

EXAMINATIONS & ASSESSMENT POLICY ON ACCOMMODATIONS AND REASONABLE ADJUSTMENTS FOR CANDIDATES

This policy applies to all candidates wishing to apply for an accommodation or reasonable adjustment for one of the following Senior Selection Products:

- The Fast Track (FT) National Assessment Centre
- The Direct Entry (Superintendent) National Assessment Centre
- The Senior Police National Assessment Centre (Senior PNAC)
- The Senior Police Staff Assessment Process
- The Assistant Chief Officer (ACO) Application Process
- The Accelerated Careers Development Programme (ACDP) Selection Process

1. Introduction

- 1.1 The College of Policing Examinations & Assessment Unit are committed to providing valid, fair and reliable assessment products for the Police Service. In doing so it is sometimes appropriate to make accommodations or reasonable adjustments to these assessment products for candidates with particular requirements to enable them to undertake a fair assessment.
- 1.2 In these instances the College of Policing Examinations & Assessment Unit will proactively work with candidates to identify what would be an appropriate accommodation or adjustment and, where suitable, implement this. Since 2004, Examinations & Assessment have provided over two thousand accommodations and adjustments to candidates in examinations and assessments ranging from adjustments for Specific Learning Difficulties (SpLDs) to accommodations for new mothers.

2. Background

- 2.1 From 1 October 2010 most of the provisions of the Equality Act 2010 were brought into effect, replacing existing equality legislation in Great Britain, including the Disability Discrimination Act (DDA) 1995 and Race Relations Act 1976. The Equality Act 2010 prohibits discrimination against people within protected characteristic groups that are specified in the Act. These include age, disability, sex, gender reassignment, religion or belief, race, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

- 2.2 The Equality Act 2010 requires the College of Policing to take steps to ensure that there is no unlawful discrimination against individuals within a protected characteristic group in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, disposal and management of premises, work, education and associations. This includes the provision of testing and assessment processes.
- 2.3 The aim of this document is to outline to forces and candidates the process by which candidates who feel they may require an accommodation or a reasonable adjustment can apply for this. This includes candidates who are requesting a reasonable adjustment with a Specific Learning Difficulty (SpLD). This document also aims to provide guidance for specialists producing reports and recommendations for the purpose of the College of Policing Examinations & Assessment products.

3. Reasonable Adjustments and Accommodations

- 3.1 As stated previously, the Equality Act 2010 prohibits discrimination against people within protected characteristic groups that are specified in the Act. There are a number of circumstances under which candidates may require an accommodation or adjustment to their assessment. The most common of these is when a candidate has a disability and requests a '**reasonable adjustment**'. Under the Equality Act 2010 employers have a duty to make reasonable adjustments to practices, premises and services to accommodate a disabled person at a 'substantial disadvantage' because of their disability. Failure to carry out this duty can constitute discrimination.
- 3.2 There are also instances when a candidate may request an **accommodation** because of a physical or mental condition which is not considered a disability or on grounds of being at risk of unlawful discrimination because they are a member of a protected characteristic group (other than based on disability).
- 3.3 An important distinction is made between a reasonable adjustment and an accommodation. A **reasonable adjustment** refers specifically to a requirement within the legislation relating to disability whereas an **accommodation** may be considered and supported in a wider range of circumstances. For example, allowing a candidate with a bad back (which did not meet the definition of a disability) to bring a customised chair to an examination. The sections below provide more guidance on the circumstances in which a reasonable adjustment or accommodation might apply.
- 3.4 Please note that the Equality Act 2010 does not cover reasonable adjustments made purely on the basis of English not being a candidate's first language.

4. Reasonable Adjustments (Disability related requests)

4.1 A disabled person as defined by the Equality Act 2010 is:

'someone who has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'

4.2 Only an individual who has a disability that complies with the legal definition will be entitled to a reasonable adjustment. Therefore, individuals whose impairment does not meet the criteria of a disability would not be entitled to a reasonable adjustment. However they may be eligible to receive an accommodation and should refer to Section 5 overleaf. Temporary sickness or injuries rarely meet the definition of disability.

4.3 Within the Equality Act 2010 there are specific inclusions and exclusions on what is, and is not, a disability. Similarly, there is clarification at Schedule 1 on terms such as '**long-term**' and '**ability to carry out normal day-to-day activities**'. If in doubt the candidate should seek clarification from a specialist about whether their impairment meets the definition of a disability. The above factors should then be considered to identify whether the individual's impairment constitutes a disability as defined by the Equality Act 2010.

4.4 The Equality Act 2010 definition of a disability includes physical impairments (e.g. hearing impairments, mobility impairments) and mental impairments (e.g. mental health conditions and Specific Learning Difficulties (SpLDs)). The term SpLD includes Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Disorder, Specific Language Impairment (SLI) and Asperger's Syndrome amongst other impairments.

5. Accommodations (Non-Disability related requests)

5.1 The College of Policing Examinations & Assessment Unit aims to provide all candidates with a fair assessment and will aim to support requests for accommodations where these are appropriate. However, in considering whether an accommodation is appropriate it is important to ensure that the accommodation does not change the standard the candidate is being measured against nor that the candidate is provided with an unfair advantage over other candidates.

5.2 It will be unlikely that an accommodation would lead to a candidate being awarded additional time in an assessment as this would potentially provide the candidate with an unfair advantage. It will also be necessary to consider the cost and logistical impact of supporting any accommodations.

For this reason all requests will be considered on an individual basis.

6. Process for Applying for a Reasonable Adjustment or Accommodation

- 6.1 There are six stages in the process of requesting a reasonable adjustment or an accommodation. This represents the process that will be followed in relation to all reasonable adjustment requests although it is recognised that some requests for an accommodation (e.g. change of assessment date) could be organised without the need to go through the full process. These six stages are outlined below and are intended to ensure candidates are treated fairly and on an individual basis.
- 6.2 More specific guidance on the process of applying for a reasonable adjustment or accommodation for the Senior Selection Processes is provided in Appendix A.

Stage 1 – Notification

The candidate notifies their force or the College of Policing Examinations and Assessment Unit directly of their intention to request reasonable adjustment or an accommodation. In most instances there will be a deadline in advance of which candidates must provide this notification (see Appendix A).

Stage 2 – Report or Supporting Information

In some instances the candidate will be asked to provide supporting information in relation to their request. Where a candidate is requesting a **reasonable adjustment**, they will always be asked to obtain a report / statement containing a diagnosis of their disability and recommendations for the reasonable adjustment from an appropriate specialist in the area of their disability.

Stage 3 – Determining a Reasonable Adjustment or Accommodation

A College of Policing psychologist will consider the request and where necessary will discuss this with the candidate and/or the force (including the force occupational health department) and/or where appropriate with the report author.

With regard to a request for a **reasonable adjustment**, the psychologist has to decide, where necessary in consultation with the specialist, whether or not the contents of the report demonstrate that a candidate has a disability. Where a candidate has a disability and this is evidenced by their report the psychologist, where appropriate in conjunction with the specialist, is required to recommend what would constitute reasonable adjustment for the specified assessment process.

Where the specialist is unclear on whether the impairment constitutes a disability, the psychologist will work through the definition of a disability with the specialist to help determine whether or not this criterion is met.

Stage 4 – Offering a Reasonable Adjustment or Accommodation

The College of Policing psychologist communicates either directly with the candidate or via the force regarding the reasonable adjustment or accommodation which is being offered to the candidate. Where this communication has been with the force, the force will share this with the candidate.

Stage 5 – Agreeing a Reasonable Adjustment or Accommodation

The candidate is required to provide written confirmation to the College of Policing Examinations and Assessment Unit (or the force) of their acceptance of the reasonable adjustment or accommodation offered prior to their assessment.

Stage 6 – Providing a Reasonable Adjustment or Accommodation

The reasonable adjustment or accommodation is arranged and provided during the candidate's assessment.

7. Candidates Re-sitting

- 7.1 A candidate who was granted an accommodation or reasonable adjustment and failed to reach the standard at a previous College of Policing Examinations and Assessment process and wishes to re-apply will need to request this again prior to re-application for future assessments. A candidate may need to submit another report, even if they have done so previously, if over a year has passed as these reports are not necessarily retained.
- 7.2 The candidate or their force should contact the relevant College of Policing Examinations and Assessment team (see Appendix A) to advise that they are seeking an accommodation or reasonable adjustment provision and when they previously applied for this. The relevant College of Policing Examinations and Assessment team will then review the situation in which it was previously granted in order to determine what adjustments or accommodations would now be suitable.
- 7.3 Please note that the provision of accommodations and reasonable adjustments is based on an individual's needs at that specific time as well as the context and format of the assessment/examination. It therefore follows that the accommodation or adjustment will reflect the current situation which it is applied for and may not necessarily be consistent with previous provisions.

APPENDIX A

Details of the process for requesting a Reasonable Adjustment or Accommodation at one of the Senior Selection Processes

The section below provides specific guidance on the process for applying for a reasonable adjustment or accommodation for any Senior Selection Process. If candidates are applying for a different assessment process they should check the specific guidance in the relevant policy.

It is likely that in many instances where a candidate has requested an **accommodation** that it will not be necessary to complete all of steps outlined below as these will not always be relevant (e.g. when requesting a different assessment time to meet childcare responsibilities). This should be discussed with the psychologist or force following 'Stage 1 – Notification' below. However, candidates should familiarise themselves with the details provided below.

1 Stage One – Notification

- 1.1 The purpose of this stage is to ensure that a candidate who may be eligible to receive a reasonable adjustment or accommodation provides initial notification of this. In relation to a reasonable adjustment this should include notification that they believe they have a disability (as defined by the Equality Act 2010). Applicants who believe they have a disability are required to declare this on their application form.
- 1.2 It is the candidate's decision whether or not they wish to make an application for a reasonable adjustment or accommodation.
- 1.3 It is the responsibility of the force to identify applications from any candidates who are declaring a disability.
- 1.4 Candidates have the opportunity to disclose any reasonable adjustment needs prior to assessment via the Application Form for each Senior Selection Process.
- 1.5 Late notification of a disability will be accepted but may cause a delay in the candidate's assessment, this is to ensure that their needs are properly met and they are not disadvantaged.
- 1.6 Candidates are encouraged to discuss any questions or issues surrounding a request well in advance of the deadline to ensure they have sufficient time to undertake any necessary assessments or request relevant information.

2 Stage Two – Report or Supporting Information

- 2.1 The purpose of this stage is to obtain further information in support of the candidate's request. In some instances where a candidate has requested an accommodation (e.g. to sit at the front of an examination hall for easier access to the bathroom when pregnant) no further information might be required. However, in all instances where a candidate is requesting a reasonable adjustment the candidate will be required to provide a report/statement which has been conducted by an appropriate specialist in the area of the candidate's disability.
- 2.2 The purpose of the report is firstly to establish whether or not the candidate has a disability as defined by the Equality Act 2010. Where a candidate does have a disability, the purpose of the report is to obtain initial recommendations about what may constitute reasonable adjustment for the candidate given the nature of their impairment.
- 2.3 It is the candidate's responsibility to contact a specialist (e.g. practicing professional such as a medical doctor or psychologist) who has expertise in the area of the candidate's impairment. It will not usually be sufficient for a report to have been completed by a General Practitioner (GP) or a member of Occupational Health staff, unless they have clear and demonstrable expertise in the area they are to provide a diagnosis about.
- 2.4 It is the candidate's responsibility to take reasonable steps to ensure that they have obtained a clear agreement from the specialist that they have appropriate expertise to reach a diagnosis regarding their impairment/disability. The College of Policing Examinations and Assessment Unit will be able to provide guidance to the candidate regarding what constitutes a suitable specialist (For SpLD related reports, including those for Dyslexia, please see Appendix B, section 6.1). It is the candidate's responsibility to ensure that the specialist produces a report containing the results of procedures and tests conducted to reach a diagnosis, the diagnosis itself, a statement as to whether or not this diagnosis constitutes a disability as defined in the Equality Act 2010 and that the report contains recommended reasonable adjustments for their condition.
- 2.5 The report should give a clear diagnosis and whether or not this constitutes a disability as defined within the Equality Act 2010. It should contain specific recommendations about the reasonable adjustment the candidate requires for the assessment process they will be taking. These recommendations should be made by the report's author, on the basis of an understanding of the candidate's disability, and also an understanding of the assessment to which the candidate is applying (See Appendix C).
- 2.6 The College of Policing Examinations and Assessment Unit **will not be** responsible for meeting the cost of any assessments or reports.

2.7 Medical information will be handled in accordance with the Data Protection Act 1998. It will be held securely and confidentially and only accessed by those individuals who need to be involved with establishing the correct provisions for the candidate. Where a medical report is required the candidate must give consent to the processing of the data.

2.8 Whilst it is appreciated that obtaining appropriate reports can be difficult, reports are required in order to ensure the adjustments available are applied appropriately by being provided only to those who legitimately require them. Any abuse of the adjustments would ultimately lead to a lack of credibility in the assessment process. Self reporting, unqualified reporting or the opportunity to misrepresent a disability must therefore be avoided. Reports also ensure that the provisions for adjustment are tailored to the specific needs of the candidate.

2.9 The candidate is asked to submit the report as quickly as possible to:

The Senior Selection Team
Examinations and Assessment
College of Policing
Yew Tree Lane
Pannal Ash
Harrogate
HG2 9JZ

Or by email to: SeniorSelection@college.pnn.police.uk

2.10 It is the candidate's responsibility to provide the report to the above address by the required date specified in the application documentation.

2.12 In instances where the disability is a Specific Learning Difficulty (SpLD) there is further guidance on the requirements of the report that should be produced in Appendix B. Candidates requesting reasonable adjustment for a SpLD, including dyslexia, should read this Appendix prior to obtaining a report.

3 Stage Three – Determining Reasonable Adjustment or Accommodation

3.1 The purpose of this stage is to determine if a reasonable adjustment or accommodation is appropriate. In instances where this is appropriate, the purpose of this stage is to then decide what adjustments or accommodations would be applicable based on the diagnosis of the individual's specific needs relative to their disability.

3.2 The College of Policing psychologist dealing with the request will, after undertaking any consultation with the candidate and the report's author,

recommend the type of adjustment or accommodation appropriate for the assessment process.

- 3.3 With regard to reasonable adjustment requests, where there is an absence of information in the report, it will be assumed to indicate no difficulty in that area. Where the specialist is unclear on whether the impairment constitutes a disability, the psychologist will work through the definition of a disability with the specialist to help determine whether or not this criterion is met.
- 3.4 Accommodations and reasonable adjustments are offered based on a candidate's individual needs. For example, a candidate who has a disability as defined under the Equality Act 2010, such as a SpLD, may be offered the following reasonable adjustments, which reflect the adjustments provided in the role:
- Additional time in one or more parts of the Assessment Centre
 - Different fonts or coloured paper/overlays
 - Use of a word processor to include spelling and grammar check.
- 3.5 If a diagnostic report has been produced previously for another purpose and insufficient information is available to identify an appropriate adjustment or accommodation, the College of Policing psychologist should contact the report's author, explain the assessment process and ascertain the author's recommendations for adjustment or accommodation.
- 3.6 Every application for reasonable adjustment or accommodation is considered individually to reflect the understanding that every individual with a disability has unique requirements. However, in determining any reasonable adjustment it is the responsibility of the College of Policing psychologist to ensure that the adjustment is 'reasonable'. The 'reasonableness' of any adjustment is determined by the following principles:
- Whether or not the adjustment would impact on the competency being assessed as a job related requirement. Adjustments which contaminate what is being assessed could invalidate the measure of the candidate's suitability against role requirements. This would **not** be a reasonable adjustment.
 - Whether the adjustment can reasonably be replicated in the working environment. Where an adjustment is applied within the context of the assessment but cannot be applied in an analogous way within the role this would render the assessment invalid as it cannot measure a candidate's suitability against role requirements. This would **not** be a reasonable adjustment.

- The adjustment should be sufficient to provide the candidate with an equal opportunity to meet the requirements of the assessment had they not had their disability. However, the extent of the reasonable adjustment should conversely **not** place the candidate at an advantage as this would be unfair to other candidates.
- 3.8 No reasonable adjustments or accommodations will be made to the standards required at the assessment process, which have been established as indicators of successful performance in the role.
- 3.9 It will also be necessary to consider the cost and logistical impact of supporting any accommodations. For this reason all requests will be considered on an individual basis.
- 3.10 It is also unlikely that an accommodation would lead to changes to the structure of the assessment (e.g. additional time) as this would not be supported by the relevant legislation (the Equality Act 2010) and could place the candidate at an unfair advantage.

4 Stage Four – Offering a Reasonable Adjustment or Accommodation

- 4.1 The purpose of this stage is to communicate the outcomes of the reasonable adjustment or accommodation request to the candidate. In instances where this is offered, the purpose of this stage is to communicate the nature of what is being offered. Where no adjustments or accommodations are being offered, the purpose of this stage is to communicate this decision and the reasons for the decision to the candidate.
- 4.2 The College of Policing psychologist will reply to the candidate acknowledging receipt of the specialist's report, and either:
- outlining the recommended adjustments for the candidate
 - advising that the information in the report does not warrant adjustment
 - advising that the report contains insufficient information on which to base a recommendation.
- 4.3 Where the candidate is happy with the adjustments/accommodations offered, the College of Policing psychologist is responsible for then forwarding the email containing the recommended reasonable adjustment(s) or accommodations to the candidate.
- 4.4 Where a candidate is advised that the information provided in the report does not warrant an adjustment or accommodation, or where a candidate disagrees with the adjustments or accommodations offered, and they wish to appeal this, they should contact the College of Policing psychologist in

the first instance. Where the report has provided insufficient information, the College of Policing psychologist will provide guidance as to what additional evidence is required.

5 Stage Five – Agreeing a Reasonable Adjustment or Accommodation

- 5.1 The purpose of this stage is to obtain prior agreement about the acceptability of the reasonable adjustment or accommodation offered relative to the candidate's needs. This stage also provides formal agreement prior to the assessment taking place; this in turn provides reassurances and protection to both the candidate and assessment provider.
- 5.2 Upon receipt of the communication containing the recommended reasonable adjustment or accommodation, the candidate is responsible for the following:
- deciding whether or not they believe that the adjustment recommended is appropriate and reasonable to meet their needs
 - raising any comments or questions regarding the reasonable adjustment offered.
- 5.3 It is likely that in most instances where a candidate has requested an accommodation that it will not be necessary to formally agree this and sign an agreement form. Where this is appropriate this will be communicated to the candidate.
- 5.4 Once the candidate has received their offer of adjustment and undertaken the appropriate considerations they are required to sign and return the 'Reasonable Adjustment Agreement Form' to the College of Policing psychologist. This form indicates that the candidate is in agreement that the reasonable adjustment offered is appropriate to their needs. This must be signed and returned at least one week prior to the commencement of the assessment process (please note this is not necessarily one week prior to the candidate's assessment date; it relates to the assessment process overall). This is necessary in order to provide sufficient time for the appropriate adjustments to be arranged and put in place.
- 5.5 If a candidate, who has signed to say they are in agreement with a reasonable adjustment, then fails to reach the standard at the Selection Process, then this provision would not be considered grounds for appeal against that decision.
- 5.6 If a candidate who has requested reasonable adjustment arrives to attend the Selection Process without having submitted a completed 'Reasonable Adjustment Agreement Form' they will be offered a choice: to sign a

disclaimer before continuing with that assessment process without any adjustments, or to defer to an assessment process running on a later date, if this is applicable and possible to accommodate the candidate, with the agreed adjustments.

- 5.7 Where a candidate disagrees with the adjustment or accommodation offered they will be responsible for raising this immediately and providing further evidence to support their request for further or different adjustments. However, it should be noted that the College of Policing psychologists will need to ensure that the suggested adjustments are reasonable as outlined in 3.7 and any accommodations meet the criteria set out at 3.8, 3.9 and 3.10.
- 5.8 Where a candidate disagrees with the adjustment being offered and no agreement can be gained through discussion, the College of Policing psychologist should escalate the request to the College of Policing Reasonable Adjustment portfolio holder within Examinations and Assessment. Where necessary the College of Policing Reasonable Adjustment portfolio holder will consider further action (e.g. advice from an independent specialist who is an expert in Reasonable Adjustment requests for occupational assessments).

6 Stage Six – Providing Reasonable Adjustment or Accommodation

- 6.1 The purpose of this stage is to ensure that the reasonable adjustment or accommodation agreed is provided for the candidate when they arrive to undertake their assessment.
- 6.2 It is for the Assessment Centre / Process Co-ordinator responsible for the running of the assessment to ensure that the reasonable adjustment or accommodation is implemented.
- 6.3 Once adjustments or accommodations have been agreed there should be no further changes to these unless discussed and agreed with the College of Policing psychologist. Where a candidate requests further or different adjustments or accommodations it may be necessary to delay their assessment.

APPENDIX B**Additional Information for Candidates with a Specific Learning Difficulty (SpLD)**

1. Specific Learning Difficulty (SpLD) is an overarching term that applies, but not exclusively, to conditions such as Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Disorder, Specific Language Impairment (SLI) and Asperger's Syndrome SpLDs amongst other impairments.
2. The first step in making reasonable adjustment is to ensure that the individual concerned has undergone a formal assessment of their SpLD.
3. The aim of a SpLD assessment and the resultant report is to:
 - Determine if someone has a condition under the term SpLD.
 - Identify the nature of the SpLD (e.g. Dyslexia, Dyspraxia, Dyscalculia, or Attention Deficit Disorder).
 - Diagnose the specific mental processing abilities affected.
 - Determine the extent of any impairment.
 - Provide practical advice and guidance associated with the diagnosis.
 - Provide recommendations for reasonable adjustments that accommodate the specific impairments diagnosed.
4. A good quality diagnostic assessment also ensures the candidate receives the most appropriate advice, guidance and reasonable adjustment to meet the needs of their impairment. A good quality diagnostic assessment ensures there is clarity about what their impairment is and avoids the need to generalise about what their needs might be. This can be helpful in ensuring the candidate receives the appropriate adjustment for their needs.

5. Obtaining a SpLD Report

- 5.1 Currently the most common SpLD which candidates request reasonable adjustment for is dyslexia; for further information on obtaining a SpLD assessment, please refer to the British Dyslexia Association (www.bda-dyslexia.org.uk) or Dyslexia Action (www.dyslexiaaction.org.uk).

6. SpLD Report Requirements

- 6.1 In addition to the requirements for reports set out in the main body of this policy there are specific additional requirements for reports on SpLDs. This is to help ensure that candidates receive a quality assessment of their impairment. This in turn will underpin the extent to which reasonable adjustment relative to the candidate's needs can be identified. This section explains the requirements associated with reports into SpLDs.
- 6.2 The SpLD assessment should have been completed since the candidate reached the age of 16 years. Provided that the assessment has been conducted since the age of 16 years, and meets the other criteria outlined within this policy, there is no 'expiry date' for the assessment report for the purposes of a reasonable adjustment application. However, there may be some benefits in obtaining a more up to date assessment and report, as these may be based on more recent tests and provide a current understanding of the candidate's disability and appropriate recommendations that may help the candidate in their chosen occupational path.
- 6.3 The SpLD assessment should be conducted by a specialist with appropriate qualifications and experience in assessing adult SpLDs in an occupational context. Normally, the specialist would be a Chartered Occupational Psychologist, a Chartered Educational Psychologist or a specialist teacher with a Practising Certificate in SpLD Assessment. On the basis of the individual's SpLD assessment, the specialist must also be able to make specific recommendations in relation to the reasonable adjustment required for specified forms of occupational assessment and testing.
- 6.4 The report must use appropriate adult tests that have statistical norms based on an adult population. For diagnosis purposes it is not appropriate to use tests developed for use with children on adults as these can result in misleading outcomes. Reports where diagnosis is based upon tests which are not appropriate for use with adults will not be accepted. However, on occasion it is appropriate for specialists to include tests which had been normed using child (or limited age range) populations as **additional** information over and above the required range of adult-normed tests.
- 6.5 The report should firstly contain a detailed summary of the SpLD assessment which has been conducted. Specifically the report should contain details of tests¹ used to determine the following factors:

¹ This test list is based on the guidance given in the 'Suitable Tests for the Assessment of SpLDs in Higher Education (revised November 2012)' document produced by SpLD Assessment Standards Committee. For more information please see <http://www.sasc.org.uk>.

Underlying Cognitive Ability

- To include at least measures of Verbal and Non Verbal ability (e.g. WAIS-IV^{UK}, WRIT, WASI)

Cognitive Processing

- Working Memory (e.g. WAIS-IV^{UK}, WRAML2, WMS-IV^{UK}, The Digit Memory Test)
- Phonological Processing (e.g. CTOPP)
- Speed of Processing (e.g. WAIS-IV^{UK}, Symbol Digit Modalities Test (SDMT))

Attainment in Literacy

- Reading – Should include single word reading, continuous reading / reading comprehension and non-word reading, (e.g. WRAT-4, WIAT-II, Woodcock Reading Mastery Tests (WRMT-R), Adult Reading Test (ART), Advanced Reading Comprehension Test (ARC), TOWRE and GORT-4 if used qualitatively)
- Spelling – Should include single word spelling (e.g. WRAT-4, WIAT-II, HAST)
- Writing – Should include free writing or a speed of handwriting assessment (e.g. DASH 17+)

Other Relevant Information

- Medical, developmental, family, educational and language background
- (If Applicable) Attainment in numeracy (e.g. WRAT-4, WIAT-II^{UK}) and/or motor control and visual perception skills (e.g. Beery-Buktenica Developmental Test of Visual-Motor Integration)

6.6 In order to make the appropriate adjustment the author of the assessment report must include all assessment test scores (preferably both raw scores and standardised scores) in addition to a discussion regarding any significant findings or discrepancies. This will enable College of Policing psychologists to discuss the candidate's specific needs with the assessment author and candidate if appropriate.

6.7 The College of Policing Examinations & Assessment Unit **will not be** responsible for meeting the costs of any assessment or report.

7. Candidates with a SpLD whose first language is not English

7.1 Candidates who have a SpLD in a first language other than English are likely also to have a SpLD in English. The same procedures should apply for SpLD candidates whose first language is not English.

APPENDIX C

Types of assessment conducted by the College of Policing SST Examinations & Assessment Unit

1. Introduction

- 1.1 Police officers and police staff are likely to undergo a variety of assessments during their career, both in terms of their recruitment into the Police Service and through various promotional and career development systems.
- 1.2 The following provides information regarding the types of assessment conducted by the College of Policing SST Examinations & Assessment Unit.
- 1.3 This information should allow specialists to make more informed recommendations when providing a report for the purpose of police selection and assessment.
- 1.4 Please note that all timings represent the typical or current position at the time of publishing this document. Assessment methods are subject to change and specific information can be found either through the College of Policing website or the by contacting the relevant Examinations & Assessment team.

2. **Fast Track (FT) National Assessment Centre, Direct Entry [DE] (Superintendent) National Assessment Centre and Accelerated Careers Development Programme (ACDP) Selection Processes**

- 2.1 For the FT and DE Assessment Centres/ACDP Selection Process candidates complete one or two **work sample interactive exercises**. In this type of exercise the candidate interacts with one or two role actors and will have a preparation time to read through a number of documents, plan how to deal with the exercise and make any notes.

During the preparation time candidates will be required to understand and assimilate the various sources of information in order to identify the key issues within the materials. The candidate will then interact with a trained role actor or role actors, who will be acting a specified character(s) from the materials. Candidates will be required to use the information provided, as well as information they gather from the role actors(s) to manage a discussion with the role actor(s) and complete a task(s) as outlined in the materials.

- 2.2 FT/DE Assessment Centre and ACDP Selection Process candidates also undertake an **Oral or Operational Briefing exercise**. Candidates will

receive a set period of preparation time to read through a variety of documents. They then typically have a set period of time to provide an oral briefing to two assessors regarding an incident(s) that has occurred. This is followed by a session in which the assessors will ask the candidate questions about their proposals.

During the preparation time candidates will be required to understand and assimilate the various sources of information in order to identify the key issues within the materials. Using this information each candidate will be required to make a series of decisions, managing the risks associated with each option in order to address the issues that have arisen. During the briefing and question and answer session candidates will be required to explain the rationale behind the decisions they have taken and how they will mitigate against any risks identified.

2.3 Candidates participating in the FT/DE Assessment Centre and ACDP Selection Process undertake a **written exercise**. The candidates are given a pack of papers to read and then have to write a report addressing the issues contained within the paper. In this exercise candidates will be provided with information from a range of sources which they will be required to read, understand and assimilate. Candidates will then be asked to use this information to address a task(s) which require them to produce either a series of short outputs or a longer report in order to address the issues outlined in the scenario. Candidates will be required to provide rationale to justify their proposals.

2.4 Candidates for the ACDP Selection Process may undertake a **group exercise** with four or five other candidates. Each candidate has a set period of time to read through some papers relating to a scenario and prepare for the meeting with the other candidates.

In this exercise candidates will be provided with information from a range of sources which they will be required to read, understand and assimilate. During the meeting the candidates will need to interact with other candidates in order to achieve the overall group task. This may involve discussing the interpretation of information provided in the scenario or persuading other candidates of the benefits of a particular approach.

2.5 The preparation materials for all the above exercises may contain graphs and tables, as well as text.

2.6 Candidates participating in the FT/DE Assessment Centre and ACDP Selection Process undertake a **competency based structured interview**. The questions are a mixture of how they have dealt with situations in the past and how they may deal with situations in the future.

- 2.7 Candidates participating in the FT/DE Assessment Centres will undertake a series of Cognitive Ability Tests. These tests cover Verbal Reasoning, Numerical Reasoning and Abstract Reasoning. These tests will be delivered through an online platform and adjustments to the delivery format and timings can be made for candidates who require this. Opportunities to undertake practice test items will be made available for candidates along with more detailed information on the specific tests being used.
- 2.8 Candidates participating in the ACDP Selection Process may also undertake a **bespoke Situational Judgement Test** at Stage 2 of the assessment. The Situational Judgement Test (SJT) assesses candidates' decision making ability in a range of policing based managerial situations. Each SJT item provides information on the scenario followed by a range of options; candidates are asked to 'rate the effectiveness of each option' using a 6 point scale. The SJT comprises of approx 20 items and the test is untimed.

3. Senior Police National Assessment Centre (Senior PNAC) / Senior Police Staff Assessment Process

- 3.1 Candidates participating in Senior PNAC undertake a **Chief Officer Briefing exercise**. Candidates are given an imaginary contemporary police related incident and asked to prepare a 2 sided briefing using a computer. Candidates will then provide a briefing to the assessors which is followed by a session in which the assessors will ask the candidate questions about their briefing.

In this exercise candidates will be provided with information from a wide range of sources which they will be required to read, understand and assimilate. Candidates are required to use this information to prioritise the importance of the issues presented which will be a mix of operational and organisational issues and make decisions to address these. After briefing the assessors on their proposals candidates will be expected to justify these decisions through questioning.

- 3.2 For Senior PNAC, candidates undertake a **media interactive exercise**. During the Media exercise, candidates undertake a live 'mock' interview with a professional journalist. Candidates have a preparation time to read through a number of documents, plan how to deal with the exercise and make any notes.

In this exercise candidates will be provided with information from a wide range of sources which they will be required to read, understand and assimilate. Candidates will be required to develop messages that they plan to deliver to reassure the public in relation to the scenario as well as defend the position of the force, where appropriate. The candidate then

needs to deliver these messages through a TV interview with a journalist; responding to the questions asked.

- 3.3 Candidates for Senior PNAC and the Senior Police Staff Assessment Process undertake a **group negotiating exercise**. Candidates have a set time period to read through some papers and prepare for the meeting with the other (4 to 5) candidates.

In this exercise candidates will be provided with information from a wide range of sources which they will be required to read, understand and assimilate. Candidates will be required to use this information to develop their position or proposals to address the issues presented in the exercise. Then through the group interaction, candidates will need to listen, persuade, negotiate and challenge other candidates in order to complete the task(s) set and reach mutually beneficial goals.

- 3.4 Candidates participating in Senior PNAC and the Senior Police Staff Assessment Process undertake a **written management exercise**. Candidates are asked to produce an output or number of shorter outputs using a computer.

In this exercise candidates will be provided with information from a wide range of sources which they will be required to read, understand and assimilate. Candidates are required to use this information to propose solutions to the issues presented in the scenario and present these in a written response. In this response(s), candidates will need to provide rationale to justify the proposals made.

- 3.5 The preparation materials for all the above exercises may contain graphs and tables, as well as text.

- 3.6 Candidates participating in Senior PNAC and the Senior Police Staff Assessment Process undertake a combined **presentation and competency based structured interview**. Candidates receive preparation time to develop their presentation in response to the topic provided. Candidates then have a set time period to present on their topic before the assessors are then able to ask questions about the content of the presentation. The candidates then undertake a competency based structured interview. The questions are a mixture of how they have dealt with situations in the past and how they may deal with situations in the future.