



College of
Policing

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Assessment and Recognition of Competence (ARC)

Overarching guidance

Version 1.0

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Overarching guidance – Assessment and Recognition of Competence (ARC)

Purpose of the guidance

This guidance is to provide you with as much help and information as possible to implement the ARC process, inform line managers and those who will train line managers on the assessment of a constable who is approaching pay point 4. The aim is to make the assessment phase as fair and sound as possible and for the process to be a positive and rewarding experience for both you and the constable.

Introduction

The main purpose of the assessment and recognition of competence (ARC) process is to ensure that police officers and members of the Special Constabulary retain and maintain the knowledge, skills and behaviours of their core role (e.g. constable, sergeant) irrespective of any specialist or non-operational role they currently perform.

This guidance has been developed primarily to assist those who will implement the ARC process. It also provides line managers and those being appraised through the ARC assessment with information to enable the assessment to be applied fairly and ethically. The College of Policing has published on the [ARC](#) page of the College website user guides for line managers and constables which focus on the specific requirements for each role.

Members of the Special Constabulary are volunteers and as such do not have a pay progression model. A similar but tailored ARC model will be developed for the Special Constabulary and will be the subject of separate guidance to be issued at a later date.

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The foundation level ARC process is initially applied to constables who are approaching the end of pay point three. An ARC assessment is required to enable them to progress to pay point four of their pay scale.

It is intended that, subject to agreement of the College Board, additional ARC assessments will be developed including:

- an assessment to reflect professional development towards the top of the pay scale
- a reconfirmation of core knowledge skills and behaviours at designated points throughout an officer's career.

Additional assessments will be developed and aligned to the new organisational levels and pay grades that are currently being developed as part of the College leadership review.

Until these additional assessment models are developed, agreed and delivered, the foundation ARC assessment for constables approaching pay point 4 should be separate from but linked to the force professional development review (PDR) process. It is envisaged that in due course both the ARC and PDR processes will be combined into a more streamlined process.

The PDR is designed to assess the **performance** of a police officer or staff member over a defined period. The ARC is designed to assess the **competence** of a police constable at a defined pay point. While the two models have differing assessment outcomes, the majority of evidence in both cases will be derived from normal work-based activity and, where appropriate, this should be used to complete both the PDR and the ARC assessment.

Assessment and recognition of competence (ARC)

ARC is an assessment which confirms that a constable is fully competent in their core role and can be deployed into any relevant operational role both within their

force or, if needed, to other parts of England and Wales. Successful completion of the ARC assessment also gives a constable access to pay point 4.

The ARC standards (see [Appendix 1](#)) are an integration of the following:

- new initial learning units (introduced in April 2016)
- the relevant constable personal qualities from the [Police Professional Framework](#). See [Appendix 2](#)
- the constable's own continuing professional development (CPD)

Although it is the line manager who makes the final assessment decision, the line manager and the constable should be working in partnership to achieve success. The line manager is the person most likely to know and understand the constable's work, the issues they face in the workplace and the constable's strengths and development areas. The line manager, therefore, is best placed to advise and support the constable through the whole process and make appropriate assessment decisions.

The ARC is not a repeat assessment of the original initial learning units. It is a new assessment of competence to demonstrate that the constable is able to manage their role and their responsibilities and is ready to move to the next pay point.

ARC and the PDR process

In April 2015, [police regulations](#) were amended to require forces to have an appraisal process and that progression through the pay scale (constable to chief inspector) would be dependent on officers obtaining a satisfactory (or better) performance grade in their appraisal. The College has published new [PDR Guidance](#) that should be read by managers who are required to implement the ARC process.

The ARC process is applicable across all forces in England and Wales.

While the PDR and ARC processes are separate, the College strongly recommends that forces move their PDR reporting date from one based on the financial year to one where the PDR is completed on the anniversary of an officer's incremental date. The ARC assessment will, therefore, then run simultaneously with the PDR process ensuring that one-to-one meetings are not duplicated and time can be used efficiently.

Other ranks will, in due course, also be required to undertake an assessment of competence. Moving the PDR to the anniversary date minimises the annual reduction in staff effectiveness (as the majority of staff attempt to meet a single end date), ensures that the completion and administration of the PDR is spread over the calendar year and, once implemented, will assist implementation of a combined assessment process linked to the officer's anniversary date.

A single formal meeting to discuss evidence will give the PDR and ARC assessments structure and highlight examples of practice and evidence that may be used in both assessments. While a single meeting can cover both, it is important that the line manager and officer being appraised both understand that a separate decision is required for the PDR and ARC.

As stated above, a constable must first gain a satisfactory grade (or better) in their PDR in order to undertake the ARC assessment. This is required to ensure that police constables are effective in their role and that their pay progression is linked to their performance as opposed to an annual entitlement. The ARC assessment applies at the end of pay point three and is supplementary to the PDR grading.

Although dealt with in detail within the [PDR Guidance](#), if a constable is not awarded a satisfactory grade in their PDR they should be supported through stage 1 (or 2) of the force's [Unsatisfactory Performance and Attendance Procedures](#) (UPP). This also applies when an officer is being supported through

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UPP under attendance management procedures. Consequently, they will not progress to the next pay point and will remain at their current pay point for a period of 12 months. Pay progression can only be held if an officer is in UPP.

There may be occasions when performance is, on the whole, satisfactory but due to unexpected events or short-term issues the PDR evidence is not complete. For example, an officer may have been sick when officer safety training should have been undertaken. If a new training date cannot be arranged until the new PDR year, it would be inappropriate to place the officer in UPP and withhold a pay increase.

The Code of Ethics

Officers and line managers must take into account the [Code of Ethics](#) at all times in determining whether or not the evidence is appropriate and that the assessment decision is a fair representation of the competence shown by the officer.

The assessment

The ARC assessment is a joint responsibility held by the constable and their line manager. Both the constable and line manager, therefore, have a shared responsibility to make the assessment phase a positive experience. Ideally, this will commence with a planning meeting to identify necessary actions.

The constable has the responsibility to develop themselves and provide the agreed level of evidence to be assessed within the timescales set by their line manager. The line manager is responsible for encouraging their staff and providing developmental opportunities as appropriate. They conduct an ethical and honest assessment of the evidence provided.

The line manager must be trained before undertaking either a PDR or ARC assessment. The College has developed a national training package [assessor support](#) that allows managers to assess to a national standard. Forces are

responsible for the delivery of training and it is accepted that not all managers need the same level of training. A training needs analysis (TNA) will identify the most suitable response by the force.

Preparing for ARC – Constable

Before the assessment for ARC begins, the constable should take an opportunity to reflect on their work and select recent examples which demonstrate how they meet the ARC standards.

The following statements may be of assistance:

- The constable and line manager need to be familiar with the ARC standards.
- Although the constable can, **by exception**, use material from the previous two years of their working life, the best examples are often closer to the assessment date.
- Two or three competent pieces of work cross-referenced into the ARC standards is often sufficient to meet all the criteria.
- Being clear of any in-force objectives can give good examples of work to use to demonstrate competency.
- It is not recommended to use examples of police work that involved a number of officers because individual assessment evidence can get lost in complex events.
- Time moves quickly so it is recommended to pace the collection of material.
- If the constable's role is different from the mainstream then opportunities should be found to help the individual demonstrate the generic standards. If this is not possible, the constable and the line manager should produce assessment evidence through another assessment methodology (e.g. simulation, professional discussion, demonstration) to confirm competency.

Preparing for ARC – Line manager

The preparation process for the line manager begins when they recognise that they supervise a constable who is commencing pay point three of their service. In addition to the statements above, the line manager should ensure that they:

- are familiar with the role and professional competencies of the officer being appraised
- have been trained to assess to the national assessment standards ([assessor support](#)) and can contextualise the evidence appropriately
- understand how and when to intervene to manage underperformance
- can explain the force appeals procedure
- understand the UPP process
- understand the force policy and procedures required for notification to halt pay progression

The line manager should also explain the following to the constable:

- The ARC process and outcomes, particularly how the evidence will be assessed and how their pay progression may be adversely affected.
- The ethical dimensions in the submission of evidence for assessment.
- When setting the evidence requirement of the PDR year, the line manager should explain and secure agreement as to the level of evidence that is required for the ARC assessment.
- The ARC assessment will only follow a grade of satisfactory or above in the PDR at the end of that year.

Assessment standards

The assessment standards, as already stated on page 5, are a blend of the following:

- new initial learning units (introduced in April 2016)
- the relevant constable [personal qualities](#) from the PPF
- the constable's own CPD.

The PPF is currently under review and changes to the behavioural competencies are likely to affect forces in the future. Additional guidance will be published to assist forces during the transition period.

The assessment standards have been developed to be valid to the police constable role throughout England and Wales. It is the minimum standard that all constables should be able to meet (at pay point 4), irrespective of their current role or location.

The majority of constables approaching pay point 4 will be in a uniform response role and able to gather the necessary evidence as part of their general day-to-day activity. Some constables may, however, be in a role where gathering evidence is limited. Their line manager should consider offering them additional development opportunities such as a short-term attachment or role play in a training environment, or assess the constable by another methodology to confirm that they can still perform the police constable role.

Preparing assessment evidence

The ARC standards should not be viewed as stand-alone units but as standards that can be integrated together. A competent constable does not deliver their work unit by unit but in a complex and blended way through a variety of positive behaviours.

In an ARC assessment, it is recommended that evidence of the whole event is cross-referenced into a number of the ARC standards. These examples are known as 'evidence rich' opportunities as they illustrate a number of assessment and behavioural criteria together.

[Appendix 3](#) shows an example of the suggested paperwork and an explanation of how to use it when recording the ARC evidence.

[Appendix 4](#) and [Appendix 5](#) are both worked examples demonstrating how a number of assessment standards and personal qualities (behavioural competencies) can be evidenced together.

Recording assessment evidence

It is important to note that evidence which is used for an ARC assessment may also demonstrate PDR objectives and vice versa. Each event may need to be evidenced separately but use of the same incident would be a good example of an 'evidence rich' opportunity and reduces bureaucracy.

The force PDR process may give scope to record ARC evidence or the force may have designed its own template to do so. Whichever method is chosen, it is important that both the constable and the line manager are able to access and understand the similarities and differences of the PDR and ARC requirements.

PDR evidence reflects performance against the core role and demonstration of behaviours as outlined in the [PPF](#). ARC evidence should explain why a particular course of action was followed or what learning arose from it. While it is for the line manager to draw out information, officers who show the 'why' or 'what' learning are likely to progress successfully through the assessment process.

Assessment outcomes

The line manager must have a good level of understanding of both the national standards for assessment ([assessor support](#)) and the possible outcomes having assessed the evidence presented by the officer. Having completed a PDR and awarded a grade of satisfactory (or greater), the line manager should, where it is applicable, conduct an ARC assessment. A schematic of the process is shown at [Appendix 6](#).

ARC process

| PDR outcome | Assessment outcome | Action |
|---|--|--|
| Not satisfactory. | Move to UPP stage 1. No ARC assessment. | Remain at pay point for 12 months. |
| Not satisfactory due to short-term issues (see page 7 above). | Not moved to UPP. ARC assessment satisfactory. | Move to pay point 4. Move to UPP stage 1 for next 12-month period. |
| Satisfactory grade. | Non-ARC year. | Move to next pay point. |
| Satisfactory grade. | ARC year. ARC assessment satisfactory. | Move to pay point 4. |
| Satisfactory grade. | ARC assessment not achieved. | Agree timed development plan (4 weeks – 11 months). Inform HR /pay unit. |
| | Timed development plan achieved. | Inform HR/pay unit. Move to pay point 4. Pay not backdated. New anniversary date for pay/PDR purposes set by HR/pay unit. |
| | Timed development plan not achieved. | Awaits regulations. Inform HR/pay unit. Move to stage 1 UPP. |

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| | | |
|--|--|--|
| PDR cannot be undertaken due to not being at work for protracted period but remaining on pay.* | Cannot undertake ARC due to not being at work but remaining on pay.* | Inform HR/pay unit. Move to next pay point if regulations on reckonable service are also met. |
| PDR cannot be undertaken due to not being at work for protracted period and off pay.** | Cannot undertake ARC due to not being at work and off pay.** | Timed development plan on return to work. |
| | Timed development plan successfully completed but line manager does not submit or force does not have process to manage the ARC. | Move to pay point 4 if regulations on reckonable service are also met. The anniversary date will NOT be the date the timed development plan was submitted. It will revert to the original anniversary date and pay will be backdated to that date. |

* This will generally apply to officers who are retained on pay but are absent due to maternity leave, paternity leave, adoption leave, long-term illness or who are suspended from duty but directed not to attend the workplace.

** This generally applies to officers who are off pay due to unpaid maternity leave, unpaid paternity leave, unpaid carers leave or on a career break.

Reasonable adjustments

There will be occasions when it is appropriate to identify a reasonable adjustment to the assessment, for example, if an officer is on a phased return to work after illness or a recognised disability prevents them from undertaking a specific activity. The evidence required to secure an adjustment is not to the same standard as a reasonable adjustment under the Equality Act 2010, but rather what is reasonable in the circumstances to allow an officer the same opportunities as their peers.

The assessment is still made against the national assessment standards and criteria, but there may be scope to adjust timings or the assessment methodology. In general terms, officers should look to provide evidence from the previous 12-month period. Evidence can, however, be taken from the previous 24 months by exception, such as absence in excess of 12 months.

Where the absence is less than 12 months, it may be appropriate to agree a timed development plan that allows the officer to provide stronger evidence of competence.

If a constable feels that a reasonable adjustment is appropriate, they should discuss it with their line manager at the earliest opportunity. Individual forces should have a reasonable adjustment policy in place.

Part-time or flexible working

Officers who work part time or under flexible arrangements must still complete the ARC assessment. They will not necessarily need additional time to gather the evidence, particularly if they are based on an operational response team. By exception, where an officer can reasonably show they have encountered difficulties in gaining the necessary evidence, the evidence can be drawn from during the previous 24 months.

Secondments

Officers who are seconded to positions outside their force must still complete the ARC when it is due. If an officer is seconded to another force, the home force line manager should consult with the manager having direct supervision of the seconded officer. If the secondment is outside the police service (e.g. with a local authority or the Prince's Trust), the line manager may need to use alternative assessment methods to evaluate the officer's competence.

It is the responsibility of the seconded officer to ensure that they have sufficient evidence to enable successful participation in the ARC process. If the PDR process in another force or an organisation outside policing is below the standard of the officer's home force, the policy standards of the home force policy must be used.

Appeals procedure

Forces are required to have and publicise an appeals process that is followed if a constable disagrees with their assessment outcome.

Each force must decide upon a suitable quality assurance process that meets their needs. It is suggested that the quality assurance process for the PDR process might be co-opted as officers and managers are already familiar with that process.

When an assessment grade is challenged, forces may wish to consider using a formally qualified assessor to review the evidence to ensure the national assessment standards have been complied with. Equally, the second line manager may undertake this role providing that they have been trained and are familiar with the standards. Where the standards have not been fully complied with or if the assessment strategy is unclear, the first line manager should be asked provide clarification and, if necessary, review their original decision.

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The independent assessor or second line manager cannot overturn the original decision, but if the matter proceeds to formal appeal their views can be taken into account. The benefit of such a procedure is that forces are able to show that professional independence is part of the process and that a decision to withhold pay progression is not solely down to one line manager.

Equality impact

In implementing the ARC process, forces must give due regard to the equality impact. The College has conducted an extensive equality impact assessment (EIA) which outlines the issues a force needs to consider in constructing its own policy. A copy of the EIA will, in due course be published on the [ARC](#) page of the College website.

Appendix 1

The assessment standards

AS.1 Plan, implement and review an evidence-based preventative policing approach

Identified a problem/concern/issue/situation and applied an initiative to mitigate the risk of escalation, continuation or incidents occurring. You have followed up on the success (or otherwise) of the intervention and shared your findings.

AS.2 Support victims, witnesses and vulnerable people

Provide initial support to those affected by offending or anti-social behaviour (victims and witnesses) and those who may be particularly vulnerable to becoming a victim of crime or anti-social behaviour. The initial support may be practical (e.g., relating to safety and security, compensation claims, paperwork) or emotional (e.g., listening).

AS.3 Manage conflict situations in policing

Recognising and dealing with a range of behaviours and incidents requiring proportionate responses and actions. You must act in ways that do not provoke conflict and show you can defuse situations where conflict exists or threats of conflict are present. There should be an example of appropriate personal safety techniques and equipment, including self-defence and restraint.

AS.4 Use police powers to deal with suspects

This unit is about conducting arrests, detentions and reporting procedures, including the disposal options available. Police officers have the authority to exercise an extensive range of police powers with autonomy, across many potentially volatile situations, not least when dealing with individuals suspected of committing an offence. You need to be able to conduct your actions legally and in a balanced and proportionate manner, considering the impact of your

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actions on others. You need to use the correct techniques and deal with any contingencies that arise.

AS.5 Conduct police searches

Police officers have the authority to exercise an extensive range of police powers, with autonomy, in many potentially volatile situations, including conducting police searches.

This unit is about searching individuals, vehicles, premises and outside spaces for items suspected to be evidence of an offence as part of an investigation, or for prevention of harm to self or others.

The search must be conducted in a legal and ethical way, and using approved search methods. Before you carry out the search you need to establish that you have the grounds and legal authority to do so and you must preserve the search scene. Where evidence is found, this must be seized, packaged and stored in a manner that maintains its integrity and continuity. You also need to be able to complete any necessary documentation.

AS.6 Handle information and intelligence that can support law enforcement

This unit is about gathering information and intelligence to assist and support law enforcement objectives. You need to be able to work in accordance with the requirements of the National Intelligence Model (NIM) and principles of managing police information used across the service. You must identify, analyse and evaluate information for relevance to police investigations and law enforcement objectives from a variety of situations and sources (including human and technical) and conduct an initial analysis, assessment and grading of that information.

AS.7 Provide an initial response to policing incidents

This unit covers providing an initial response to incidents including crime, non-crime and road-related incidents. Police officers have the authority to exercise an extensive range of police powers with autonomy across many potentially volatile situations. The initial response to incidents, which are sometimes potentially critical situations, and the control of them is a paramount aspect of the police officer's role. You need to be able to gather information on the incident, analyse the information to establish its nature and plan your actions accordingly. If you are the first on scene at a major or critical incident, you need to take control of the incident until relieved by an appropriate person.

AS.8 Conduct priority and volume investigations

This unit is about conducting investigations and is applicable to investigations across all types of priority and volume incidents. You need to be able to gather, analyse and assess the available information and intelligence from all sources (including social media), conduct risk assessments, identify and preserve the initial scene(s), and identify and deal with materials. You must also be able to develop initial lines of enquiry and deal with any victims, witnesses and suspects. In addition, you need to ensure that the appropriate people are briefed about the status of the investigation to maintain continuity and ensure that all relevant documentation is completed and added to the case file.

AS.9 Interview victims and witnesses in relation to priority and volume investigations

This unit is about interviewing victims and witnesses as part of priority and volume investigations. The unit covers interviews conducted at police premises or elsewhere. You must plan and prepare for both formal and informal interviews by developing an interview strategy, assessing the interviewee's fitness for interview, and setting up an appropriate location. You must conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, you are expected to

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evaluate interviews (including your own performance) and take any necessary further action in relation to investigations.

AS.10 Interview suspects in relation to priority and volume investigations

This unit is about interviewing suspects as part of priority and volume investigations. The unit covers interviews with suspects who are under arrest and those who are not under arrest, whether the interview is conducted at police premises or elsewhere. You must plan and prepare for interviews by developing an interview plan, assessing the suspect's fitness for interview, and setting up an appropriate location. You must conduct interviews in accordance with legislation, policy and other guidelines, using appropriate interviewing techniques and communication skills. Finally, you are expected to evaluate interviews (including your own performance) and take any necessary further action.

Appendix 2

PPF Personal Qualities

PQ.1 Serving the public

Demonstrates a real belief in public service, focusing on what matters to the public and will best serve their interests. Understands the expectations, changing needs and concerns of different communities, and strives to address them. Builds public confidence by talking with people in local communities to explore their viewpoints and break down barriers between them and the police. Understands the impact and benefits of policing for different communities, and identifies the best way to deliver services to them. Works in partnership with other agencies to deliver the best possible overall service to the public.

PQ.2 and PQ.3 separate the personal qualities of Leadership to Openness to Change and Service Delivery

PQ.2 Openness to change

Positive about change, adapting rapidly to different ways of working and putting effort into making them work. Flexible and open to alternative approaches to solving problems. Finds better, more cost-effective ways to do things, making suggestions for change and putting forward ideas for improvement. Takes an innovative and creative approach to solving problems.

PQ.3 Service delivery

Understands the organisation's objectives and priorities, and how their own work fits into these. Plans and organises tasks effectively, taking a structured and methodical approach to achieving outcomes. Manages multiple tasks effectively by thinking things through in advance, prioritising and managing time well. Focuses on the outcomes to be achieved, working quickly and accurately and seeking guidance when appropriate.

PQ.4 Professionalism

Acts with integrity, in line with the values and ethical standards of the police service. Takes ownership for resolving problems, demonstrating courage and resilience in dealing with difficult and potentially volatile situations. Acts on own initiative to address issues, showing a strong work ethic and demonstrating extra effort when required. Upholds professional standards, acting honestly and ethically, and challenges unprofessional conduct or discriminatory behaviour. Asks for and acts on feedback, learning from experience and developing own professional skills and knowledge. Remains calm and professional under pressure, defusing conflict and being prepared to step forward and take control when required.

PQ.5 Decision making

Gathers, verifies and assesses all appropriate and available information to gain an accurate understanding of situations. Considers a range of possible options before making clear, timely, justifiable decisions. Reviews decisions in the light of new information and changing circumstances. Balances risks, costs and benefits, thinking about the wider impact of decisions. Exercises discretion and applies professional judgement, ensuring actions and decisions are proportionate and in the public interest.

PQ.6 Working with others

Works cooperatively with others to get things done, willingly giving help and support to colleagues. Is approachable, develops positive working relationships. Explains things well, focusing on the key points and talking to people using language they understand. Listens carefully and asks questions to clarify understanding, expressing their own views positively and constructively. Persuades people by stressing the benefits of a particular approach, keeps them

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informed of progress and manages their expectations. Is courteous, polite and considerate, showing empathy and compassion. Deals with people as individuals and addresses their specific needs and concerns. Treats people with respect and dignity, dealing with them fairly and without prejudice regardless of their

The Policing Professional Framework (PPF) is currently being reviewed and there will be a consultation on the outcomes of the review. Once any new or updated behavioural competencies are agreed, they will replace the existing ones and forces will need to adopt the new competencies as appropriate. Where a force use its own behavioural competencies, the new competencies must be mapped across or incorporated into the force model.

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Appendix 3**Recording your ARC evidence – explanation**

Police Constable.....

Line manager.....

Date.....

Box 1 – Description of event

This is not evidence for court but is showing where the **assessment standards (AS)** have been met during the incident, so you should summarise the event here.

You need to write a short description of the event you are using to show your competence. When you are writing your description, it will help you and your assessor to cross-reference into the description which assessment criteria you are using, for example **(AS.1)**.

Box 2 – Assessment standards**Where the information is held****(only fill in the assessment standards achieved)**

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| | | | |
|----------------|--|--|--|
| | <p>This box contains a list of the 10 assessment standards. Only write where the evidence for each of these is stored if it is applicable to the event you have written about in Box 1.</p> <p>If you have not achieved an individual assessment standard, you must record another event/incident and present this to your line manager too.</p> <p>At the end of the assessment period you must have covered all 10 assessment standards. It is likely that this will be achieved across two or three events as described beforehand.</p> | | |
| (AS.1) | | | |
| (AS.2) | | | |
| (AS.3) | | | |
| (AS.4) | | | |
| (AS.5) | | | |
| (AS.6) | | | |
| (AS.7) | | | |
| (AS.8) | | | |
| (AS.9) | | | |
| (AS.10) | | | |

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| Box 3 – Personal Qualities | Example of behaviour | | |
|-----------------------------------|-----------------------------|--|--|
| (PQ.1) Serving the public | | | |
| (PQ.2) Openness to change | | | |
| (PQ.3) Service delivery | | | |
| (PQ.4) Professionalism | | | |
| (PQ.5) Decision making | | | |
| (PQ.6) Working with others | | | |

Box 4

Contributing to your Continuing Professional Development (CPD)

You should note how you have demonstrated your CPD (at national, role, local or individual levels) through a range of CPD activities and how this development has helped you improve your performance, knowledge and confidence in your role.

Box 5

Line manager's comments

An opportunity for the line manager to sign off the evidence. It is good practice to say whether or not the standards have been met.

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Appendix 4

Recording your ARC evidence – Example 1

Police Constable.....

Line manager.....

Date.....

| Description of event |
|---|
| <p>There have been a number of incidents of bike theft from young people in my area and it was clear that some of these thefts could have been avoided. The bikes were being stolen from insecure areas and the bikes didn't have security chains or security markings.</p> <p>I looked on our force system to see if there was any more information and intelligence (AS.1). I followed the force protocols when accessing this information (AS.6). I found four more incidents that followed a similar pattern. On my beat there is a senior school and youth café. I approached them both and asked if there had been any similar thefts and another two incidents were brought to my attention. The crime prevention team in my force has lots of information about bike security and has security pens to write postcodes onto bikes, so I developed an information pack on bike security to take into the school and the youth café. Within six months, bike theft in my area is down by 20%,</p> |

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| <p>suggesting the security marking intervention has had an impact. In order to be more confident that the reduction in bicycle theft was linked to the security marking intervention on my beat, and was not part of a force-wide trend or a seasonal shift in crime, I did, however, check the force intelligence systems and spoke to force analysts to see if similar reductions had occurred in other areas. In the neighbouring beat area, which had had similar levels of bike theft to my beat before the security marking intervention, bike theft has stayed constant. This suggests that we can be confident that the security marking intervention is what has driven the 20% reduction in bike thefts in my area.</p> | |
|---|---|
| Assessment standard | Where the information is held (only complete the assessment standards achieved) |
| (AS.1) | I have completed an intelligence tasking document (ref 231/2016) which is held in the intel unit. |
| (AS.2) | |
| (AS.3) | |
| (AS.4) | |
| (AS.5) | |
| (AS.6) | I gathered information from the crime map and interrogated the crime reporting and intel systems. |
| (AS.7) | |

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| | |
|----------------------------------|--|
| (AS.8) | |
| (AS.9) | |
| (AS.10) | |
| Personal Qualities | Example of behaviour |
| (PQ.1) Serving the public | To develop this pack, I worked with my colleague, the local school police officer, to identify the problems at the school and with the local youth café workers who were also concerned about the thefts. I arranged a number of meetings with the head teacher and the local youth workers and together we devised the support pack. After a giving a number of talks at the school assemblies to raise awareness and meeting the young people in the evening in the café, there has been a reduction of 20% in reported bike thefts in the area. |
| (PQ.2) Openness to change | I adopted a preventative approach to this issue and involved others in the community. This worked well and is an approach I will use again. |
| (PQ.3) Service delivery | My bike theft project contributed to the decrease in bike theft in the area and my team now has an additional resource of a support pack when working with victims of bike theft crimes. |
| (PQ.4) Professionalism | The feedback on the work I have started in their area from the school and the youth café staff was very positive. I feel I have had a positive impact on this situation and will continue to look |

ARC overarching guidance

| | |
|---|--|
| | at other ways to reduce crime in this area. I have received a very positive email from the school thanking me for my work. |
| (PQ.5) Decision making | |
| (PQ.6) Working with others | I worked with a number of other people to develop this project. This included my colleagues in the crime prevention unit and the staff from the school and youth café. |
| Contributing to your Continuing Professional Development | |
| <p>I reflected on this event using my CPD log.</p> <p>My sergeant asked me to brief my shift, something which I hadn't done before.</p> <p>I spent some time looking at the work of the crime prevention practitioner and how their work is co-dependent with my work.</p> | |
| Line manager's comments | |
| <p>I am satisfied that PC Jones has met AS1 and AS6 and PQ1, PQ2, PQ3 and PQ4 at the appropriate level.</p> <p>AS1 tasks the officer to develop a project-based approach to research and put a plan in place to action it.</p> <p>The officer had to handle information sensitively, complete the research and produce an intelligence tasking report to seek approval for the operation. This report was completed to a high standard.</p> | |

PC Jones has shared this material with the team and the intel unit for dissemination across the area.

This officer worked well with the community and local school to achieve a 20% reduction in bike crime in the area over a 6-month period.

This project is set to continue with the support of the local community. PC Jones has clearly made an impact in the professional way this was approached and has received a letter of thanks from the head teacher of the school.

PC Jones has taken an innovative approach to help prevent crime on his beat achieving some excellent results.

ARC overarching guidance

Appendix 5

Recording your ARC evidence – Example 2

Police Constable.....

Line manager.....

Date.....

| Description of event |
|---|
| <p>On Thursday, 4 February 2016 I was called to an address in Manor Place to the sounds of a female screaming. On arrival at the address I noticed the front door was open. I updated the control room with my time of arrival and conducted a dynamic risk assessment (AS.7). A female came to the door. I noticed that she had a number of abrasions to her lower lip and blood was coming from a small wound on her left cheek. I established what had happened by asking her a number of questions and I rendered first aid (AS.2). The female informed me that an ex-partner had returned to the address earlier in the evening and over the next few hours the situation had turned violent after an argument. Just before she called the police, her ex-partner had hit her around the face with his hand four or five times. While she was on the phone calling the police, he had taken her handbag containing her purse and run out of the back door into the garden. She was unsure if he was still in the garden. I arranged for a colleague to remain with</p> |

the victim while I made a systematic search of the garden with colleagues. I updated the control room asking for other officers to assist me by going to the road at the rear of the garden to block off any escape routes **(AS.7)**.

In accordance with the relevant guidance, I had turned on my body-worn video (BWV) for the search. Within five minutes, I found the suspect hiding in a small shed at the rear of the premises **(AS.5)**. The suspect was aggressive, shouting and swearing at me. I tried to calm him down by talking to him in a relaxed manner and tried to explain what was going to happen next. Although we were in a confined space, I kept my distance, maintained a relaxed and non-threatening posture responding to the NVCs of the suspect by backing off to release some of the tension created by the situation **(AS.3)**. The suspect tried to run past me out of the shed. At this point, I detained and arrested him on suspicion of assault and theft (this was recorded on BWV). He continued to struggle trying to break free of my grip, so I handcuffed him to stop him causing an injury to himself, to me or to any of the other officers at the scene and to establish control over his movements **(AS.4)**. The suspect was taken to the police station where I gave details of the arrest to the custody officer. The suspect was detained for interview. I was able to prepare the interview strategy and obtained the relevant documents (witness statement, interview plan, and relevant intelligence checks on the suspect). The handbag and purse had been found during the search of the shed after the suspect's arrest. I conducted the taped interview at the interview room at the police station in accordance with the appropriate guidelines. My colleague from the arrest was also present during the interview **(AS.10)**.

| Assessment standard | Where the information is held (only complete the assessment standards achieved) |
|---------------------|---|
| (AS.1) | Not completed in this example |

ARC overarching guidance

| | |
|----------------------------------|---|
| (AS.2) | Pocket book Qs & As, AMB, call recorded in DASH ¹ and arrest notes (124d) |
| (AS.3) | BWV clip no.2 at 1 min 20 seconds |
| (AS.4) | BWV clip no.3 (2 mins), DASH and arrest notes (124d) |
| (AS.5) | BWV clip no.1 (30seconds), DASH and arrest notes (124d) |
| (AS.6) | Not completed in this example |
| (AS.7) | 124d, CAD message |
| (AS.8) | Not completed in this example |
| (AS.9) | Not completed in this example |
| (AS.10) | Custody record, interview tape. |
| Behavioural competencies | Example of behaviour |
| (PQ.1) Serving the public | I was able to support the victim by referring her to the appropriate help required from our domestic violence unit, local council housing officer and via the courts to seek an injunction. I have established a rapport with her that will help build her confidence to seek help from the police in any future incidents. |

¹ [Domestic abuse, stalking and harassment and honour-based violence](#)

ARC overarching guidance

| | |
|---|--|
| (PQ.2) Openness to change | Not completed in this example. |
| (PQ.3) Service delivery | I recognise that DV is a priority in the force. I have made sure I understand the processes around delivery and recording of these type of incidents, without taking away the care and support expected by the victim. |
| (PQ.4) Professionalism | During the incident, the victim and the suspect were very emotional. I was able to maintain a clear and calm overview of what was happening and what needed to be done. I took control of this situation ensuring that other officers were aware of their role. The incident was dealt with without further injuries and I supported the victim's needs. |
| (PQ.5) Decision making | I was able to make decisions based on the information given to me by the victim. I was able to direct colleagues during the incident and give them clear instructions. I asked the control room for further resources to assist me with the search and transport of the suspect. |
| (PQ.6) Working with others | The team responded to directions given during the incident. I had confidence in the officers around me due to their experience. I kept the control room updated throughout the incident. The DASH and arrest notes (124d) will go to the domestic violence unit. I will also take time to personally brief them on the circumstances of this incident. |
| Contributing to your Continuing Professional Development | |
| I reread the DASH guidance to make sure I had informed all parties that required an update. | |

ARC overarching guidance

My line manager reminded me about the two NCALT packages for domestic violence orders. I will complete these to see if they could support me in dealing with the ongoing enquires in this case.

Line manager's comments

PC Jones handled this situation exceptionally well, taking control, calming the situation, directing other officers at the scene, keeping the control room informed, searching the garden, and finding and arresting the suspect.

I reviewed the BWV and saw that this was a text book arrest. The officer remained calm and totally in control of the situation. The use of handcuffs was proportionate to the situation.

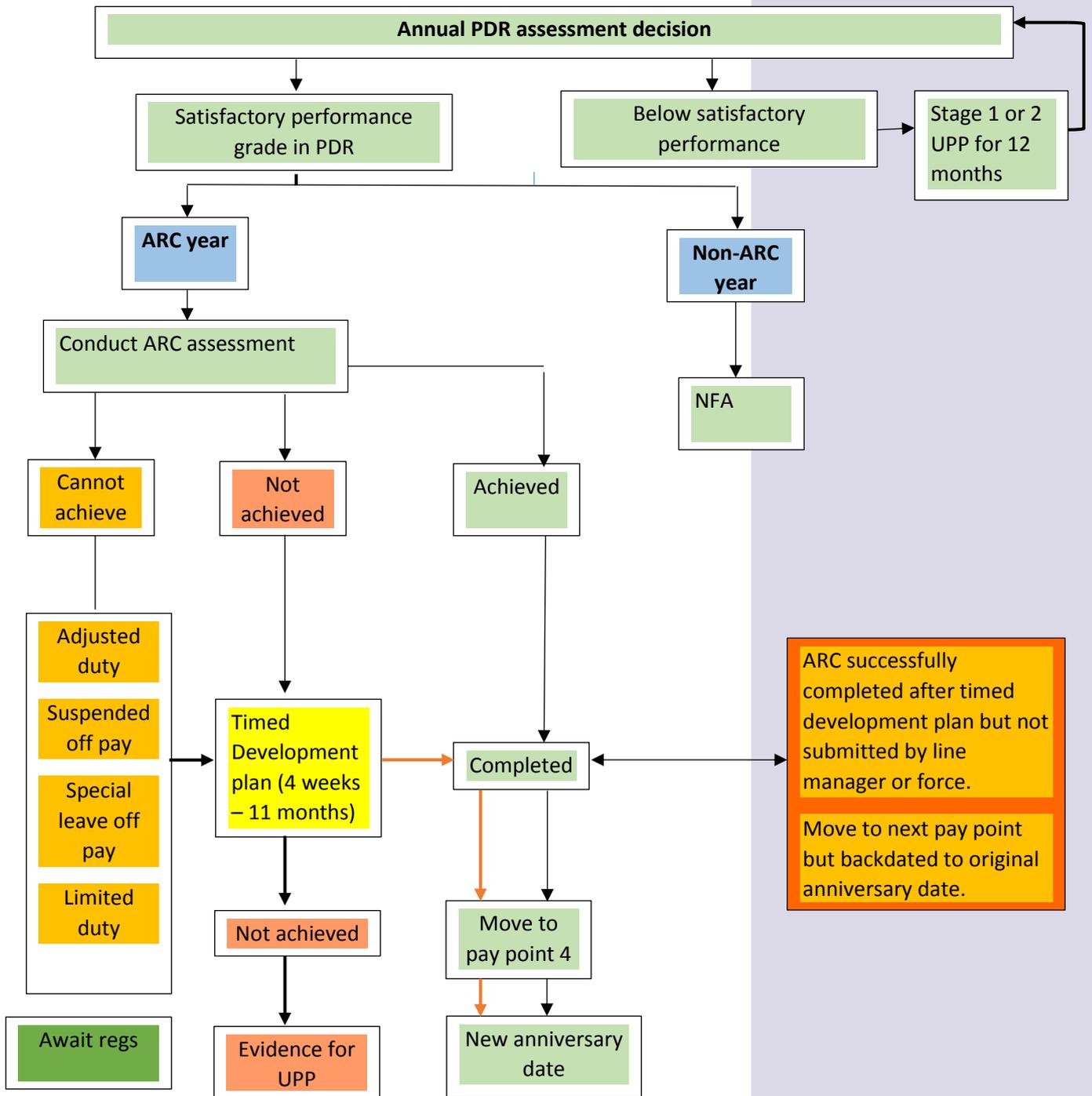
I am happy to sign off the following as complete and at the appropriate level.

AS2, AS3, AS4, AS5, AS7 and AS10 plus PQ1, PQ3, PQ4, PQ5 and PQ6.

At our next one-to-one meeting, I would like you to think about any activity to meet AS8 and AS9. This may be a bit more of a challenge with your role but let's talk through a plan of action.

ARC assessment schematic

Appendix 6



NOTE

Officers who are away from the work place for **less than 24 months** but who remain **on pay**, must receive the pay increase on the due anniversary date. Such absences include paid maternity leave, paid paternity leave, paid adoption leave, paid carer leave or being fully suspended from duty.