discussion. The Apprentice will receive the results when all assessments have been completed.

## Who

An occupationally competent Assessor will assess the Apprentice.

The Assessor must be able to demonstrate they possess practical competence and up to date knowledge in current working practices appropriate to the sector in which they are carrying out the assessment practice.

The Assessor must have worked in an emergency service environment for a minimum of 3 years, in a role which directly demonstrates their occupational competence in contact handling in relation to the knowledge, skills and behaviours detailed in the standard.

If the Assessor is not currently working in a Contact Centre environment, the End-point Assessment Organisation is expected to ensure that the Assessor maintains credible CPD. For example, the End-point Assessment Organisation could hold CPD/standardisation events which would include simulated exercises in contact handling.

The Assessor must be independent and have no vested interest in the Apprentice passing the assessment. The Assessor must be employed by an organisation who is on the register of end-point assessment organisations for this standard.

Due to the nature of this occupation, the Assessor will also need to be emotionally resilient as they may witness events which may be of a distressing nature.

In order to comply with data protection, confidentiality legislation (e.g. Official Secrets Act) and sector/employer policies, an Assessor must pass the Employer's vetting requirements and comply with organisational secrecy policies (which may involve signing a confidentiality agreement). The Employer will work with the End-point Assessment Organisation to ensure assessors are vetted.

## Summary of roles

At the gateway:

The **Training provider** will confirm all of the on-programme learning has been achieved by the Apprentice.

The **Employer** will confirm consistent competence of the Apprentice in the workplace in line with the skills, knowledge and behaviours of the apprenticeship standard.

At end-point assessment:

The **Assessor** will use the methods detailed above, and as further explained in Appendix A, to assess the Apprentice.

The **Employer (e.g. line manager)** will confirm the Apprentice's answers to specific organisational knowledge requirements are correct.

## Final judgement

The approved independent Assessor will make the final judgement. The Assessor will need to be from an organisation who is on the register of end-point assessment organisations.

## Independence

The Assessor will not have partaken in the employment, training and development of the Apprentice. The Assessor will have no vested interest in the Apprentice achieving the apprenticeship.

## Quality Assurance

### **Internal**

To ensure consistency, it is expected that end-point assessment organisations will have formal internal quality assurance procedures in place. These procedures will include:

- Standardisation of practice. Standardisation should occur prior to assessors carrying out any assessments, and should include the design of guidance and additional templates to ensure consistent interpretation of the assessment standard (and the contextual knowledge as outlined in the sector specific information and knowledge requirements, Appendix B) and the assessment methodology (as detailed in Appendix A). Standardisation events should also occur a minimum of twice yearly to ensure decisions are aligned in practice and to identify any areas for improvements.

- Training of assessors. All new assessors should have a thorough understanding of the requirements of the apprenticeship standard, sector specific information and knowledge requirements in Appendix B, end-point assessment plan, and any additional templates produced as a result of standardisation of practice. Current assessors should maintain their CPD and be regularly monitored through live observation of their practice.
- Monitoring. In addition to live monitoring of an Assessor's practice, it is expected that internal quality assurers will sample assessment decisions to ensure they are valid, reliable and fair and ensure consistency between assessors.

## External

The Institute for Apprenticeships will provide the external quality assurance. The Institute for Apprenticeships has been selected as there is currently no professional body which represents all of the sectors and the Trailblazer employer group are not in a position to establish and provide external quality assurance governance. Ofqual is considered as not appropriate at this present time due to the requirement for end-point assessment organisations to comply with Ofqual regulations, which may limit the establishment and therefore choice of end-point assessment organisations.

## Grading

To attain a Pass, apprentices are expected to demonstrate competence in each knowledge, skill and behaviour listed in the apprenticeship standard, in line with the assessment methodology and guidance which is provided in Appendix A.

Any area that is not demonstrated to a competent level will be marked as a Fail and the Apprentice will need to re-take the relevant parts of end-point assessment once the Training Provider, Apprentice and Line Manager agree that the Apprentice is ready. The Apprentice will be allowed two resits/retakes and these should be completed within a 6 month period.

There are 13 criteria from the knowledge, skills and behaviours detailed in the apprenticeship standard for which it is possible for an Apprentice to demonstrate competence at a Distinction level. These criteria, alongside a description of performance required and the assessment methodology, are detailed in Appendix A.

In order to achieve an overall Distinction an Apprentice will need to attain 8 out of the 13 criteria available in accordance with the minimum requirements for each assessment methodology, as is outlined in this table:

<b>Assessment methodology:</b>		<b>To attain a Distinction:</b>
<b>Live Observation and pre-recorded calls</b>		2 out of a possible 3 at Distinction level
<b>Professional Discussion</b>	Evidence for specific behaviours	2 out of a possible 3 at Distinction level
	Questioning for knowledge	4 out of a possible 7 at Distinction level

## **Implementation**

**Affordability:** It is estimated that 10-15% of the fundable cost will be spent on the end-point assessment.

**Consistency:** It is expected that end-point assessment organisations will follow the guidance in Appendix A, which will ensure that assessment is carried out for each Apprentice using the same methodology. It is specified that assessors will record their decisions and, in line with internal and external quality assurance procedures, these should be standardised and quality checked. This is explained in “Quality Assurance – Internal” in page 6 of this document.

**Volumes:** It is anticipated that 300 apprentices will start the apprenticeship in the first year, rising to 500 apprentices per year in the following years.



## Appendix A – Methods of assessment and descriptors for Distinction grading

---

### Introduction:

This appendix specifies the methods of assessment which should be used to assess the knowledge, skills and behaviours of the apprenticeship standard. It also provides guidance on the types of evidence required and it specifies the criteria for where Distinction grading is possible. This information should be shared by the Training Provider with the Apprentice to enable them to prepare for the gateway and end-point assessment.

### Grading:

To achieve a Pass grade, an Apprentice will need to be confirmed as competent in all knowledge, skills and behaviours, in accordance with the evidence requirements specified in this Appendix, pages 9-17.

There are 13 criteria where a grade of Distinction is available. To achieve an overall Distinction grade, in addition to being graded Pass, an Apprentice is required to achieve 2 out of the 3 criteria for the live observation / pre-recorded contacts and 6 out of the 9 for the professional discussion.

### Live observation and pre-recorded contacts:

#### Live observation

The Assessor will observe the Apprentice performing their role and will assess them against the applicable knowledge, skills and behaviours as identified in the table below.

#### Pre-recorded contacts

The Apprentice is required to submit 5 recorded contacts as evidence and should be encouraged to select examples that holistically demonstrate the applicable knowledge, skills and behaviours. It is recognised that each of these contacts may not evidence every applicable criteria 5 times. Instead, there is the requirement that criteria is evidenced a minimum number of times as detailed in the evidence requirements column in the table below.

If, in the 5 contacts submitted, the Assessor identifies unsatisfactory skills or behaviours for 1 or more contacts, the Apprentice will receive a fail (regardless of the minimum evidence requirements).

ST0483/AP01

The Apprentice is expected to provide a short justification, in writing, for why the contacts they have submitted demonstrates each applicable knowledge, skill and behaviour. The Assessor will also listen to and mark the recordings.

**Grading**

**Pass:** An Apprentice will need to demonstrate competency in all the knowledge, skills and behaviours detailed in the table below, in line with the evidence requirements specified. If, in the 5 contacts submitted, the Assessor identifies unsatisfactory skills or behaviours for 1 or more contacts, the Apprentice will receive a fail (regardless of the minimum evidence requirements).

**Distinction:** For this assessment methodology there are 3 criteria where Distinction grading is available. It is not expected that the Apprentice will provide extra evidence for these criteria; instead, it should be evident from the 5 record of contacts which have been provided.

To achieve a Distinction for this methodology, in addition to being graded Pass, an Apprentice is required to achieve Distinction in a minimum of **2 out of the 3** criteria.

Criteria	Evidence requirements for a Pass	Distinction Descriptor (where applicable)	Evidence requirements for a Distinction
<b>Knowledge</b>			
<p><b>Health and Safety:</b> How to comply with the Health and Safety legislation and any regulations/organisational policies relevant to the specific emergency service sector, including to the management of own welfare. This will include knowing and understanding how to provide critical health and safety advice to service users, specific to each sector.</p>	<p>Demonstrates, through either the live observation and/or pre-recorded contacts, an understanding of how to comply with health and safety regulations / policies. This could be, for example, through providing advice to service users.</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Equality &amp; Inclusion:</b> Equality legislation/regulations/policies and how these impact on the way a Contact Handler responds to service users and colleagues.</p>	<p>Demonstrates, through either the live observation and/or pre-recorded contacts, behaviours which are non-discriminatory and responds appropriately to all service users, promoting equality of opportunity if appropriate.</p>	<p>N/A</p>	<p>N/A</p>

## ST0483/AP01

Criteria	Evidence requirements for a Pass	Distinction Descriptor (where applicable)	Evidence requirements for a Distinction
<p><b>Communication Techniques:</b> Advanced and effective communication techniques, including:</p> <ul style="list-style-type: none"> <li>• ways to build rapport and empathise, reassuring service users whilst they are in an emergency situation</li> <li>• methods of questioning and listening</li> <li>• methods to influence and negotiate</li> <li>• how to manage challenging calls and situations.</li> </ul>	Demonstrates, through either the live observation and/or pre-recorded contacts, effective communication techniques.	N/A	N/A
<p><b>Technical knowledge of Incidents</b> Incidents relevant to the specific sector, including a full comprehension of:</p> <ul style="list-style-type: none"> <li>• complex terminology, for example medical conditions, fire-fighting procedures</li> <li>• identification of the type and potential consequences of each type of incident, for example, whether an incident is a police or civil matter</li> <li>• critical advice/instructions which should be provided to service users in response to specific incidents.</li> </ul>	Demonstrates, through either the live observation and/or pre-recorded contacts, an understanding of types of incidents and advice/instructions which should be provided to service users.	N/A	N/A
<p><b>Technology</b> The IT and communication solutions relevant to the specific sector/organisation, including contact</p>	Demonstrates, through the live observation, an understanding of how to use IT and communication systems.	N/A	N/A

## ST0483/AP01

Criteria	Evidence requirements for a Pass	Distinction Descriptor (where applicable)	Evidence requirements for a Distinction
management equipment (e.g. telephony systems), and bespoke software programmes (e.g. recording and resource systems).			
<b>Procedures</b> Processes and procedures of the role of contact handler in own sector / organisation.	Demonstrates, through either the live observation and/or pre-recorded contacts, an understanding of how to follow processes and procedures.	N/A	N/A
<b>Skills</b>			
Operate communication systems and bespoke software in an efficient and effective way.	Live observation and evident in a minimum of 3 of the recorded contacts.	N/A	N/A
Communicate with service users in a clear, calm and reassuring manner.	Live observation and evident in a minimum of 3 of the recorded contacts.	Apply enhanced communication techniques with service users who demonstrate behaviours of a challenging nature e.g. distressed, angry <i>Examples of techniques (which should be used appropriately):</i> Name exchange / use of service users name, empathy, voice matching, checking for understanding.	Evident in a minimum of 2 of the recorded contacts.
Gather relevant information from the service user, using questioning techniques appropriate to the situation.	Live observation and evident in a minimum of 3 of the recorded contacts.	Use a flow of questions that creates a natural rapport with the caller whilst at the same time ensuring all information is obtained. Interpret complex or ambiguous answers and, as required, enhances and clarifies the information.	Evident in a minimum of 2 of the recorded contacts.

## ST0483/AP01

Criteria	Evidence requirements for a Pass	Distinction Descriptor (where applicable)	Evidence requirements for a Distinction
Accurately utilise and record information on computer systems and bespoke software packages, which may be whilst communicating with the service user.	Live observation and evident in a minimum of 3 of the recorded contacts.	N/A	N/A
Manage service users' expectations depending on a variety of factors including severity of the situation and any regulatory requirements. This will be done through persuasive negotiation and may require being assertive in some cases (for the safety of service users).	(If occurs, to be evidenced through the live observation)  Evident in a minimum of 3 of the recorded contacts.	Apply enhanced communication techniques with service users whose original expectations cannot be met e.g. expectations are unrealistic <i>Examples of techniques (which should be used appropriately):</i> - Positive/persuasive language to gain agreement from callers. - Signposting caller appropriately	Evident in a minimum of 1 out of the recorded contacts.
Provide immediate and appropriate advice and information to the service user, adapting this, as necessary, as the contact progresses.	Live observation and evident in a minimum of 3 of the recorded contacts.	N/A	N/A
Assess information and decide appropriate course of action, following relevant organisational procedures, regulations and legislation.	Live observation and evident in a minimum of 3 of the recorded contacts.	N/A	N/A
<b>Behaviours</b>			
Treat colleagues and service users with compassion and empathy, without bias or prejudice. Respect diversity, beliefs, culture and values.	Live observation and evident in a minimum of 3 of the recorded contacts	N/A	N/A
Demonstrate the highest standards of professionalism and trustworthiness, making sure that organisational values, moral codes and ethical standards are always upheld.	Live observation and	N/A	N/A

ST0483/AP01

Criteria	Evidence requirements for a Pass	Distinction Descriptor (where applicable)	Evidence requirements for a Distinction
Act in the best interests of the service user, seeking guidance when necessary.	evident in a minimum of 3 of the recorded contacts		
Manage multiple demands, whilst prioritising safety. Manage own emotions in challenging situations with service users, remaining calm and professional. Recognise when to seek support for own welfare.	Evident in a minimum of 1 recorded contact submitted as evidence. (This contact should demonstrate the contact handler managing a challenging situation)	N/A	N/A

Professional Discussion:

The professional discussion will consist of:

- a discussion in relation to supplementary evidence provided for behaviours
- questioning to demonstrate knowledge

Discussion to evidence behaviours

As outlined in the table overleaf, the Apprentice is expected to collate evidence for the behaviours to demonstrate consistent application of these in the workplace. The Assessor will discuss the content of the evidence with the Apprentice in order to confirm competence.

**Grading (For the evidencing of behaviours)**

**Pass:** An Apprentice will need to demonstrate the behaviours as detailed in the table below.

ST0483/AP01

**Distinction:** For the professional discussion to evidence behaviours, there are 3 criteria where Distinction grading is available. To achieve an overall Distinction, in addition to being graded Pass, an Apprentice is required to achieve Distinction in a minimum of **2 out of the 3** criteria.

Criteria	Evidence requirements for a Pass	Distinction Descriptor (where applicable)	Evidence requirements for a Distinction
<b>Behaviour</b>			
Treat colleagues and service users with compassion and empathy, without bias or prejudice. Respect diversity, beliefs, culture and values.	Evidence from line manager and/or feedback from others e.g. performance reviews, witness statements	Challenging inequality and/or promoting inclusion	Testimony from appropriate source or evidence of product e.g. emails.
Demonstrate the highest standards of professionalism and trustworthiness, making sure that organisational values, moral codes and ethical standards are always upheld. Act in the best interests of the service user, seeking guidance when necessary.	Evidence from line manager and/or feedback from others e.g. performance reviews, witness statements	N/A	N/A
Manage multiple demands, whilst prioritising safety. Manage own emotions in challenging situations with service users, remaining calm and professional. Recognise when to seek support for own welfare.	Evidence from line manager and/or feedback from others e.g. performance reviews, witness statements.		
Be reliable and adaptable. Follow instructions when given. Take ownership for own professional performance and continuous development.	Evidence from line manager and/or feedback from others e.g. performance reviews, witness statements & Evidence of own development e.g. CPD logs	Actively seeks feedback. Shows evidence of self-learning and reflective practice on own initiative.	Evidence of seeking feedback e.g. emails. Evidence of using own initiative to learn e.g. reflective logs.

ST0483/AP01

<p>Demonstrate a proactive approach to collaboration with colleagues from own and other organisations by offering help, support and guidance.</p>	<p>Evidence of collaborating with colleagues from own and other organisations e.g. witness statements from others, record of contacting other organisations.</p>	<p>Promoting team ethics by supporting colleagues, promoting positivity, and leading by example.</p>	<p>Evidence of positively promoting team work/team activity e.g. emails, testimonies.</p>
---	--	--	---

**Questioning to demonstrate knowledge**

Although the application of knowledge may be inferred through the live observation / pre-recorded contacts, knowledge requirements from the standard and any sector specific knowledge as specified in Appendix B will be assessed through questioning.

The answers in relation to “Grading of Incidents”, “Technology” and “Procedures” will need to be confirmed as accurate by an occupationally competent individual who works for the Employer (e.g. the Line Manager).

The discussion, which should be completed using open and, where necessary, probing questions is designed to ensure the Apprentice understands key concepts, legislation, principles/procedures, and sector specific requirements.

To ensure the Apprentice has an appropriate level of understanding, it is recommended that the Assessor uses probing questions if the first answer is not sufficient. However, these questions cannot be leading.

**Grading**

**Pass:** An Apprentice will need to demonstrate knowledge and understanding, in line with the Descriptor statement below, for each requirement in order to be graded “pass”. The answers in relation to “Grading of Incidents”, “Technology” and “Procedures” will need to be confirmed as accurate by an occupationally competent individual who works for the Employer (e.g. the Line Manager).

**Distinction:** Across the knowledge there are 7 criteria where Distinction grading is available. The Assessor is expected to analyse the level of knowledge and understanding shown, in line with the Descriptor statement below. To achieve an overall Distinction grade for Knowledge, in addition to being graded Pass, an Apprentice is required to achieve Distinction in **4 out of the 7** criteria.

**Descriptor statement:**



ST0483/AP01

**Pass:** The Apprentice has a fundamental understanding of applicable legislation, regulations, policies, terminology and techniques and can relate these to their role

**Distinction:** The Apprentice is fully conversant with applicable legislation, regulations, policies, terminology and techniques and provides insightful illustrations of how these impact on their role

The table overleaf provides examples of the type of questions the Assessor may ask and also provides exemplification for the awarding of “Pass” and “Distinction.” Please note that the exemplification is only illustrative guidance as the Apprentice may provide answers with different examples/content to below which could still demonstrate knowledge in line with the Descriptors above.

The requirements that have sector specific knowledge requirements, which are detailed in Appendix B, are highlighted in blue font.

Knowledge Requirement	Exemplification for “Pass” Descriptor statement	Exemplification for “Distinction” Descriptor statement
<b>Data Protection:</b> How to comply with the Data Protection legislation, regulations and policies relevant to the specific emergency service sector and/or organisations.	Apprentice generally explains how they comply with Data Protection legislation, regulations and policies relevant to their sector.	Apprentice explains the principles of Data Protection legislation, regulations and policies relevant to their sector. Apprentice provides details of the pertinent principles and examples of how they comply with these in their role.
<b>Health, Safety &amp; Security</b> How to comply with the Health and Safety legislation and any regulations/organisational policies relevant to the specific emergency service sector, including to the management of own welfare.	Apprentice generally explains how they comply with Health and Safety legislation and any regulations and policies relevant to their sector.	Apprentice explains the principles of Health and Safety legislation and any regulations / policies, providing details of the pertinent principles and examples of how they comply with these in their role.
<b>Equality and Inclusion</b> Equality legislation/regulations/policies and how these impact on the way a Contact Handler responds to service users and colleagues.	Apprentice generally explains how they comply with Equality legislation, regulations and policies.	Apprentice explains the principles of Equality legislation, regulations / policies, providing details of pertinent principles and examples of how they comply with these in their role.
<b>Communication Techniques</b> Advanced and effective communication techniques, including: <ul style="list-style-type: none"> <li>• ways to build rapport and empathise, reassuring service users whilst they are in an emergency situation.</li> </ul>	Apprentice explains a range of communication techniques and explains how they apply these in their role <i>For example:</i>	Apprentice provides in-depth knowledge of a variety of communication techniques and analyses how they would apply each appropriately in their role <i>For example:</i>

## ST0483/AP01

Knowledge Requirement	Exemplification for “Pass” Descriptor statement	Exemplification for “Distinction” Descriptor statement
<ul style="list-style-type: none"> <li>• methods of questioning and listening</li> <li>• methods to influence and negotiate</li> <li>• how to manage challenging calls and situations.</li> </ul>	<ul style="list-style-type: none"> <li>- explains how they build rapport and empathise with service users</li> <li>- explains 2 types of questions and how they apply to their role</li> <li>- explains a model for listening and how they apply this</li> <li>- explains how they influence and negotiate</li> <li>- explains how they manage a challenge call and situation.</li> </ul>	<ul style="list-style-type: none"> <li>- explains techniques for building rapport and empathising with service users, with an example of applying this</li> <li>- explains 4 types of questioning, describing these and how they would apply each appropriately in their role.</li> <li>- explains 2 or 3 models of listening and how they would apply each appropriately in their role.</li> <li>- explains techniques for influencing and negotiating</li> <li>- explains techniques for managing a challenging call and situation.</li> </ul>
<p><b>Technical knowledge of Incidents</b> Incidents relevant to the specific sector, including a full comprehension of:</p> <ul style="list-style-type: none"> <li>• complex terminology, for example medical conditions, fire-fighting procedures</li> <li>• identification of the type and potential consequences of each type of incident, for example, whether an incident is a police or civil matter</li> <li>• critical advice/instructions which should be provided to service users in response to specific incidents.</li> </ul>	<p>Apprentice explains:</p> <ul style="list-style-type: none"> <li>- the meaning of complex terminology relevant to their sector</li> <li>- potential consequences of different types of incidents</li> <li>- how they would advise service users in response to specific incidents.</li> </ul>	<p>Apprentice provides an in-depth understanding of:</p> <ul style="list-style-type: none"> <li>- complex terminology relevant to their sector</li> <li>- the potential consequences of different types of incidents</li> <li>- how to advise service users in response to specific incidents and the reasons why they would provide this advice.</li> </ul>
<p><b>Decision Making</b> Decision making techniques, including principles of risk assessment and how to make decisions in critical situations, in line with specific emergency service sector and/or organisational requirements.</p>	<p>Apprentice explains:</p> <ul style="list-style-type: none"> <li>- a decision making technique. As part of the technique they should explain how they assess and manage risk.</li> <li>- how they apply the technique in a critical situation in line with sector and/or organisational requirements.</li> </ul>	<p>Apprentice provides:</p> <ul style="list-style-type: none"> <li>- an in-depth understanding of each part of the decision making technique and why each stage is important. As part of the technique, they should explain how they assess and manage risk.</li> <li>- a pertinent example of how they have applied each stage of the technique in a critical situation in line with sector and/or organisational requirements.</li> </ul>

## ST0483/AP01

Knowledge Requirement	Exemplification for “Pass” Descriptor statement	Exemplification for “Distinction” Descriptor statement
<p><b>Grading of Incidents</b> How to grade incidents and escalate in order for resources to be deployed, as appropriate, in line with policies and procedures of the specific sector/organisation . <i>(an occupationally competent individual who works for the Employer will need to confirm accuracy of the Apprentice’s answer)</i></p>	Apprentice explains how to correctly grade incidents and escalate in order for resources to be deployed, as appropriate, in line with policies and procedures of the specific sector/organisation.	N/A
<p><b>Technology</b> The IT and communication solutions relevant to the specific sector/organisation, including contact management equipment (e.g. telephony systems), and bespoke software programmes (e.g. recording and resource systems). <i>(an occupationally competent individual who works for the Employer will need to confirm accuracy of the Apprentice’s answer)</i></p>	Apprentice correctly explains the systems that they use and why they use them.	N/A
<p><b>Multi-agency Working</b> The roles and responsibilities of partner and commissioned agencies, including an understanding of:</p> <ul style="list-style-type: none"> <li>• JESIP</li> <li>• How and when to sign-post service users to other partners/agencies</li> </ul>	Apprentice explains: <ul style="list-style-type: none"> <li>- the roles and responsibilities of partner and commissioned agencies, including the purpose of JESIP</li> <li>- how and when they would sign-post a service user to other partners/agencies.</li> </ul>	Apprentice displays an in depth knowledge of <ul style="list-style-type: none"> <li>- roles and responsibilities of partner and commissioned agencies, including the JESIP principles and the application of methodology, for example, METHANE.</li> <li>- How, when and why they would sign-post a service user to other partners/agencies.</li> <li>-</li> </ul>
<p><b>Procedures</b> Processes and procedures of the role of contact handler in own sector / organisation.</p>	Apprentice correctly explains a process/procedure that they follow.	N/A

Knowledge Requirement	Exemplification for “Pass” Descriptor statement	Exemplification for “Distinction” Descriptor statement
<i>(an occupationally competent individual who works for the Employer will need to confirm accuracy of the Apprentice's answer)</i>		

## Appendix B – Sector specific information and knowledge requirements

---

### Overview:

The apprenticeship standard has been designed by organisations from the Fire Service, Ambulance Service, Police Service and NHS Integrated Urgent Care. Although the Coastguard have not had involvement, if they choose to in the future their own requirements will be added to this Appendix.

The apprenticeship standard describes the knowledge, skills and behaviours required for the occupation of Contact Handler in the Emergency Service / Integrated Urgent Care industry. An Apprentice will be assessed against the standard at the conclusion of the apprenticeship in line with the end-point assessment plan.

### Skills:

Contact Handlers will respond to incoming contacts, risk assess information, make decisions and take action. The decision making may identify the need to deploy resources. These would be deployed by specialist control room dispatchers, except for Contact Handlers in the Fire Service

ST0483/AP01

who may deploy resources both initially and during an incident as directed from the fire service personnel at the scene. Within the apprenticeship standard, the skill “Complete any actions accurately and efficiently in line with organisational requirements” will encompass the Fire Service dispatching process.

Behaviours:

The behaviours described in the standard are specific to the role of Contact Handler, however it is recognised that each organisation and / or sector has its own behaviours and / or values that map to the standard. An Apprentice will be expected to demonstrate behaviours of the organisation / sector through routine organisational performance management processes.

Knowledge:

Although the skills, behaviours and knowledge apply to all Contact Handlers, there may be specific knowledge which a Contact Handler is required to understand to be competent in their sector.

The table below details, where relevant, sector specific knowledge.

It is expected that this sector specific knowledge will be tested as part of end-point assessment.

The Trailblazer group will review the sector specific knowledge requirements every 12 months, as a minimum. If any of the knowledge requirements change within the 12 month period, a discussion will be held sooner and this document and the table below will be updated.

**Sector specific knowledge (where applicable)**

Where sector specific knowledge is detailed in the table below, this content is either in addition to the knowledge statement in the standard and/or adds further context to the knowledge. If a section is highlighted by a grey box, the Apprentice will demonstrate the knowledge as it is written in the standard (n.b. there is no additional specific sector knowledge).

<b>Knowledge Statement from the standard:</b>	<b>Ambulance (emergency)</b>	<b>NHS Integrated and Urgent Care</b>	<b>Fire Service</b>	<b>Police Service</b>
<b>Data Protection &amp; Confidentiality:</b> How to comply with the Data Protection legislation, regulations and policies relevant to the specific emergency service sector and/or organisations.	<ul style="list-style-type: none"> <li>• Caldicott Principles of Confidentiality</li> <li>• NHS Information Governance Awareness Training</li> </ul>	<ul style="list-style-type: none"> <li>• Caldicott Principles of Confidentiality</li> <li>• NHS Information Governance Awareness Training</li> </ul>	<i>Knowledge statement as written in the standard applies</i>	Management of Police Information

## ST0483/AP01

Knowledge Statement from the standard:	Ambulance (emergency)	NHS Integrated and Urgent Care	Fire Service	Police Service
<p><b>Health, Safety &amp; Security:</b> How to comply with the Health and Safety legislation and any regulations/organisational policies relevant to the specific emergency service sector, including to the management of own welfare.</p>	Safeguarding and PREVENT	Safeguarding and PREVENT	<i>Knowledge statement as written in the standard applies</i>	Safeguarding and PREVENT
<p><b>Equality &amp; Inclusion:</b> Equality legislation/ regulations/policies and how these impact on the way a Contact Handler responds to service users and colleagues.</p>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>	Code of Ethics
<p><b>Communication Techniques:</b> Advanced and effective communication techniques, including:</p> <ul style="list-style-type: none"> <li>• ways to build rapport and empathise</li> <li>• methods of questioning and listening</li> <li>• methods to influence and negotiate</li> <li>• how to manage challenging calls and situations.</li> </ul>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>
<p><b>Knowledge of Incidents:</b> Incidents relevant to the specific sector, including a full comprehension of:</p> <ul style="list-style-type: none"> <li>• complex terminology</li> <li>• identification of the type and potential consequences of each type of incident critical advice/instructions which should be provided to service users in response to specific incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Medical terminology and awareness</li> <li>• Basic life support</li> <li>• Threat, vulnerability, risk and harm in relation to incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Medical Terminology</li> <li>• Basic Life Support</li> <li>• Response to range of calls</li> <li>• NHS Incident reporting, whistle blowing and serious incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of survival guidance procedures: Survival guidance for a range of incidents including fire and flood.</li> <li>• Crewing, staff roles and level of authority</li> <li>• Developing action plans</li> </ul>	<ul style="list-style-type: none"> <li>• Threat, vulnerability, risk and harm in relation to incidents</li> <li>• Role of deployable resources, and how this impacts on information gathered/ advice provided to service users</li> </ul>

## ST0483/AP01

Knowledge Statement from the standard:	Ambulance (emergency)	NHS Integrated and Urgent Care	Fire Service	Police Service
<p><b>Decision making:</b> Decision making techniques, including principles of risk assessment and how to make decisions in critical situations, in line with specific emergency service sector and/or organisational requirements.</p>	<ul style="list-style-type: none"> <li>• Joint Decision Model</li> <li>• Clinical Governance</li> <li>• Appointed Triage Systems protocols (see Technology)</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Governance</li> <li>• Capacity to Consent</li> <li>• National Decision Model</li> </ul>	<ul style="list-style-type: none"> <li>• Demand Management plans</li> <li>• National Decision Model</li> </ul>	<ul style="list-style-type: none"> <li>• National Decision Model</li> <li>• NSIR and NCRS</li> <li>• Warning markers</li> </ul>
<p><b>Grading and escalation of Incidents:</b> How to grade incidents and escalate in order for resources to be deployed, as appropriate, in line with policies and procedures of the specific sector/organisation.</p>	<ul style="list-style-type: none"> <li>• Computer Aided Dispatch Systems</li> <li>• SURGE plans</li> </ul>	<ul style="list-style-type: none"> <li>• Datix reporting system</li> <li>• Incident reporting and management</li> <li>• NHSE escalation process</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of procedures for classifying, managing and closing incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Grading protocols in line with Force procedures</li> </ul>
<p><b>Technology:</b> The IT and communication solutions relevant to the specific sector/organisation, including contact management equipment (e.g. telephony systems), and bespoke software programmes (e.g. recording and resource systems).</p>	<ul style="list-style-type: none"> <li>• CAD (Computer Aided Dispatch System) – Command Point™ (CP) MIS C3 Nexus Adastra Cleric</li> <li>• Pro-QA Paramount (triage tool system)</li> <li>• Telephony System Avaya GPT Pilot</li> <li>• Microsoft Office (Word, Excel, Outlook, Share Point)</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways</li> <li>• Dos CAD (Computer Aided Dispatch System) – Command Point™ (CP)</li> <li>• Pro-QA Paramount (triage tool system)</li> <li>• Telephony System Avaya Shortel GPT Pilot</li> <li>• Microsoft Office (Word, Excel, Outlook, Share Point)</li> <li>• Triage: Advanced Medical Priority Dispatch System or NHS Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Radio procedure: knowledge of radio protocols. This includes: <ul style="list-style-type: none"> <li>- Status codes</li> <li>- Talk groups</li> <li>- Working practise</li> </ul> </li> <li>• Service Mobilising system</li> <li>• Service ICCs (telephony and radio system)</li> <li>• Control system call recording software</li> <li>• Service software for monitoring/updating appliance crewing</li> <li>• Chemdata</li> </ul>	<ul style="list-style-type: none"> <li>• Force Contact / Telephony system</li> <li>• Force Information Management system</li> <li>• Force Incident / Intel recording system</li> </ul>

## ST0483/AP01

Knowledge Statement from the standard:	Ambulance (emergency)	NHS Integrated and Urgent Care	Fire Service	Police Service
	<ul style="list-style-type: none"> <li>• Triage: Advanced Medical Priority Dispatch System or NHS Pathways</li> <li>• Bespoke software solutions (Remote Defibrillator Access Tool, System error reporting, on line Safeguarding referrals, Rota information).</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke software solutions (Remote Defibrillator Access Tool, System error reporting, on line Safeguarding referrals, Rota information)</li> <li>• Electronic shared cared records</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office (Word, Excel, Outlook, Share Point)</li> </ul>	
<p><b>Multi-agency Working:</b> The roles and responsibilities of partner and commissioned agencies, including an understanding of:</p> <ul style="list-style-type: none"> <li>• The Joint Emergency Services Interoperability programme</li> <li>• How and when to sign-post service users to other partners/agencies.</li> </ul>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>
<p><b>Process / procedures:</b> Processes and procedures of the role of contact handler in own sector / organisation.</p>	<i>Knowledge statement as written in the standard applies</i>	<i>Knowledge statement as written in the standard applies</i>	<ul style="list-style-type: none"> <li>• Business continuity: Knowledge of fall-back procedures</li> <li>• National Occupational Standards for Fire Rescue Service Control Room Operator.</li> <li>• The Fire and Rescue Services Act 2004</li> </ul>	<ul style="list-style-type: none"> <li>• National Standard of Incident Recording</li> <li>• National Crime Recording Standards</li> </ul>