

**Intelligence Analyst
Apprenticeship Standard
Level 4**

End-Point Assessment Plan

Introduction and Overview

This document sets out the requirements for end-point assessment (EPA) for the Intelligence Analyst apprenticeship standard. It is written for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Intelligence Analyst apprentices, their employers, and training providers.

The Intelligence Analyst apprenticeship standard details the knowledge, skills and behaviours (KSBs) expected of a competent intelligence analyst. Apprentices will typically spend 18-24 months working towards the apprenticeship standard. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

The EPA should only start once the employer is satisfied that the gateway requirements for EPA have been met and can be evidenced to an EPAO. The employer must be confident that the apprentice is consistently working at or above the level set out in the occupational standard.

The EPA must be completed over a maximum period of 6 months, after the EPA gateway. In the exceptional case of temporary changes in job role or postings for armed forces personnel, this EPA period can be extended by 6 months.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

EPA must be conducted by independent assessors from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship, as shown on the Education and Skills Funding Agency's (ESFA) apprenticeship providers and assessment register (APAR).

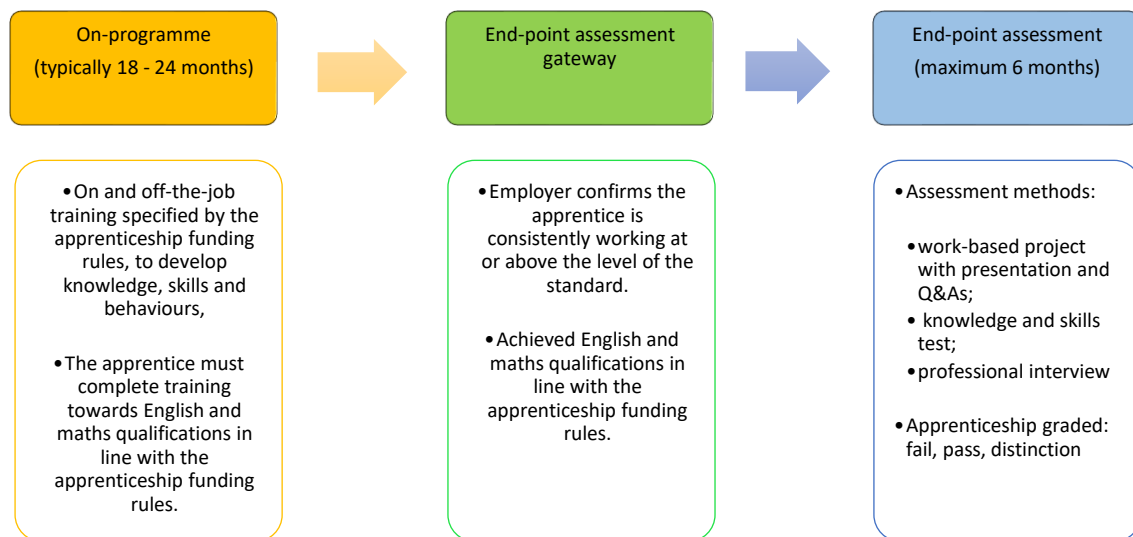
The EPA consists of 3 distinct assessment methods:

- A ***work-based project followed by a presentation of the work-based project***, with questions and answers.
- A ***knowledge and skills test*** answered through a series of multiple-choice questions and scenario-based questions.
- A ***professional interview***.

To achieve final certification, the apprentice must have achieved a minimum of a pass in each assessment method. A pass in the EPA will demonstrate that the apprentice can apply the KSBs required by this apprenticeship standard. Apprentices achieving a distinction will be demonstrating performance above the minimum requirements of the occupational standard.

Summary of Apprenticeship

Diagram 1. Intelligence Analyst apprenticeship journey



End-point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
Work based project followed by a presentation with Q&A	Apprentices will be asked to research and produce a work-based project agreed by the employer and independent assessor. The structured presentation will be based on the work-based project and will take place between the apprentice and an independent assessor assessing a range of KSBs. The presentation will be supported by Q&As.	EPAO	A minimum of a pass is required. Other grades available are fail and distinction.
Knowledge and Skills Test	Apprentices will be expected to complete either a paper based or online knowledge and skills test containing mandatory questions in a combination of multiple choice and scenario-based format.	EPAO	A minimum of a pass is required. Other grades available are fail and distinction.
Professional Interview	The professional interview is a structured discussion between the apprentice and an independent assessor assessing a range of KSBs.	EPAO	A minimum of a pass is required. Other grades available are fail and distinction.

End-point Assessment Gateway

The EPA should only start once the employer is satisfied that requirements for EPA gateway have been met and can be evidenced to an EPAO.

Requirements

The employer must be satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. Employers may wish to take advice from their apprentice's training provider(s).

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and Maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.

End-point Assessment

EPA must be completed within a maximum period of 6 months, after the EPA gateway. In the exceptional case of temporary changes in job role or postings for armed forces personnel, this EPA period can be extended by 6 months.

The EPA consists of 3 distinct assessment methods:

- A ***work-based project followed by a presentation of the work based project***, with questions and answers.
- A ***knowledge and skills test*** with both multiple-choice questions and extended scenario-based questions.
- A ***professional interview***.

The work-based project must be completed before the presentation. However, the assessment methods can be taken in any order.

Apprentices will have 5 months to complete and submit a project report to their EPAO following the agreed project start date (this is agreed after the gateway process has been undertaken). This should be submitted two weeks before the presentation so that the independent assessor can grade it and prepare any questions prior to the presentation.

Requirements for each assessment method are detailed below.

Assessment Method 1

Part 1- Work-based project

This is the first component of this assessment method and will be a contextualised work-based project report of 3000 words, making use of graphs and pictorial representations of

findings (+/- 10%) excluding annexes. The project should be based on an area of work that the apprentice works in and agreed by the independent assessor and employer. The EPAO will liaise with the employer and apprentice to agree a suitable project topic and title for the work-based project to be undertaken. This will be completed during the first two weeks following the completed Gateway process. The apprentice will scope out and provide a brief summary of what the project will cover and present a term of reference of what will be undertaken by themselves and an initial plan for agreement by the employer, and independent assessor. The terms of reference and plan are not assessed components of the work-based project and EPA.

The word count has been set at 3000 (+/- 10%) to encourage individuals to use graphs etc to represent their findings as this reflects what would be required in the workplace. It will be started after the EPA gateway decision and developed over a period of 5 months in the final year of the programme. This allows one month for the presentation and professional interview component of the EPA to take place (making 6 months in total). The knowledge and skills test can be taken at any point in the 6-month EPA period. The employer will provide a written testimony to confirm that the research and work is solely that of the apprentice.

The work-based project report will be assessed for evidence that the knowledge, skills and behaviours required of an Intelligence Analyst are inherent in the apprentice's practice. It should cover their use of different analytical development techniques in the workplace to identify and produce key findings and judgements in assessments; how they identified intelligence gaps and opportunities for further analysis; how they engaged with clients, their own organisation and other interested parties and should explain their own critical thinking in both their analysis and generation of their overall findings and recommendations. The content of the project must enable the following to be demonstrated:

- The approach to planning and completion of the project, including what has to be delivered on completion of the project.
- The application of the knowledge and skills to meet the outcomes in the standard.
- The application of behaviours from the standard.
- Evidence of learning and of clear outcomes for the apprentice, their organisation and the customer.
- The work-based project report should cover the project context, the apprentice's responsibilities, action taken by the apprentice (planning and execution) and results. The evidence provided must be attributable to the apprentice.
- The EPAO will liaise with the employer and apprentice to agree a suitable project topic and title for the work-based project to be undertaken. This will be completed during the first two weeks following the completed Gateway process. The apprentice will scope out and provide a brief summary of what the project will cover; they will present electronically to the EPAO) a term of reference of what will be undertaken by themselves and an initial plan for agreement by the employer, and independent assessor. (A telephone or skype call will take place to clarify any details.) The terms of reference and plan are not assessed components of the work-based project and EPA but

do need to be agreed and signed off by the employer and the independent assessor before work starts on the project.

- EPAO to develop guidance about prospective projects and what should be included in them.
- For those learners with a special learning need such as dyslexia the independent assessor will ensure that reasonable adjustments are in place where necessary.

A typical structure for the work-based project report should include:

- Introduction
- Background
- Aims and Objectives
- Research and Analytical Methodology
- Outcomes
- Discussion
- Business implications
- Conclusions
- Recommendations.

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their understanding of commercial pressures, and the application of their thinking and problem-solving skills.

Input from the employer and independent assessor will be limited to guidance in terms of project topic and scope. The employer will be required to authenticate or verify that the work has been completed solely by the candidate.

Part 2 - Presentation with Q&As

The presentation of the work-based project will last for 20 minutes (+10% this will be at the discretion of the independent assessor in order to provide scope for an apprentice to demonstrate their full abilities) followed by 20 minutes (+10%, again at the discretion of the independent assessor) for questions and answers. This totals a time of 40 minutes for the Presentation with Q&As.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The presentation with questions and answers will take place on a one-to-one basis between the independent assessor and the apprentice. The presentation will be a summary of the work-based project, and so a copy of the completed project report must be given to the independent assessor two weeks before the presentation so that it can be reviewed, and the independent assessor can prepare questions for the presentation. The work-based project report and presentation will be graded holistically as one assessment method.

EPAOs may schedule the presentation and questioning elements to take place during the end-point assessment period after the completion of the project report, giving an apprentice a minimum of two weeks' notice of the time, date and venue.

Prior to the presentation and questioning, the independent assessor must have prepared 6 questions for the questioning element based on the subject matter. However, the questions may be modified to take account of the presentation evidence.

Apprentices can use presentation aides such as power point, video clips, flip chart, work products etc. EPAOs must ensure that any reasonable presentation requirements are in place, e.g. power point facilities; apprentices must make any requirement requests at least one week prior to the scheduled date for the presentation and questioning.

Following the presentation, the independent assessor must ask the apprentice the 6 open questions; follow up questions are allowed to seek clarification. Questions must seek to assess the KSBs being assessed by this assessment method and/or depth of understanding to assess performance against the distinction criteria.

Apprentices may refer to their work-based project report and presentation aides when answering the questions.

EPAOs must produce sample questions as a guide for their independent assessors.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions.

See Annex 1 for KSBs that must be assessed by the work-based project and presentation with Q&As.

The presentation must take place in a quiet room free from distractions and influence.

Independent assessors must allocate a grade of fail, pass or distinction for the assessment method using the grading criteria in Annex 2.

Knowledge and Skills Test

It is recommended that the knowledge and skills test should be taken as early as possible in the 6-month period of the EPA to allow for subsequent marking and if required a re-sit or re-take.

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The knowledge and skills test must assess apprentices against the standard's knowledge and skills as shown in Annex 1.

The knowledge and skills test must consist of 10 multiple-choice questions (MCQs) and 8 extended scenario-based questions.

Each multi-choice question must have 4 answers, with one correct option. Each correct answer must be assigned one mark with incorrect or missing options assigned a zero mark. Partial marks will not be awarded.

Extended scenario-based questions must be used to test the apprentice's ability to analyse and evaluate work based scenarios in order to confirm knowledge and understanding, and their ability to think critically, through objective analysis and evaluation of an issue, to form a judgement which is unbiased, undistorted and can withstand challenge. This should include how this adds value to the intelligence process. Each extended scenario-based question must be worth 10 marks in total and the allocation of marks within an extended scenario based question must be clearly indicated. There is no word limit in place for responses to these questions.

The grading descriptors for the scenario-based questions can be found in Annex 2.

Apprentices must have 90 minutes to complete the knowledge and skills test. The knowledge and skills test will be closed book i.e. the apprentice can't refer to reference books or materials. For those learners with a special learning need such as dyslexia the independent assessor will ensure that reasonable adjustments are in place where necessary.

Knowledge and skills tests can be either computer-based or paper-based and may be taken online.

Knowledge and skills tests must be conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment. This may be on the employer's premises, or a location sourced by the EPAO (and included in relevant costs or contracts).

It may be conducted face-to-face or via an online platform. EPAOs must ensure appropriate methods to prevent misrepresentation are in place should an online option be used. For example, screen share and 360-degree camera function with an administrator or invigilator when taking the knowledge and skills test on-line.

Knowledge and skills tests must be administered by an independent assessor from an EPAO.

Knowledge and skills tests must be monitored by an independent assessor or approved exam invigilator appointed by the EPAO. The maximum administrator or invigilator to apprentice ratio must be 1 to 15 if face-to-face; or 1 to 2 if remote.

Knowledge and skills tests must be marked by EPAO independent assessors or markers following a marking guide produced by the EPAO; electronic marking is only used for multiple choice questions and is not permissible for responses to scenario-based questions.

EPAOs must ensure the knowledge and skills test is available for apprentices at the start of their 6-month EPA time period.

EPAOs must develop knowledge and skills test questions, it is recommended that EPAOs develop assessment tools in consultation with representative employers; where they do this, they must put measures in place to ensure question security. EPAOs must develop and maintain a knowledge and skills test question bank of sufficient size to mitigate predictability and review them regularly and at least annually to ensure they, and the questions they contain, are fit for purpose. Knowledge and skills test questions must be set so that a pass will represent competence in the knowledge. The knowledge and skills test questions will be reviewed on an annual basis.

90 marks are available for the knowledge test and the pass mark is 65%. The distinction mark is 85%. The knowledge and skills test is graded as fail, pass or distinction. Please see scoring table on the next page.

EPAOs must ensure that apprentices have a different mix of questions in the case of re-sits or re-takes.

Knowledge and Skills Test Scoring Table

The grading descriptors for the scenario based questions can be found in Annex 2.

KSBs to be assessed as shown in Annex 1:			
KSBs	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria:	Pass Criteria: the apprentice must display all of the following:	Distinction Criteria: the apprentice must display all of the pass criteria and all of the following:
<p>K2: The implications for loss of sensitive material, remaining alert to the methods required to protect against physical and cyber security risks and what procedures to follow in the event of loss of such material</p> <p>K4: Organisationally relevant Intelligence Sources that are commonly used, such as Open Source, Imagery, Communications and Human.</p> <p>K5: The Intelligence Cycle, including all processes involved in direction, collection, processing and dissemination of intelligence.</p> <p>K12: How bias can affect judgement, and the dangers it presents if measures are not in place to mitigate this.</p> <p>S4: Think critically, through objective analysis and evaluation of an issue, to form a judgement which is unbiased, undistorted and can withstand challenge.</p>	<p>The apprentice does not meet the pass criteria. The apprentice will have achieved a mark of 64% or less.</p>	<p>The apprentice will have achieved a mark of between 65% and 84% to gain a pass.</p>	<p>The apprentice will have achieved a mark of 85% or more to gain a distinction.</p>

Professional Interview.

The professional interview is a structured discussion between the apprentice and an independent assessor, and should cover the following areas:

- To explain their intelligence tasking process and the mechanisms in place to communicate the progress of their analysis.
- To explain factors that influence their methodology for responding to intelligence tasking, to include how to determine which systems to use and how to handle the information appropriately.
- To provide examples of problem sets that have required structured analysis, the technique(s) used and how the product was used to influence or support decision making.
- The factors considered when developing assessments and how they present assessments to intelligence customers.
- Provide examples as to where they have been involved in the process of providing recommendations and what the key considerations were within the development process.
- Examples as to how intelligence processes have been refined and improved and the impact that has had on the intelligence customer.
- How feedback from peers and customers has led to the improvement of intelligence processes.
- Explain any areas where they have suggested or influenced change or improvements and justify why that improvement would add value to their organisation.

See Annex 1 for KSBs that must be assessed by the professional interview.

The professional interview must be appropriately structured to draw out the best of the apprentice's competence and excellence.

The professional interview must be conducted in a 'controlled environment' i.e. a quiet room, free from distraction and influence, away from the apprentice's work place e.g. onsite office or offsite location. The interview can take place either face-to-face or via online video conferencing, if appropriate. It is anticipated that EPAOs will use the apprentice's employer's premises, wherever possible, to minimise costs.

The interview must last for 75 minutes (+ 10%; this is at the discretion of the independent assessor in order to provide scope for an apprentice to demonstrate their full abilities). Additional interview time may be granted for apprentices with appropriate needs, for example where translation or signing services are required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end any assessment methods early. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The interview will consist of 8 competency-based questions. EPAOs must develop 'competency-based question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes, and the same independent assessor should be deployed.

Independent assessors must be developed and trained in the conduct of interviews and reaching consistent judgement by their EPAO.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional interview.

The professional interview should be graded fail, pass or distinction.

Independent assessors must allocate grades using the grading criteria in Annex 2.

End-point Assessment and Apprenticeship Grading

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

EPAOs must grade the EPA according to the requirements set out in this plan.

Restrictions on grading normally apply where apprentices re-sit or re-take an assessment method – see re-sit or re-take section below.

Independent assessors must individually grade the three assessment methods.

To achieve a pass, the apprentice **must achieve a minimum of a pass in each** assessment method.

To achieve a distinction, the apprentice **must achieve all of the pass criteria and the distinction criteria in all 3 assessment methods.**

If the apprentice fails on any one assessment method, then the final grade awarded will be a fail.

The grades for each apprentice is calculated by the EPAO using the grades awarded for each of the three stages of EPA. Any requirements for moderation, review or grade limitations must be applied before the final grade is awarded.

Re-sits or re-takes

Apprentices who fail one or more assessment methods will be offered the opportunity to take one re-sit or re-take across the one or two methods of assessment they have failed, or across all three if they received an overall fail. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or re-take. The apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action. Full feedback will be provided for both the apprentice and their employer.

If the apprentice fails the work-based project report, they will not be asked to complete a new project. They will amend their project report in line with feedback from the independent assessor and can only be awarded a grade of pass (this is for both the work-based project report and presentation).

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits or re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat or re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take. Under normal circumstances only a pass is available to apprentices who have re-taken or re-sat part of their EPA.

There is no limit to the number of re-sits or re-takes. This would be agreed by the employer.

End-point Assessment Organisations

EPA must be conducted by an independent assessor from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship standard, as shown on the Education and Skills Funding Agency's (ESFA) apprenticeship providers and assessment register (APAR).

Independent assessors must meet the following requirements:

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Mandatory requirements:	Independent Assessors
Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest	√
Have significant relevant practical experience of working in an intelligence leader role within the intelligence sector, typically 5 years' experience as a minimum at a level above an intelligence analyst	√
Hold or be working towards Assessor Award (EPAQ/A1/A2/D32/D33/TAQA or equivalent qualification)	√
Attend a minimum of 2 days EPAO standardisation sessions per year	√
Undertake a minimum of 2 days continuing professional development per year	√

Where an EPAO appoints administrators or invigilators or markers to administer or invigilate or mark the knowledge test, they must have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest. There are no specific qualification or experience requirements for such personnel. They must be trained in the task(s) by their EPAO and operate according to their guidance.

EPAOs must employ internal quality assurance staff to verify independent assessor decisions. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

EPAOs must develop:

- A question bank for the knowledge and skills test of sufficient size to mitigate predictability.
- A bank of competency-based questions for the professional interview, of sufficient size to mitigate predictability.
- Documentation for recording assessment decisions.

Internal Quality Assurance

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent, reliable, accurate and valid assessment decisions. EPAOs must undertake internal quality assurance as follows:

- Appoint independent assessors that meet the requirements as detailed in this plan – see above.
- Have internal expertise in terms of qualified personnel with V1 or equivalent.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate regular standardisation events that enable assessors to attend a minimum of 2 events per year.

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- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity. Moderation must be performed on a risk basis, i.e. new or poorly performing independent assessors must have every assessment method of every EPA quality assured, but established, high performing independent assessors can be quality assured on a sampling basis, with at least one assessment method of every EPA being subject to either desk based or live internal quality assurance activity.

External Quality Assurance

External quality assurance for this apprenticeship standard will be undertaken by the Institute for Apprenticeships.

Implementation

Affordability

The following factors should ensure the EPA is affordable:

- Employers' premises should be used for EPA venues where possible.
- Remote assessment is permissible, reducing travel costs.

Volumes

It is anticipated that there will be 500 starts per year on this apprenticeship and 500 to 650 per year once established.

Annex 1: Knowledge, skills and behaviours to be assessed by each assessment method

Key

Work based project followed by Presentation with Q&As (WBP)

Knowledge and Skills Test (KT)

Professional Interview (INT)

Ref	Knowledge Statement	WBP	KT	INT
K1	Legal and organisationally appropriate intelligence collection and storage methods, together with their limitations. This includes applying that knowledge to sensitive and classified materials and other openly accessible information.			x
K2	The implications for loss of sensitive material, remaining alert to the methods required to protect against physical and cyber security risks and what procedures to follow in the event of loss of such material		x	
K3	The processes involved in the collation and evaluation of organisationally relevant sources of information for use within intelligence products which will include learning to use specialist software systems.			x
K4	Organisationally relevant Intelligence Sources that are commonly used, such as Open Source, Imagery, Communications and Human.		x	
K5	The Intelligence Cycle, including all processes involved in direction, collection, processing and dissemination of intelligence.		x	
K6	The main factors influencing their respective organisational/client environments, such as specific threats and key intelligence priorities, for example, tax evasion, passport fraud, people smuggling, organised criminality.			x
K7	The benefit of generating or using intelligence combined from a number of sources as opposed to a single source, considering how validity and credibility can be affected depending on the type used.			x
K8	How to use analytical development techniques to identify and produce key findings and judgements in assessments. Techniques could include, but are not limited to, pattern and trend analysis, geospatial analysis, network analysis, or others as appropriate to the organisation and its risks.	x		
K9	Understand how to carry out data analysis from a numerical or factual perspective and interpret it, taking account of quantity and quality of data.			x

K10	How to identify intelligence gaps and opportunities for further analysis such as developing and maintaining an expert level knowledge or expertise to allow considered assessment through interpretation and evaluation.	x		
K11	How to identify a range of relevant and credible information sources and recognise the need to collect new data when necessary, from internal and external sources.			x
K12	How bias can affect judgement, and the dangers it presents if measures are not in place to mitigate this.		x	

Ref	Skills Statement	WBP	KT	INT
S1	Engage with clients appropriately to ensure effective understanding of intelligence tasks and actively monitor ongoing intelligence requirements, engaging with all levels in an organisation, the customer and other interested parties in order to respond to demands.	x		
S2	Recommend what information should be collected based upon identified intelligence gaps, and/or issue requests for information to external organisations to collect or process information.	x		
S3	Identify, review, and interpret significant information, applying organisationally appropriate analytical techniques such as the use of diagnostics (links, patterns, and trends), scenario generation and validating assessments to identify key findings and opportunities for further analysis.	x		
S4	Think critically, through objective analysis and evaluation of an issue, to form a judgement which is unbiased, undistorted and can withstand challenge.	x	x	
S5	Produce written reports to a high standard as well as confident verbal briefings and presentation of findings, using an appropriate range of methods dependent on factors like audience, available time and the organisation's culture.	x		
S6	Obtain client views on outcomes so as to feed back into the Intelligence Cycle and enrich the process of collection, processing, dissemination.	x		x
S7	Use existing and emerging IT (including digital) applications in the analysis, development and dissemination of intelligence products in line with organisational requirements.	x		
S8	Operate in accordance with applicable security and legislative responsibilities such as applying appropriate audit trails, handling instructions, and protective markings, including the Official Secrets' Act.	x		
S9	Organise appropriate disposal when working with sensitive materials.	x		x

Ref	Behaviour Statement	WBP	KT	INT
B1	Confident in their ability and have courage of their convictions.	x		
B2	Logical with a good attention to detail.	x		
B3	Discreet and trustworthy when working with highly confidential materials.			x
B4	Open minded, innovative and a problem solver.	x		
B5	Agile, able to adjust rapidly and decisively, especially when operating in complex situations.			x
B6	Persistent and resilient; not all intelligence activity will immediately be successful.	x		
B7	Flexible and understand that there is more than one way of working.			x

Annex 2: End-Point Grading criteria

1. Work based project with presentation and Q&As

KSBs to be assessed as shown in Annex 1:			
KSBs	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria:	Pass Criteria: the apprentice must display all of the following:	Distinction Criteria: the apprentice must display all of the pass criteria and all of the following:
<p>K8: How to use analytical development techniques to identify and produce key findings and judgements in assessments. Techniques could include, but are not limited to, pattern and trend analysis, geospatial analysis, network analysis, or others as appropriate to the organisation and its risks.</p> <p>S3: Identify, review, and interpret significant information, applying organisationally appropriate analytical techniques such as the use of diagnostics (links, patterns, and trends), scenario generation and validating assessments to identify</p>	Apprentice has not met the pass criteria.	<p>Is able to describe at least 3 of the key analytical development techniques they have used to identify and produce key findings and explain their judgements in assessments.</p> <p>Using an example can explain how they have identified, reviewed and interpreted significant information, applying appropriate techniques and validating assessments to support their key findings and recommendations of opportunities for further analysis.</p>	<p>Is able to provide a detailed outline of when it is appropriate or not appropriate to use 4 or more analytical development techniques and how they have used them conjunction with one another or overlaid across each other so as to identify risks to the organisation.</p> <p>Provides evidence of where they have evaluated their approach and findings, taking on board any learning which can be applied more broadly in other analysis, including any recommendations to change current practices.</p>

<p>key findings and opportunities for further analysis.</p> <p>S4: Think critically, through objective analysis and evaluation of an issue, to form a judgement which is unbiased, undistorted and can withstand challenge.</p> <p>S6: Obtain client views on outcomes so as to feed back into the Intelligence Cycle and enrich the process of collection, processing, dissemination.</p> <p>B2: Logical with a good attention to detail.</p>		<p>Able to undertake a logical and detailed approach to collecting information and selecting the appropriate technique to identify trends and patterns in the findings.</p> <p>Explains how they obtain client views on outcomes in order to provide feedback into the Intelligence Cycle and enrich the process of collection, development and dissemination.</p>	
<p>K10: How to identify intelligence gaps and opportunities for further analysis such as developing and maintaining an expert level knowledge or expertise to allow considered assessment through interpretation and evaluation.</p> <p>S2: Recommend what information should be collected based upon identified intelligence gaps, and/or issue requests for information to</p>	<p>Apprentice has not met the pass criteria.</p>	<p>Describes how they identify intelligence gaps and opportunities for further analysis allowing them to undertake a considered assessment approach through interpretation and evaluation of the information obtained.</p> <p>Provides an explanation of how they maintain an expert level of knowledge, using one example from the workplace.</p>	<p>Is able to provide a detailed outline of the impact that their identification of intelligence gaps had on the overall quality of their analysis – in terms of the overall confidence level of their findings, or their ability to fill those gaps and raise confidence levels.</p> <p>Provides evidence of how they proactively maintain an expert level of knowledge and their own evaluation of how that impacts</p>

<p>external organisations to collect or process information.</p> <p>B4: Open minded, innovative and a problem solver.</p>		<p>Recommend what information should be collected in order to meet intelligence requests from other organisations, and where this has been used to identify gaps in the information collated.</p>	<p>positively on their work, articulating the consequences on their work if their expertise is not maintained and/or further developed.</p>
<p>S1: Engage with clients appropriately to ensure effective understanding of intelligence tasks and actively monitor ongoing intelligence requirements, engaging with all levels in an organisation, the customer and other interested parties in order to respond to demands.</p> <p>S8: Operate in accordance with applicable security and legislative responsibilities such as applying appropriate audit trails, handling instructions, and protective markings, including the Official Secrets' Act.</p>	<p>Apprentice has not met the pass criteria.</p>	<p>Is able to detail how to engage with clients appropriately to ensure effective understanding of intelligence tasks.</p> <p>Is able to actively monitor ongoing intelligence requirements, engaging with all levels in their organisation, the customer and other interested parties in order to respond to demands.</p> <p>Provides evidence of where they meet their security and legislative responsibilities and ensure that all documentation has the correct protective markings assigned to them.</p>	<p>Provides a clear example of where they have undertaken complex client engagement involving a number of different parties, including how they managed competing priorities and tasking from them to ensure they met all expectations and were able to make recommendations on future requirements.</p>
<p>S5: Produce written reports to a high standard as well as confident verbal briefings and presentation of findings, using an appropriate range of methods dependent on factors like audience, available time and the organisation's culture.</p>	<p>Apprentice has not met the pass criteria.</p>	<p>Produce a written report which meets requirements as well as providing verbal briefings and a presentation of their findings, describing the range of methods and recommendations of the most appropriate method to use.</p>	<p>Identify how they have demonstrated confidence and courage in their decision making when challenged by peers, customers or partners in verbal briefings and presentation findings.</p>

<p>S7: Use existing and emerging IT (including digital) applications in the analysis, development and dissemination of intelligence products in line with organisational requirements.</p> <p>S9: Organise appropriate disposal when working with sensitive materials.</p> <p>B1: Confident in their ability and have courage of their convictions.</p> <p>B6: Persistent and resilient; not all intelligence activity will immediately be successful.</p>		<p>Justify their findings and recommendations following the detailed analysis of information and products used by the organisation.</p> <p>Is able to dispose of sensitive materials in accordance with organisation policy and be able to explain the impact of what would happen if this was not adhered to.</p> <p>Is able to give an example of when they have had to be persistent and resilient in undertaking intelligence analysis activity when the work, they have undertaken has not been successful.</p> <p>Is able to use IT and digital applications to deliver products that are required by their organisation.</p>	<p>Provides detailed descriptions of when they have had to be not only personally persistent and resilient but also supportive of their team when challenged, overcoming particularly difficult barriers to reach the required outcome.</p>
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2. Professional Interview

KSBs to be assessed as shown in Annex 1:			
KSBs	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria:	Pass Criteria: the apprentice must display all of the following:	Distinction Criteria: the apprentice must display all of the pass criteria and all of the following:
<p>K1: Legal and organisationally appropriate intelligence collection and storage methods, together with their limitations. This includes applying that knowledge to sensitive and classified materials and other openly accessible information.</p> <p>K3: The processes involved in the collation and evaluation of organisationally relevant sources of information for use within intelligence products which will include learning to use specialist software systems.</p> <p>K11: How to identify a range of relevant and credible information sources and recognise the need to collect new data, when necessary, from internal and external sources.</p>	Apprentice has not met the pass criteria.	<p>Describe how they collect and store intelligence material in line with both legislation and their own organisation's practises, taking into account the different sensitivities of the intelligence materials they are handling.</p> <p>Describe the processes involved in the collation and evaluation of relevant sources of information for use within intelligence products and how this is manipulated on specialist software systems.</p> <p>Identify a range of relevant and credible information sources and the circumstances in which they will need to collect new data from both internal and external sources.</p>	<p>Provides evidence from the workplace of when they have had to collect and store intelligence materials of different security classifications from openly accessible information to more sensitive intelligence sources, explaining their approach and thought processes.</p> <p>Analyses workplace evidence on the use of different intelligence sources and then evaluates in order to justify their selection of software. This should include ongoing reviews of decisions and the impact of them.</p> <p>Provides a detailed example of when they have identified information in the workplace and why they decided to use new or additional data to enrich their</p>

<p>S9: Organise appropriate disposal when working with sensitive materials.</p> <p>B3: Discreet and trustworthy when working with highly confidential materials.</p> <p>B7: Flexible and understand that there is more than one way of working.</p>		<p>Explain when they have had to be discreet and trustworthy when working with highly confidential materials.</p> <p>Explain when they have had to be flexible and understand that there is more than one way of working.</p> <p>Explain how to dispose of sensitive materials in accordance with organisation policy and be able to explain the impact of what would happen if this was not adhered to.</p>	<p>analysis or support their findings and recommendations.</p> <p>Analyses different approaches to collating information sources and illustrates the need for flexibility in order to meet client and team needs. This includes details of what they have learnt from this which can be applied elsewhere.</p>
<p>K9: Understand how to carry out data analysis from a numerical or factual perspective and interpret it, taking account of quantity and quality of data.</p> <p>K6: The main factors influencing their respective organisational/client environments, such as specific threats and key intelligence priorities, for example, tax evasion, passport fraud, people smuggling, organised criminality.</p> <p>B5: Agile, able to adjust rapidly and decisively, especially when operating in complex situations.</p>	<p>Apprentice has not met the pass criteria.</p>	<p>Explains how they carried out data analysis from a numerical or factual perspective and how they interpreted it to produce accurate data which supported their findings.</p> <p>Provides one example of when they have had to adjust rapidly and decisively, especially when operating in complex situations.</p> <p>Is able to detail the key factors of threats and intelligence that influence their organisations and the role they play.</p>	<p>Identifies a detailed example of how they used complex data analysis techniques when reviewing information/intelligence sources and how they evaluated the overall impact of their approach to the organisation and any changes they have recommended as a result of this work.</p> <p>Provides evidence of where they have made quick adjustments to their approach when faced with a problem, especially when operating in complex situations and managing both complex,</p>

			multiple and/or partial data sets, including how this impacted on the work they were undertaking.
<p>S6: Obtain client views on outcomes so as to feed back into the Intelligence Cycle and enrich the process of collection, processing, dissemination.</p> <p>K7: The benefit of generating or using intelligence combined from a number of sources as opposed to a single source, considering how validity and credibility can be affected depending on the type used.</p>	Apprentice has not met the pass criteria.	<p>Explains how they obtain client views on outcomes in order to provide feedback into the Intelligence Cycle and enrich the process of collection, development and dissemination.</p> <p>Is able to identify and detail the benefits of using intelligence from a number of sources and combining these to make valid and credible decisions.</p>	<p>Analyses client feedback in order to contribute to the Intelligence Cycle and how they use this to improve the process; in particular why they chose the approach with the client and any recommendations to ensure a better future product.</p>

3. Knowledge and skills test – scenario-based questions

KSBs to be assessed as shown in Annex 1:			
KSBs	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria:	Pass Criteria: the apprentice must display all of the following:	Distinction Criteria: the apprentice must display all of the pass criteria and all of the following:
<p>K2: The implications for loss of sensitive material, remaining alert to the methods required to protect against physical and cyber security risks and what procedures to follow in the event of loss of such material.</p> <p>K4: Organisationally relevant Intelligence Sources that are commonly used, such as Open Source, Imagery, Communications and Human.</p> <p>K5: The Intelligence Cycle, including all processes involved in direction, collection, processing and dissemination of intelligence.</p> <p>K12: How bias can affect judgement, and the dangers it presents if measures are not in place to mitigate this.</p>	Apprentice has not met the pass criteria.	<p>Describe what could happen if sensitive material has been lost and how they can prevent this happening.</p> <p>Describe intelligence sources that they use regularly in their organisation.</p> <p>Details the complete Intelligence Cycle and the processes involved with it.</p> <p>Illustrates where judgements have been affected by bias and what has happened as a result of this.</p> <p>Using the scenario is able to critically analyse an issue and present a judgement that could withstand challenge.</p>	<p>Using the scenario identifies materials that have been lost, the procedures they have followed and what actions they took to protect against risks including recommendations made to improve procedures.</p> <p>Demonstrates where they have reviewed the Intelligence Cycle and made recommendations for improvements to how intelligence can be shared.</p> <p>Uses the scenario to justify where they have had to undertake measures to mitigate dangers that occurred as a result of poor judgements that were made on bias rather than clear evidence, this should include recommendations/changes that</p>

<p>S4: Think critically, through objective analysis and evaluation of an issue, to form a judgement which is unbiased, undistorted and can withstand challenge.</p>			<p>were made as a result of their actions. Outlines where they have undertaken critical and objective analysis of an issue, including an evaluation of their judgement and dealt with challenges raised by their organisation.</p>
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