



# **Structured Entrance Assessment for Recruiting Constables Holistically**

## **Information for candidates**

01 November 2009 – 31 October 2010



## Structured Entrance Assessment for Recruiting Constables Holistically

### Information for candidates

We have received your application to become a Police Constable, and we invite you to take part in an assessment centre. This document will give you information about how we choose suitable candidates for the Police Service.

The assessment will take about five hours. We are not able to provide meals at the assessment centre, however, you may want to bring a snack, as you will get a short break.

Please bring the following documents with you to the assessment centre to confirm your identity.

- A full 10-year passport or **two** of the following.
  - British driving licence
  - P45
  - Birth certificate (issued within six weeks of your birth)
  - Chequebook and bank card (with three statements and proof of your signature)
  - Credit card with your photo on it
  - Proof of where you live (for example, a Council Tax bill, gas bill, electricity bill, water bill or phone bill)

If you do not bring the documents as listed above you will not be able to take part in the assessment centre.

At the assessment centre you will take part in a series of exercises. We have produced this document to help you prepare. We advise you to take time to study this document before you come to the assessment centre.

## **What is an assessment centre?**

An assessment centre is a process where we look at how you perform in a variety of exercises.

We assess your performance against competencies which are relevant to the role of a Police Constable.

We include the following processes in the assessment centres.

- We assess **what** you do and **how** you do it.
- Trained assessors measure how you perform in exercises which relate to specific competencies.
- We use information from all of the exercises to produce your final results.

## **How has the assessment centre process developed?**

Assessment centres were first introduced in Britain during the 1940s and are now used in this country and the United States to choose and develop staff. Assessment centres have become more popular over the last 20 years, with 60% of organisations now using them compared with 7% 20 years ago. They are one of the most valid ways of predicting a person's potential and what they will achieve in their career. Assessment centres are used to provide information about a person's current or potential ability. Research has also shown that assessment centres can also be very effective in finding out training needs.

## **Which competencies will you assess at the assessment centre?**

We assess competencies which are particularly relevant to the role of a Police Constable. A Home Office working group has set out detailed descriptions of each of these competencies, which are shown in Appendix A of this booklet.

## **How many exercises will I have to take part in?**

You will take part in:

- a competency-based structured interview, which is made up of four questions;
- a numerical reasoning test;
- a verbal logical reasoning test;
- two written exercises; and
- four interactive exercises.

All candidates will do the same exercises and we will assess them equally.

## **What will you ask me to do at the assessment centre?**

In the interview we will ask you four questions about how you have dealt with certain situations in your past.

In the numerical reasoning test we will ask you to answer multiple-choice questions which will measure your ability to solve number problems accurately.

In the verbal logical reasoning test we will ask you to answer multiple-choice questions which will measure your ability to make logical sense of a situation when you are given facts about it.

In the interactive and written exercises, you will play the part of a newly appointed customer-services officer at a retail and leisure complex called The Westshire Centre. The Westshire Centre is a made-up place created for the assessment centre only. We have set out full details of the main duties and responsibilities of a customer-services officer and information about the complex in The Westshire Centre Welcome Pack. We recommend that you read the information in the Welcome Pack as this will help you prepare for the exercises. You do not need to memorise the details of the documents in the pack, as we will provide you with all the information you need in the preparation phases of the exercises.

For each of the interactive exercises and written exercises we will give you all the information you need to deal with the situations and you should not introduce any extra information.

It is important to remember that you will be under assessment conditions for the duration of the assessment centre, even between exercises. You are therefore advised to behave appropriately at all times during your assessment centre.

## **What will happen during the interview?**

The interview will last for up to 20 minutes and we will ask you four questions about how you have dealt with specific situations in the past. These questions will be related to the competency areas found at the end of this document. We will give you up to five minutes to answer each question. The person interviewing you will stop you if you go over the five minutes. As the person interviewing you asks you the question, they will also give you a copy of the question to refer to. They may ask you further questions to help you to give a full response. When you consider your responses to the interview questions, please only choose examples that you feel comfortable discussing with the person interviewing you.

The person who interviews you will assess your responses against the type of behaviour (behaviours) you need for the role. So that you can do your best please make sure you are familiar with the competencies described in Appendix A and that your answer gives you an opportunity to explain how you have shown this behaviour.

## What will happen during the numerical reasoning test?

The numerical reasoning test will last for 12 minutes. You will take the test in an exercise room along with the other candidates in your group. The test is made up of number problems and you must choose the correct answer from five possible answers, filling in the appropriate space on an answer sheet we will provide. You must **not** use a calculator for this test. We will give you full instructions before you start the test.

To help you prepare for the numerical reasoning test please see Appendix B at the back of this booklet where there are some practice questions and answers to see how well you do.

## What will happen during the verbal logical reasoning test?

The verbal logical reasoning test will last for 25 minutes. Again, you will take the test in an exercise room along with the other candidates in your group. In this test we will give you a description of a situation and extra facts about it. We will give you a number of conclusions which you might come to. You must look at each conclusion and work out if:

- A** the conclusion is **true** given the situation described and the facts known about it;
- B** the conclusion is **false** given the situation described and the facts known about it; or
- C** it is **impossible to say** whether the conclusion is true or false given the situation described and the facts known about it.

Once you have made your decision you will then fill in the appropriate space on an answer sheet we provide. We will give you full instructions before you start the test.

To help you prepare for the verbal logical reasoning test please turn to Appendix B at the back of this booklet where there are some practice questions and answers to see how well you do.

## What will happen during the interactive exercises?

Each of the four interactive exercises will be split into two five-minute parts. The first part will be the preparation phase, which lasts for five minutes. The second will be the activity phase, where you will meet the role actor.

### Preparation phase

During this phase we will give you written information relevant to the exercise you will carry out. We will give you a desk or room where you will have five minutes to study the information and prepare for the activity phase. If you want to make notes you may do so and you may refer to them during the activity phase. We will not assess you on your preparation. After five minutes a buzzer

will sound and you will move to an activity room, taking any notes you have made with you for the activity phase.

### **Activity phase**

In this part you will interact for five minutes with a role actor, in your role as a new customer-services officer. In each exercise the actor may be male or female and the written information we give you in the preparation phase will have taken this into account. You will start the activity and they will respond to you using a strict set of lines, which they have rehearsed beforehand. In this phase you are not allowed to write anything. A trained assessor will be in the same room and they will make notes of what you do and how you do it. An independent observer may also be present.

### **What will happen during the written exercises?**

Both of the written exercises will last for 20 minutes each. We will show you into the exercise room along with the other candidates in your group. We will give you a thorough briefing before you start each exercise. We will provide paper and pens, together with a 'proposal document' template to write your response. A copy of the proposal document template is in The Westshire Welcome Pack. You may make rough notes on a separate piece of paper, which we will not assess. We will tell you when you have five minutes left and again when you have one minute left. We will assess the written exercises after you have finished the whole assessment centre.

### **How do you assess me during the interview, interactive and written exercises?**

We have designed the assessment centre to make sure that we assess each of the seven competencies relevant to the role of a Police Constable at least three times, except for 'Respect for Race and Diversity', which will be assessed in every exercise. You should not be concerned if you feel that you have not done well in any one particular exercise as you will have at least two other exercises where we will assess the same competencies again.

We will award your performance a grade on a scale from A to D, in each competency area within the exercises. We give As to the highest performing candidates and Ds to the candidates who do not perform so well. We award grades in relation to **what** you did and **how** you did it.

You do not need to know about customer-services or the law or procedures relating to police work.

### **Who are the assessors, role actors and interviewers?**

The assessors, role actors and interviewers are either police officers or people who have been specifically chosen from the community. All the assessors, role actors and interviewers are highly trained and they are continually monitored throughout the assessment centre.

### **What information do the assessors, role actors and interviewers have about me?**

The assessors, role actors and interviewers will only know your candidate number, which we will give you when you arrive. They will have no other information about you.

### **How do you assess me during the numerical reasoning and verbal logical reasoning tests?**

We convert your test scores on the numerical and verbal logical reasoning tests into a grade on a scale from A to D. We award As to the highest performing candidates and Ds to the candidates who do not perform so well.

### **Will there be a timetable to follow?**

The assessment centre will follow a strict timetable. You must arrive by the time we have set. If you arrive late you will not be able to take part in the assessment centre at that time. We may let you take part in another assessment centre later that day or week, but only in exceptional circumstances. Otherwise, we will refer you back to your original police force.

Other people will take the assessment at the same time as you. However, they may take the exercises in a different order. For example, one group may take the interviews first while another group may start with the written exercises. We will tell you in the briefing we give you on the day, in which order you will carry out the exercises.

### **What will happen in the preliminary briefing?**

When you arrive you will fill in a registration form and we will check your identification documents. We will give you an outline of the assessment centre followed by a full briefing before each stage of the assessment. You will have the opportunity to ask questions and sort out any concerns you may have about the assessment centre.

### **How can I prepare for the interview, interactive and written exercises?**

You can practise and improve your skills in relation to the competencies we assess. It may be useful for you to carefully consider your ability in relation to each of the seven competencies. You could carry out a detailed and honest self-assessment and think of anything you could improve. You may also want to discuss your own situation in relation to the seven competencies with your colleagues, friends or family.

We advise you to approach any assessment centre with an open mind, be yourself and behave as naturally as the circumstances allow.

### **How can I prepare for the numerical reasoning and verbal logical reasoning tests?**

You can prepare for the numerical reasoning and verbal logical reasoning tests by trying the practice questions we have provided in Appendix B at the back of this booklet. You can compare your responses to the answers we have provided to see how well you do.

You can also practise for the numerical reasoning test by doing simple maths or number puzzles without using a calculator. For more practice on the verbal logical reasoning test you can do verbal puzzles (for example, crosswords or word games).

We advise that during the test you work as quickly and accurately as possible.

### **What information can you give me about the interviews?**

We will assess you on five different competencies during the 20-minute interview. These are:

- Community and Customer Focus;
- Resilience;
- Teamworking;
- Respect for Race and Diversity; and
- Oral Communication.

We recognise that some people find the term 'Diversity' confusing. Diversity is about the wide variety of differences between people that make up our society. These can be any kind of differences. To help you prepare for the Respect for Race and Diversity part of the interview please read the behaviours that make up this area. You can find these in Appendix A. Consider an example or examples of when you have dealt with others who are different from you in some way. This may be because of their race, religion, position in society, background, circumstances or appearance. In your response for this question, you may provide an example that reflects any diversity issues you have experienced in the past.

### **What information can you give me about the numerical reasoning and verbal logical reasoning test?**

The numerical reasoning test will last for 12 minutes and there are 25 questions in the test.

The verbal logical reasoning test will last for 25 minutes and there are 31 questions in the test.

## **What information can you give me about the interactive exercises?**

The following is an outline of the four interactive exercises that you will carry out in your assessment centre. The names we use refer to the last name of the role actor in the activity phase of the exercise.

- Evans, an employee within The Westshire Centre, has been asked to come to a meeting at the centre.
- Fenton, who owns a shop in The Westshire Centre, wants to discuss a concern they have with the centre.
- Hayes, a customer of The Westshire Centre, wants to discuss an incident that happened at the centre.
- Perez, who owns a shop in The Westshire Centre, wants to discuss an incident that happened at the centre.

## **What information can you give me about the written exercises?**

The following is an overview of the written exercises that you will carry out in your assessment centre.

- Written exercise one – in this exercise you will have to write a proposal document about an issue at The Westshire Centre.
- Written exercise two – in this exercise you will have to write a proposal document about an incident that happened at The Westshire Centre.

## **How will you give me my results?**

You will receive a 'candidate feedback' report providing detailed information on how you performed in the assessment process. The aim of the report is to show how you performed in each of the competency areas and exercises. Your force will give you your candidate feedback report. Please **do not** contact NPIA Examinations & Assessment directly to ask about the release dates for results and candidate feedback reports.

## **How do I give feedback about the assessment centre?**

As part of the ongoing improvement of the Police SEARCH<sup>®</sup> Recruit Assessment Centre, we would like your views and experiences of the process and you can give us feedback online by filling in a candidate feedback questionnaire. We will give you the website address after your assessment. We will not count any feedback you give us as a formal appeal.

## **What is the appeals procedure?**

The appeals procedure is a document that gives you guidance on what to do if you have any concerns about your assessment. The appeals procedure is in

Appendix C at the back of this booklet. Please make sure you read this before your assessment.

We hope this information is helpful, and we would like to take this opportunity to wish you every success at the assessment centre.

Plain English Campaign's Crystal Mark does not apply to the remaining pages in this document.

## Appendix A

### Competencies relevant to the role of Police Constable

#### Community and Customer Focus

Focuses on the customer and provides a high-quality service that is tailored to meet their individual needs. Understands the communities that are served and shows an active commitment to policing that reflects their needs and concerns.

Provides a high level of service to customers. Maintains contact with customers, works out what they need and responds to them.

##### Positive Indicators

- Presents an appropriate image to the public and other organisations.
- Supports strategies that aim to build an organisation that reflects the community it serves.
- Focuses on the customer in all activities.
- Tries to sort out customers' problems as quickly as possible.
- Apologises when they are at fault or have made mistakes.
- Responds quickly to customer requests.
- Makes sure that customers are satisfied with the service they receive.
- Manages customer expectations.
- Keeps customers updated on progress.
- Balances community and organisational interests.
- Sorts out errors or mistakes as quickly as possible.

##### Negative Indicators

- Is not customer-focused and does not consider individual needs.
- Does not tell customers what is going on.
- Presents an unprofessional image to customers.
- Only sees a situation from their own view, not from the customer's view.
- Shows little interest in the customer – only deals with their immediate problem.
- Does not respond to the needs of the local community.
- Slow to respond to customers' requests.
- Fails to check that customers' needs have been met.
- Focuses on organisational issues rather than customer needs.
- Does not make the most of opportunities to talk to people in the community.

## Effective communication

Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is appropriate to the situation and people being addressed. Makes sure that others understand what is going on.

Communicates all needs, instructions and decisions clearly. Adapts the style of communication to meet the needs of the audience. Checks for understanding.

### Positive Indicators

- Deals with issues directly.
- Clearly communicates needs and instructions.
- Clearly explains management decisions and policy, and the reasons behind them.
- Communicates face to face wherever possible and if it is appropriate.
- Speaks with authority and confidence.
- Changes the style of communication to meet the needs of the audience.
- Manages group discussions effectively.
- Summarises information to check people understand it.
- Supports arguments and recommendations effectively in writing.
- Produces well-structured reports and written summaries.

### Negative Indicators

- Is hesitant, nervous and uncertain when speaking.
- Speaks without first thinking through what to say.
- Uses inappropriate language or jargon.
- Speaks in a rambling way.
- Does not consider the target audience.
- Avoids answering difficult questions.
- Does not give full information without being questioned.
- Writes in an unstructured way.
- Uses poor spelling, punctuation and grammar.
- Assumes others understand what has been said without actually checking.
- Does not listen, and interrupts at inappropriate times.

## Personal Responsibility

Takes personal responsibility for making things happen and achieving results. Displays motivation, commitment, perseverance and conscientiousness. Acts with a high degree of integrity.

Takes personal responsibility for own actions and for sorting out issues or problems that arise. Is focused on achieving results to required standards and developing skills and knowledge.

### Positive Indicators

- Accepts personal responsibility for own decisions and actions.
- Displays initiative, taking on tasks without having to be asked.
- Takes action to resolve problems and fulfil own responsibilities.
- Keeps promises and does not let colleagues down.
- Takes pride in own work.
- Is conscientious in completing work on time.
- Follows things through to a satisfactory conclusion.
- Self motivated, showing enthusiasm and dedication to their role.
- Focuses on a task even if it is routine.
- Improves own professional knowledge and keeps it up to date.
- Is open, honest and genuine, standing up for what is right.
- Makes decisions based upon ethical considerations and organisational integrity.
- Aware of their own strength and weaknesses.

### Negative Indicators

- Passes responsibility upwards inappropriately.
- Is not concerned about letting others down.
- Will not deal with issues, just hopes that they will go away.
- Blames others rather than admitting to mistakes or looking for help.
- Unwilling to take on responsibility.
- Puts in the minimum effort that is needed to get by.
- Shows a negative and disruptive attitude.
- Shows little energy or enthusiasm for work.
- Expresses a cynical attitude to the organisation and their job.
- Gives up easily when faced with problems.
- Fails to recognise personal weaknesses and development needs.
- Makes little or no attempt to develop self or keep up to date.

## Problem Solving

Gathers information from a range of sources. Analyses information to identify problems and issues, and makes effective decisions.

Gathers enough relevant information to understand specific issues and events. Uses information to identify problems and draw logical conclusions. Makes good decisions.

### Positive Indicators

- Identifies where to get information and gets it.
- Gets as much information as is appropriate on all aspects of a problem.
- Separates relevant information from irrelevant information, and important information from unimportant information.
- Takes in information quickly and accurately.
- Reviews all the information gathered to understand the situation and draw logical conclusions.
- Identifies and links causes and effects.
- Identifies what can and cannot be changed.
- Takes a systematic approach to solving problems.
- Remains impartial and avoids jumping to conclusions.
- Refers to procedures and precedents, as necessary, before making decisions.
- Makes good decisions that take account of all relevant factors.

### Negative Indicators

- Doesn't deal with problems in detail and does not identify underlying issues.
- Does not gather enough information before coming to conclusions.
- Does not consult other people who may have extra information.
- Does not research background.
- Shows no interest in gathering or using intelligence.
- Does not gather evidence.
- Makes assumptions about the facts of a situation.
- Does not notice problems until they have become significant issues.
- Gets stuck in the detail of complex situations and cannot see the main issues.
- Reacts without considering all the angles.
- Becomes distracted by minor issues.

## Resilience

Shows resilience, even in difficult circumstances. Prepared to make difficult decisions and has the confidence to see them through.

Shows reliability and resilience in difficult circumstances. Remains calm and confident, and responds logically and decisively in difficult situations.

### Positive Indicators

- Is reliable in a crisis, remains calm and thinks clearly.
- Sorts out conflict and deals with hostility and provocation in a calm and restrained way.
- Responds to challenges rationally, avoiding inappropriate emotion.
- Deals with difficult emotional issues and then moves on.
- Manages conflicting pressures and tensions.
- Maintains professional ethics when confronted with pressure from others.
- Copes with ambiguity and deals with uncertainty and frustration.
- Resists pressure to make quick decisions where full consideration is needed.
- Remains focused and in control of situations.
- Makes and carries through decisions, even if they are unpopular, difficult or controversial.
- Stands firmly by a position when it is right to do so.
- Defends their staff from excessive criticism from outside the team.

### Negative Indicators

- Gets easily upset, frustrated and annoyed.
- Panics and becomes agitated when problems arise.
- Walks away from confrontation when it would be more appropriate to get involved.
- Needs constant reassurance, support and supervision.
- Uses inappropriate physical force.
- Gets too emotionally involved in situations.
- Reacts inappropriately when faced with rude or abusive people.
- Deals with situations aggressively.
- Complains and whinges about problems rather than dealing with them.
- Gives in inappropriately when under pressure.
- Worries about making mistakes and avoids difficult situations wherever possible.

## Respect for Race and Diversity

Considers and shows respect for the opinions, circumstances and feelings of colleagues and members of the public, no matter what their race, religion, position, background, circumstances, status or appearance.

Understands other people's views and takes them into account. Is tactful and diplomatic when dealing with people, treating them with dignity and respect at all times. Understands and is sensitive to social, cultural and racial differences.

### Positive Indicators

- Sees issues from other people's viewpoints.
- Is polite, tolerant and patient with people inside and outside the organisation, treating them with respect and dignity.
- Respects the needs of everyone involved when sorting out disagreements.
- Shows understanding and sensitivity to people's problems and vulnerabilities.
- Deals with diversity issues and gives positive practical support to staff who may feel vulnerable.
- Listens to and values other's views and opinions.
- Uses language in an appropriate way and is sensitive to the way it may affect people.
- Acknowledges and respects a broad range of social and cultural customs, beliefs and values within the law.
- Understands what offends others and adapts own actions accordingly.
- Respects and maintains confidentiality, wherever appropriate.
- Delivers difficult messages sensitively.
- Challenges inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory.
- Takes into account other's personal needs and interests.
- Supports minority groups both inside and outside their organisation.

### Negative Indicators

- Does not consider other people's feelings.
- Does not encourage people to talk about personal issues.
- Criticises people without considering their feelings and motivation.
- Makes situations worse with inappropriate remarks, language or behaviour.
- Is thoughtless and tactless when dealing with people.
- Is dismissive and impatient with people.
- Does not respect confidentiality.
- Unnecessarily emphasises power and control in situations where this is not appropriate.

- Intimidates others in an aggressive and overpowering way.
- Uses humour inappropriately.
- Shows bias and prejudice when dealing with people.

## Teamworking

Develops strong working relationships inside and outside the team to achieve common goals. Breaks down barriers between groups and involves others in discussions and decisions.

Works effectively as a team member and helps build relationships within it. Actively helps and supports others to achieve team goals.

### Positive Indicators

- Understands own role in a team.
- Actively supports and assists the team to reach their objectives.
- Is approachable and friendly to others.
- Makes time to get to know people.
- Co-operates with and supports others.
- Offers to help other people.
- Asks for and accepts help when needed.
- Develops mutual trust and confidence in others.
- Willingly takes on unpopular or routine tasks.
- Contributes to team objectives no matter what the direct personal benefit may be.
- Acknowledges that there is often a need to be a member of more than one team.
- Takes pride in their team and promotes their team's performance to others.

### Negative Indicators

- Does not volunteer to help other team members.
- Is only interested in taking part in high-profile and interesting activities.
- Takes credit for successes without recognising the contribution of others.
- Works to own agenda rather than contributing to team performance.
- Allows small exclusive groups of people to develop.
- Plays one person off against another.
- Restricts and controls what information is shared.
- Does not let people say what they think.
- Does not offer advice or get advice from others.
- Shows little interest in working jointly with other groups to meet the goals of everyone involved.
- Does not discourage conflict within the organisation.

**Appendix B**

**Answer sheet – Numerical and Verbal Reasoning Tests**

<b>INSTRUCTIONS</b>	
<p>The numerical and verbal reasoning tests you will undertake at the assessment centre require you to record your answers on a separate answer sheet. Please use a pencil to mark your answers on the answer sheet below taking care to completely fill in the gates that go with your answers.</p>	
<b>Answer Sheet</b>	
Numerical Reasoning	Verbal Logical Reasoning
<p>1.    <b>A</b>   <b>B</b>   <b>C</b>   <b>D</b>   <b>E</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>2.    <b>A</b>   <b>B</b>   <b>C</b>   <b>D</b>   <b>E</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>3.    <b>A</b>   <b>B</b>   <b>C</b>   <b>D</b>   <b>E</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>4.    <b>A</b>   <b>B</b>   <b>C</b>   <b>D</b>   <b>E</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>5.    <b>A</b>   <b>B</b>   <b>C</b>   <b>D</b>   <b>E</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>	<p>1.    <b>A</b>   <b>B</b>   <b>C</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>2.    <b>A</b>   <b>B</b>   <b>C</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>3.    <b>A</b>   <b>B</b>   <b>C</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>4.    <b>A</b>   <b>B</b>   <b>C</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p>5.    <b>A</b>   <b>B</b>   <b>C</b>  <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>

Practice questions overleaf

**Practice questions – Numerical Reasoning Test****Numerical Reasoning Test – to be done without a calculator**

1. A purse was found with one £5 note, four 20p coins and five 2p coins. How much did the purse contain altogether?

A	B	C	D	E
£5.10	£5.22	£5.82	£5.85	£5.90

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2. A car park has space for 220 cars per floor. How many cars can fit on 3 floors?

A	B	C	D	E
440	460	640	660	680

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3. A work shift begins at 14.15 and lasts for six hours. What time does it end?

A	B	C	D	E
20.15	16.15	20.45	22.30	19.45

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4. If there is an average of 30 accidents per month, how many would you expect there to be in 12 months?

A	B	C	D	E
420	380	360	300	120

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5. What percentage of £40 is £8?

A	B	C	D	E
5%	20%	22%	25%	48%

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## Practice Questions – Verbal Logical Reasoning Test

### Verbal Logical Reasoning Test

Some time on the night of October 1st, the Copacabana Club was burnt to the ground. The police are treating the fire as suspicious.

The only facts known at this stage are:-

- The club was insured for more than its real value.
- The club belonged to John Hodges.
- Les Braithwaite was known to dislike John Hodges.
- Between October 1st and October 2nd, Les Braithwaite was away from home on a business trip.
- There were no fatalities.
- A plan of the club was found in Les Braithwaite's flat.

**A = TRUE   B = FALSE   C = IMPOSSIBLE TO SAY**

1. A member of John Hodges' family died in the blaze.
2. If the insurance company pays out in full, John Hodges stands to profit from the fire.
3. The flat where the plan was found is close to the club.
4. John Hodges could have been at the club when the fire took place.
5. There are definite grounds to arrest John Hodges for arson.

**Answers to practice questions**

**Answers**

The answers to the practice questions are below, the correct answer is indicated by a completed gate.

**Answer Sheet**

Numerical Reasoning

1.    **A**    **B**    **C**    **D**    **E**  
           

2.    **A**    **B**    **C**    **D**    **E**  
           

3.    **A**    **B**    **C**    **D**    **E**  
           

4.    **A**    **B**    **C**    **D**    **E**  
           

5.    **A**    **B**    **C**    **D**    **E**  
           

Verbal Logical Reasoning

1.    **A**    **B**    **C**  
     

2.    **A**    **B**    **C**  
     

3.    **A**    **B**    **C**  
     

4.    **A**    **B**    **C**  
     

5.    **A**    **B**    **C**



## Appendix C

# Structured Entrance Assessment for Recruiting Constables Holistically

## Appeals information for candidates

The following document outlines the process that you need to follow when raising concerns about your attendance at a Police SEARCH<sup>®</sup> Recruit Assessment Centre.

If you have a concern about an issue that occurs at a Police SEARCH<sup>®</sup> Recruit Assessment Centre you should raise it with your Candidate Co-ordinator on the day in the first instance. If these are not resolved and you still wish to report any extenuating circumstances or procedural concerns that you believe may have adversely affected your performance, you must do so in the form of a written appeal. It is your responsibility to provide supporting evidence at the time of writing.

**You must submit the appeal to the force recruiting department within seven days of your attendance at the assessment centre. Reports received after this date will not be considered.**

Please note that views expressed through the candidate feedback questionnaire will **NOT** constitute a formal appeal. You should not expect a response to issues raised through this channel.

If you have met the national standard in the assessment centre your appeal will not be considered further. Only if you have not met the national standard will your appeal be considered. Procedural issues, however, will still be investigated as they may have important implications for the assessment centre as a whole.

## Extenuating circumstances

Extenuating circumstances are likely to be a serious event or series of events, such as illness, accident or injury, or the death or serious illness of a family member. Lack of preparation and/or a heavy workload prior to attendance at the assessment centre are not considered to be extenuating circumstances.

If you are aware of any extenuating circumstances prior to, or on the day of the assessment centre, you should report any problems, which may affect your performance, to the Candidate Co-ordinator before your assessment commences as they will not be grounds for appeal after the assessment centre. You will be given the opportunity to raise any issues by the Candidate Co-ordinator prior to the start of your assessment. It will be your decision as to whether you continue with the assessment or withdraw and attend at a later date.

If you withdraw before the assessment commences you will be given the opportunity to attend the next available assessment centre. You will not need to re-apply, or wait the six month period that is applicable if you withdraw once the assessment centre has commenced, i.e. if you have been exposed to the assessment exercise material. Once you have decided to commence, extenuating circumstances will not be grounds for appeal. The Candidate Co-ordinator will explain this in the initial briefing.

### **On receipt of results**

After attending the assessment centre, you will have needed to have lodged an appeal within **seven days** of attendance at the assessment centre through formal channels. This will have been the only opportunity for you to have submitted an appeal. Appeals that were not received within the specified time scale will not be considered. Therefore appeals **cannot** be lodged having received your **result**.

### **Procedural concerns**

Procedural concerns will be investigated in the first instance by the organisation responsible for managing the assessment centre. If unresolved, the appeal will be passed to an Appeals Board.

Force recruitment representatives will respond directly to you to acknowledge receipt of the appeal. If the appeal has not been resolved within six weeks from the receipt of your appeal, the force representative will write to you to explain that your appeal is still being considered.

Successful appeals will not result in a fail result being changed into a pass. However, if upheld you will be permitted, where possible, to attend another assessment centre when the exercises are changed or six months after your original assessment centre, whichever is sooner, without re-application.

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