



End-point Assessment Plan for Serious and Complex Crime Investigator – Integrated Degree Apprenticeship

Standard reference number	Level of this EPA plan	Integrated
ST0512	6	Integrated degree apprenticeship

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Introduction and Overview

This document sets out the requirements for end-point assessment (EPA) for the Serious and Complex Crime Investigator – Integrated Degree apprenticeship. It is for End-Point Assessment Organisations (EPAOs) who need to know how the EPA for this apprenticeship will operate. It will also be of interest to apprentices, their employers and training providers.

The role of a Serious and Complex Crime Investigator (S&CCI) is to conduct serious and complex investigations. They will dynamically conduct investigations through research, analysis and operational activity. Typically this is a non-emergency response function. Some of these roles may require a S&CCI to have relevant designated powers. They could carry out investigations locally, nationally, and internationally which many involve the use of covert investigative techniques and using advanced technologies to target high level organised crime groups.

This is an integrated degree apprenticeship, which incorporates on-programme academic and workplace learning, and assessment through the EPA to test the knowledge, skills and behaviours (KSB) as detailed in the S&CCI apprenticeship standard. The employer and HEI will be responsible for the on-programme stage. The HEI will then deliver the EPA in their role as the end-point assessment organisation. The HEI must be approved to deliver the EPA, and be on the Education and Skills Funding Agency's Register of End Point Assessment Organisations (RoEPAO).

Full time apprentices will typically spend 30 months to complete the on-programme training (before the gateway), working towards the occupational standard, with a minimum of 20 per cent off-the-job training. The final 6 months will comprise the EPA. Timescales may vary depending on prior relevant learning, experience or qualifications and recognised prior learning (RPL). All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the independent assessor as necessary.

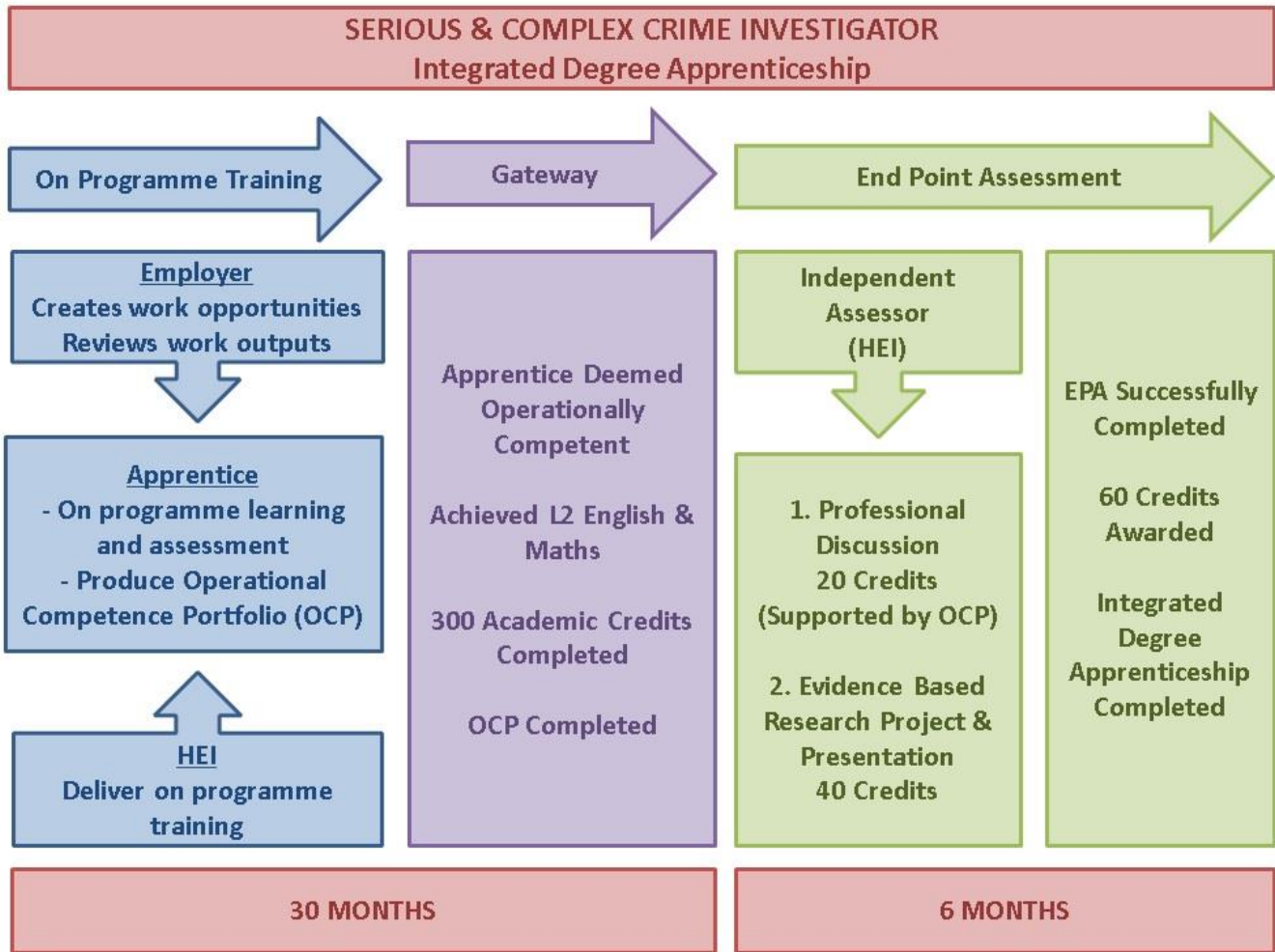
The EPA must be completed within an EPA period typically lasting 6 months, beginning when the apprentice has met the EPA gateway requirements.

For level 3 apprenticeships and above, apprentices without English and mathematics at Level 2 must achieve Level 2 prior to taking their EPA.

The EPA consists of 2 distinct assessment methods. Both of the assessment methods will have the following grades:

- Fail
- Pass
- Distinction

The following diagram illustrates the apprenticeship programme process:



EPA Summary Table

<p>On-programme (typically 30 months)</p>	<p>The employer will create work opportunities for the apprentice in order to enable them to develop the KSBs within the occupational standard.</p> <p>During this time the apprentice will produce an Operational Competence Portfolio (OCP). The OCP will comprise evidence of the apprentice's competence against those Duties and KSBs required to inform the professional discussion.</p> <p>The HEI will deliver on-programme training in the form of academic learning through a range of modules during the first 30 months of the Integrated Degree apprenticeship. These modules will amount to 300 credits.</p>
<p>End Point Assessment Gateway</p>	<p>The apprentice enters the Gateway once the employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</p> <p>In addition, the apprentice must have:</p> <ul style="list-style-type: none"> • achieved English and mathematics Level 2 • successfully completed 300 academic credits selected from the Serious and Complex Crime Investigator Degree • completed and submitted the OCP to the EPAO <p>Agree the title, subject and scope of the project with the Employer and EPAO.</p>
<p>End Point Assessment (typically 6 months)</p>	<p>The EPA comprises two elements, which will make up the remaining 60 credits required to complete the Integrated Degree apprenticeship:</p> <p>Assessment Method 1: Professional discussion (20 Credits)</p> <p>Assessment Method 2: Evidence-based research project and presentation (40 Credits)</p>

Length of End-Point Assessment Period

The EPA (including all assessment methods) will typically be completed within six months of the Gateway decision.

Order of Assessment Methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.

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

- English and mathematics at Level 2.
- For those with an education, health and care plan or a legacy statement, the apprenticeship English and mathematics minimum requirement is Entry Level 3. British Sign Language qualification is an alternative to English qualifications for those for which this is their primary language.
- Successfully completed 300 academic credits selected from the Serious and Complex Crime Investigator Degree
- Completed and submitted the OCP to the EPAO
- The title, subject and scope of the project will be agreed at Gateway by the Employer and EPAO. In choosing a project title and scope, the employer should ensure that the project has real business application, and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method. To assist this process, the EPAO should provide detailed specification to enable the apprentice to select a project that will meet the requirements of the EPA and that is relevant to their business.

The OCP is required to support the professional discussion assessment method. The OCP will comprise evidence of the apprentice's competence against those Duties and KSBs informing the

professional discussion. The OCP is submitted as a gateway requirement in order to provide sufficient time for the Independent Assessor to review the document prior to conducting the professional discussion.

The OCP will take the form of (as a minimum) witness testimonies and other supporting documents.

By way of example, if the apprentice is evidencing skill 9 (Conducting Suspect Interviews), having carried out the suspect interview they would obtain a witness testimony written by an experienced colleague who observed the activity and recording how the apprentice has met the competency. In addition, evidence obtained through 360 degree feedback can be included. Further supporting evidence in this example might include the interview plan (redacted, if necessary, to remove personal details and sensitive operational information).

As a guide, it would be expected that an apprentice would provide a minimum of two pieces of supporting evidence for each of the KSBs assigned to the professional discussion method.

Each evidence item should reference the professional discussion KSBs that it is supporting.

Reflective accounts and self-evaluation cannot be included as evidence. Any employer contributions should only focus on direct observation of evidence (for example witness statements) rather than opinions

The employer is required to sign off the OCP, authenticating the contents and confirming that the apprentice has demonstrated competence against the KSB assigned to the professional discussion assessment method.

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

Assessment Methods

Assessment Method 1: Professional discussion

Rationale

The professional discussion will test the apprentice's ability to demonstrate and evaluate how they have met and applied the relevant KSB. It will also test their ability to reflect and learn from their workplace and academic experience.

The professional discussion allows the independent assessor to confirm that the apprentice has the required competence to work as a Serious and Complex Crime Investigator by testing a broad range of KSBs. The KSBs attributed to this method are set out at the end of this document.

Overview

Prior to taking the professional discussion assessment, apprentices will be required to prepare an operational competence portfolio (OCP) based on their academic and workplace experience obtained during the on-programme stage of the apprenticeship.

The professional discussion will draw on this prior learning and activity, as set out in the apprentice's OCP. As the experience set out within the OCP is completed prior to the Gateway this will not be assessed. The professional discussion itself will be the assessed element of this method and will contribute to the overall EPA grade.

Delivery

The professional discussion will be conducted by an independent assessor provided by the EPAO (which in this case is the HEI). The OCP will have been submitted to the independent assessor as a Gateway requirement; this will allow the independent assessor sufficient time to review the document prior to conducting the professional discussion.

The professional discussion must last 70 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustment Policy.

During the professional discussion the independent assessor must ask a minimum of 10 questions. Questions must be taken from the EPAO's question bank and those generated by the independent assessor based on their review of the apprentice's OCP. This will offer the independent assessor the opportunity to seek further clarification if needed, as well as further testing the level of the apprentice's occupational competence. There is no upper limit on the number of questions that may be asked, rather a time limit. The assessment is designed to be a discussion, and so the number of questions will be guided by the apprentice's answers.

For transparency, the independent assessor will record and present their feedback in a matrix format that clearly demonstrates how the apprentice has met each of the relevant KSBs. The independent assessor will make all grading decisions.

Venue

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

- employer's premises
- HEI premises
- a suitable venue selected by the EPAO

The room should be quiet and free from distractions.

To ensure affordability and feasibility, video conferencing can be used to conduct the professional discussion. If video conferencing is to be used, the EPAO must have processes in place to verify the identity of the apprentice and to ensure the apprentice is not being aided in any way.

Other relevant information

A structured specification and question bank must be developed by EPAO. The question bank must be of sufficient size to prevent predictability and be reviewed regularly (at least once a year) to ensure that it, and its content, is fit for purpose.

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

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions, generating their own questions and reaching consistent judgement.

EPAO will produce grading criteria and assessment forms in order to support this assessment method.

Assessment Method 2: Evidence-based research project and presentation

Rationale

The Evidence-based research project provides apprentices with the opportunity to demonstrate the depth of their knowledge of higher level KSB, as well as their academic learning. It will enable apprentices to demonstrate critical thinking and evaluation, problem solving and reflective practice. The project will also allow apprentices to demonstrate that they have the skills necessary to work with a high degree of autonomy. The presentation will give apprentices the opportunity to discuss how they have applied high level KSB to their work and how they might synthesise the findings of their evidence-based research project into operational delivery. The presentation also allows independent assessors to seek further clarity or explanation where required.

Method 2 - Component 1: Evidence-based research project

Overview

The project is compiled after the apprentice has gone through the Gateway process.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore the project's subject, title and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The title, subject and scope of the project must be agreed at the Gateway.

The EPAO should provide detailed specifications to enable the apprentice to select a project that will meet the requirements of the EPA and that is relevant to their business.

Delivery

The project is compiled after the apprentice has gone through the Gateway process. The apprentice will conduct their project and submit it to the EPAO after 16 weeks of the apprentice passing the gateway. This is a substantial piece of work, and this period will ensure that apprentices are given sufficient time to complete the project to the required standard. This will also leave sufficient time for the project to be marked, and for the associated presentation to take place.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

The project should be submitted electronically.

The project may be based on any one of the following:

- specific problem
- recurring issue
- idea/opportunity

- topic relevant to the apprentice's role

As a minimum all projects must include:

- a critical evaluation of a specific area of serious and complex crime investigation
- application of this knowledge and understanding in a manner that indicates a professional analytical approach to the apprentice's investigative work
- identification and use of main research methodologies
- critical evaluation of relevant primary and secondary literature resources
- an analytical approach to solving complex problems
- the ability to gather and analyse relevant material to inform judgements that include critical reflection on relevant social or ethical issues
- effective presentation of information, ideas, problems and solutions to both specialist and non-specialist audiences
- skills necessary for apprentices to continue to undertake further development with a high degree of autonomy.

Subject matter for the evidence-based research project should be agreed in partnership with the Employer and EPAO at the Gateway, and project outcomes should add value for the employer. Employers must be permitted to coordinate subject matter choice to avoid workplace saturation, a particular risk with large cohorts of apprentices.

This evidence-based research project will draw on HEI input on research methodology and should be 12,000 words (tolerance of +/- 10 per cent at the discretion of the apprentice).

A summary and appendices must be included, which are excluded from the word count. The summary must be a concise one side of A4. Appendices will contain supporting evidence, such as research results, case law and decision logs.

The appendix must also map how it evidences the relevant KSB for this assessment method.

When the project is submitted, the employer and the apprentice should verify the submitted work is that of the apprentice.

The project will be submitted in line with the EPAO's rules and regulations in relation to plagiarism and referencing.

Marking

The independent assessor will review the project holistically with the presentation, leading to one overall grade for the method. This will be undertaken in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

EPAO will produce assessment forms in order to support independent assessors in marking this assessment.

Method 2 - Component 2: Presentation

Overview

apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment, and relates to the completion of the Evidence-Based Research Project. This assessment should take place once the Project has been reviewed by the independent assessor. The presentation materials should be completed and submitted to the EPAO 2 weeks after the completion of the Evidence Based Research Project (weeks 17 to 18 of the EPA period). This will allow sufficient time for the apprentice to produce and submit the material, and sufficient time following the submission, for the presentation to take place.

The apprentice should critically analyse and reflect on:

- The foundation provided by operational competence;
- how they have applied higher-level skills, knowledge and behaviours to their work; and
- how they might synthesise their project findings into operational delivery, indicating key learning points and improvements or adjustments to own or others' working practices.

The presentation will take place once the Evidence Based Research Project has been submitted and reviewed. The Presentation will be delivered to the independent assessor, either face-to-face or via online video conferencing.

Delivery

The presentation will take place in the final eight weeks of the EPA period. The exact date will depend on when the apprentice submits the presentation material.

The presentation, including questioning, will last for a total of 70 minutes. The presentation will typically last for 40 minutes and the questioning session will typically last for 30 minutes. The presentation and questioning session must not exceed 70 minutes in total. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask competency type questions based on the KSBs assigned to this method to ensure a consistent approach is adopted. Assessment should take place against the KSBs listed in the mapping section of this document.

At the end of the presentation, the independent assessor will ask a minimum of 10 questions taken from the EPAO question bank and those generated by them. The questions should be based around the independent assessor's review of the project and the presentation content. The independent assessor may ask follow-up questions to seek clarification where required.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- flip chart

- computer
- notes
- videos

An independent assessor, through the direct support and guidance of the EPAO, must:

- a. plan the assessment prior to it taking place;
- b. ensure that the location for the assessment is appropriate;
- c. ensure that the presentation and questioning take place in a room free from distractions;
- d. ensure any special needs of the apprentice are taken into consideration;
- e. ensure that the apprentice understands the assessment process, the possible outcomes and how it is graded;
- f. ensure that the grading criteria and relevant documentation are to hand before commencing;
- g. capture an audio recording of the presentation and questioning;
- h. document the outcomes using the EPAO's standard documentation;
- i. collect all presentation materials from the apprentice;
- j. ensure that the apprentice is not informed of the outcome of the assessment at this stage;
- k. confirm that the specification has been fully converted and the rules have been followed;
- l. make the final decision about the outcome of the assessment and recommend the grade; and
- m. send documentation to the EPAO within the agreed time.

The independent assessor will make all the grading decisions.

Venue

EPAO must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- HEI premises
- a suitable venue selected by the EPAO.

The room should be quiet and free from distractions.

The venue will also have access to suitable IT facilities and any other materials required to undertake the presentation (such as flip chart, hand-outs etc.).

Grading Criteria

Professional discussion

Fail Criteria: a fail grade shall be awarded if any of the pass criteria are not met.

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>K1: U.K law and other legislation relevant to the organisation and how it supports a serious and complex crime investigation.</p> <p>K12: Health and Safety legislation applicable to the investigator's organisation.</p> <p>S1: Effectively apply relevant legislation to a variety of serious and complex crime investigations.</p> <p>S2: Carry out serious and complex crime investigations in line with Authorised Professional Practice (APP) or other policies or guidance relevant to their organisation.</p>	<p>Identifies key legislation and describes key applicable points in relation to their role.</p> <p>Describes how the utilisation of the 'points to prove' furthers the investigation process.</p> <p>Breaks down the 'points to prove' (the points required to prove a criminal offence has taken place), and gives examples of how effective that methodology was.</p> <p>Explains where Health and Safety requirements were implemented to reduce the threat / risk posed to the investigator, organisation and members of the public.</p> <p>Describes the principles of Investigation, including the proportionate use of lawful powers, recognition of individual's human rights and the particular needs of victims and witnesses.</p>	<p>Synthesises case law and interprets its application to benefit an investigation.</p> <p>Explains new and emerging threats and assesses the need for considering a change in the law, policy and/or procedures offering suggested policy updates or amendments as applicable.</p> <p>Evaluates risk within an operational environment and offers mitigation procedures, using available risk models and detailing the value of the revised plans.</p> <p>Explains how they have used a full range of the recommended APP guidance to identify the characteristics of a crime-against the person or the state.</p> <p>Critically analyses crime scene management, recognising the modus operandi in order to maximise evidence gathering opportunities.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
		<p>Explains improved future crime prevention strategies supported by research based evidence.</p> <p>Explains a wide use of investigative techniques, explaining what type of material was gathered (e.g. Information, Objects, 3rd Party, Passive CCTV).</p> <p>Explains the use of scene, forensic, search, victim and witness strategies.</p> <p>Evaluates how and why reasonable lines of enquiries were pursued and rationalises the order of priority recognising and explaining the advantages of their actions.</p>
<p>K3: How to task intelligence analysts.</p> <p>S4: Use intelligence analysts to support complex investigations through focused tasking.</p>	<p>Describes how to effectively task intelligence analysts.</p> <p>Describes when they have tasked intelligence analysts to successfully support a complex investigation.</p> <p>Explains the range of intelligence sources that can be used to gather information to support a complex investigation.</p> <p>Describes how to conduct an intelligence driven briefing, tasking and debriefing.</p> <p>Describes the methods that can be used for disseminating intelligence products and demonstrates an awareness of how to select the most appropriate dissemination methods</p>	<p>Explains how to formulate a ‘<i>Terms of Reference</i>’ when tasking intelligence analysts in order to support investigative strategies.</p> <p>Describes what the available intelligence sources are and actively demonstrates how to exploit such sources in order to progress a serious and complex investigation.</p> <p>Explains creative and critical thinking when working with intelligence in support of serious and complex investigations. This will be through being able to evaluate the benefits of hypothesising; identifying intelligence gaps; offering solutions to address these requirements; and being capable of rationalising thought processes.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>K4: The breadth of covert capabilities available to support investigations including surveillance.</p> <p>S5: Prepare and submit applications to undertake covert operations.</p>	<p>according audience requirements and having regard to the sensitivity of the intelligence.</p> <p>Describe reasons for and against the use of covert capabilities to be able to establish investigative opportunities.</p> <p>Describes the use of one or more covert capability, explains the value in terms of evidence and intelligence gleaned that supported a serious and complex crime investigation.</p> <p>Identifies the risk involved with the use of covert capabilities at an early stage and can distinguish the different approaches that can be considered to mitigate such risks.</p> <p>Outlines one example of when they have prepared and submitted a lawful application to undertake covert operations.</p>	<p>Analyses the limitations to an investigation through the use of covert capabilities identifying areas for improvement in process.</p> <p>Explains the process for applying for lawful applications to undertake covert operations and how this activity influences the progress of the investigation. Examples might include applications for communications data, personal data under the Crime and Courts Act, production orders, directed surveillance, property interference, electronic interference, telematics, and use of ANPR, covert monitoring and covert forensics.</p>
<p>K11: How advanced technologies can be utilised to progress investigations such as cell site analysis and digital forensic techniques.</p> <p>S13: Utilise advanced technologies effectively so that material and evidence gathering opportunities are maximised.</p>	<p>Defines a range of advanced technologies and tools are, such as Digital Forensics, CCTV, GEO data, and open source analysis.</p> <p>Describes how they have effectively used one or more of these tools in order to maximise evidential and intelligence gathering opportunities.</p> <p>Explains how they apply advanced and emerging technologies in their work.</p>	<p>Critically evaluates how advanced and emerging technologies can impact serious and complex investigations.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>K5: The evidential standards required to prepare and submit serious and complex crime prosecution files to the Crown Prosecution Service and other relevant prosecuting bodies.</p> <p>S6: Prepare and submit crime prosecution files to the Crown Prosecution Service and other legal bodies to ensure successful judicial outcomes.</p> <p>S7: Attend at the Magistrate, Youth, Crown or Coroners courts to provide evidence in support of the Crown Prosecution Service or other prosecuting bodies.</p>	<p>Summarises the process required for the preparation of a case file for a serious and complex investigation.</p> <p>Explains when they have worked with the CPS or other relevant prosecuting bodies, in order to achieve successful judicial outcomes.</p> <p>Explains the relevant rules of evidence, procedure and professional standards and describes how they have effectively presented evidence at court or other relevant hearings.</p>	<p>Justifies the value of accurately reviewing, evaluating and selecting case material for a case file preparation.</p> <p>Evaluates the importance of giving equal weight to lines of enquiry, including those that support both the prosecution and the defence and presents reasoned argument in support of their decision in an ethical, unbiased and justifiable manner.</p> <p>Explains the various stages of a prosecution to include, Magistrates Hearing, Plea and Trial Preparation Hearing, Further Case Management Hearing and the stages of Better Case Management.</p>
<p>K6: Conflict resolution and the lawful use of force.</p> <p>S14: Identify operational risks to public, self and colleagues applying health and safety legislation and any other policies and procedures relevant to their organisation to mitigate those risks to enable investigations to continue in a variety of challenging environments. Have an awareness of the importance of prioritising investigative actions</p>	<p>Explains the legislation, policy and procedures governing the lawful use of force.</p> <p>Describes how to assess operational risk and implement measures to mitigate identified risks, indicating how they remained calm, rational and professional when operating under pressure.</p>	<p>Analyses the effectiveness and impact of each communication technique used to diffuse potentially hostile or difficult situations.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>in the context of vulnerable victims or dangerous suspects in order to minimise risk and harm.</p> <p>B3: Emotion - maintains a balance that recognises the concerns of all parties involved in the investigative process. Remains calm, rational and professional under pressure.</p>		
<p>K7: The Police and Criminal Evidence Act in relation to the lawful arrest and interviewing of suspects and witnesses including searching individuals, vehicles, premises and virtual spaces.</p> <p>K10: Crime scene management, forensics and exhibit handling within a serious and complex crime context.</p> <p>S8: Undertake thorough research to ensure that any arrests and subsequent searches are carried out effectively and lawfully maximising evidence recovery.</p>	<p>Explains the range of legislation available and how this can be applied in different circumstances, and how to select the most appropriate legislation when considering, arrests, interviews and searches.</p> <p>Explains crime scene management and forensic opportunities when conducting searches.</p> <p>Describes how to work with different categories of victims and witness, assessing their needs and providing support where necessary.</p> <p>Describes, with an example, how to undertake a serious and complex interview (victim, witness or suspect), using a range of interview techniques.</p>	<p>Justifies the use and application of the case law in support of arrest, interview and search legislation.</p> <p>Explains how forensic opportunities (either digitally or traditionally) can be utilised in order to progress a serious and complex investigation.</p> <p>Compares and contrasts the arrest and search strategies available to successfully identify the most beneficial tactic and defends their decisions.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>S12: Preserve and manage crime scenes whilst also developing forensic strategies to exploit evidential opportunities from available material.</p> <p>K14: How to develop a Victim/Witness strategy including identifying, interviewing and working with differing categories of victims and witnesses.</p> <p>S9: Conduct interviews of suspects in line with approved interviewing techniques to obtain evidence and create fresh lines of enquiry to support investigations.</p> <p>S11: Safeguard vulnerable victims and witnesses, and when carrying out interviews apply Achieving Best Evidence principles to gather best evidence. Ensure that special measures are used appropriately to protect vulnerable people.</p>	<p>Explains when they have prepared an arrest, search and interview strategy that demonstrates appropriate application of legislation and powers.</p> <p>Explains how they have gathered intelligence and evidence from an interview and how this has generated lines of enquiry and contributed to progress an investigation.</p>	
<p>K8: The Criminal Procedure and Investigations Act (CPIA) 1996 and its purpose within a</p>	<p>Explains the purpose of the CPIA within a serious and complex crime investigation.</p>	<p>Explains their personal assessment around the importance of categorising and evaluating relevant material.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>serious and complex crime investigation.</p> <p>S10: Effectively carry out the role of Disclosure Officer within a serious and complex crime investigation to ensure the Criminal Procedure and Investigations Act (CPIA) is lawfully complied with.</p>	<p>Describes, with an example, how to examine material retained during the investigation and how to reveal material to the prosecutor during the investigation and any subsequent criminal proceedings.</p> <p>Clarifies the differences between Non-Sensitive and Sensitive material.</p>	<p>Explains the obligations of disclosure are on cases with large quantities of electronic data. (Software tools, dip sampling).</p> <p>Justifies when a bespoke approach to the handling of material for disclosure might be required.</p> <p>Evaluates what constitutes sensitive material, explaining the reasoning for scheduling any material that could give rise to a real risk of serious prejudice to an important public interest.</p>
<p>S16: Apply investigative decision making to serious and complex crime investigations so that actions are focused and all key decisions are rational and considered.</p> <p>B5: Teamwork and Partnership - Work collaboratively with the public, partners and colleagues. Develop strong working relationships with internal and external stakeholders to achieve common goals. Adopt a flexible approach to working with others and promote mutual respect.</p> <p>B6: Leadership - Act professionally when carrying</p>	<p>Describes, with an example, how to apply an investigative strategy that maximises evidence gathering opportunities and supports a serious and complex crime investigation.</p> <p>Describes, with an example, how to work with internal or external specialists and law enforcement partners to progress a serious and complex investigation through encouraging, supporting and treating others with honesty, respect and consideration Identifies opportunities to share knowledge, information and learning to support and develop colleagues.</p> <p>Describes with examples how to confidently provide accurate, clear and structured information to others</p>	<p>Justify the use of an investigative decision making tool to support and contribute to decisions made.</p> <p>Evaluates how they have developed and maintained professional relationships with internal and external partners detailing what the benefits of doing so were to their organisation.</p> <p>Explains how they confidently engage with stakeholders and colleagues at all levels, to generate commitment, to set clear objectives and describes how they convey these objectives with enthusiasm and energy.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>out daily work, actively encourage and support colleagues. Set goals and high performance standards for self and others. Inspire others by acting as a role model.</p>	<p>Demonstrate, with examples, how to establish goals and high standards for themselves and others. Explains how to inspire colleagues through professional role modelling.</p> <p>Describes where they have actively sought feedback and used this to benefit themselves and others.</p>	
<p>B1: Personal Accountability - Demonstrates accountability for overall service delivery, displays commitment and perseverance. Accountable for their own workload and performance, making recommendations and decisions where appropriate. An awareness of methods for managing high volumes of work in order to limit impact on personal health and prevent risk to the investigation and to the public.</p> <p>B2: Integrity - Act with a high degree of integrity, common sense and sound judgement following the appropriate Code of Conduct and taking responsibility for maintaining relevant security clearance</p>	<p>Explains how to manage large volumes of work in order to limit impact on personal health and to prevent risk to the investigation and the public.</p> <p>Explains the importance of maintaining their relevant security clearance.</p> <p>Identifies and describes the appropriate Codes of Conduct governing their organisation.</p> <p>Explains the importance of treating people with respect and dignity, regardless of their background and circumstances.</p>	<p>Explains how they demonstrate a real belief and commitment to public service, focusing on what matters to the general public.</p> <p>Explains the opportunities that will generate a positive impact in tackling serious and complex crime.</p> <p>Explains, with examples, how to manage competing priorities with limited available resources in order to ensure that there is no impact on personal health and the investigation.</p> <p>Explains how to effectively delegate tasks, how to hold colleagues to account and how to address poor performance.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
applicable to their organisation. Their professional behaviour and personal/private profile on, for example, social media must demonstrate the integrity, reliability and trustworthiness expected of staff working in a law enforcement agency. Treat everyone with fairness and respect and adhere to the principles of Inclusion, Diversity and Equality.		

Evidence-based research project and presentation

Fail criteria: a fail grade shall be awarded if any of the pass criteria are not met.

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>K2: The relevance and purpose of developing hypothesis in a serious and complex crime investigation.</p> <p>S3: Evaluate information gathered and develop and test hypothesis to support the investigation of serious and complex crimes.</p>	<p>Demonstrates accurate, evidence based and objective consideration using a breadth of evidence, reasoning and reflection to form investigative hypothesis.</p> <p>Displays knowledge about the range of intelligence sources from which they can gather information to support a serious and complex crime investigation.</p>	<p>Critically formulates clear and reasoned arguments to develop supported hypotheses related to a serious and complex crime investigation, which are presented in a clear and unambiguous manner.</p> <p>Analyses how their work contributes to the broader strategic objectives of their Agency.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>S15: Use and apply problem solving techniques to identify issues and propose appropriate solutions in order to ensure that investigations maintain their momentum and progress. Persuade and influence key stakeholders and negotiate to find acceptable solutions.</p> <p>B4 Investigative Mind-set – Using investigative evaluation and developing and testing case theory to understand the material generated throughout the course of the investigation and to assess whether additional material is required to progress the investigation. Encourage creativity and actively seek the ideas and input of others.</p>	<p>Identifies, reviews and interprets available information to support investigative strategies, using their findings to reach agreeable outcomes for own or key stakeholder organisations.</p>	
<p>K9: The diverse nature of the communities within which investigations are conducted. Methods for engaging with a range of communities and managing the impact of law enforcement activity on such communities.</p> <p>K15: The ability to communicate information and</p>	<p>Describes the impact Serious and Complex Crime has on diverse communities and how Investigator activity within communities can be effectively managed.</p> <p>Demonstrates impartiality and a detailed appreciation of the impact of bias when conducting investigations.</p>	<p>Discusses how to develop an effective community engagement strategy detailing the aims and benefits of community engagement, analysis of different methods of engagement and how to use the strategy to identify and prioritise problem-solving activity.</p> <p>Analyses how communication media can assist with improving and building relationships with communities.</p>

KSB	Pass criteria – all pass criteria met	Distinction criteria – all pass criteria met and all distinction criteria met
<p>ideas appropriately using a variety of methods available. Uses language and style of communication appropriate to the situation and audience. Displays listening, comprehension and understanding skills. Knowledge of how to interpret non-verbal communication cues displayed by suspects and witnesses.</p>	<p>Describes the range of communication methods available and can assess situations in order to adapt their style accordingly.</p> <p>Applies a range of communication techniques in order to achieve a desired outcome.</p>	<p>Demonstrates that they can establish a strong direction and a persuasive future vision within communications.</p>
<p>K13: How to effectively manage risk and decision making models.</p>	<p>Displays an application of decision making models to mitigate risk. Outlines, with examples, how to use different risk and decision making models to address complex situations in a workplace setting.</p>	<p>Critically evaluates risk management models around their ability to dynamically assess and record risk.</p>

Overall EPA Grading

Both EPA methods must be passed for the EPA to be passed overall.

All pass criteria must be met to achieve a pass in each assessment methods. All pass criteria and all distinction criteria must be met to achieve a distinction in each assessment method.

A pass will be awarded unless the apprentice has attained a distinction in both of the assessment methods. In which case a distinction will be awarded.

If an apprentice has failed either of the two assessment methods, an overall fail will be awarded.

The table below sets out the mark required for a fail, pass and distinction in each of the two EPA methods.

	Fail	Pass	Distinction
Professional discussion	One or more of the pass grading criteria have not been met.	All (100 per cent) of the grading criteria required for a pass have been met.	All (100 per cent) of the grading criteria for a pass have been met. All (100 per cent) of the grading criteria for a distinction have been met.
Evidence-based research project and presentation	One or more of the pass grading criteria have not been met.	All (100 per cent) of the grading criteria required for a pass have been met.	All (100 per cent) of the grading criteria for a pass have been met. All (100 per cent) of the grading criteria for a distinction have been met.

Roles and Responsibilities

Title	Requirements and Responsibilities
Apprentice	<ul style="list-style-type: none"> • complete the on-programme element of the apprenticeship • prepare for and complete the EPA
Employer	<ul style="list-style-type: none"> • oversee the on-programme element of the apprenticeship • create work opportunities and assess work outputs • identify when the apprentice is ready to pass the gateway and undertake their EPA • notify the EPAO that the apprentice has passed the gateway
Training provider (HEI)	<ul style="list-style-type: none"> • deliver the on-programme academic training • work with the employer to ensure that the apprentice is given the opportunities to develop the KSB outlined in the occupational standard and monitor their progress during the on-programme period
EPAO (Undertaken by HEI)	<ul style="list-style-type: none"> • appoint independent assessors to undertake and grade the EPA • invigilators and markers to invigilate and mark the EPA • provide training and CPD to the independent assessors • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest – this also applies to HEIs who will need to use distinctly different staff to deliver training and carry out the EPAO. • have processes in place to conduct internal quality assurance on a regular basis • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of independent assessors' marking as per this plan • develops and implements a moderation and appeals process
Independent assessor	<ul style="list-style-type: none"> • Will be sourced from an equivalent department within a different HEI than that to which the apprentice has been studying. If this is not possible, then they may be sourced from a different department from within the apprentice's own HEI. • However, they must not have previous experience of the apprentice i.e. there must be no conflict of interest • hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section) • responsible for reviewing the apprentice's occupational competence portfolio and assessing and grading the professional discussion • responsible for assessing grading the evidence-based research project and presentation.

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPAOs for this EPA must:

- appoint independent assessors who have professional knowledge of the skills and behaviours required of a Serious Complex Crime Investigator through continuous professional development which should be evidenced annually;
- appoint independent assessors who have recent relevant experience of the occupation gained in the last two years, or significant experience of the occupation. This should be at least at the same level as the Occupational Standard;
- provide annual training for independent assessors in terms of good assessment practice, operating the assessment tools and grading;
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time;
- operate induction training for independent assessors when they begin working for the EPAO on this standard, and before they deliver an updated assessment method for the first time;
- operate regular standardisation events on this Standard and ensure that independent assessors attend a minimum of one event a year;
- monitor the delivery of the assessments and gather feedback from apprentices to inform reviews of assessment arrangements; and
- investigate any assessment anomalies and risks.

The independent assessor will have the following minimum skills, knowledge and occupational competence:

- Independent assessors will have undertaken advanced learning and practice in relation to investigative skills, specifically related to serious and complex investigations. This will be evidenced by holding, or having held, accreditation from a relevant professional body at supervisor level (such as College of Policing PIP2 Supervisor). If the independent assessor no longer holds the relevant accreditation, they must be able to demonstrate that they have maintained CPD.
- Will be sourced from an equivalent department within a different HEI than that to which the apprentice has been studying. If this is not possible, then they may be sourced from a different department from within the apprentice's own HEI.

- However, they must not have previous experience of the apprentice i.e. there must be no conflict of interest.
- Hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading.
- Have the capability to assess the apprentice at this level.
- Independent assessors will have knowledge and experience of the complexities associated with specialist investigations and how to undertake this role by analysing, interpreting and evaluating complex information, managing threat, risk and harm and meeting complex witness and victim needs.
- The independent assessor will hold relevant assessment qualifications and will have experience of carrying out assessments.

Re-sits and re-takes

apprentices who fail one or more assessment methods 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 either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescales for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification. All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be resat/retaken.

If the apprentice does not pass the evidence-based research project and presentation, subject to feedback, they will have to rework the original project, rather than a new project be set, and may resubmit with changes as a re-sit/re-take. Apprentices will have 8 weeks to complete and submit the resit/retake project and presentation materials, with the EPAO having 2 weeks to review the materials before facilitating the presentation. The feedback can advise an apprentice on the area(s) failed in the EPA, but not advise what they need to do to overcome it in a re-sit or re-take.

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

Value for money

Affordability of the EPA will be ensured by using at least some of the following practices:

- using an employer's premises for the professional discussion and presentation
- video conferencing may be used for the professional discussion and presentation

Reasonable Adjustments

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

Mapping of KSB and Assessment Methods

Assessment Method	KSB Assessed
Professional discussion	K1, K3, K4, K5, K6, K7, K8, K10, K11, K12, K14 S1, S2, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S16 B1, B2, B3, B5, B6
Evidence-based research project and presentation	K2, K9, K13, K15 S3, S15 B4

Index KSBs

Knowledge

K1: U.K law and other legislation relevant to the organisation and how it supports a serious and complex crime investigation.

K2: The relevance and purpose of developing hypothesis in a serious and complex crime investigation.

K3: How to task intelligence analysts.

K4: The breadth of covert capabilities available to support investigations including surveillance.

K5: The evidential standards required to prepare and submit serious and complex crime prosecution files to the Crown Prosecution Service and other relevant prosecuting bodies.

K6: Conflict resolution and the lawful use of force.

K7: The Police and Criminal Evidence Act in relation to the lawful arrest and interviewing of suspects and witnesses including searching individuals, vehicles, premises and virtual spaces.

K8: The Criminal Procedure and Investigations Act (CPIA) 1996 and its purpose within a serious and complex crime investigation.

K9: The diverse nature of the communities within which investigations are conducted. Methods for engaging with a range of communities and managing the impact of law enforcement activity on such communities.

K10: Crime scene management, forensics and exhibit handling within a serious and complex crime context.

K11: How advanced technologies can be utilised to progress investigations such as cell site analysis and digital forensic techniques.

K12: Health and Safety legislation applicable to the investigator's organisation.

K13: How to effectively manage risk and decision making models.

K14: How to develop a Victim/Witness strategy including identifying, interviewing and working with differing categories of victims and witnesses.

K15: The ability to communicate information and ideas appropriately using a variety of methods available. Uses language and style of communication appropriate to the situation and audience. Displays listening, comprehension and understanding skills. Knowledge of how to interpret non-verbal communication cues displayed by suspects and witnesses.

Skills

S1: Effectively apply relevant legislation to a variety of serious and complex crime investigations.

S2: Carry out serious and complex crime investigations in line with Authorised Professional Practice (APP) or other policies or guidance relevant to their organisation.

S3: Evaluate information gathered and develop and test hypothesis to support the investigation of serious and complex crimes.

S4: Use intelligence analysts to support complex investigations through focused tasking.

S5: Prepare and submit applications to undertake covert operations.

S6: Prepare and submit crime prosecution files to the Crown Prosecution Service and other legal bodies to ensure successful judicial outcomes.

S7: Attend at the Magistrate, Youth, Crown or Coroners courts to provide evidence in support of the Crown Prosecution Service or other prosecuting bodies.

S8: Undertake thorough research to ensure that any arrests and subsequent searches are carried out effectively and lawfully maximising evidence recovery.

S9: Conduct interviews of suspects in line with approved interviewing techniques to obtain evidence and create fresh lines of enquiry to support investigations.

S10: Effectively carry out the role of Disclosure Officer within a serious and complex crime investigation to ensure the Criminal Procedure and Investigations Act (CPIA) is lawfully complied with.

S11: Safeguard vulnerable victims and witnesses, and when carrying out interviews apply Achieving Best Evidence principles to gather best evidence. Ensure that special measures are used appropriately to protect vulnerable people.

S12: Preserve and manage crime scenes whilst also developing forensic strategies to exploit evidential opportunities from available material.

S13: Utilise advanced technologies effectively so that material and evidence gathering opportunities are maximised.

S14: Identify operational risks to public, self and colleagues applying health and safety legislation and any other policies and procedures relevant to their organisation to mitigate those risks to enable investigations to continue in a variety of challenging environments. Have an awareness of the importance of prioritising investigative actions in the context of vulnerable victims or dangerous suspects in order to minimise risk and harm.

S15: Use and apply problem solving techniques to identify issues and propose appropriate solutions in order to ensure that investigations maintain their momentum and progress. Persuade and influence key stakeholders and negotiate to find acceptable solutions.

S16: Apply investigative decision making to serious and complex crime investigations so that actions are focused and all key decisions are rational and considered.

Behaviours

B1: Personal Accountability - Demonstrates accountability for overall service delivery, displays commitment and perseverance. Accountable for their own workload and performance, making recommendations and decisions where appropriate. An awareness of methods for managing high volumes of work in order to limit impact on personal health and prevent risk to the investigation and to the public.

B2: Integrity - Act with a high degree of integrity, common sense and sound judgement following the appropriate Code of Conduct and taking responsibility for maintaining relevant security clearance applicable to their organisation. Their professional behaviour and personal/private profile on, for example, social media must demonstrate the integrity, reliability and trustworthiness expected of staff working in a law enforcement agency. Treat everyone with fairness and respect and adhere to the principles of Inclusion, Diversity and Equality.

B3: Emotion - Maintains a balance that recognises the concerns of all parties involved in the investigative process. Remains calm, rational and professional under pressure.

B4: Investigative Mind-set – Using investigative evaluation and developing and testing case theory to understand the material generated throughout the course of the investigation and to assess whether additional material is required to progress the investigation. Encourage creativity and actively seek the ideas and input of others.

B5: Teamwork and Partnership - Work collaboratively with the public, partners and colleagues. Develop strong working relationships with internal and external stakeholders to achieve common goals. Adopt a flexible approach to working with others and promote mutual respect.

B6: Leadership - Act professionally when carrying out daily work, actively encourage and support colleagues. Set goals and high performance standards for self and others. Inspire others by acting as a role model.