



College of  
**Policing**

Working together  
to achieve your potential

# Fast Track National Assessment Centre

What to expect

September 2021

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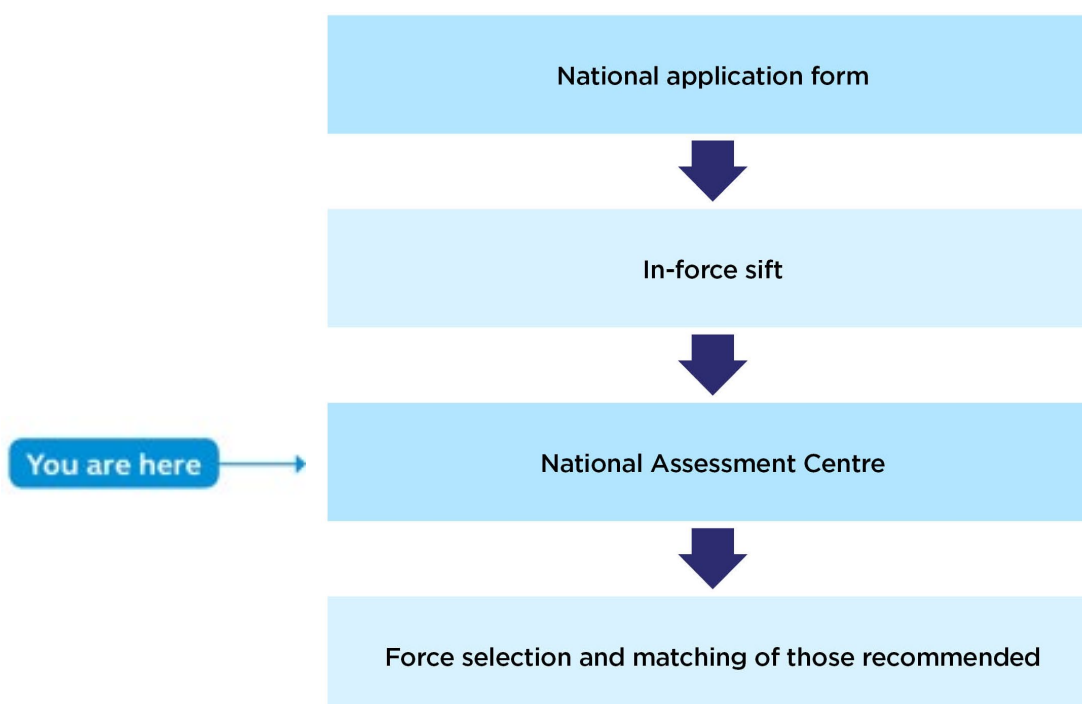
## Welcome to the Fast Track National Assessment Centre

Congratulations on being supported by your force to attend the Fast Track National Assessment Centre. The Fast Track National Assessment Centre is designed to evaluate your:

- ability to reach and perform competently in the rank of inspector within two years
- potential and motivation to reach at least the rank of superintendent during your service
- ability to demonstrate and promote new ways of thinking and different perspectives that can effectively influence the way that policing operates

If you are recommended from the assessment centre and selected by your force, you will go on to the Fast Track Programme. The aim of the programme is to develop leadership, management and operational aspects to equip individuals with the skills, knowledge and experience required to be promoted to the level of inspector upon successful completion. Individuals will be supported by their force throughout the programme and will undergo regular assessments, where they will need to meet set standards to remain on the programme.

### Where you are in the selection process



You are past the stage in which you completed a national application form, where candidates were required to demonstrate the relevant competencies and values for the programme. Some candidates then sat a further selection process with their force, such as an interview. You are now at the final stage of the selection process, which is the Fast Track National Assessment Centre. Candidates who are recommended for the programme, based on their performance at the Fast Track National Assessment Centre, are then matched to a vacancy by their force and offered a place on the programme. They will then start the two-year programme as a temporary sergeant, subject to a satisfactory pass at the NPPF Step Two Inspectors' Legal Examination.

## The assessment

This next section will provide you with an overview of how you will be assessed, an overview of the assessment centre exercises and details of how success at the assessment centre is determined.

## Competencies and values assessed

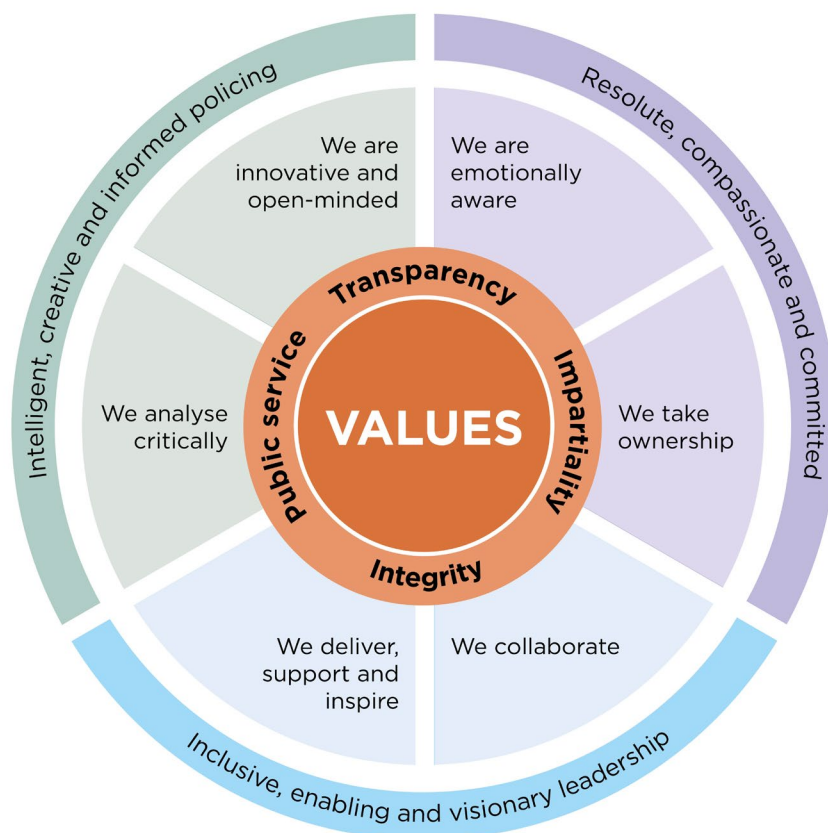
The aim of the assessment centre is to measure your suitability for the programme, including your potential to reach at least the rank of superintendent in the police service. During the assessment centre, you will be assessed against all of the competencies and values within the [Competency and Values Framework \(CVF\)](#).

The CVF sets out nationally recognised behaviours for competencies and values, which provide a consistent foundation for a range of local and national processes. It ensures that there are clear expectations of those working in policing, which will contribute to standards and support professional development.

Within the CVF, each competency has three levels associated with it and each level is incremental. You will be assessed at level 3 of the relevant CVF competencies to demonstrate your potential to reach superintendent level. The behaviours shown under each level are examples of the type of behaviour expected at that level for guidance. This is not an exhaustive list. The definition and 'Why it is important' sections of each competency are central to understanding what is being looked at. Definitions and behavioural indicators are also provided for the values. However, the

values are not split into levels, as they should be demonstrated at every level in the same way.

The competencies and values assessed are as follows:



## Using the Competency and Values Framework

The definitions for each competency and value standardise the framework, so that we are all looking at it the same way. Being aware of these definitions will help you prepare, in order to demonstrate the best evidence for the competencies and values that you will be assessed against.

The framework gives clear and unbiased examples of behaviour expected at each individual level and can help you as a candidate to see the step change in behaviours that are required to be evidenced during a promotion process. The examples under each competency and value are not exhaustive or a prioritised list. They help you, as a potential candidate, to understand the level that you are trying to demonstrate ability at. They also help the assessor to ensure that they are matching the same level.

Ensure that you are familiar with the descriptions of the competencies and values, to understand what outcomes they support and to decide how your own experiences and achievements fit with them. It's important to familiarise yourself with the definitions, not just the indicators, because these provide more context of what is trying to be achieved by a particular competency or value.

The CVF was designed based on the work that police officers and police staff do. You will therefore already be evidencing the different competencies and values in your day-to-day work. By understanding what the competencies and values mean, it will be easier for you to recognise where you already demonstrate them, and to also consider how you could demonstrate them in the future when working at different levels. By taking each exercise within the assessment centre as it is presented, and by dealing with it as you would in real life (with consideration of the level the assessment centre is assessing), you should therefore bring out evidence of the competencies and values.

The majority of exercises at the assessment centre are work-sample exercises, based on events taken from real policing but adapted to a non-policing environment. You should therefore attempt them as you would if you were presented with them in your working day. However, the interview itself follows a more traditional interview format. Using a model, like the STAR model, can help you structure your responses.

- Situation – briefly describe the specific event or situation. This should be a short description to set the context.
- Task – briefly explain what it is you had to do or will need to do. What are you trying to achieve? What are the success criteria?
- Action – here is where you can really explain how you displayed the relevant behaviours and understanding. What did you do or what will you do? How did, or how will, you do it? Why did you do, or why will you, do it that way?
- Results – summarise the results of your action. What was the outcome? What would you expect to achieve?

In order to ensure that you are able to perform at your best at the Fast Track National Assessment Centre – and more broadly, in your policing career – you are advised to use the CVF to prepare, alongside this overview document.

## How will I be assessed?

Assessors will be looking for behavioural evidence that demonstrates the appropriate competency and values during the relevant exercises. During the exercises, your focus will be on achieving the aims of the tasks. However, as mentioned above, an understanding of the CVF competencies and values will help guide your actions and decisions at the right level.

## Who are the assessors?

At the assessment centre, you will be assessed by a number of different assessors. All assessors are appropriately trained in the principles and skills associated with the objective and fair assessment of others. Your assessors also receive training in the specific exercises used at the assessment centre and agree the assessment standards for the exercises. This ensures that you receive a high-quality experience when attending the Fast Track National Assessment Centre that is fair, objective and accurate.

For every exercise, you will be assessed by two trained assessors: one service assessor and one external assessor.

### Service assessors

- Currently serving officers at the level of superintendent or above.
- Currently serving officers at the rank of inspector or above who are members of the High Potential Development Scheme, Direct Entry or Fast Track Programme.
- Police staff members at the equivalent rank of superintendent or above.
- Retired officers drawn from a reserve list (which is held to assist where current serving officers may be unable to attend in unforeseen circumstances).

### External assessors

- Individuals entirely independent from the police service who are involved in selection at senior levels within the public and/or private sector.

For every exercise, your assessors will complete feedback reports for you in each exercise to aid your personal development.

## How are the exercises designed?

Psychologists (trained in occupational psychology) from the Senior Selection team (within the College of Policing's Selection and Assessment unit) use a structured Exercise Design Model to develop the exercises.

The Exercise Design Model consists of a series of stages that each exercise goes through, resulting in a set of exercises that are reliable, valid, relevant, realistic and fair to all candidates.

At each stage, senior police officers and stakeholders from England, Northern Ireland, Wales and Scotland are consulted about the content of the exercises, as well as their associated marking guides, to ensure that the exercises are realistic and relevant to the target level.

The design model we follow is explained below.

- **Critical scenario interviews**, where we speak with role holders to discuss what challenges or incidents they have recently faced in their role.
- **Exercise writing**, where we take different ideas from the interviews that we conducted and bring them together to form scenarios for each of the exercises.
- **Exercise consultations** – when our initial scenarios have formed, we ask for role holders' feedback to get their views on how we can develop them further.
- **Pilots**, where we invite role holders to sit the exercises as candidates and provide us with further feedback, to test that the exercises are set at the right level, are realistic and are relevant.
- **Training development** – once the exercises are finished, we develop guidance and training for our assessors and role actors.

The content and design of the selection processes are then thoroughly checked by the College's Legal Services team, to ensure that any legal, equality and diversity content is in line with the College's values and is legally accurate.



## What are the exercises?

You will complete **five exercises** at the assessment centre. Further information on each exercise is detailed later on in this section. Each exercise contributes equally to your overall assessment centre result.

Four of the exercises are work-sample exercises. These are exercises that are designed to closely reflect the tasks that a senior police officer does. These exercises are:

- an oral briefing
- a written in-tray exercise
- a partnership meeting
- a values exercise

The oral briefing, written in-tray, partnership meeting and values exercises are not set in a policing context. This is done to level the playing field for a candidate pool with varying degrees of different aspects of policing, and to give you the opportunity to demonstrate your management and leadership skills as appropriate to the role that you are aspiring to.

For these exercises, you will not be expected to be fully familiar with policing terminology or to have any specialist knowledge. However, the exercises do closely reflect the types of tasks expected of a senior police officer.

The remaining exercise is:

- an interview

All five exercises are not linked and have been designed to be independent of each other. Your performance on any one exercise alone cannot dictate your success in the Fast Track National Assessment Centre. Consequently, it is important to try your best at every exercise, as a full picture of your capability and suitability for the Fast Track programme will only be determined when all five exercises are considered together.

The assessment centre exercises have been designed around the priority areas generated from research into the leadership challenges facing the police service (see **Appendix A**). They will each measure some of the competencies and values.

For each exercise, you will be given a grade for each of the competencies and values that it measures. You will also be given an overall exercise mark, which will reflect how well you completed the tasks that were set. **Appendix B** details the rating scales for these.

Each exercise will assess the following competencies and values:

	Values				Competencies					
	Impartiality	Integrity	Public service	Transparency	Emotionally aware	Take ownership	Collaborative	Deliver, support and inspire	Analyse critically	Innovative and open-minded
Oral briefing		X				X			X	X
Written	X			X			X		X	
Partnership			X		X		X	X		
Values	X	X		X	X					
Interview			X			X		X		X

## Oral briefing

In this exercise, you will be given a set of documents about a fictional scenario. You will have 35 minutes to read through the candidate materials to prepare. You will then be asked to give a briefing to two assessors on how you intend to address the issues contained in the scenario. You will have 10 minutes to give your briefing, followed immediately by a further 10 minutes in which the assessors will ask you questions about your briefing.

The exercise is designed to assess the following competencies:

- value – integrity
- competency – take ownership
- competency – analyse critically

- competency – innovative and open-minded

## Written in-tray exercise

You will have two hours to complete this exercise. You will be provided with a set of documents that you are required to work through in order to complete a number of tasks. You will be required to type your response to the written in-tray exercise tasks and will be provided with a laptop and a keyboard and mouse. The laptop computers contain Microsoft Word® processing software, which will have all the usual functions enabled (eg, spelling and grammar checking, word count). You will also be provided with blank paper response sheet documents to make notes on. If you wish, you can also use this paper to include any additional information that you would prefer to handwrite rather than type (eg, diagrams or tables).

You should also be aware that the laptop computers run the Microsoft® Windows 8.1 operating system and are installed with MS Office 2013®. While you will only be required to type onto a blank MS Word® processing template, if you are not familiar with this operating system or version, you may want to explore this in advance of the assessment centre, so that you feel confident using it when you are on-site.

The exercise is designed to assess the following competencies:

- value – impartiality
- value – transparency
- competency – collaborative
- competency – analyse critically

## Partnership meeting

In the partnership meeting, you will be given a set of documents about a fictional scenario and asked to attend a meeting with one individual to address the issues presented. You will meet a trained role actor, who will take the role of a character within the scenario. Before the meeting, you will have 25 minutes to read through documents and prepare for the meeting. The meeting will last up to 15 minutes.

The exercise is designed to assess the following competencies:

- value – public service

- competency – emotionally aware
- competency – collaborative
- competency – deliver, support and inspire

## Values exercise

In the values exercise, you will be provided with a set of documents about a fictional scenario and you will have 20 minutes in which to read through the materials and prepare. You will then be asked to give a briefing to the assessors for 10 minutes on your views, plan of action and rationale. The assessors will then have 15 minutes to question you further about your actions and rationale.

The exercise is designed to assess the following competencies:

- value – impartiality
- value – integrity
- value – transparency
- competency – emotionally aware

## Interview

There is no preparation time required for the interview. You will be escorted to the interview room where the interview will last for approximately 40 minutes. You will be asked two interview questions per competency and value area, with 8 minutes allocated per competency and value area. There will be one main initial question (past behaviour) and then a second follow-on question (future-focused).

The exercise is designed to assess the following competencies:

- value – public service
- competency – take ownership
- competency – deliver, support and inspire
- competency – innovative and open-minded

## How do I determine whether I am successful?

No final decision will be made until you have completed all of the exercises and your performance on each has been evaluated. Candidates who reach the requisite

standard will be 'recommended' to go onto the Fast Track Programme, and those who do not reach the standard will be 'not recommended'.

The assessment centre is designed to be a challenging process and each exercise in itself challenging. You are not expected to 'pass' every single exercise or all of the competency or value areas in order to achieve a grade of 'recommended'.

With that in mind, even though you may feel that you haven't performed as well as you could in a particular exercise, you will have ample opportunity to demonstrate your capability across the five exercises. Therefore, it is important to try not to dwell on any exercise that you feel did not go as well as you wanted it too. During your preparation, we advise you to consider ways to relax during any downtime you have while on site.

## When will I get my results?

Following the completion of the Fast Track National Assessment Centre and collation of grades, results are ratified by a Debrief Panel, after which the results are issued to candidates and forces by email. Results will be released by close of play on **Wednesday, 29 September 2021**.

## How will I receive feedback on my performance?

All candidates, whether recommended or not recommended, will receive a personalised written feedback report on their performance at the assessment centre, which will be provided within four weeks of receiving results. This feedback will detail your performance in each of the exercises. You will also be provided with a breakdown of the competency grades and exercise marks that you were awarded. The feedback report is aimed to aid your personal development in your current role and on the Fast Track Programme. Your results and feedback may be made available to members of the College Talent team to assist with your progress through the programme.

## Assessment centre staff and visitors

Alongside your assessors and fellow candidates at the assessment centre, there will be a number of other individuals on site when you attend the Fast Track National

Assessment Centre. All these individuals receive appropriate training in relation to the particular tasks and responsibilities that they have at the assessment centre.

## Quality assurance and on-site management

In order to ensure the accuracy, consistency and fairness of the assessment centre, there is a dedicated on-site management team. The team is made up of the operations manager, quality assurers and site coordinators. The quality assurance team are psychologists from the College of Policing who are responsible for training the assessors in the specific exercises that they assess. The team of psychologists then monitor the assessment process by observing live exercises, to ensure that assessment processes are being followed accurately, standards are maintained and assessors are supported in completing their role. The operations manager has overall responsibility for the assessment centre while on-site.

The site coordinators support the logistics of running a large-scale assessment centre, supporting both candidates and assessors at the assessment centre and ensuring that it runs as it should.

## Directors and co-directors

The role of the directors (chief constables and officers) is primarily one of quality assurance, to ensure common standards across all candidate groups and to assess the process on behalf of the police service and National Police Chiefs' Council. The directors attend the assessment centre to observe the exercises and ensure that assessment standards are being applied appropriately. You may see them undertaking this role during your time on site.

## Visitors

The Fast Track Programme is of interest to a number of key stakeholders involved in policing. As a result, there may be visitors interested in observing the process. Therefore, in addition to the assessors and role actors, there may be a visitor observing the exercise. They will have no input on how the assessors evaluate your performance and are not there to make an evaluation of you.

## Attending the Assessment Centre

### Where is the Fast Track National Assessment Centre held?

The Fast Track National Assessment Centre will be held at the College of Policing site at Harperley Hall. The address is:

College of Policing

Harperley Hall

Fir Tree

Crook

County Durham

DL15 8DS

### Travel

- Car: Free on-site car parking available.
- Train: The closest train stations are Durham and Darlington. Taxis are readily available from outside the stations or you can pre-book a taxi (see below). Journey time is approximately 30 minutes.
- Air travel: The nearest airport is Newcastle Airport and it takes approximately 50 minutes by car or taxi to get to Harperley Hall.
- Taxi: To pre-book Moore's, the local taxi company, call Steven Moore on 01388 763271 or email [moore-steven@btconnect.com](mailto:moore-steven@btconnect.com) (when booking your taxi, please specify that you are an assessment centre candidate).

### When am I required to attend the Fast Track National Assessment Centre?

You will have already chosen your own session date to attend the Fast Track National Assessment Centre. You should have received an email confirming this date, as well as further information about the assessment centre and the College of Policing site at Harperley Hall. Your session will start at 3pm and will begin with registration and a briefing, where you will hear more about what to expect and the

logistics at the assessment centre. Your session will finish around 3pm the following day.

When you attend the assessment centre, you will be provided with a personalised timetable detailing where you need to be and when.

## Accommodation

Overnight accommodation will be provided for you at the College of Policing Harperley Hall site on the first night of your assessment centre. All rooms have an en-suite and a double bed. They contain towels, a hairdryer, and facilities for making tea and coffee.

## On-site facilities

- Wi-Fi: Free internet access is available in all rooms and breakout areas. Please ask for the Wi-Fi password at reception.
- Restaurant: There is an on-site restaurant where breakfast, lunch and dinner will be provided for you. Meal times will be indicated on your timetable.
- Licensed bar: There is a licensed bar available from 7pm.
- Takeaway options: Reception will be able to provide details of local takeaway options.
- Hot drinks and water fountains: Hot drinks machines are operational across both sites. Water fountains are available. We recommend bringing a reusable water bottle for use during your stay.
- Bank and credit card facilities: We advise that you have some cash available, as Harperley Hall does not have a cash machine. However, you can pay by chip and pin in the bar and restaurant. The nearest cash machine facilities are in Crook, which is approximately three miles away, where there are TSB and Barclays branches. There is also a cash machine at the local petrol station.
- Gym: There is a small on-site gym with standard equipment, which is open 24/7.
- Laundry and kitchen area: There is a communal kitchen and laundry room, which includes a fridge, microwave, washing machine (we advise you to bring your own detergent), an iron and an ironing board.



- Stationery: Stationery will be provided for your use at the assessment centre. However, you can use your own stationery if you wish. A standard pocket calculator will be issued. You will **not** be permitted to use your own calculator at the assessment centre.

## What to wear

During assessment hours, the dress code is business attire. During leisure time in the evenings, there is a more relaxed dress code.

## COVID-19 guidance

During the assessment centre, measures will be put in place to ensure the venue is COVID-19 secure.

The College is strongly advising and expecting all visitors to our site to seek a lateral flow test 24 hours prior to arrival. This will need to be shown at the gatehouse.

If you have had the COVID-19 vaccine, lateral flow testing must still be strongly encouraged and expected. Government advice states that once vaccinated, people must keep following the health and guidance rules.

The vaccine reduces the change of severe effects of COVID-19. However, the extent to which people who have been vaccinated can catch COVID-19 and pass it onto others is not entirely clear. All protective workplace behaviours – such as maintaining a safe distance, limiting social or physical contact, wearing face coverings, ventilating officer spaces with fresh air, regular hand hygiene and premise cleaning – must continue after vaccination. This includes testing where it is being used as part of our workplace COVID-19 health and safety measures.

Updated COVID-19 information will be emailed to you prior to the assessment centre, based on current government guidelines.

## Enquiries and further information

Enquiries and requests for further information should be directed to:

Senior Selection Team

College of Policing

Central House

Beckwith Knowle

Otley Road

Harrogate

North Yorkshire

HG3 1UF

Email: [SeniorSelection@college.pnn.police.uk](mailto:SeniorSelection@college.pnn.police.uk)

## Appendix A – Priority areas for Fast Track

This information has been gathered through a research project looking at the future challenges facing the police service, as well as the skills, abilities and characteristics that future leaders will need in order to address these challenges. This information is used alongside information from role holders on the tasks that are critical to successfully performing as senior officers, to help inform the type of tasks and the content of exercise scenarios that candidates will be set at the assessment centre.

### Future challenges facing the police service

1. Diversity and inclusivity.
2. Leading strategic operational command.
3. Countering terrorism.
4. Protecting the vulnerable from harm.
5. Building a strong and resilient workforce.
6. Prevention.
7. Powerful partnerships.
8. Community and engagement.
9. Serious and organised crime.
10. Crime and disorder.
11. Upholding policing standards.
12. Transforming and reforming services.
13. Leading successful and effective organisations.

### The abilities, skills and characteristics needed by future leaders to deal with the challenges the police service will face

1. Personal integrity and commitment to public transparency, such as:
  - exemplary personal integrity and actions
  - being able to communicate and set standards for others
  - greater demonstration of transparency
2. Flexible transformational leadership skills, such as:

- moving beyond command and control
  - trusting staff to get on with their jobs and applying discretion
  - empowering and engaging staff
  - leading a corporate organisation over operational management
  - being able to create effective senior teams and manage greater accountability
3. Resilience and positivity, such as:
- a positive attitude to making things work
  - being able to work under pressure and with uncertainty
  - staying calm under pressure
  - sticking by decisions
4. Internal business and financial skills, such as:
- business acumen
  - dealing with the challenge of ongoing budget reductions
  - being able to hold deliverables to account
  - understanding commissioning and procurement
5. Building integrated strategic partnerships, such as:
- developing partnership working on a strategic level outside policing
  - more radical and integrated collaboration
  - sharing power and autonomy with others
  - utilising a collective leadership style to build alliances
  - engaging partners in solving problems
6. Able to lead effective organisational change, such as:
- being positive to create momentum for change
  - being able to 'pitch' new ideas convincingly and sell the benefits
  - being comfortable with facilitating organisational change
  - leading and motivating staff through change
  - using continuous improvement
7. Holding a long-term strategic vision, such as:

- thinking about the longer-term benefits for the organisation and service beyond personal tenure
  - having a strong vision with the ability to translate this
  - considering alternative strategic visions and how they may be achieved
8. Creativity and innovation, such as:
- demonstrating agility and flexible thinking to identify new ways of doing things
  - creating new opportunities
9. Open-minded and willing to challenge existing culture and practice, such as:
- looking beyond what has always been done
  - creating opportunity rather than waiting for it
  - being open to new perspectives and diversity of thoughts
  - adapting quickly to new circumstances
  - challenging the status quo
  - learning from mistakes rather than seeking to apportion blame
  - a willingness to challenge authority
10. Humility and self-professional development, such as:
- being reflective of own practice and influence from others
  - learning from mistakes, rather than seeking to apportion blame
  - a willingness to compromise
11. Political astuteness, such as:
- greater political awareness at local and national level
  - a more outward-facing approach politically
  - how to influence and persuade political leaders
  - working together with political leaders to build relationships
  - understanding and engaging with the relationship between policing and politics

## The abilities, skills and characteristics that are desirable for candidates on the Fast Track programme

1. Challenging existing culture and practices, such as:
  - being prepared to think independently
  - asking why things are done this way
  - being less deferential to rank
2. Taking learning from other organisations, such as:
  - an outward focus to learn from other organisations
  - experience of how things can work differently
  - sharing best practice
3. Greater creativity and innovation, such as:
  - being able to think of new ways of solving problems
  - being radically innovative
  - a willingness to take risks
  - supporting the ideas of others
4. Leading effective organisation change, such as:
  - being positive about change and able to persuade others of its value
  - being able to implement transformational change
  - delivering rapid change
5. Financial confidence and commerciality, such as:
  - commercial awareness and confidence
  - entrepreneurial skills
6. Able to lead staff through challenging times, such as:
  - being able to adapt leadership style
  - making bold decisions
  - inspiring others to achieve goals
  - having a greater influence
7. Supportive staff management, such as:

- effective general management skills, including performance management, welfare and development
  - being able to engage staff
8. Political astuteness, such as:
- understanding political dynamics
  - being able to operate in a more political environment
9. A focus on customer service and victim support, such as:
- understanding victim experience
  - listening to the public
  - ingrained customer service ethos
10. Comfortable with accountability and transparency, such as:
- being comfortable with public scrutiny
  - understanding the public perception of what is acceptable
  - honesty when mistakes are made
11. Effective internal and external communication skills, such as:
- using language that the public understand

## Appendix B – Rating scales

The assessors will use the ORCE (observe, record, classify and evaluate) model of assessment, which is a universally recognised and applied model for assessing. The model promotes objectivity and fairness in assessment.

The assessors observe your performance and make a record of what you said and did. They then classify this evidence against the competency- or value-related criteria. Once assessors have done this, they evaluate your performance in each competency or value area using an A to D rating scale (see below). Assessors then award an overall exercise mark using a 1-6 exercise mark scale (see overleaf). Assessors initially decide upon grades and exercise marks for your performance independently of one another and then collectively agree final competency grades and an exercise mark for you for each exercise.

### Competency and value grade scale

This scale requires assessors to evaluate both the quantity and quality (strength) of the evidence provided when awarding grades.

<b>A</b>	<ul style="list-style-type: none"> <li>▪ Substantial positive evidence of the competency or value observed, with regard to the quality and quantity of the evidence.</li> <li>▪ Few or no areas for development observed.</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>▪ Positive evidence of the competency or value observed and some areas for development.</li> <li>▪ On balance, more positive evidence with regard to the quality and quantity of the evidence.</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>▪ Some positive evidence of the competency or value observed.</li> <li>▪ On balance, more areas for development with regard to the quality and quantity of the evidence.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>▪ Little or no positive evidence of the competency or value observed, with regard to the quality and quantity of the evidence.</li> <li>▪ Substantial areas for development identified.</li> </ul>



## Exercise mark scale

The exercise mark scale is used to award you with an overall exercise mark for the exercise. The two statements at each point on the exercise mark scale are intended to be considered together and not as separate statements.

<b>1</b>	<p><b>Very effective task performance</b></p> <ul style="list-style-type: none"> <li>▪ The candidate performed the task very effectively and almost entirely achieved the aims of the exercise.</li> <li>▪ Performance on competencies and values was exclusively high grades.</li> </ul>
<b>2</b>	<p><b>Effective task performance</b></p> <ul style="list-style-type: none"> <li>▪ The candidate performed the task effectively and mostly achieved the aims of the exercise.</li> <li>▪ Performance on the competencies and values was mostly high grades.</li> </ul>
<b>3</b>	<p><b>Satisfactory task performance</b></p> <ul style="list-style-type: none"> <li>▪ The candidate performed the task to a satisfactory standard and met some of the aims of the exercise, although some elements were not satisfactory.</li> <li>▪ On balance, performance on competencies and values was more high grades than low grades.</li> </ul>
<b>4</b>	<p><b>Just below satisfactory task performance</b></p> <ul style="list-style-type: none"> <li>▪ The candidate performed the task to a below-satisfactory standard overall and did not quite meet the aims of the exercise, although there were some areas that were effectively handled.</li> <li>▪ On balance, performance on competencies and values was more low grades than high grades.</li> </ul>

<b>5</b>	<b>Ineffective task performance</b> <ul style="list-style-type: none"><li>▪ The candidate performed the task largely ineffectively and did not meet the aims of the exercise, although there were some areas that were acceptable.</li><li>▪ Performance on the competencies and values was mostly low grades.</li></ul>
<b>6</b>	<b>Very ineffective task performance</b> <ul style="list-style-type: none"><li>▪ The candidate performed the task very ineffectively and did not meet the aims of the exercise, although there may have been some minor areas that were acceptable.</li><li>▪ Performance on the competencies and values was exclusively low grades.</li></ul>

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## About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

**[college.police.uk](https://college.police.uk)**