

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) apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Advanced Forensic Practitioner (Custody or Sexual Offence) apprentices, their employers and training providers.

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.

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 assessor as necessary.

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 must be completed within an EPA period lasting a maximum of 6 month(s), beginning when the apprentice has passed the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Demonstration of practice

- Fail
- Pass

Assessment method 2: Professional Discussion

- Fail
- Pass
- Distinction

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

- Fail
- Pass
- Distinction

EPA summary table

On-programme (typically 12 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2
End Point Assessment (which would typically take 6 months)	Assessment Method 1: Demonstration of practice With the following grades: <ul style="list-style-type: none"> • Fail • Pass Assessment Method 2: Professional Discussion With the following grades: <ul style="list-style-type: none"> • Fail • Pass • Distinction

Length of end-point assessment period:

The EPA must be completed within an EPA period lasting a maximum of 6 month(s), beginning when the apprentice has passed the EPA gateway.

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(s), 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 EPA:

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.

Assessment methods

Assessment Method 1: Demonstration of Practice with Question and Answer Session

Overview

Apprentices must be observed by an independent assessor completing 1 practical demonstration in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the observation to take place, in consultation with the employer. Practical demonstrations must be carried out over a total assessment time of 2 hours 25 minutes (+10% at the discretion of the independent assessor). The demonstrations may be split into discrete sections held on the same working day.

The independent assessor may conduct and 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 demonstration of practice 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 core element reviewing evidence and preparing court evidence. Statement preparation and giving oral evidence is part of the core skills required for this role and allows an understanding of the key principles of practice. Reviewing evidence and drafting an accurate and factual statement based on evidence 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.

Delivery

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

The practical demonstration should be conducted in the following way to take account of the occupational context in which the apprentice operates:

The assessment will be split into two distinct parts:

Part 1

- Apprentice will be provided with two scenarios to read, one on sexual offence and one on custody.
- The apprentice will read the scenarios, make review notes and select one scenario– 10 minutes
- The apprentice will prepare a court statement in writing – 1 hour 30 minutes
They will:
 - Review and assess the information provided
 - medical notes (anonymised)

- body maps
- exhibit list
- Construct a handwritten statement for court

The apprentice will have a 30 minute break in an area where they cannot confer with other apprentices. During this time the independent assessor will read the court statement and prepare cross examination questions. EPAO will provide an invigilator to monitor the apprentice(s) at this stage

Part 2 – 45 minutes

The apprentice will give an oral presentation to the court – 15 minutes

The independent assessor will cross examine the apprentice – 30 minutes

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours. The questions can be asked after the apprentice has provided their oral presentation during the cross-examination time (+10% at the discretion of the independent assessor). The independent assessor must ask a minimum of 5 questions. Questioning must be completed within the total time allowed for the practical demonstration. The questions can be taken from both the EPAO question bank as well as designed by the independent assessor based around their review of the apprentice's written statement and oral presentation. The independent assessor will ensure that the knowledge, skills and behaviours mapped to this assessment method are covered appropriately through questioning. The independent assessor will select at least 1 question from professionalism, at least two from clinical care, at least one from governance and one from teamwork.

There may be breaks during the demonstration of practice to allow the apprentice to move from one location to another and for meal breaks.

KSBs observed and answers to questions must be documented by the independent assessor. The independent assessor will make all grading decisions and these will be finalised by the EPAO. In the event of re-sits or re-takes the apprentice will be presented with different scenarios.

Questions and resources development

EPAOs will create and set scenarios and open questions to assess related underpinning knowledge, skills and behaviours.

EPAOs will produce specifications to outline in detail how the practical demonstrations 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 'practical specification 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 specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

Venue

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

- a suitable venue selected by the EPAO which has a courtroom layout.
- A suitable room for the apprentice to take their break between part 1 and part 2

Support material

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

- EPAO should create a bank of scenarios for the demonstration of practice to assess the KSBs mapped to this method.
- Design a bank of scenarios and evidence bank to cover sexual offence and custody. Each scenario will have a maximum of 1000 words with up to 5 sections including:
 - Setting and context to the nature of the situation
 - Emotional context
 - Medical notes (anonymised)
 - Information on fitness to interview or ability to be interviewed
 - Evidence available, including photographic evidence, forensic samples, body maps and medical notes, exhibit list
- Provide a specification of how the demonstration of practice will be set up, including the background material to be provided
- Provide the grading criteria for the independent assessors to use and record
- Develop a bank of questions for the independent assessor
- Provide a document for the apprentice and employer on how the assessment should be conducted

Assessment Method 2: Professional Discussion

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will focus on analysis of a given scenario and problem solving.

The scenario will be previously unseen by the apprentice, developed and provided by the EPAO to support the professional discussion. The scenario must be written and have a word count between 400 and 500 words.

The scenario will present the apprentice with a situation that they are allowed to first prepare and then discuss with the independent assessor what they have read and to give examples from their own experiences of how they have acted in similar situations. The independent assessor will have prepared several discussion areas using a 'bank of questions' provided by the EPAO that will enable the apprentice to evidence the required skills, knowledge and behaviours mapped to the professional discussion assessment. The independent assessor can ask follow up questions during the discussion.

The apprentice is allowed:

- 5 minutes to select a sexual or custody scenario from the two given to them
- 30 minutes preparation to make notes
- 60 minutes for the professional discussion.

The EPAO will devise a 'bank of scenarios' and 'bank of questions' of sufficient size to prevent predictability, review them regularly (and at least once a year) to ensure that they, and the specifications they contain, are fit for purpose. The EPAO will ensure that scenarios are of comparable demand.

In the event of re-sits or re-takes the apprentice will be presented with different scenarios.

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

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

The rationale for this assessment method is:

A professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and independent assessor. It allows the apprentice to use standardised 'scenarios' as a starting point to explore their own practice and experiences with the independent assessor. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the health sector.

The professional discussion will allow the apprentice to demonstrate the depth and breadth of their forensic knowledge, skills and behaviours required to practice both safely and effectively. As a structured, in-depth two-way conversation between the independent assessor and apprentice, the professional discussion will provide an effective holistic assessment of complex understanding and knowledge.

Delivery

The independent assessors will conduct and assess the professional discussion. The professional discussion must last for 95 minutes. 5 minutes to select a sexual or custody scenario from the two given to them, 30 minutes preparation to make notes and 60 minutes for the discussion 10% time can be permitted at the discretion of the independent assessor for an apprentice to complete their responses. The independent assessor will ask a minimum of 12 questions. Further time may be granted for apprentices with appropriate needs, for example where signing services are required in line with the EPAO reasonable adjustment policy.

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 own competence and experience, developing and improving their own practice
- Area 2 – **Programmes of care**: How the apprentices assess, treat and manage 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 - **Teamwork**: How the apprentice works as part of the wider health and justice care team

The apprentice must evidence how they have carried out the duties and KSBs assigned to the professional discussion assessment. See grading section for the mapped KSBs.

During the professional discussion, the independent assessor will generate follow-up questions themselves, covering any gaps in the discussion using the discussion areas outlined by the EPAO.

The professional discussion will be conducted as set out here:

The professional discussion is led by the independent assessor with the apprentice on an individual basis. 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.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The professional discussion is graded fail/pass/distinction. The independent assessor will make all grading decisions and these will be finalised by the EPAO.

Venue

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

Other relevant information

A structured question and scenario bank must be developed by EPAOs. The bank must be of sufficient size to prevent predictability. It must be reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The scenarios relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs. The EPAO will provide a discussion template for the assessor to record assessment decisions.

EPAOs must ensure that apprentices have a different scenario and structured discussion point template in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussions and reaching consistent judgement.

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

- A written (400 -500 words) scenario covering sexual and custody.
- A structured discussion point template for the independent assessor to use during the professional discussion
- The professional discussion areas and mapped duties and KSBs
- Recording documentation for the independent assessor to use

Scenarios (for illustrative purposes only)

The apprentice will select a scenario. The scenario will aim to draw out the KSBs for this method through discussion where the independent assessor will draw discussion points from the template provided and use follow up questions to ensure that all the discussion areas are covered. The apprentice must also draw from their own experience examples to demonstrate the KSBs.

Below is an example of the types of scenarios that may be used:

Custody Scenario

An adult female has been arrested for shoplifting from a local supermarket. As she approaches the medical room, you hear her say to the detention officer "I can't believe I'm in here again." As the assessment progresses, the detainee informs the HCP that she is shoplifting because she cannot afford food for her family. Her partner was abusive towards her so she asked him to leave. She therefore doesn't have any money, but doesn't want to go to social services as she is frightened they will take her children away. She confesses this is the second time she has been arrested, but that she has "got away with it a lot more than I've been caught". She tells you she believes her only solution is to ask her partner to come back. This is information which has not been given to the Custody Sergeant.

How would you manage this situation and detainee?

This person now discloses they have taken an overdose and has become drowsy

How would you manage this situation?

Sexual Offence Scenario

An adult female reported sexual violence which was an anal, oral and vaginal penetration in the last 48 hours. She has stated her partner as the perpetrator. She is frightened of him and describes controlling behaviour as he monitors her mobile phone, is in charge of her financial position and has two children, aged 5 and 7 years.

How would you manage this situation?

This person now discloses they have taken an overdose and has become drowsy

How would you manage this situation?

These examples are just illustrative, it is up to the EPAO to develop a suitable 'bank of scenarios' of this type to be used during the professional discussion to enable the apprentice to evidence their KSBs for this method.

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.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

Weighting of assessment methods

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

Grading

Assessment method 1: Demonstration of practice

KSBs	Fail	Pass
K3, K5, K6, K7, K8, K9, K10, K11, K12, K15, K16 K28 S3, S4, S5, S6, S7, S8, S9, S10, S12, S14, S18, S19 B2, B3, B4, B6, B8, B9	Does not meet the pass criteria	1. Adhere to the legislative and professional standards within their scope of practice (K3, K5, K16, K28) 2. Demonstrates how they understand the assessment, forensic integrity, cross contamination issues and chain of evidence related to the assessment of 'patients' (K6, K8, K15, S3, S4, S5, S7, B2) 3. Review and prepare evidence for court and communicate and present this in written format and orally (K9, K10, K15 S8, S9, S10, S18, B2, B3, B4, B6, B9) 4. Demonstrate how they understand the documentation of injuries and consider objectivity and bias when presenting evidence and ensure consent is gained (K7, K12, S6, S12, S19) 5. Demonstrate how they ensure confidentiality and how to represent this to court (S14, B8) 6. Demonstrate the boundary of witness of fact and expert witness when preparing evidence for court (K11)

Assessment method 2: Professional Discussion

KSBs	Fail	Pass	Distinction
K1, K2, K4, K13, K14, K17, K18, K19, K20, K21, K22, K23, K24, K25, K26, K27, K29 S1, S2, S11, S13, S15, S16, S17, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33 B1, B5, B7	Does not meet the pass criteria	<p>Apprentice must meet all the pass criteria for the core and those for the selected option:</p> <p>Area 1 – Professionalism:</p> <ol style="list-style-type: none"> Critically analyse how they have worked in line with legislation, standards, codes of conduct, national and local policies and procedures relevant to their practice (K1, K2, K13, K14, K24, K26, K29). <p>Area 2 – Programmes of care:</p> <ol style="list-style-type: none"> Describe, analyse and evidence how they have developed, implemented, assessed, reviewed and adjusted plans of care for individuals, making evidence-based decisions as an autonomous practitioner including individuals with mental health and effected by trauma (K4, K15, K20, K21, S13, S15, S21, S23, S24, B1, S18, S26, S33). Describes with an example how shame, 	<p>Apprentice must meet all the pass criteria and distinction criteria:</p> <ol style="list-style-type: none"> Critically evaluates, appraises and synthesizes evidence and demonstrates the application of them in their practice as a forensic practitioner within the framework of clinical accountability and responsibility (K1, K2, K13, K14, K24, K26, S1, S2). Describes with examples and evaluates how they have worked with individuals\patients in complex circumstances, where the criminal justice system and the professional duty of care may not align or where there have been safeguarding concerns or emergencies, to assess and review the situation making autonomous and reliable decisions to ensure a decision is made which meets all our obligations

		<p>stigma, discrimination and unconscious bias can impact the criminal justice setting (K19, B1).</p> <p>4. Describes with an example a risk assessment for an individual who is suicidal/ self harming/ or has chronic and or acute health problems including when to refer and or escalate to other services (K22, S21, S22, S26, S27, S30, S31, B7).</p> <p>5. Explains how resources are effectively used to ensure effective going care (K23).</p> <p>6. Describes with an example how they have used medicine management processes to support individuals they are supporting (K25, K29, S2, S25).</p> <p>7. Describes with an example how they conducted the assessment of vulnerable individuals to establish their fitness to detain or interview (K27, S27, S28, S29).</p> <p>8. Describes with an example of when they have had to undertake an emergency intervention</p>	<p>(K1, K2, K4, K19, S13, S21, S22, S26, S28, S29).</p> <p>3. Explores and evaluates a range of solutions or options and selects for implementation the one that will benefit their practice and improve patient care (K20, K21, K22, K23, K24, S25).</p> <p>4. Evaluates and reflects upon their continuous professional and personal development, giving examples of how they have measured and improved their own practice in line with local and national standards and reflective frameworks and the impact on patient outcomes (K18, K29, S16, S17, B5).</p>
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		<p>and the impact (K1, K2, S1, S2).</p> <p>9. Describes with an example of how and when they conducted a field impairment test and other procedures (S30, S31, S32, S33).</p> <p>Area 3 – Governance and Audit:</p> <p>10. Describe how they ensure governance and audit requirements are met (S11).</p> <p>Area 4 – Teamwork</p> <p>11. Describe how they have worked effectively as part of the wider professional team, delegating, supervising, teaching and referring as required. (K17, K18, K23, S16, S15, S17).</p> <p>12. Explain how they have effectively developed themselves, the team both personally and professionally (S16, S17, S20, B5).</p>	

Custody Care Option

KSBs	Fail	Pass
S31,S32	Does not meet the pass criteria	Explain with example how they identify de-escalation techniques and have knowledge of restraint, taser and other seculae (S31) Explain with example when to undertake a field impairment test and other road traffic procedures (S32)

Sexual Offence Option

KSBs	Fail	Pass
K24	Does not meet the pass criteria	Explains with example how the British Association of Sexual Health and HIV and Faculty of Reproductive and Sexual Health guidelines and the evidence base are used to underpin sexual health (K24)

Overall EPA grading

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

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

Assessment method Demonstration of Practice with question and answer	Assessment method Professional Discussion	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Roles and responsibilities

Role	Responsibility
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"> identify when the apprentice is ready to pass the gateway and undertake their EPA notify the EPAO that the apprentice has passed the gateway
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> appoint administrators/invigilators and markers to administer/invigilate and mark the EPA provide training and CPD to the independent assessors they employ to undertake the EPA have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest have processes in place to conduct internal quality assurance and do this 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 in accordance with this plan have, and operate, an appeals process
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> be independent of the apprentice, their employer and training provider(s) 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 recent relevant experience of the occupation/sector gained in the last two years or significant experience of the occupation/sector. This should be at least at the same level as the standard. 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)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway Plays no part in the EPA itself

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: NMC, GMC or HCPC Registered Worked in Custody 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 statement construction 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 assessors attend regular standardisation events but at least once a year as a minimum

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 any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

External Quality Assurance

The External Quality Assurance organisation will be listed on the Institute for Apprentices and Technical Education's website.

Affordability

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

- using an employer's premises

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

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 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.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Demonstration of practice

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

Knowledge	Core	Custody Care Option	Sexual Offence Option
K3 Understand the Sexual Offences Act and pathways related to disclosure.			√
K5 Understands the legislative and professional frameworks for consent, confidentiality, best interest decisions, public disclosure and sharing information lawfully.			√
K6 Understand the principles of forensic science, locards principle and sample collection techniques.		√	
K7 Identify the different injury types and understand their significance as evidence		√	
K8 Identify the forensic regulator guidelines and their relevance to practice.		√	
K9 Understand the principles of good statement construction.	√		
K10 Understand courtroom etiquette.	√		
K11 Understand the difference between a witness of fact and an expert witness.	√		
K12 Understand the importance of unconscious bias in the criminal justice system and the need for objectivity.		√	
K15 Understands the evidence base related to improving outcomes in the health and justice setting			√
K16 Understands the professional bodies requirement for ensuring continuity of care and the lessons learned from not having effective handovers and ongoing care.	√		
K28 Understands Police and Criminal Evidence Act, Approved Police Practice and safety measures in a police custody.	√		

Skills			
S3 Assess the patient and identify if there is acute or non recent sexual abuse, domestic violence and wider vulnerability needs utilising appropriate risk assessment tools where appropriate	√		
S4 Identify a forensic strategy which includes consideration of account, cross contamination and evidence base.		√	
S5 Take evidential samples competently including skin swabs, intimate samples, toxicology and others.		√	
S6 Document injuries accurately including use of camera systems where appropriate.	√		
S7 Prepare an exhibit list and ensure chain of evidence process it completed.		√	
S8 Construct a written statement for court.	√		
S9 Give oral evidence in court.	√		
S10 Critically appraise and write objectively.	√		
S12 Obtain valid consent and record it effectively.		√	
S14 Decide how to manage confidentiality in a forensic environment	√		
S18 Effectively communication within a criminal justice setting			√
S19 Identify your personal belief systems			√

Behaviours			
B2 To be professional and confident with presentation of knowledge to court.	√		
B3 Honesty and trust ensuring a high standard of professional integrity.	√		
B4 Courage to challenge areas of concern.	√		
B6 Exhibit resilience, self-awareness and demonstrate the ability to change.	√		
B8 Undertake a confident assessment with knowledge and show respect and empathy.	√		
B9 Shows attention to detail, accuracy and precision.	√		

Assessment method 2: Professional Discussion

Knowledge			
K1 Understand the Resuscitation Council standards for resuscitation.	√		
K2 Identify the National Institute of Clinical Excellence guidance for management of medical emergencies.		√	
K4 Identify the risk factors in sexual violence, domestic violence, child sexual abuse and wider vulnerability.			√
K13 Understand the principles of organisational learning and quality improvement.	√		
K14 Understand the professional bodies framework for governance.	√		
K17 Understands coaching and mentoring strategies including management of poor performance.	√		
K18 Understands how feedback can improve training delivery.	√		
K19 Understand how shame, stigma, discrimination and prejudice can impact those in the criminal justice setting.			√
K20 Understand trauma informed care and the impact on individuals who experience trauma and identify strategies to support recovery.			√
K21 Identify the symptoms of common mental health disorders and the evidence based management plan.			√
K22 Understands the evidence base related to undertaking a risk assessment for suicidal ideation and self harm thoughts.	√		
K23 Aware of the resources available for ongoing care including: acute symptoms, health promotion including sexual health, advocacy, mental health and emotional distress, alcohol and substance misuse and wider needs.	√		
K24 Understands the British Association of Sexual Health and HIV and Faculty of Reproductive and Sexual Health guidelines and the evidence base underpinning sexual health.			√
K25 Describe the local medicines management processes of their organisation.	√		
K26 Understands the relevant guidelines for acute and chronic healthcare ie National Institute of Clinical Evidence and the evidence base underpinning the management plan.	√		
K27 Understands how interviews can be vulnerable and common miscarriages of justice related to false confessions.		√	

K29 Understands the evidence base underpinning drug and alcohol dependency including National Institute of Clinical Excellence and Royal College of General Practice resources.		√	
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Skills			
S1 Resuscitate a person who is unconscious.	√		
S2 Manage an acute medical symptoms such as shortness of breath, seizures & chest pain.		√	
S11 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.	√		
S13 Undertake an assessment of capacity and document the outcome including best interests decisions.	√		
S15 Ensure continuity of care of patients by effective care plans, referrals and signposting	√		
S16 Teach and supervise others including the wider professional team.	√		
S17 Recognise the needs of those who are poorly performing and identify an appropriate performance plan for improvement.	√		
S20 Participate in clinical supervision.			√
S21 Assess an individual and identify acute and chronic mental health conditions.	√		
S22 Undertake a suicide\self-harm risk assessment.	√		
S23 Clean the room in preparation for a forensic examination.	√		
S24 Assess, treat and refer for identified sexual health needs including risk of pregnancy and risk of sexually acquired infections.			√
S25 Administer and dispense medication safely, following their local processes regarding safety and medicines.	√		
S26 Effectively communicate to patients who have been exposed to sexual violence.			√
S27 Assess, treat and refer for acute and chronic health conditions.	√		
S28 Assess an individual for fitness to detain and identify management plan including observations where there is an additional medical need.		√	
S29 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		√	

S30 Assess, treat and refer those who are dependent on drugs alcohol including management of symptoms of withdrawal, brief interventions and referrals to ongoing services and harm reductions strategies including demonstrating the use of approved assessment tools in this setting.		√	
S31 Identify de-escalation techniques and have knowledge of restraint, taser and other sequelae.		√	
S32 Undertake a field impairment test and other road traffic procedures.		√	
S33 Apply forensic principles to managing other scenarios.		√	

Behaviours			
B1 Empower decision making, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.	√		
B5 Reflective and open to feedback both positive and negative.	√		
B7 Work collaboratively with multiple agencies to ensure safe and effective care in ways that respect professional differences.	√		