

# End-point assessment plan for Advanced Forensic Practitioner (Custody or Sexual Offence) apprenticeship standard

Apprenticeship standard number	Level of this end-point assessment (EPA)	Integrated
ST0788	7	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Advanced Forensic Practitioner (Custody or Sexual Offence) core and options apprenticeship standard. It provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be of interest to Advanced Forensic Practitioner (Custody or Sexual Offence) apprentices, their employers and training providers.

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

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

Advanced forensic practitioner is a core and options apprenticeship standard. Apprentices must be trained and assessed against the core and one option:

1. Custody option.
2. Sexual offence option.

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

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have compiled and submitted a portfolio of evidence to underpin the interview
- apprentices must have achieved English and mathematics at Level 2<sup>1</sup>

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

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

The EPA consists of 2 discrete assessment methods.

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

### **Assessment method 1:** Practical demonstration with question and answer session

- Fail
- Pass

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

**Assessment method 2:** Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically 12 months)	<ul style="list-style-type: none"> <li>• Training to develop the occupation standard's knowledge, skills and behaviours.</li> <li>• Working towards English and mathematics level 2, if required</li> <li>• Completed 20% off the job training</li> <li>• Compile a portfolio of evidence</li> </ul>
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• Registered Nurse with the Nursing and Midwifery Council or a Registered Paramedic with the Healthcare Professionals Council or registered Doctor with the General Medical Council</li> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• English/mathematics Level 2</li> <li>• Apprentices must submit a portfolio of evidence to underpin the professional discussion</li> <li>• The employer must provide the EPAO access to the relevant organisational policies and procedures, as required, to support the professional discussion to ensure the apprentice meets their requirements during EPA.</li> </ul>
<b>End-point assessment</b> (which would typically take 6 months)	<p>Assessment Method 1: Practical demonstration with question and answer session – Preparation of Court Statement and cross-examination</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> </ul> <p>Assessment Method 2: Professional discussion underpinned by a portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Performance in these assessment methods will determine the overall apprenticeship standard grade of:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>

## Length of end-point assessment period

The EPA must be completed within an EPA period lasting typically 6 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point assessment methods

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard, 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(s), but the decision must ultimately be made solely by the employer.

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

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

- Registered Nurse with the Nursing and Midwifery Council or a Registered Paramedic with the Healthcare Professionals Council or a registered Doctor with the General Medical Council
- English and mathematics at level 2.

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

For practical demonstration with question and answer session:

- No specific requirements

For professional discussion underpinned by a portfolio, the apprentice will be required to submit:

- a portfolio of evidence

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion

- the portfolio of evidence must map against the UK Associate of Forensic Nurses & Paramedics Advanced Standards in Education and Training and Faculty of Forensic & Legal Medicine Licentiate and cover all the KSBs allocated to this assessment method
- the portfolio will typically contain 5 discrete pieces of evidence
- apprentices must map the evidence against the KSBs assessed by the professional discussion
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - Case studies
  - Audit records

This is not a definitive list; other evidence sources are possible.

- it should not include any methods of self-assessment
- any employer contributions should focus on direct observation of performance, questions and answers rather than opinions which is triangulated against their reflective log
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway.

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

# End-point assessment methods

## Assessment method 1: Practical demonstration with question and answer session – Preparation of Court Statement and cross-examination

### Overview

This assessment method has two components – 1. **Court Statement** and 2. **Cross-examination**

Apprentices must review the scenario and evidence provided by the end-point assessment organisation, prepare a court statement and participate in a cross-examination in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the practical demonstration to take place, in consultation with the employer. Practical demonstrations must be carried out over a total assessment time of 30 minutes (+10% at the discretion of the independent assessor to allow the apprentice to complete the last question).

The independent assessors will observe only one apprentice during this assessment method.

The rationale for this assessment method is:

An observation of practice in a live setting was not selected, as this will not cover the breadth and depth of practice required, and due to the nature of the situations could be upsetting to clients. Instead a practical demonstration avoids situations where vulnerable people going through a traumatic experience do not want an observer present and impinge on confidentiality.

This method will assess the KSBs mapped to this method to replicate real life, whereby the advanced forensic practitioner will have time to prepare a statement prior to submitting it to court as evidence. Statement preparation, giving oral evidence and being cross-examined are part of the skills required for this role and allows an understanding of the key principles of practice. Writing an accurate and factual statement based on evidence and being cross-examined is a critical part of this occupation and doing this in a simulated environment will enable the apprentice to conduct this covering the breadth and depth of KSBs, and ensures confidentiality is maintained.

### Component 1. Court Statement – post gateway and prior to component 2 of this assessment method

#### Delivery

Apprentices must be provided with written instructions on the tasks they must complete, including the timescales they are working to in electronic format.

The practical demonstration will be split in two distinct parts and should be conducted in the following way to take account of the occupational context in which the apprentice operates.

The apprentice will have two weeks to review a scenario and write a court statement based on the evidence supplied which must be sent to the EPAO within the timescale provided and in line with EPAO requirements. The apprentice will participate in the cross-examination as arranged by the EPAO.

The EPAO will:

- Provide documentation to the apprentice and employer on how the assessment will be completed
- Select a written scenario (between 750 - 1000 words, excluding annexes), that represents the apprentice's selected option to issue to the apprentice that includes:
  - Setting and context
  - Assessment/Examination
  - Evidence available, including: body maps and medical notes, exhibit list
- Provide the independent assessors with the scenario the apprentice has been given to be assessed on
- Give the apprentice two weeks from the receipt of the scenario to review the evidence and write the Court Statement and one week's notice for the cross-examination element of the assessment method
- Assign independent assessors and provide a minimum of one week for them to review the Court Statement and prepare for the cross-examination.

The apprentice will:

- Receive the scenario and supporting evidence from the EPAO
- Have two weeks to review the information and write a Court Statement (there is no word count as this is a legal statement so different organisations use different templates; however, the Court Statement should include all relevant information)
- Send the Court Statement to the EPAO within the time specified.

The independent assessors will:

- Adhere to confidentiality about all aspects of the assessment and the brief they have been provided with
- Review the apprentice's Court Statement and prepare the cross-examination
- Prepare a minimum of 5 questions
- Provide the opportunity for all the KSBs to be demonstrated.

### Support materials

EPAOs should create a bank of scenarios for the practical demonstration to assess the KSBs mapped to this method. Please contact the external quality assurance provider (EQAP) for example scenarios.

Each scenario will typically have 750 - 1000 words (excluding annexes) with 3 sections including:

- Setting and context
- Assessment/Examination
- Evidence available, including: body maps and medical notes, exhibit list

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



## Component 2. Cross-examination

### Delivery

The apprentice will participate in a cross-examination underpinned by their Court Statement. There will be 2 independent assessors for the cross-examination, 1 questioning as the defence and 1 questioning as the prosecution.

The apprentice will:

- Attend the assessment date for the cross-examination and be cross-examined
- Use their Court Statement as a source of information during this cross-examination.

The independent assessors will:

- Assess one apprentice at a time to assess the KSBs that are mapped to this method
- Cross-examine the apprentice using the Court Statement the apprentice has submitted. The questions must be asked in a manner that mirrors the court experience. The cross-examination will take 30 minutes (+10% at the discretion of the independent assessors to allow the apprentice to complete their last answer)
- Ask a minimum of 5 questions. Questioning must be completed within the total time allowed for the practical demonstration assessment. The questions can be taken from both the EPAO's question bank as well as those designed by themselves based around their review of the apprentice's written Court Statement. They must select from the following areas:
  - 1 question from professionalism, which reviews the apprentice's ability to discuss their skills and experience
  - 1 question which reviews the facts of their Court Statement
  - 2 questions will review concepts such as bias, accuracy and objectivity
  - 1 question ensures the boundaries of knowledge and framework of 'expert' opinion is understood using the evidence base of injuries and causation as an example.
- Document the KSBs observed and answers to questions as defined by the EPAO
- Grade both the Court Statement and cross-examination using the grading matrix provided by the EPAO which will be finalised by the EPAO
- Record the cross-examination for moderation purposes utilising technology if video conference or audio recorded including face to face.

EPAOs will:

- In the event that the independent assessors disagree on the grading of the apprentice, the EPAO will moderate and make a judgement on the grade allocated using the evidence from the assessment method holistically
- In the event of re-sits or re-takes, present a different scenario to the apprentice.

For this assessment method, KSBs met and answers to questions, must be recorded by the independent assessors.

The evidence from the Court Statement and cross-examination will be assessed holistically.

The independent assessors will jointly make all grading decisions.

### Questions and resources development

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

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

EPAOs must develop 'banks' for both scenarios and questions of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the scenarios and questions, are fit for purpose. The scenarios must be varied yet allow assessment of the relevant KSBs.

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

### Assessment location

The practical demonstration should take place in a quiet room, free from distractions and influence.

Practical demonstrations must be conducted in one of the following locations:

- a suitable venue selected by the EPAO which has a courtroom layout

OR

- Utilise video conferencing facility mirroring a court live link.

### Support material

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

- Provide a specification of how the practical demonstration will be set up, including the background material to be provided
- Provide the grading criteria for the independent assessors to use and record
- Provide documentation on how information should be recorded
- Develop a bank of questions for the independent assessors
- Develop a bank of scenarios
- Provide documents for the independent assessors, apprentice and employer on how the assessment should be conducted.

## Assessment Method 2: Professional discussion underpinned by a portfolio of evidence

### Overview

This is a core and options apprenticeship so the professional discussion will be based on the KSBs assigned to this method which include core and the apprentice's option. This assessment method has one component.

This assessment will take the form of a professional discussion which is underpinned by a portfolio, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

The professional discussion was selected as a valid way to draw out KSBs, in particular behaviours. It allows for a range of examples to be brought forward during the two-way conversation and ensures that excellence can be achieved and acknowledged.

It allows the apprentice to be assessed against KSBs that may not naturally occur during other assessment methods.

It enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge.

It allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking.

### Delivery

The independent assessor will conduct and assess the professional discussion.

Apprentices must be given at least two weeks' notice ahead of the professional discussion. The underpinning portfolio will have been submitted in line with EPAO requirements at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio to identify discussion topics for the professional discussion. The independent assessor should have two weeks to review the portfolio prior to the professional discussion.

Apprentices must have access to their portfolio of evidence during the professional discussion. Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio evidence is not directly assessed.

The professional discussion must last for 60 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 EPAO's Reasonable Adjustments policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves.

The professional discussion will be conducted as follows:

It will be undertaken by an independent assessor. The independent assessor's role will be to manage, open and close the session, ask questions and make the final assessment decision based on their own assessment and following any EPAO guidance. The professional discussion is underpinned by the portfolio submitted as a gateway requirement.

The professional discussion will assess the KSBs mapped to the following discussion areas:

- Area 1 – **Professionalism**: How the apprentice practices in accordance with the regulatory standards, within the limits of their own competence and experience, developing and improving their own practice.
- Area 2 – **Programmes of care**: How the apprentice assesses, treats and manages individuals and their management plans including medical emergencies.
- Area 3 – **Governance and audit**: How the apprentice maintains governance and audit and demonstrates leadership for improvement.
- Area 4 – **Supervision** : How the apprentice works as part of the wider health and justice care team.

Questioning should be used to assess KSBs mapped to this method. Apprentices will be expected to refer to examples in their portfolio to support their answers. The independent assessor will ask a minimum of 8 questions and may ask follow-up questions for clarification purposes. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

The professional discussion should be graded fail, pass or distinction. The portfolio underpins the professional discussion and will not be assessed or graded. Independent assessors must allocate grades using the grading criteria.

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

The independent assessor will make all grading decisions.

## Assessment location

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

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

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises).

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

### Other relevant information

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

EPAOs 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 discussion and reaching consistent judgement.

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

- outline of the assessment method's requirements
- independent assessor training materials
- assessment recording documentation
- marking materials
- question bank
- grading guidance.

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan. Further time may be granted for apprentices with appropriate needs, in line with the EPAO's Reasonable Adjustments policy.

## Weighting of assessment methods

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

# Overall EPA grading

## Assessment method 1: Practical demonstration with question and answer session

Theme	Pass
KSBs	Apprentices must achieve all the following pass descriptors
Fail: apprentice does not demonstrate the pass descriptors	
<b>CORE KSBs</b>	
Professionalism K6 K8 S7 S16 S24 B1 B2 B5	<p>Applies the legislative and professional standards, policies, guidelines and procedures within the scope of practice. (K6, S24)</p> <p>Presents oral evidence in court in a professional and confident manner that adheres to the Forensic Science Regulator Legal Guidance being honest, trustworthy and demonstrating professional integrity. Responds to cross-examination showing resilience, self-awareness and the ability to adapt to challenging situations. (K8, S7, S16, B1, B2, B5)</p>
Court Statement K7 S6 S8 S12 S17	<p>Justifies approach to managing confidentiality in a forensic environment. (S12)</p> <p>Critically appraises evidence in written statements to produce an objective written Court Statement. (K7, S6, S8)</p> <p>Identifies own person belief systems. (S17)</p>
Bias, Accuracy & Objectivity K4 K5 K10 K23 S2 S3 S4 S5 S21 S27 S28 S29 B7	<p>Complies with the principles of forensic science, Locards principle and sample collection techniques when identifying a forensic strategy that includes consideration of account, cross contamination, evidence base and cleaning the room prior to examination, all of which adhere to regulations. (K4, S2, S21)</p> <p>Justifies approach taken in the collection of evidential samples in line with FFLM recommendations. Justifies their use of an exhibit list where documentation shows attention to detail, accuracy and precision, ensuring there are no flaws in the chain of evidence process. (K23, S3, S5, B7)</p> <p>Identifies, documents and critically appraises evidence in relation to injuries; considers their significance and makes decisions based on the evidence base. (K5, S4, S28, S29)</p> <p>Acts objectively within the criminal justice system, taking into account their own unconscious bias. (K10, S27)</p>
Understanding of Expert Opinion K9	Articulates the differences between witness of fact and expert witness. (K9)

## Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Theme KSBs	Pass Apprentices must achieve all the following pass descriptors	Distinction Apprentices must achieve all the pass descriptors and all of the following distinction descriptors
Fail: apprentice does not demonstrate the pass descriptors		
<b>CORE KSBs</b>		
Professionalism K13 K14 S13 B6	Justifies how they ensure the continuity of care of patients through creating care plans, referrals and signposting including their 'duty of care' as described by their professional body and articulates the impact of not having effective handovers and ongoing care. Justifies their approach to working collaboratively with multiple agencies to ensure safe and effective care in ways that respect professional differences. (K13, K14, S13, B6)	Evaluates how they have worked with patients to achieve the best outcome for the patient. (S13)
Programme of Care K1 K2 K3 K17 K18 K19 K20 K21 K22 S1 S10 S11 S19 S20 S22 S23 S26	<p>Critically evaluates how they assess patients using recognised tools related to sexual violence, domestic violence, child sexual exploitation and wider vulnerabilities when caring for patients in complex and challenging situations. (K2, S1)</p> <p>Identifies and records acute and chronic mental health conditions and disorders when assessing individuals. (K18, S19)</p> <p>Critically evaluates how they undertake suicide or self-harm risk assessments. (K19, S20)</p> <p>Justifies how they gained and recorded consent when undertaking an assessment of capacity of an individual, documenting the outcome where a best interests' decision was identified, ensuring adherence to legislation and professional frameworks. (K3, S10, S11)</p> <p>Justifies how they followed local protocols and safely administered and dispensed medication. (K21, S22)</p> <p>Critically analyses how they manage a forensic examination in the community such as hospital</p>	<p>Critically evaluates the risk assessment process for suicide and self-harm identifying any areas where measures should be put in place to mitigate risk and the steps they would take (K19, S20)</p> <p>Justifies the decisions they made for best interests' following an assessment. (S11)</p>



	<p>patients, those in prisons or other environments following the FFLM guidance. (K22, S23)</p> <p>Analyses the process to carry out emergency care according to the resuscitation council standards for resuscitation. (K1)</p> <p>Evaluates how they respect individuals' diversity, beliefs, culture, needs, values, privacy and preferences recognising how shame, stigma, prejudice and discrimination impacts on individuals in the criminal justice system (K17, S26)</p> <p>Critically evaluates resources available for ongoing care including acute symptoms, health promotion such as sexual health, advocacy, mental health and emotional distress, alcohol and substance misuse and wider needs. (K20)</p>	
<p>Governance and Audit</p> <p>K11 K12 K16</p> <p>S9 S25</p> <p>B3</p>	<p>Justifies how they undertake management of organisational learning and quality improvement evaluating how feedback can improve training delivery. (K11, K16, S25)</p> <p>Evaluates how they undertake governance processes such as audit, clinical incident reporting, feedback and how they follow policy and processes, relating to infection control, medicines management and health and safety. Justifies the process they use when challenging areas of concern. (K12, S9, B3)</p>	Evaluates the processes in place for organisational learning and audits. (S9, S16)
<p>Supervision</p> <p>K15</p> <p>S14 S15 S18</p> <p>B4</p>	Evaluates the strategies they apply when supervising, coaching and mentoring members of the wider team and how they manage poor performance including identifying and implementing performance management plans. Analyses how they use reflective practice, responding to constructive feedback and participating in clinical supervision, to support personal development. (K15, S14, S15, S18, B4)	Critically evaluates performance improvement plans they have implemented to address areas of development. (S15)
<b>OPTION KSBs</b>		
<b><u>Custody option</u></b>		
<p>Professionalism</p> <p>K26 S33</p>	Justifies the process they followed when they assessed an individual to establish their fitness to interview understanding the potential impact of false confessions, identifying if an appropriate adult was required and interview strategies where there was an additional medical need. (K26, S33)	



<p>Programme of Care</p> <p>K24 K25 K27 K28 K29 K30</p> <p>S30 S31 S32 S34 S35 S36</p>	<p>Justifies how they assess, treat and refer those who are dependent on drugs &amp;/or alcohol including management of symptoms of withdrawal, brief interventions and referrals to ongoing services and harm reduction strategies including demonstrating the use of approved assessment tools and utilising resources such as NICE and RCGP. (K28, K29, S34)</p> <p>Critically evaluates de-escalation techniques such as restraint, taser and other sequelae and how to manage these to ensure the safety of patients recognising the risks of these interventions. (K30, S35)</p> <p>Justifies the process taken when they have undertaken a field impairment test and other road traffic procedures (K27, S36).</p> <p>Critically evaluates how they make evidence-based clinical assessments, evaluating presentation, diagnose, manage and refer patients when recognising acute and chronic medical conditions and symptoms. Justifies the approach taken when assessing an individual for fitness to detain and identifying a management plan within custody that includes observations due to additional medical needs. (K24, K25, S30, S31, S32)</p>	
<b><u>Sexual offence option</u></b>		
<p>Programme of Care</p> <p>K31 K32 K33</p> <p>S37 S38 S39</p>	<p>Critically analyses the principles of trauma informed care and strategies to manage those who have experienced trauma. Justifies how they communicate with those who have stated they have experienced sexual violence and identifies strategies that support the recovery for individuals who experience trauma that uses knowledge of the Sexual Offence Act, disclosure pathways, legislation and professional frameworks. (K31, K32, S38, S39)</p> <p>Critically evaluates how they make evidence-based clinical decisions in the assessment, treatment and referral of pregnancy risk and sexual health utilising the British Association of Sexual Health and HIV (BASHH) and Faculty of Reproductive and Sexual Health (FRSH) guidelines and the evidence base underpinning sexual health. (K33, S37)</p>	

## Overall EPA grading

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

To achieve a pass overall, the apprentice must achieve all the pass criteria in all assessment methods.

To achieve a distinction overall, the apprentice must achieve all the pass criteria and all the distinction criteria in assessment method two.

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

Assessment method Practical demonstration with question and answer session	Assessment method Professional Discussion	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

## Re-sits and re-takes

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 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 method only.

If apprentices fail assessment method 1, they must be given a new scenario by the EPAO. They will have 2 weeks to review the scenario and write a new Court Statement based on the evidence supplied and have at least 5 working days' notice of the cross-examination date.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 6 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification. All assessment methods must be taken within a 12-month period, otherwise the entire EPA will need to be re-sat/re-taken.

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

## Roles and responsibilities

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

	<ul style="list-style-type: none"> <li>conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>understand the occupational standard</li> <li>make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>appoint suitably qualified and competent independent assessors</li> <li>appoint administrators/invigilators and markers to administer/invigate and mark the EPA</li> <li>provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>have processes in place to conduct internal quality assurance and do this on a regular basis</li> <li>organise standardisation events and activities in accordance with this plan's IQA section</li> <li>organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>have, and operate, an appeals process</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor should:</p> <ul style="list-style-type: none"> <li>have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>understand the occupational standard and the requirements of this EPA</li> <li>have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>deliver the end-point assessment in-line with the EPA plan</li> <li>comply with the IQA requirements of the EPAO</li> <li>have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)</li> <li>attend induction training</li> <li>attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>make all grading decisions</li> <li>record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> </ul>

	<ul style="list-style-type: none"> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>

## Internal Quality Assurance (IQA)

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

- appoint independent assessors who have knowledge of the following occupational areas:
  - Nursing and Midwifery Council, General Medical Council or Healthcare Professionals Council Registered
  - Worked in custody care or within sexual assault service
- appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last two years or significant experience of the occupation/sector
- appoint independent assessors who are members of relevant professional bodies.
- appoint independent assessors who are to deliver the end-point assessment. In order to be deemed competent, this will be individuals who have worked for a minimum of 3 years in the speciality and have court and court statement writing experience.
- provide 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 and standardisation events 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
- ensure all independent assessors attend regular standardisation events but at least once a year as a minimum

## Value for Money

Affordability of the EPA will be aided by using at least some of the following practice:

- using an employer's premises
- Video conferencing

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

Apprentices must meet all the KSBs for the core and those for their selected option

## Assessment method 1: Practical demonstration with question and answer session

Knowledge
<b>K4:</b> Core. Principles of forensic science, Locards principle and sample collection techniques in accordance with the Faculty of Forensic and Legal Medicine (FFLM) Recommendations for the Collection of Forensic Samples from Complainants and Suspects.
<b>K5:</b> Core. Different injury types and their significance as evidence.
<b>K6:</b> Core. Forensic Science Regulator (FSR) Guidelines and their relevance to practice.
<b>K7:</b> Core. Principles of good statement construction.
<b>K8:</b> Core. Courtroom etiquette.
<b>K9:</b> Core. Difference between a witness of fact and an expert witness.
<b>K10:</b> Core. Know unconscious bias and its importance in the criminal justice system and the need for objectivity.
<b>K23:</b> Core. Forensic strategy for cross contamination and evidence base.

Skills
<b>S2:</b> Core. Identifies a forensic strategy which includes consideration of account, cross-contamination and evidence base in accordance with the FFLM Recommendations for the Collection of Forensic Samples from Complainants and Suspects.
<b>S3:</b> Core. Take evidential samples competently such as: skin swabs, intimate samples, toxicology and others in accordance with the FFLM Recommendations for the Collection of Forensic Samples from Complainants and Suspects.
<b>S4:</b> Core. Document injuries accurately including use of camera systems where appropriate.
<b>S5:</b> Core. Use an exhibit list and ensure chain of evidence process is completed.
<b>S6:</b> Core. Construct a written statement for court.
<b>S7:</b> Core. Give oral evidence in court and respond to cross examination.
<b>S8:</b> Core. Critically appraise the evidence in written statements and write objectively.
<b>S12:</b> Core. Manage confidentiality in a forensic environment.
<b>S16:</b> Core. Communicate within a criminal justice setting in accordance with the Forensic Science Regulator Legal Guidance (FSR, 2020).
<b>S17:</b> Core. Identify your personal belief systems.
<b>S21:</b> Core. Clean the room in preparation for a forensic examination.
<b>S24:</b> Core. Acts in accordance with legislation, standards, policies, guidelines, professional frameworks and procedures.
<b>S27:</b> Core. Identify their own unconscious bias and act with objectivity.
<b>S28:</b> Core. Make decisions using evidence base.
<b>S29:</b> Core. Identify the different injury types and their significance as evidence.

Behaviours
<b>B1:</b> Core. Be professional and confident with knowledge for court.
<b>B2:</b> Core. Honest and trustworthy ensuring a high standard of professional integrity.
<b>B5:</b> Core. Exhibit resilience, self-awareness and ability to adapt.
<b>B7:</b> Core. Shows attention to detail, accuracy and precision.

## Assessment Method 2 Professional discussion underpinned by a portfolio

Knowledge
<b>K1:</b> Core. The Resuscitation Council standards for resuscitation.
<b>K2:</b> Core. Risk factors in sexual violence, domestic violence, child sexual abuse and wider vulnerability.
<b>K3:</b> Core. Legislative and professional frameworks for consent, confidentiality, best interest decisions, public disclosure and sharing information lawfully.
<b>K11:</b> Core. Principles of organisational learning and quality improvement.
<b>K12:</b> Core. Professional bodies framework for governance.
<b>K13:</b> Core. The evidence base related to improving outcomes in the health and justice setting.
<b>K14:</b> Core. Professional bodies requirement for ensuring duty of care and continuity of care and the impact from not having effective handovers and ongoing care.
<b>K15:</b> Core. Coaching, mentoring and supervision strategies including management of poor performance.
<b>K16:</b> Core. How feedback can improve training delivery.
<b>K17:</b> Core. How shame, stigma, discrimination and prejudice can impact those in the criminal justice setting.
<b>K18:</b> Core. Symptoms of common mental health disorders and the evidence-based management plan.
<b>K19:</b> Core. The evidence base related to undertaking a risk assessment for suicidal ideation and self-harm thoughts.
<b>K20:</b> Core. The resources available for ongoing care including acute symptoms, health promotion such as: sexual health, advocacy, mental health and emotional distress, alcohol and substance misuse and wider needs.
<b>K21:</b> Core. The local medicines management processes of their organisation.
<b>K22:</b> Core. Forensic principles to managing community and off-site examinations in accordance with the FFLM Recommendations for the Collection of Forensic Samples from Complainants and Suspects.
Custody option
<b>K24:</b> Custody. The National Institute of Clinical Excellence (NICE) guidance for management of medical emergencies.
<b>K25:</b> Custody. The relevant guidelines for acute and chronic healthcare according to National Institute of Clinical Evidence (NICE) and the evidence base underpinning the management plan.
<b>K26:</b> Custody. How interviewees can be vulnerable, and common miscarriages of justice related to false confessions.



<b>K27:</b> Custody. Police and Criminal Evidence Act (1984), Approved Police Practice and safety measures in police custody.
<b>K28:</b> Custody. The evidence base underpinning drug and alcohol dependency including National Institute of Clinical Excellence (NICE) and Royal College of General Practitioners (RCGP) resources.
<b>K29:</b> Custody. Drugs & alcohol management, symptoms of withdrawal, brief interventions and referrals to ongoing services and harm reductions strategies, according to NICE and RCGP.
<b>K30:</b> Custody. De-escalation techniques: restraint, Taser and other sequelae.
<b>Sexual Offence option</b>
<b>K31:</b> Sexual Offence. The Sexual Offences Act (2003) and pathways related to disclosure.
<b>K32:</b> Sexual Offence. Trauma informed care and the impact on individuals who experience trauma and strategies to support recovery.
<b>K33:</b> Sexual Offence. The British Association of Sexual Health and HIV (BASHH) and Faculty of Reproductive and Sexual Health (FRSH) guidelines and the evidence base underpinning sexual health.

<b>Skills</b>
<b>S1:</b> Core. Using appropriate tools such as DASH and CSE to assess the patient and identify sexual abuse, domestic violence and wider vulnerability needs.
<b>S9:</b> Core. Undertake governance processes such as audit, clinical incident reporting, feedback and to follow policy and processes especially related to infection control, medicines management and health and safety.
<b>S10:</b> Core. Obtain valid consent and record it.
<b>S11:</b> Core. Undertake an assessment of capacity and document the outcome including best interests' decisions.
<b>S13:</b> Core. Establish duty of care and continuity of care of patients by creating care plans, referrals and signposting.
<b>S14:</b> Core. Mentor, coach and supervise others such as the wider professional team.
<b>S15:</b> Core. Recognise the needs of those who are poorly performing and identify and implement, an appropriate performance plan for improvement.
<b>S18:</b> Core. Participate in clinical supervision.
<b>S19:</b> Core. Assess an individual and identify and record acute and chronic mental health conditions and disorders.
<b>S20:</b> Core. Undertake a suicide/self-harm risk assessment.
<b>S22:</b> Core. Administer and dispense medication, following their local processes regarding safety and medicines.
<b>S23:</b> Core. Apply forensic principles to managing other scenarios such as: hospital patients, those in prison or other environments.
<b>S25:</b> Core. Manage organisational learning and quality improvement.
<b>S26:</b> Core. Respect individual's diversity, beliefs, culture, needs, values, privacy and preferences.
<b>Custody option</b>
<b>S30:</b> Custody. Manage acute medical symptoms including: shortness of breath, seizures & chest pain.
<b>S31:</b> Custody. Assess, treat and refer for acute and chronic health conditions.
<b>S32:</b> Custody. Assess an individual for fitness to detain and identify a management plan, including observations where there is an additional medical need.
<b>S33:</b> Custody. Assess an individual for fitness to interview and charge, and identify if an appropriate adult is required and interview strategies where there is an additional medical need.

<b>S34:</b> Custody. Using approved assessment tools (Clinical Institute of Withdrawal of Alcohol and Clinical Opiate Withdrawal Scores), assess, treat and refer those who are dependent on drugs/alcohol such as: manage symptoms of withdrawal, referrals to ongoing services, harm reductions strategies.
<b>S35:</b> Custody. Identify de-escalation techniques such as restraint, Taser and other sequelae.
<b>S36:</b> Custody. Undertake a field impairment test and other road traffic procedures: Section 4/Section 5 and Section 5a of the Road Traffic Act (1988).
<b>Sexual offence option</b>
<b>S37:</b> Sexual Offence. Assess, treat and refer for identified sexual health needs such as, risk of pregnancy and risk of sexually acquired infections.
<b>S38:</b> Sexual Offence. Communicate to patients who have been exposed to sexual violence.
<b>S39:</b> Sexual Offence. Identify strategies to support recovery for individuals who experience trauma.

<b>Behaviours</b>
<b>B3:</b> Core. Challenge areas of concern.
<b>B4:</b> Core. Reflective and open to constructive feedback.
<b>B6:</b> Core. Work collaboratively with multiple agencies to ensure safe and effective care in ways that respect professional differences.