

## **RECRUIT ASSESSMENT PROCESSES**

### **REASONABLE ADJUSTMENT POLICY FOR CANDIDATES WITH DISABILITIES**

#### **1. Introduction**

- 1.1 From 1st October 2004 the Police Service was required to comply with the employment provisions of the Disability Discrimination Act (DDA) 1995 (as amended) with regard to existing and potential police officers. The DDA makes it unlawful to discriminate against disabled people in recruitment and employment. Employers have a duty to make reasonable adjustments to practices and premises to accommodate a disabled person at a 'substantial disadvantage' because of their disability. This requires that the NPIA take steps to modify its procedures for testing and assessment to ensure that there is no unlawful discrimination against individuals with a disability.
- 1.2 The aim of this document is to outline to forces and candidates the process by which candidates with a disability may apply for reasonable adjustment at an NPIA Recruit Assessment Process<sup>1</sup>. This includes candidates with a Specific Learning Difficulty (SpLD). This document also aims to provide guidance for specialists producing reports and recommendations for the purpose of an NPIA Recruit Assessment Process.

#### **2. Definition of Disability**

- 2.1 A disabled person as defined by the DDA is:

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

Only an individual who has a disability that complies with the legal definition will be entitled to reasonable adjustment. Temporary sickness or injuries rarely meet the definition of disability.

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<sup>1</sup> Recruit Assessment Processes includes the Police SEARCH<sup>®</sup> Recruit Assessment Centre and the Police Community Support Officer Recruit Assessment Process.

Within the legislation there are specific inclusions and exclusions on what is and is not a disability. Similarly, there is clarification 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 DDA 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 SpLDs, amongst other impairments.

Please note that the DDA legislation does not cover adjustments made purely on the basis of English not being a candidate's first language.

## 2.2 **Non-DDA impairments**

This policy only deals with impairments covered by the DDA. If a force wishes to make adjustment for any impairment **not** covered by the DDA, they should inform the NPIA Recruit Assessment Team. An NPIA Psychologist will then liaise with the force to ascertain whether it is appropriate for the candidate to continue with the assessment at that time. Following this initial liaison the candidate may be required to obtain a document, signed by a medical professional, which outlines the nature and extent of the impairment and the recommended adjustment(s) for the Recruit Assessment Process, and contact the Recruit Assessment team to discuss the recommendations.

## 3. **Reasonable Adjustment Application Process Overview**

3.1 There are six stages in the process of requesting reasonable adjustment. These are:

### Stage 1: Notification

Candidate notifies force recruitment officer of disability and their intention to request reasonable adjustment.

### Stage 2: Disability Report

Force recruitment officer asks the candidate to obtain a report / statement containing a diagnosis of their disability and recommendations for reasonable adjustment from an appropriate specialist in the area of their disability.

### Stage 3: Determining Reasonable Adjustment

An NPIA Psychologist considers the diagnosis and recommendations within the report and discusses this with report's author and/or the candidate and/or the force

occupational health department where appropriate and/or necessary.

The Psychologist has to decide 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 is required to recommend what would constitute reasonable adjustment for the specified assessment process.

#### Stage 4: Offering Reasonable Adjustment

The NPIA Psychologist communicates with the force regarding the reasonable adjustment which is being offered to the candidate. The force in turn communicates with the candidate regarding the adjustments being offered.

#### Stage 5: Agreeing Reasonable Adjustment

The candidate is required to provide written confirmation to the force of their acceptance of the reasonable adjustment offered prior to the assessment process.

#### Stage 6: Providing Reasonable Adjustment

Reasonable adjustment is arranged and provided during the candidate's assessment.

### **4. Details about the Reasonable Adjustment Application Process**

#### **4.1 Stage One – Notification**

- 4.1.1 The purpose of this stage is to ensure that a candidate who may be eligible to receive reasonable adjustment provides initial notification that they believe they have a disability (as defined by the DDA) and that they intend to apply for reasonable adjustment.
- 4.1.2 It is the candidate's decision whether or not they wish to make an application for reasonable adjustment.
- 4.1.3 Applicants who believe they have a disability are required to declare this on the application form to signal to the force recruitment officer to take action.
- 4.1.4 It is the force's responsibility to identify applications from any candidates who are declaring a disability.
- 4.1.5 Candidates have another opportunity to disclose any reasonable adjustment needs prior to assessment via the 'Pre-Application Notice',

which is sent to all candidates with the 'Welcome Pack'. Late notification of a disability should be accepted but may cause a delay in the candidate's assessment, to ensure that their needs are properly met and they are not disadvantaged.

## **4.2 Stage Two – Disability Report**

- 4.2.1 The purpose of this stage is to obtain a report / statement which has been conducted by an appropriate specialist in the area of the candidate's disability. The purpose of the report is firstly to establish whether or not the candidate has a disability as defined by the DDA. 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.
- 4.2.2 The force recruitment officer is responsible for inviting candidates who pass the initial sift to submit a report .
- 4.2.3 The candidate is to contact a specialist (e.g. practicing professional such as a medical doctor or psychologist) who has expertise in the area of their 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.
- 4.2.4 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 NPIA Recruit Assessment Team will be able to provide guidance to the candidate via the force regarding what constitutes a suitable specialist. (For SpLD related reports, including those for Dyslexia, please see Appendix A, section 5.1.) 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 DDA and that the report contains recommended reasonable adjustments for their condition.
- 4.2.5 The report should give a clear diagnosis and whether or not this constitutes a disability as defined within the DDA. 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 B).
- 4.2.6 The candidate will be responsible for meeting the cost of the report, as applicable.

- 4.2.7 Medical information will be handled in accordance with the Data Protection Act 1998 (Section 2). 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.
- 4.2.8 Whilst it is appreciated that obtaining appropriate reports can be difficult, reports are required in order to ensure the provisions available are applied appropriately by being provided only to those who legitimately require them. Any abuse of the provisions 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.
- 4.2.9 The candidate is asked to submit the report as quickly as possible to the force to which they have applied. The force should forward it immediately to:
- The Recruit Assessment Team  
NPIA Examinations and Assessment  
NPIA Harrogate  
Yew Tree Lane  
Harrogate  
HG2 9JZ
- 4.2.10 The closing date for the submission of reports by the force to the NPIA is five weeks prior to the first date of the assessment process (if Force-run) or eight weeks (if NPIA-run). Please note this is not necessarily five/eight weeks prior to the date the candidates will undertake the assessment; it applies to the first date of the assessment process itself.
- 4.2.11 It is the candidate's responsibility to provide the report to the force by the required date.
- 4.2.12 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 A. Candidates requesting reasonable adjustment for a SpLD, including Dyslexia, must read this Appendix prior to obtaining a report.

### **4.3 Stage Three – Determining Reasonable Adjustment**

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

4.3.2 The NPIA Psychologist dealing with the request will, after undertaking any consultation with the report's author and/or the force, recommend the type of adjustment appropriate for the assessment process. Where there is an absence of information in the report, it will be assumed to indicate no difficulty in that area.

**4.3.3** Adjustments are offered based on a candidate's individual needs. **As examples:**

- Candidates who have a SpLD may be offered the following adjustments, which reflect the adjustments provided in the role:
  1. Additional time in one or more parts of the assessment centre
  2. Different fonts or coloured paper/overlays
  3. Use of a word processor to include spelling and grammar check.
- Candidates who have a physical impairment may be offered adjustments to the physical surroundings of the assessment centre site.

4.3.4 If the report has been produced previously for another purpose, the NPIA Psychologist should contact the report's author, explain the assessment process and ascertain the author's recommendations for adjustment.

4.3.5 Where appropriate, the NPIA Psychologist will ask the force to consult with the candidate to discuss their requirements prior to reaching recommendations for reasonable adjustment.

4.3.6 Every application for reasonable adjustment is considered individually to reflect the understanding that every individual with a disability has their own requirements. However, in determining any adjustment it is the responsibility of the NPIA 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 render invalid 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.

4.3.7 No adjustment will be made to the standards required at the assessment process, which have been established as indicators of successful performance in the role.

4.3.8 Please note it is the candidate's responsibility to provide all relevant information which may impact upon decisions regarding their reasonable adjustment request at the time of submitting their report. Failure to do so may result in difficulties in determining the appropriate reasonable adjustment.

#### **4.4 Stage Four – Offering Reasonable Adjustment**

4.4.1 The purpose of this stage is to communicate the outcomes of the reasonable adjustment request to the candidate. In instances where reasonable adjustment is offered, the purpose of this stage is to communicate the nature of what is being offered. Where no adjustments are being offered, the purpose of this stage is to communicate this decision and the reasons for the decision to the candidate.

4.4.2 Within 10 working days of receipt of a specialist's report from a force, the NPIA Psychologist will send an email to the force recruitment officer, 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.

4.4.3 The force should contact the candidate in order to discuss the adjustments that have been offered. Where the candidate is happy with the adjustments offered, the force is responsible for then forwarding the email containing the recommended reasonable adjustment(s) to the candidate. Forces should ask the candidate whether they prefer to receive this information by hard copy or email.

- 4.4.4 Information explaining how any reasonable adjustment will be managed during the assessment should be sent by the force to the candidate with the assessment process joining instructions. This will allow the candidate sufficient time to prepare.
- 4.4.5 Where a candidate is advised that the information provided in the report does not warrant adjustment, or where a candidate disagrees with the adjustments offered, and they wish to appeal this, they should contact the force recruitment officer in the first instance. Where the report has provided insufficient information, the NPIA Recruit Assessment Team will provide guidance via the force as to what additional evidence is required.

#### **4.5 Stage Five – Agreeing Reasonable Adjustment**

- 4.5.1 The purpose of this stage is to obtain prior agreement about the acceptability of the reasonable adjustment offered relative to the candidate's needs. Part of the purpose of this stage is to provide formal agreement prior to the assessment taking place; this in turn provides reassurances and protection to both the candidate and assessment provider.
- 4.5.2 Upon receipt of the email containing the recommended reasonable adjustment, 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.
- 4.5.3 Once the candidate has received their email and undertaken the appropriate considerations they are required to sign and return the 'Reasonable Adjustment Agreement Form' to the force. 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.
- 4.5.4 If a candidate then fails to reach the standard at a specific Recruit Assessment Process, they will not be able to appeal on the grounds of the reasonable adjustments provided and agreed to.
- 4.5.5 If a candidate who has requested reasonable adjustment arrives to attend a Recruit Assessment 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 with the agreed adjustments.

- 4.5.6 Where a candidate disagrees with the adjustments 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 NPIA Psychologists will need to ensure that the adjustments offered are reasonable as outlined in 4.3.6.
- 4.5.7 Where a candidate disagrees with the adjustment being offered and no agreement can be gained through discussion, the NPIA Psychologist should escalate the request to the NPIA Reasonable Adjustment portfolio holder within Examinations and Assessment. Where necessary the request will then be referred to an independent specialist who is an expert in Reasonable Adjustment requests for occupational assessments, in the candidate's specific area of disability.

#### **4.6 Stage Six – Providing Reasonable Adjustment**

- 4.6.1 The purpose of this stage is to ensure that the reasonable adjustment agreed is provided for the candidate when they arrive to undertake their assessment.
- 4.6.2 It is for the Assessment Centre / Process Co-ordinator responsible for the running of the assessment to ensure that the reasonable adjustment is implemented.

#### **5. Candidates Re-sitting**

- 5.1 A candidate who was granted reasonable adjustment and failed to reach the standard at a specific Recruit Assessment Process and wishes to re-apply (to the same force or another force) will need to request consideration of reasonable adjustment prior to re-application for future assessments. However, they will not necessarily be required to submit another report about their disability.
- 5.2 The force should contact the NPIA Recruit Assessment team to advise that the candidate is seeking reasonable adjustment provision, when they previously submitted a report and to which force they applied. The NPIA Recruit Assessment Team will then review the report that was previously submitted to review the contents and recommendations made, and the process will begin again from Stage Three – Determining Reasonable Adjustment.

## Appendix A

### 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 an SpLD.
  - Identify the nature of the SpLD (e.g. Dyslexia, Dyspraxia, Dyscalculia, 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 an SpLD assessment, please refer to the British Dyslexia Association ([www.bda-dyslexia.org.uk](http://www.bda-dyslexia.org.uk)) or Dyslexia Action ([www.dyslexiaaction.org.uk](http://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 tests used to determine:
- 6.5.1 Underlying Ability
- Verbal and Non Verbal (e.g. WAIS-III UK, WRIT)
- 6.5.2 Cognitive Processing
- Working Memory (e.g. WAIS-III UK, WRAML2, WMS-III, The Digit Memory Test)
  - Phonological Processing (e.g. CTOPP)

- Speed of Processing (e.g. WAIS-III UK, SDMT)

### 6.5.3 Attainment in Literacy

- Spelling. Should include single word and free writing (e.g. WRAT-4, HAST)
- Reading. Can include single words, non-word reading, text reading and reading comprehension (e.g. WRAT-4, HAST, Adult Reading Test (ART), Advanced Reading Comprehension Test (ARC). TOWRE and GORT-4 if used qualitatively)

### 6.5.4 Writing (Free Writing)

### 6.5.5 Other Relevant Information

- Medical, developmental, family, educational and language background
- (If Applicable) Attainment in numeracy, motor skills (e.g. WRAT-4, Morrisby Manual Dexterity Test)

6.5.6 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 NPIA Psychologists to discuss the candidate's specific needs with the assessment author and candidate if appropriate.

6.5.7 Candidates are responsible for meeting the costs of any 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 B**

### **1. Types of assessment conducted by NPIA Examinations & Assessment**

- 1.1 Police officers 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 NPIA Examinations & Assessment for police officers up to the rank of Chief Superintendent. NPIA Examinations and Assessment also conduct assessments for police staff of Chief Superintendent equivalent level who wish to gain access to the Strategic Command Course and this information is also provided below.
- 1.3 This information should allow specialists to make more informed recommendations when providing a report for the purpose of police selection and assessment.

### **2. Work Sample Interactive exercises**

- 2.1 Candidates are required to participate in work sample interactive exercises as part of the Police SEARCH<sup>®</sup> Recruit Assessment Centre (RAC), the PCSO Recruit Assessment Process (RAP), the OSPRE<sup>®</sup> Part II Police promotion assessment centre, the High Potential Development Scheme (HPDS) Selection Process and the Senior Police National Assessment Centre (Senior PNAC).
- 2.2 For the Police SEARCH<sup>®</sup> Recruit Assessment Centre (RAC), the PCSO Recruit Assessment Process (RAP) and the OSPRE<sup>®</sup> Part II Police promotion assessment centre candidates interact with a role actor whilst a trained assessor observes, records and evaluates performance. Candidates will have preparation time (typically 5-6 minutes per exercise) to read through typed information on the exercises, plan how to deal with the exercise and make any notes.

For OSPRE Part II this preparation time is chunked into an overall preparation period of 45 minutes, followed by seven 5-minute interaction periods. For the Police SEARCH<sup>®</sup> RAC and the PCSO RAP candidates have 5 minutes preparation time before each individual interaction period where they interact with the role actor for 5 minutes. The preparation materials which candidates are required to read may contain graphs and tables, as well as text.

- 2.3 For the HPDS Selection Process candidates complete one interactive exercise with two role actors that will last for typically 15 minutes. Candidates have a preparation time (typically 20 minutes) to read

through a number of documents, plan how to deal with the exercise and make any notes. The preparation materials which candidates are required to read may contain graphs and tables, as well as text.

HPDS Candidates also undertake an Oral Briefing. Candidates receive 30 minutes preparation time to read through a variety of documents. The preparation materials which candidates are required to read may contain graphs and tables, as well as text. They then have 10 minutes to provide an oral briefing to two assessors regarding an incident(s) that has occurred. This is followed by 10 minutes in which the assessors can ask questions to the candidate.

- 2.4 For the Senior PNAC, candidates undertake a Media interactive exercise. During the Media exercise, candidates undertake a live 'mock' interview with a professional journalist. The interview lasts for approximately five minutes but the whole interaction may last up to 10 minutes. Candidates have a preparation time (20 minutes) to read through a number of documents, plan how to deal with the exercise and make any notes. The preparation materials which candidates are required to read may contain graphs and tables, as well as text.

### **3. Group Exercises**

- 3.1 Candidates for the HPDS undertake a group exercise with five other candidates. Each candidate has 30 minutes to read through some papers relating to a scenario and prepare for the meeting with the other candidates. The preparation materials which candidates are required to read may contain graphs and tables, as well as text. Candidates then have 45 minutes to address the issues together with the other candidates.
- 3.2 Candidates for the Senior PNAC and the Senior Police Staff Assessment Process for the Strategic Command Course (SCC) undertake a group negotiating exercise. Candidates have 30 minutes to read through some papers and prepare for the meeting with the other candidates. The preparation materials which candidates are required to read may contain graphs and tables, as well as text. Candidates have one hour to address the issues together with the other candidates.

### **4. Competency based structured interviews**

- 4.1 Candidates participating in the Police SEARCH<sup>®</sup> RAC and the PCSO RAP undertake a competency based structured interview lasting 20 minutes where they are asked four questions about how they have dealt with certain situations in their past. As the interviewer asks the question, the candidate is also given a text-based copy of the question to refer to.

- 4.2 Candidates participating in the HPDS Selection Process undertake a competency based structured interview lasting approximately 45 minutes. 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.
- 4.3 Candidates participating in the Senior PNAC and the Senior Police Staff Assessment Process for the SCC undertake a competency based structured interview lasting approximately 45 minutes. 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.
- 4.4 Candidates participating in the Senior PNAC also undertake a Police Presentation and Competency Based Structured Interview assessed by two service assessors. Candidates receive 30 minutes preparation time for the presentation, followed by 10 minutes to present. This is then followed by 10 minutes in which the assessors can ask questions about the content of the presentation. The candidates then undertake a 30 minute competency based structured interview.

## **5. Written exercises**

- 5.1 Candidates participating in the Police SEARCH<sup>®</sup> RAC and the PCSO RAP undertake two written exercises. In each they are required to read typed instructions and typically two to three sheets of typed information (such as memos, policies and newspaper articles) before producing a written response in the format of a proposal document. The two exercises last 20 minutes each.
- 5.2 Candidates participating in the HPDS 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. The documents may contain graphs and tables, as well as text.
- 5.3 Candidates participating in the Senior PNAC and the Senior Police Staff Assessment Process for the SCC undertake a written Management exercise that will typically last for 2.5 hours. Within this exercise the candidate is presented with a number of tasks and associated items which they should use to address the tasks. The documents may contain graphs and tables, as well as text.
- 5.4 Candidates participating in the Senior PNAC undertake a Strategic Review written exercise that will typically last three hours. This exercise requires candidates to read through a set of papers relating to an imaginary contemporary police related incident and complete a strategic review. The documents may contain graphs and tables, as well as text.

## **6. Psychometric tests**

- 6.1 Candidates participating in the Police SEARCH<sup>®</sup> RAC undertake a numerical reasoning test and a verbal logical reasoning test, both of which are of a multiple choice format. The numerical reasoning test lasts for 12 minutes and there are 25 questions in the test. Candidates are not permitted to use a calculator for this test. The verbal logical reasoning test lasts for 25 minutes and there are 31 questions in the test.
- 6.2 Candidates participating in the HPDS undertake a range of verbal, numerical and logical reasoning tests as part of Stage 2 of the Selection Process. They also undertake a Situational Judgement Test. This is a test of how candidates make decisions in a variety of managerial situations. Prior to attending the Stage 3 Assessment Centre, candidates also undertake two personality questionnaires. These do not form part of the decision making process and are for developmental purposes only.
- 6.3 Candidates participating in the Senior PNAC and the Senior Police Staff Assessment Process for the SCC undertake a range of verbal, numerical and logical reasoning tests. They also undertake a Situational Judgement Test. This is a test of how candidates make decisions in a variety of managerial situations. Prior to attending the Assessment Centre, candidates also undertake two personality questionnaires. These do not form part of the decision making process and are for developmental purposes only.

## **7. Multiple Choice Examinations**

- 7.1 Police officers are required to sit knowledge based multiple choice written examinations as part of the OSPRE<sup>®</sup> Part I Police promotion system and the National Investigators' Examination. The OSPRE<sup>®</sup> system is the assessment process for officers seeking promotion between the ranks of constable to sergeant, and between the ranks of sergeant to inspector. The National Investigators' Examination forms part of the Initial Crime Investigators' Development Programme, and is taken by officers wishing to become a trainee investigator.
- 7.2 Questions for both examinations require knowledge and application of the law which has been identified as being crucial for the next rank. Each multiple choice question involves four possible answers, from which the candidate will be required to select one correct response. Candidates are required to mark their answer on a separate answer sheet. The length of questions can vary between 75 and 250 words, and are solely text-based (they do not contain any graphs, diagrams etc). For the NIE examination all questions are printed in Verdana 11pt. text, using black ink on a white background. For the OSPRE Part I examination all questions are printed in Ariel 10pt. text, using black ink on a white paper background.

- 7.3 The OSPRE<sup>®</sup> Part I examination consists of 150 multiple choice questions to be answered over a three hour period. The National Investigators' Examination (NIE) is an 80 question multiple choice question paper taken over a two hour period.