

Police Community Support Officer Apprenticeship End-Point Assessment (EPA) Plan

Level 4 Apprenticeship

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EPA Overview

The apprenticeship standard for a level 4 PCSO has been designed by the Police Service for apprentices employed across a wide variety of different organisations. Employers likely to use the new standards include:

- Home Office forces
- Non-Home Office police forces e.g. British Transport Police.

The PCSO role is a core role across all forces and has had a significant positive impact on community policing and cohesion since its introduction following the Police Reform Act in 2003.

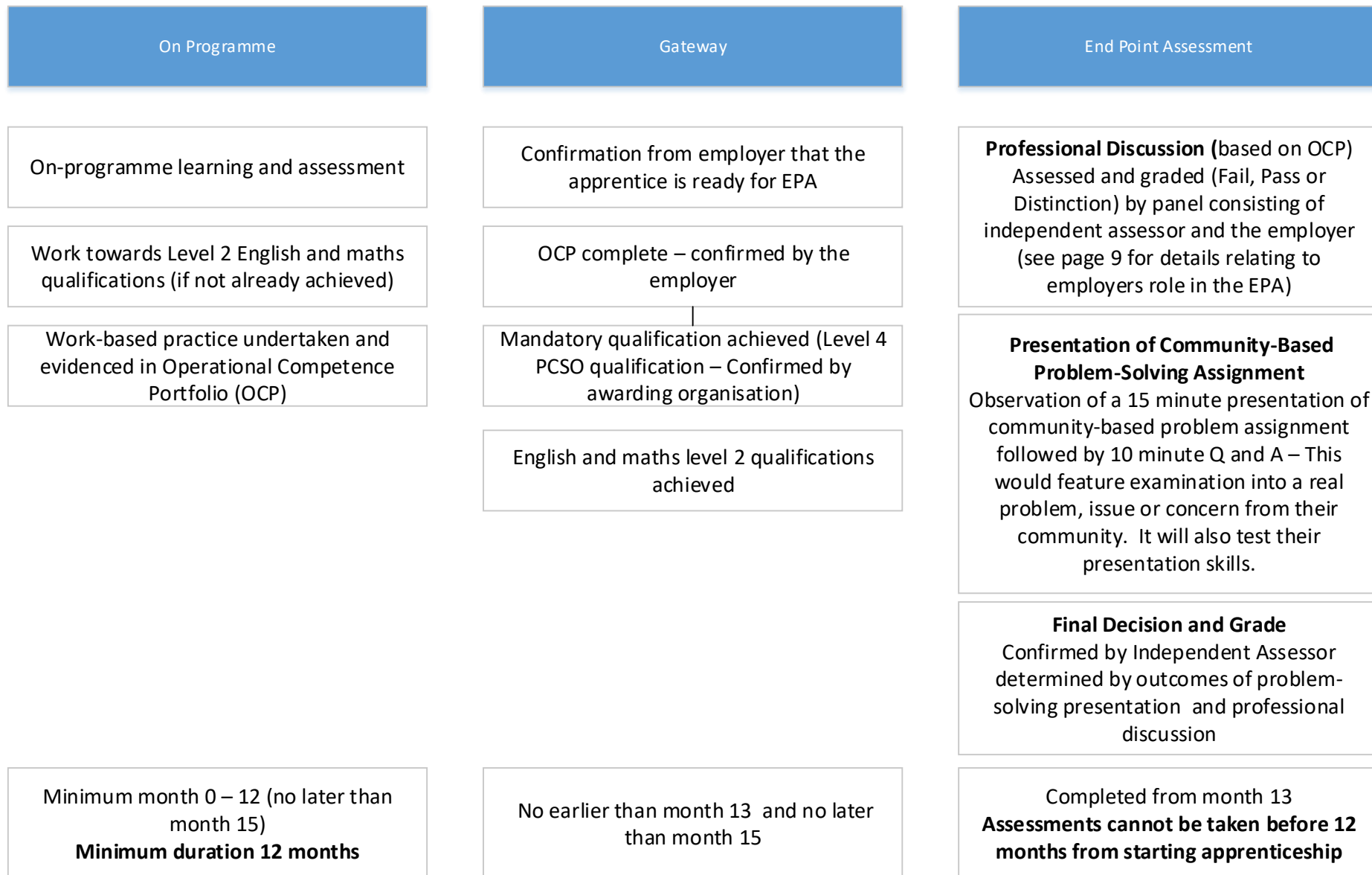
This assessment plan has been designed to be appropriate and relevant to national community policing needs, achievable, innovative and to improve the quality of the PCSO learning and assessment. It will ensure reliability and validity in assessment supplying consistency across assessors in the context of the PCSO's role.

The on-programme assessment is based on a mandatory qualification which is accredited by either a relevant Higher Education Provider (HEI) or a relevant Ofqual registered Awarding Organisation in the case of FE or private training providers.

EPA Gateway - All on-programme assessments must be successfully completed before the apprentice can move to the EPA. Forces will confirm that the apprentice is ready to enter EPA when all the on-programme assessments are complete.

The approach is illustrated in the following diagram (figure 1).

Figure 1



On-Programme Assessment

The achievement of the mandatory Level 4 PCSO qualification is required prior to the apprentice undertaking the End-Point Assessments.

Assessment Gateway

There are a number of key elements that must be achieved before the apprentice is able to commence the EPA phase of the apprenticeship. These include:

Timescales

The apprentice cannot move into the EPA phase of the programme within 12 months from the beginning the apprenticeship.

English and Maths Qualifications Achieved

Before the apprentice can move to the EPA phase of the apprenticeship they must have achieved as a minimum level 2 in English and mathematics or recognised equivalents.

Mandatory Qualification Achieved

Before the apprentice can move into the EPA phase of the apprenticeship they must have achieved the mandatory Level 4 PCSO qualification. This must be confirmed by the Awarding Organisation accrediting the qualification or the Training Provider.

Operational Competence Portfolio (OCP) Complete

Before the apprentice can move into the EPA phase of the programme they must have sufficient evidence in the Operational Competence Portfolio (OCP) against each of the OCP criteria (signifying evidence of application in the workplace), set out by the Professional Body for Policing in England.

Evidence entered in the OCP must be reliable and valid and in most circumstances will be corroborated by:

- Testimony from victims, witnesses and suspects
- Observed by the Tutor/Assessor
- Body-worn video, CCTV footage and/or mobile phone footage
- Case files, pocket notebooks and incident logs
- Court transcripts.

Forces (can be the tutor) must confirm to the Independent End-Point Assessment Organisation (EPAO) that the OCP is complete before the apprentice can enter the EPA Professional Discussion. This will be forwarded to the End-Point Assessment Organisation as soon as completeness is confirmed – The Independent Assessor (IA) will have at least 2 weeks to prepare for the Professional Discussion following receipt of the OCP. (See Appendix 1 – Column 3 for OCP Criteria)

Agreement of Subject for Presentation of Community-Based Problem-Solving Assignment

Before the apprentice can move into the EPA phase of the apprenticeship they must have agreed with the employer and the End-Point Assessment Organisation (EPAO) the subject of the Presentation of their Community-Based Problem-Solving Assignment. The Apprentice should present an outline of their proposal to the employer and EPAO for agreement (this is a gateway requirement). As this will be based in the workplace, it is essential that the employer is satisfied that; the work is firmly community-oriented and relevant to the PCSO role; align with the force's ongoing organisational priorities; meet the forces local community objectives; does not conflict with any other force / community initiatives and has potential to add value to both the force and community.

This assignment does not require any physical documents to be produced by the candidate although they may choose to do so in support of their presentation All supporting documentation e.g powerpoint presentations, leaflets, diagrams etc. will form part of the assessment. Selection of appropriate physical aids will be assessed as part of the presentation. They will be assessed on their ability to present and clearly articulate a methodical approach to identifying a community issue, undertaking preliminary investigation (research) into the issue, handling information and intelligence, developing hypotheses around likely causation, developing options for resolving or mitigating the issue (including a preferred option) and explaining how they would go about implementing, evaluating and sharing the findings of their preferred solution i.e. Evidence-based /Problem-solving approaches to community policing.

A core requirement of the PCSO role is to be able to communicate with the community and partner organisations. As such, it is both the presentation skills and the content of the presentation and any supporting documents that will be assessed in the EPA.

Confirmation from the employer that the apprentice is ready for the EPA

Employers will confirm to the End-point Assessment Organisation (EPAO) that the apprentice has completed all of the above, can demonstrate the KSBs in the standard, and is ready to undertake the EPA before the apprentice can enter the EPA phase of the apprenticeship. The force and the EPAO will agree with the apprentice the subject and focus of the presentation during the gateway.

End Point Assessment

What is being assessed?

The parameters of the following assessment methods are set (fixed) as part of this end point assessment plan and must not be deviated from. There are two assessment methods which make up the end-point assessment for the apprenticeship:

- Professional Discussion following a review of activities evidenced within the OCP (professional discussion panel)

and;

- Observation of a 15 minute Presentation of Community-Based Problem-Solving Assignment by the apprentice followed by 10 minute Question and Answer Session (Independent Assessor (IA) + one other operationally knowledgeable person (Expert) provided by the force)

(Expert) – This force representative will provide instant clarification to the IA around current guidance, local force policy and procedures and knowledge of locality. They are present to ensure that the candidate's answers are relevant, truthful and based around authorised professional practice. They will have no previous relationship with the candidate either personally, or in relation to their recruitment or learning undertaken. The employer is purely there to provide instant (pragmatic) support to the IA for both assessment methods (please see page 9 for clarification).

Each EPA assessment (method) carries equal weighting of 50%.

Appendix 1 – Columns 4 & 5 provide detailed Grading Criteria for each EPA Assessment Method linked to the key KSBs (from the PCSO Standard - column 2), OCP Criteria (evidence of application in the workplace – Column 3), and Role Related Area (Column 1).

How will it be assessed?

The assessments will comprise two methods in which the apprentice will:

- **Partake in a one hour professional discussion relating to their work-based activities outlined in their OCP.** (please see Appendix 1 – Column 4 (OCP Professional Discussion) for specific detail of grading criteria. The EPAO will have responsibility for formulating specific candidate questions to inform judgements against these criteria. Columns 2 (KSBs from the standard) and Column 3 (OCP Criteria) will assist the EPAO to provide detailed content for the questions (and any follow-up questions or prompts) and determine the number of questions to ask to determine the relevant Grading Criteria achieved.
- **Be observed conducting a 15 minute presentation of their Community-Based Problem-Solving Assignment, after which they will be expected to spend 10 minutes responding to questions and points of clarification from the Independent assessor (IA) and one force representative.** Appendix 1 – Column 5 (EPA – Problem-Solving Presentation & Q&A) for specific detail of grading criteria. The EPAO will have responsibility for formulating specific candidate questions to arrive at judgements against these criteria (in the context of the presentation). Columns 2 (KSBs from the standard) and Column 3 (OCP Criteria) will assist the EPAO to provide detailed content for the questions (and any follow-up questions or prompts) and determine the number of questions to ask to determine the relevant Grading Criteria achieved.

The format of the presentation is completely at the discretion of the candidate. They may choose, or not, to:

- Provide supporting documentation in support of their presentation e.g. reports, summaries, visual aids etc.
- Use flipcharts / PowerPoint (or other presentation media) presentations
- Use video /audio props

Each EPA assessment may be undertaken face-to-face or remotely via an appropriate media so long as the conditions do not adversely affect the candidate in any way e.g. video conferencing. Where the apprentice is not physically attending, appropriate checks should be undertaken to confirm identity.

Presentation of Community-Based Problem-Solving Assignment

The Apprentice should have presented an outline of their assignment to the employer and EPAO for agreement as part of the gateway to the EPA. As previously mentioned, the problem-solving assignment should align with the force's ongoing organisational priorities; meet the force's local community objectives; does not conflict with any other force / community initiatives and has potential to add value to both the force and community.

As this will be based in the workplace, it is essential that the employer is satisfied that the work is firmly community-oriented and relevant to the PCSO role.

An example of a relevant problem-solving subject might be youth anti-social behaviour nearby to elderly community residences. The assignment must be achievable within the timeframe the apprentice has to complete the task (3 months) and within the timeframes of the EPA, alongside any other duties they need to perform.

Presentations should be logically and systematically presented e.g. using the STAR approach:

S – Situation – Clearly explaining the background to the problem

T – Task – What the apprentice is aiming to do

A – Action – What actions are being proposed (or options) and why

R – Result – The likely results and how the apprentice would propose measuring them and sharing the results of any implementation.

Due to force logistics, resources, community and force safety issues etc. there is no requirement for the candidate to implement any proposed initiative. They must, however, be able to explain how they would go about implementing, evaluating and sharing the findings of any proposed initiative.

Who will assess?

Both the Professional Discussion and Presentation Observation panel is to be made up of up to two individuals; The Independent Assessor (IA) and a force member (previously explained). The Independent Assessor is the ultimate decision maker in relation to all assessment and grading decisions. The IA will chair both assessments.

Independent Assessors

The Independent Assessor is responsible for all assessment decisions and will be supplied by the contracted End-Point Assessment Organisation (on the Register of End-Point Assessment Organisations (RoEPAO)) for the EPA. The Independent Assessor must:

- the independent assessor will not have had any involvement with the apprentice prior to the EPA. Be professionally-qualified as an assessor in line with policing and higher or further education sector requirements
- Be occupationally-knowledgeable in relation to the role of the PCSO (carrying out the role, or training it, for at least one year in the last three years)
- Have evidence of ongoing policing-related CPD during the past three years
- Have evidence of ongoing assessment-related CPD during the past three years

Others who may participate in the Assessment Panels

The Independent Assessor (IA) is responsible for the makeup, conduct and process of the professional discussion and presentation observation panels. As previously mentioned, the IA will be able to draw upon an occupationally competent force representative – to provide confirmation and clarity around any local force (or national) policies and processes relevant to either assessment, provide 'at hand' knowledge of the local area and demographics to ensure the candidates answers are truthful and accurate. The force representative must:

- Have had no direct involvement in mentoring or supervising the employment or training of the Apprentice to ensure a level of independence and impartiality.
- Be occupationally-knowledgeable or competent in relation to the role of the PCSO and knowledgeable of local area and local policy and procedures (carrying out the role, or training it, for at least one year in the last three years)
- Have evidence of ongoing policing-related CPD during the past three years
- Have evidence of ongoing assessment-related CPD during the past three years

Recording EPA Assessments

Both EPA assessments must be appropriately recorded. It is the responsibility of the IA (EPAO) to ensure appropriate mechanisms are in place to accurately record the assessments. Evidence should be provided for sampling or appeals purposes which can clearly show why an assessment decision was justifiably reached, this must include:

- Video recordings of the assessments
- Audio recordings of the assessments
- Detailed notes from the IA of the questions asked and replies given.

End Point Final Judgement

The Independent Assessor (IA) will make the End Point final judgement, including the awarding of a grade.

The EPAO is responsible for designing the questions to be asked of all candidates in both EPA assessments. The EPAO should formulate the questions for each assessment to arrive at judgements against the Grading Criteria in Appendix 1 (columns 4 & 5). The corresponding OCP criteria and the KSBs in Appendix 1 will assist EPAOs to determine the content and numbers of questions, prompts and follow-ups to develop. The IA must ensure that all candidates are asked at least 1 question relating to each grading criteria.

Independent Assessors responsibilities include:

- Assessment and grading decisions relating to both EPA assessments and the overall apprenticeship classification
- Selection of any individuals invited to sit on the assessment panels
- Participation in standardisation activity
- Contribution to investigations of any alleged cases of assessment irregularities
- Compliance with required external QA audit activity

Internal Quality Assurance

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

- Evaluation and assurance of fairness and consistency in the assessment process
- Produce assessment tools and supporting materials for the EPA that follow best assessment practice
- Provide training for independent assessors in terms of good assessment practice, use of assessment tools and grading
- Implement internal quality assurance systems and procedures that support fair, reliable, valid and consistent assessment across the organisation and over time
- An internal quality assurance system will include a representative sample of apprentice work for internal verification. As a minimum, such a sampling plan will represent assessed work from both components of the EPA and represent apprentices from a diversity of demographic factors (i.e age, gender, ethnicity, disability) and modes of study (i/e full/part-time). The sample should include all fails, all distinctions and a minimum of 10% of all passes. The sample should ensure that assessed work from all independent assessors is represented, with a larger proportion of inexperienced tutors work. Where the EPAO conducts assessments for multiple Forces, then representation from each Force must also be considered.
- Provide the internally moderated sample (where assessment procedures and decisions are confirmed and assessment judgements adjusted where necessary) of apprentice work to the EQA provider for the purposes of EQA.
- Conduct standardisation events that enable assessors to attend a minimum of two events per year. The process should include the sampling of assessment evidence and a standardisation of assessment decisions, before these are confirmed to candidates and should also include a review of assessment practices to ensure consistency across the assessment team.
- Attend College of Policing EQA national standardisation activities, organised by the College twice a year.

End Point Grading

Each of the two EPA assessment is equally weighted at 50%. Apprentices must, as a minimum, pass each assessment to complete their apprenticeship.

The Independent Assessor (IA) is solely responsible for grading both assessments in the EPA.

Grading within each assessment will be either Fail, Pass or Distinction. *Appendix 1 – Columns 4 & 5 provides details of the specific grading criteria for each EPA assessment.*

Grading Decisions

The final grading decision for each apprentice must be made according to the following:

- If any EPA Grading Criteria (see Appendix 1 – column 4 & 5) are failed then the apprentice will have failed that assessment and the apprenticeship. To pass the apprenticeship, the apprentice must achieve at least a pass against each criteria in both assessments.
- For all grading decisions against any criteria, a full explanation of the justification for that decision must be recorded, including; what the candidate did/did not say or do. The exact question/s asked of the candidate in relation to the criteria (including confirming the same or equivalent questions have been asked of all candidates), whether the IA has taken into consideration any requirement for reasonable adjustment sought or necessary e.g. comprehension (English being a second language), hearing etc.

All assessment criteria carry equal weight.

Professional Discussion Assessment (Distinction)

- For a Distinction to be awarded for the Professional Discussion the apprentice must achieve all of the Pass criteria and a minimum of 4 of the 6 Distinction grading criteria in Appendix 1 – Column 4 (across 2 Role Related Areas).

Community-Based Problem-Solving Assignment, Presentation (and Q + A) Assessment (Distinction)

- For a Distinction to be awarded for the Presentation of Community-Based Problem-Solving Assignment (and Q + A) the apprentice must achieve all of the Pass criteria and a minimum of 4 of the 7 Distinction grading criteria in Appendix 1 – Column 5 (across 2 Role Related Areas).

Overall Grading

The following table indicates how the overall grading decision of the apprenticeship is made.

Table 1 – Overall Grading

Overall Grade	Assessment 1 (Professional Discussion)	Assessment 2 (Presentation)
Distinction	Distinction	Distinction
Pass	Distinction	Pass
Pass	Pass	Distinction
Pass	Pass	Pass
Fail	Fail	Pass/Distinction/Fail
Fail	Pass/Distinction/Fail	Fail

Resits / Retakes

It is allowable for candidates to retake/resit either assessment up to 2 times should they fail at the first attempt. This is subject to the following:

- Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.
- Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action.
- Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.
- Re-sits and re-takes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction. 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.
- An apprentice who fails an assessment method will be required to re-sit any failed assessment methods only.”

End-Point Summary of Roles and Responsibilities

End-point – summary of roles and responsibilities (set out the role of each organisation/person involved in assessment)	
Organisation	Role
<i>Employer</i>	<ul style="list-style-type: none"> • The Employer will work with and engage the Programme Provider to ensure that all necessary facilities, learning and assessment opportunities are provided to enable the apprentice to successfully complete their apprenticeship • The employer will provide the necessary work-based exposure to ensure that the apprentice has sufficient opportunity to demonstrate competency in the workplace during the apprenticeship. • The employer will provide any necessary information and assistance in accordance with the engagement contract to the Training Provider and Assessment Organisation to ensure the learning and assessment meets all relevant apprenticeship timescales and quality assurance processes • The employer will provide an appropriate occupationally knowledgeable individual to assist with both end-point assessments – the employer representative will not influence the final assessment of any candidate and is purely there to support the IA. • The employer will ensure that the Operational Competence Portfolio (OCP) for each apprentice is complete prior to them embarking on the EPA • The employer will make the gateway decision to the EPA for each

<i>Training Provider</i>	<ul style="list-style-type: none"> • Be involved with the gateway decision to the EPA relating to any on-programme assessments and completion of the mandatory Level 4 PCSO qualification • Ensure all obligations relating to on-programme learning and assessment are fully met • Ensure compliance with all in-force, internal organisational and quality assurance criteria are met in relation to on-programme learning and assessment (including apprentice support).
<i>End-point Assessment Organisation</i>	<p>Through Independent Assessor (IA) will:</p> <ul style="list-style-type: none"> • Ensure independence of EPA. • Lead both end-point assessments • Make assessment and grading decisions for both the professional discussion and the presentation (and Q + A) • Evaluate and assure the fairness and consistency of the assessment process • Participate in standardisation and moderation • Provide an internally verified sample of apprentice work to the College of Policing, for the purposes of EQA, in a timely manner to enable apprentice completion. • Conduct standardisation events that enable assessors to attend a minimum of two events per year. • Attend College of Policing EQA national standardisation activities, organised by the College twice a year. • Contribute to investigations of any alleged cases of assessment irregularities • Comply with required external QA audit activity. • Be on the RoEPAO and be approved to deliver this EPA.
<i>Professional Body</i>	<ul style="list-style-type: none"> • Curriculum setting • Oversight of policing-related national standardisation activity, working in collaboration with forces and Training Providers • Contributes to validation / programme approval • Undertake a Quality Standards Assessment (QSA) to confirm that the collaborative programme meets the necessary quality standards for all education programmes across policing. The QSA covers both force, deliverer and awarding organisation involvement in the programmes, as appropriate each product (see next section). • External quality assurance of EPA

External Quality Assurance

The College of Policing is the statutory (and only) professional body for policing in England and Wales and will undertake regulatory responsibility for External Quality Assurance (EQA) of the PCSO Apprenticeship.

Implementation

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

- Pre-existing force infrastructure will provide the oversight to the OCP – some evolution will be required to align with the requirements of the apprenticeship standard and this EPA.
- Many forces already work in partnership with programme providers – implementation-related work is being undertaken to support further development of partnership / procurement requirements across England, which will also help to ensure sufficient national coverage.
- Many programme providers are already delivering police programmes at this level. Consequently, there is already a network of Independent Assessors in use across the policing landscape. Implementation work during 2018 will grow this network to meet national needs.
- Delivery using multiple partners if necessary is an option for sizeable forces such as the Metropolitan Police.
- The College of Policing as EQA for the PCSO Apprenticeship will need to develop formal structures and processes across all partnership organisations relating to the EPA for this apprenticeship including:
 - Independent and external assessment model (including full assessment cycle)
 - Marking standardisation and QA
 - Evaluation of outcomes

Affordability

The EPA will be up to 13% of the total apprenticeship cost based on the funding band of £9K

Forecasted apprenticeship starts

It is anticipated that up to 800 recruits will enter policing via the PCSO apprenticeship route once fully established.

Appendix 1 – KSBs (PCSO Standard) and OCP Criteria Linked to EPA Assessments Grading Criteria

Role-Related Area	PCSO Standard (Knowledge, Skills and Behaviours)	Evidence of Application in Workplace (OCP Criteria)	EPA – Professional Discussion (Competency Grading Criteria)	EPA – Problem-Solving Presentation & Q&A (Competency Grading Criteria)
<p>Ethics and Values of the Service and Professional Standards (applicable in the context of all other role-related areas)</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - The ethics and values of the police service, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, the Code of Ethics, professional standards, and equality, diversity and human rights <p>Behaviours</p> <ul style="list-style-type: none"> - Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where their standards fall below those expected. - Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. - Understand and effectively manage own emotions in stressful situations, understanding motivations and underlying reasons for own behaviour and that of others. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth. - Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. - Uphold the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and 	<p>Operate in accordance with the law, authorised professional practice and the Code of Ethics</p> <ul style="list-style-type: none"> • Demonstrate understanding and application of the legal and professional practice requirements in all professional policing activities (in the context of all sections below), having due regard to the Code of Ethics and the National Decision Model (NDM) 	<p>Fail</p> <ul style="list-style-type: none"> • Shows little understanding of the ethics and values of the police service • The candidate's professional integrity has fallen below that expected • Has not demonstrated the necessary confidence, calmness and professionalism throughout their working practices • Has not sufficiently demonstrated upholding the police service's values in day-to-day activities, <p>Pass</p> <ul style="list-style-type: none"> • Shows understanding of the ethics and values of the police service • Has demonstrated professional integrity in their work • Demonstrates the necessary confidence, calmness and professionalism throughout their working practices • Demonstrates upholding the police service's values in day-to-day activities, <p>Distinction</p> <ul style="list-style-type: none"> • Has demonstrated confidence, calmness, leadership and professionalism throughout their working practice in often complex and challenging situations • Has demonstrated upholding and promoting the police service's values in day-to-day activities • challenge others where their standards fall below those expected 	<p>KSBs not formally assessed using this assessment method</p>

	others are impacted, and help others to deliver their objectives effectively.			
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Role-Related Area	PCSO Standard (Knowledge, Skills and Behaviours)	Evidence of Application in Workplace (OCP Criteria)	EPA – Professional Discussion (Competency Grading Criteria)	EPA – Problem-Solving Presentation & Q&A (Competency Grading Criteria)
Partnership Working	<p>Knowledge</p> <ul style="list-style-type: none"> - The composition and 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. <p>Skills</p> <ul style="list-style-type: none"> - Foster, promote and maintain channels of communication and develop close working relationships with key groups, multi-agency partners and individuals across the community - Work alongside partner organisations or as part of a multi-disciplinary team to improve, mitigate and solve community problems, issues or concerns (also relevant to Problem-solving / EBP) <p>Behaviours</p> <ul style="list-style-type: none"> - Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. 	<p>Foster and promote partnership working in community policing</p> <ul style="list-style-type: none"> • Understand the relevancy of specific partners to particular issues • Identification of suitable partner agencies to deal with an ongoing community issue • Liaise with a community partner in relation to a specific community issue, problem or concern • Action plans developed involving partners to solve or mitigate a community issue 	<p>KSBs not formally assessed using this assessment method</p>	<p>Fail</p> <ul style="list-style-type: none"> • Demonstrates lack of understanding and skills relating to partnership working evident via limited or no use of methods and media for communicating with individuals, local and multi-agency partners across the community • Has not identified suitable partners to deal with community issues <p>Pass</p> <ul style="list-style-type: none"> • Demonstrates understanding and skills relating to partnership working evident via appropriate use of methods and media for communicating with individuals, local and multi-agency partners across the community to build partnerships • Identified suitable partners to deal with community issues <p>Distinction</p> <ul style="list-style-type: none"> • Innovative and wide-ranging use of methods and media for communicating with individuals, local and multi-agency partners across the community • Engaging a wide range of partnerships to deal with community issues

Role-Related Area	PCSO Standard (Knowledge, Skills and Behaviours)	Evidence of Application in Workplace (OCP Criteria)	EPA – Professional Discussion (Competency Grading Criteria)	EPA – Problem-Solving Presentation & Q&A (Competency Grading Criteria)
Communication Skills	<p>Knowledge</p> <ul style="list-style-type: none"> - Appropriate methods and media for communicating with individuals, local and multi-agency partners across the community e.g. social media, face to face, neighbourhood meetings, email etc <p>Skills</p> <ul style="list-style-type: none"> - Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities, including those who may be victims, witnesses and vulnerable people, supporting diversity and inclusivity through their communications 	<p>Communicate and engage with the community</p> <ul style="list-style-type: none"> • Engage with individuals, focus groups and communities • Communicate with the community via social/online media • Conduct a community meeting • Use community engagement to inform community of policing strategies to deal with crime and anti-social behaviour 	<p>KSBs not formally assessed using this assessment method</p>	<p>Fail</p> <ul style="list-style-type: none"> • Structure and layout of presentation was disjointed and unclear • Presentation lacks clarity and was not clearly articulated • No or very little use of appropriate resources for presenting • Incomplete explanations of concepts and theories. Misunderstanding, illogical connections • Demonstrates limited understanding or use of methods and media for communicating with individuals, local and multi-agency partners across the community <p>Pass</p> <ul style="list-style-type: none"> • Clear structure and layout to presentation • Clear communication and well-articulated • Appropriate use of learning resources, although may be limited in scope. • Explanations are logical. Showing comprehension and free from misunderstanding, connections are explored. • Demonstrates sound understanding and use of methods and media for communicating with individuals, local and multi-agency partners across the community to build partnerships <p>Distinction</p> <ul style="list-style-type: none"> • Presentation was engaging throughout • Clear communication and well-articulated openly invites questions and challenges and is able to provide instant clarification and appropriate responses • Use of a wide range of learning resources. • Evidence of clear causal links in explanations. Uses concepts and theories. Logical reasoning, causal links, justified. • Demonstrates innovative use of methods and media for communicating with individuals, local and multi-agency partners across the community to build partnerships

Role-Related Area	PCSO Standard (Knowledge, Skills and Behaviours)	Evidence of Application in Workplace (OCP Criteria)	EPA – Professional Discussion (Competency Grading Criteria)	EPA – Problem-Solving Presentation & Q&A (Competency Grading Criteria)
<p>Problem-Solving and Evidence-Based Policing</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - The principles of applying a preventative, evidence-based community policing approach to mitigate or solve community issues, problems or concerns <p>Skills</p> <ul style="list-style-type: none"> - Work under the direction of their line managers and community-based Police Constables, contribute to developing, planning and implementing preventative and problem-solving policing approaches to local concerns and issues, including providing assistance to review, analyse and share the results of evidence-based initiatives - Work alongside partner organisations or as part of a multi-disciplinary team to improve, mitigate and solve community problems, issues or concerns (also relevant to Partnership Working) 	<p>Problem solving and evidenced-based policing</p> <ul style="list-style-type: none"> • Apply approaches to mitigate or solve community issues, problems or concerns showing: <ul style="list-style-type: none"> ○ Understanding of the principles of preventative, evidence-based community policing ○ Searching for new information to understand alternative sources of best practice ○ Use of policing problem-solving methods e.g. SARA and POP. 	<p>KSBs not formally assessed using this assessment method</p>	<p>Fail</p> <ul style="list-style-type: none"> • Incomplete explanations of concepts and theories. Misunderstanding, illogical connections • Shows little understanding of composition of their community and the issues, problems or concerns they face • Shows little understanding of the principles of applying a preventative, evidence-based community policing approaches to mitigate or solve community issues, problems or concerns <p>Pass</p> <ul style="list-style-type: none"> • Shows understanding of composition of their community and the issues, problems or concerns they face • Shows understanding of the principles of applying a preventative, evidence-based community policing approaches to mitigate or solve community issues, problems or concerns • Demonstrates the ability to develop and plan the implementation of preventative and/or problem-solving approaches to local concerns and issues, including plans for reviewing, analysing and sharing the results of developed evidence-based initiatives. <p>Distinction</p> <p>There are no distinction grading criteria relating to this aspect of this EPA assessment method.</p>

Role-Related Area	PCSO Standard (Knowledge, Skills and Behaviours)	Evidence of Application in Workplace (OCP Criteria)	EPA – Professional Discussion (Competency Grading Criteria)	EPA – Problem-Solving Presentation & Q&A (Competency Grading Criteria)
<p>Conflict Management</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Appropriate methods for dealing with potential conflict situations, including applying tactical (non-physical) options in line with their powers, training and issued equipment The legal and organisational requirements related to managing conflict and acting in a way which is likely to defuse <p>Skills</p> <ul style="list-style-type: none"> - Apply appropriate conflict management tactics e.g. appropriate communication (not 'hands on' physical techniques) where absolutely necessary and in-line with the powers bestowed on them, issued equipment (where applicable), the training they have received and organisational policy and procedure. 	<p>Manage conflict in a professional policing context</p> <ul style="list-style-type: none"> • Apply conflict management and personal safety techniques with issued equipment, including: <ul style="list-style-type: none"> ○ Make threat assessments using all available information e.g. recognise danger clues ○ Apply appropriate and proportionate tactical options and conflict management techniques including appropriate communication techniques ○ Record and report all actions taken and decisions made in line with legal and organisational procedures 	<p>Fail</p> <ul style="list-style-type: none"> • Shows little understanding and has not demonstrated the necessary skills regarding the legal and organisational requirements related to managing conflict as a PCSO <p>Pass</p> <ul style="list-style-type: none"> • Demonstrates understanding and skills in applying appropriate conflict management tactics in the PCSO context at policing incidents to achieve a satisfactory outcome <p>Distinction</p> <ul style="list-style-type: none"> • Demonstrates ability to adapt their conflict management tactics in the PCSO context at policing incidents, adapting their approach where necessary to complex and changing situations to achieve the best possible outcome. 	<p>KSBs not formally assessed using this assessment method</p>

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<p>Responding to Incidents</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - The legal and organisational requirements (local policy) related to responding to incidents and performance of their PCSO duties relating to these responses, including enforcement activities <p>Skills</p> <ul style="list-style-type: none"> - Provide an initial response to incidents (where necessary) in-line with legal and organisational requirements and the limits of their responsibilities, including appropriate planning (e.g. strategies for managing traffic flow), for responses based on analysis of all relevant information at hand 	<p>Provide an initial response to policing incidents</p> <ul style="list-style-type: none"> • Provide an initial response to incidents in line with legal and professional practice requirements, including: <ul style="list-style-type: none"> ○ Use the THRIVE approach ○ Preserve the scene and potential evidence and provide assistance to other colleagues at the scene e.g house to house enquiries ○ Provide support to vulnerable individuals (including casualties) including victims and witnesses to the incident ○ Record actions taken <p>Use PCSO powers</p> <ul style="list-style-type: none"> • Correctly issue a Fixed Penalty Notice (FPN) within the scope of their role • Apply alternative options with regard to disposal of suspects, in line with legal and organisational requirements <p>Deal with minor crime or anti-social behaviour (ASB)</p> <ul style="list-style-type: none"> • Conduct an inquiry into a minor crime (or ASB) • Deal with any suspect using an out of court resolution e.g restorative justice • Record the out of court disposal in line with crime recording standards • Provide victims, witnesses and their families with information on the case resolution 	<p>Fail</p> <ul style="list-style-type: none"> • Incomplete explanations of concepts and theories. Misunderstanding, illogical connections • Has not demonstrated the necessary skills for providing an initial response to incidents in-line with legal and organisational requirements <p>Pass</p> <ul style="list-style-type: none"> • Sound explanations of concepts and theories. Shows logical connections • Demonstrates skills for providing an initial response to incidents in-line with legal and organisational requirements in the context and limits of their role <p>Distinction</p> <ul style="list-style-type: none"> • justifies their approaches to specific incidents over alternative options • adaptation of their approach in changing circumstances where risks have escalated 	<p>KSBs not formally assessed using this assessment method</p>

Role-Related Area	PCSO Standard (Knowledge, Skills and Behaviours)	Evidence of Application in Workplace (OCP Criteria)	EPA – Professional Discussion (Competency Grading Criteria)	EPA – Problem-Solving Presentation & Q&A (Competency Grading Criteria)
<p>Supporting Victims, Witnesses and the Vulnerable</p>	<p>Knowledge</p> <p>- The factors that affect vulnerable people (e.g. those at risk from radicalisation or those experiencing mental ill health; the elderly; children and those who may be being coerced, victims and witnesses) and how this may impact on their need for support, including where they may be able to access that support</p> <p>Skills</p> <p>- Provide initial support to vulnerable people and assess their needs for further support, including providing advice on accessing that support</p> <p>- Provide support for victims and witnesses at policing incidents, including 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.</p>	<p>Provide support to vulnerable people, victims and witnesses</p> <ul style="list-style-type: none"> • Communicate effectively with and provide appropriate support to vulnerable people, victims and witnesses • Signpost appropriate support agencies/individuals who may be able to assist the vulnerable person, victim or witness 	<p>Fail</p> <ul style="list-style-type: none"> • Shows little comprehension of the factors that affect vulnerable people • Does not demonstrate effective communication, in accordance with the needs of differing situations, individuals, groups and communities • Demonstrates limited provision of initial support to vulnerable people and limited or no assessment of their needs for further support • Has not demonstrated the skills required in providing support for victims and witnesses at policing incidents <p>Pass</p> <ul style="list-style-type: none"> • Shows comprehension of the factors that affect vulnerable people • Demonstrates effective communication, in accordance with the needs of differing situations, individuals, groups and communities (Also relevant in the context of Communication Skills) • Provides initial support to vulnerable people and assessment of their needs for further support • Provides support for victims and witnesses at policing incidents in-line with organisational policy and requirements of the role including follow-up action for victims and witnesses at policing incidents to achieve the best possible outcome for the victims and/or witnesses <p>Distinction</p> <p>There are no distinction grading criteria relating to this aspect of this EPA assessment method.</p>	<p>KSBs not formally assessed using this assessment method</p>

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<p style="text-align: center;">Handling Information and Intelligence</p>	<p>Knowledge - The legal and organisational requirements relating to handling community and police information and intelligence</p> <p>Skills - Gather, handle and submit information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness.</p>	<p>Handle Information and Intelligence</p> <ul style="list-style-type: none"> • Understand and applies processes for gathering and submitting intelligence according to force and national protocols • Use information and intelligence to inform decisions 	<p>Fail</p> <ul style="list-style-type: none"> • Does not clearly articulate understanding of the legal and organisational requirements relating to handling community and police information and intelligence and/or shows little use of information and intelligence to inform decisions <p>Pass</p> <ul style="list-style-type: none"> • Articulates understanding of the legal and organisational requirements relating to handling community and police information and intelligence and shows sound use of information and intelligence to inform decisions and make evidence-based judgements <p>Distinction There are no distinction grading criteria relating to this aspect of this EPA assessment method.</p>	<p style="text-align: center;">KSBs not formally assessed using this assessment method</p>

