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## Programme Specification

### Award and title: BA (Hons) Professional Policing Practice

<i>School:</i>	York Business School
<i>Subject area:</i>	Policing
<i>Entry from academic year:</i>	2020 - 2021
<i>in the month(s) of</i>	March June September (2021-22 entry) December (2021 – 22 entry)
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University Humberside Police
<i>Delivery location:</i>	Humberside Police Training Centre, Hull York St John University, York Campus
<i>Programme/s accredited by:</i>	College of Policing
<i>Exit awards:</i>	Certificate of Higher Education Policing Diploma of Higher Education Policing BA (Ord) Policing
<i>UCAS code / GTTR / other:</i>	N/A
<i>Joint Honours combinations:</i>	None
<i>QAA subject benchmark statement(s):</i>	Criminology 2019
<i>Mode/s of study:</i>	Full-time (3 years including End-Point Assessment) Part time (by arrangement, but to be completed within a maximum 5 years of commencing the programme – see appendix 1)  No less than 20% of the training will take place away from the normal working environment
<i>Working arrangements:</i>	30-48 hours per week during patrol (Average of 40 hours (FTE))  Minimum of 24 hours per week (PT)
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No

## **Introduction**

The BA (Hons) Professional Policing Practice is awarded upon completion of the Police Constable Degree Apprenticeship (PCDA), which is a 3-year programme combining academic study with operational policing. Following successful completion of the programme your appointment as a police officer will be confirmed with Humberside Police.

This bespoke programme has been designed and developed in collaboration between York St John University and Humberside Police and it complies with the College of Policing's licensing agreement. During the programme, you will follow the National Policing Curriculum and engage with a range of contemporary and relevant issues in the UK and across international policing.

The BA (Hons) in Professional Policing Practice will support you in your development as a police officer. It will introduce you to the role of policing through the study of law, policy and procedure, criminal justice relevant to policing in England and Wales and allow you to consider global policing issues. The programme is licensed by the College of Policing as part of the Policing Education Qualifications Framework (PEQF) and engages with a range of contemporary and relevant issues in the UK and across international policing and by following the National Policing Curriculum. The modules enable you to pursue a focused study of police law and policy and consider contemporary issues facing the police service in the UK and internationally.

The programme has been structured into modules, to be taught across teaching blocks, and interspersed with professional deployments of increasing length. The teaching blocks advance your learning over time, enabling you to acquire foundation knowledge and explore related units of work in increasing depth during the programme. Your deployments have also been phased to help you apply and expand this knowledge in different operational policing contexts, whilst benefitting from appropriate levels of support and supervision.

The curriculum has been designed to support you to:

- Revisit the same units of work, advancing understanding throughout the programme
- Study at progressively deeper levels, with increasing levels of complexity
- Apply prior knowledge and experience as you progress through the apprenticeship
- Experience a range of operational policing contexts.

## **Special Features of the Programme**

The collaborative approach to programme design adopted by Humberside Police and York St John University, ensures this PCDA has strong operational relevance coupled with an effective academic framework required for a progressive degree programme.

There are a number of special features of the programme, designed to enhance your success:

- You will be taught by experienced police officers, police staff and university lecturers with specialised backgrounds relevant to the curriculum
- Your class-based learning is structured to support the development of your knowledge and skills, blending it with work-based research and study experiences
- You will have varied work-based placements in a range of operational policing contexts, assisting you to develop, and evidence, occupational competency
- You will be allocated dedicated time for independent study throughout the programme to enable you to balance demands of work, study and life effectively

- Teaching approaches will be largely experiential to help you prepare effectively for the range of operational policing scenarios and contexts you will encounter
- The use of state of the art, immersive, simulation technology is integrated to facilitate learning and build your confidence within a safe learning environment
- Assessments are authentic and holistic, integrating the assessment of your knowledge and understanding with assessment of your policing competence
- There is additional certified CPD provision embedded throughout the programme, offering opportunities for you to develop further skills
- You will have guest speakers from specialist organisations and other support agencies
- You will be allocated named contacts to support both your occupational and academic learning and development.

### **Admission Criteria**

You must meet the minimum entry requirements which are published on the programme specific webpage. In addition, you must have passed the national recruitment standards and passed all the national and local recruitment selection procedures, and

- Attained the age of 18 years or older, and ideally to have achieved a Level 3 qualification (or equivalent) and Level 2 in English and Mathematics (or equivalents) prior to entry.

As part of the recruitment process an interview will be undertaken to assess your suitability for the role and course.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of Prior Learning \(RPL\)](#). We also consider applications for entry with advanced standing.

A link to the national recruitment standards for police constables can be found below: <https://www.gov.uk/government/publications/national-recruitment-standards-eligibility-criteria-for-police-recruitment-and-consistent-recruitment-practices>

For information on what happens after you have applied see the links below to the College of Policing website

<https://recruit.college.police.uk/Officer/after-I-apply/Pages/default.aspx>

<https://recruit.college.police.uk/Officer/Pages/College-of-Policing-Online-Assessment-Process-Overview.aspx>

[https://recruit.college.police.uk/Officer/after-I-apply/Documents/SEARCH Information for candidates 012v1 0.pdf](https://recruit.college.police.uk/Officer/after-I-apply/Documents/SEARCH%20Information%20for%20candidates%20012v1%200.pdf)

### **Disability Disclosure**

York St John University and Humberside Police are committed to providing an inclusive experience for everyone who studies on the programme. If you have a disability, we

encourage you to disclose this, and any other relevant information, as early as possible so that adjustments may be identified and put in place to support you from the outset.

Once you are on your programme, you are encouraged to discuss the impact of your disability on your learning as well as any additional or changing adjustments you require. This can be with your Academic Adviser, Police Training Mentor, Programme Leads or a Disability Adviser or at your tripartite meetings. We will work together to find a solution which works for you.

### **Functional Skills**

It is a key requirement for you to have achieved Level 2 Maths and English in order to progress into Level 6 of the programme. If you cannot evidence attainment of GCSE Maths and English (grade C or 4), or equivalent, prior to recruitment, you must undertake Functional Skills test at Level 2 during the apprenticeship. York Business School will support your development prior to assessment (which is undertaken via an external partner {currently York Learning}).

You will be given a mock assessment (as an initial assessment) to identify gaps in knowledge and support needs and allocated support accordingly. This support may include 1:1 sessions; small group support; online materials or work-book activities. You will undertake a further mock assessment and when ready will be entered for the external assessment. If any further gaps are identified, further development activities will be set, and the process will continue.

### **Programme Aims**

Our PCDA aims to prepare and shape the police officer of the future, having a positive impact upon local communities and the wider society. The programme provides a blended learning experience, integrating work and study. It structures the development of the knowledge, skills, and behaviours required of a police officer, achieving the following standards of professional performance:

#### **Knowledge**

- Understand the legal and professional responsibilities of policing as a profession, and modern policing strategies, moving forward
- Apply knowledge of criminology, as relevant to their professional practice, with particular emphasis upon community policing and crime prevention
- Understand national strategies in relation to countering terrorism and perform the frontline role of police constable in this specific context
- Understand the criminal justice system as relevant to the role of police constable, ensuring effective performance in relation to key criminal justice procedures and processes
- Understand and act upon the fundamental responsibility of the police service to identify and provide professional support to those who are vulnerable and at risk, whatever the context
- Understand and engage in effective digital policing, with specific reference to cyber-enabled crime.

## Skills

- Acquire and apply appropriate research skills in order to put evidence-based policing initiatives into practice
- Acquire, use and enhance professional communication and engagement skills, including effective use of social media in policing
- Apply conflict management skills, as appropriate and required
- Acquire and demonstrate leadership, team working and partnership-working skills in a policing context.

## Behaviours

- Employ an ethical approach to policing, maintaining the highest professional standards in providing a service to the public
- Proactively embed equality, diversity and human rights considerations as a core function of professional practice
- Understand, employ and evaluate evidence-based initiatives in the context of preventative policing and problem-solving
- Make decisions, founded upon critical thinking, in complex professional situations and contexts, demonstrating appropriate knowledge and application of powers, legislation, policy and procedure
- Exercise autonomy and professional discretion, as appropriate to the role
- Develop and maintain professional resilience in dealing with challenging situations
- Actively engage in continual self-reflection, evolving strategies to improve their own professional practice
- Proactively identify, protect and support individuals in need of public protection, and deal professionally with those who perpetrate offences against them
- Engage in lawful, safe and effective front-line policing
- Research, develop, implement and review practical, evidence-based initiatives to improve policing performance and, in so doing, contribute to the evolving evidence-base for effective policing.

## Programme Learning Outcomes

The programme learning outcomes (PLOs) describe the expected results you will achieve at each level of study as you progress through your programme. They outline the relative demand, complexity, depth of learning and learner autonomy associated with the particular level of learning and achievement. These learning outcomes are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for demonstrating you have met the required academic standards.

At **Level 4**, you will be able to demonstrate that you have the ability:

- 4.1. To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills
- 4.2. To select and evaluate different approaches to solving well defined problems and communicate outcomes in a structured and clear manner

- 4.3. To identify and discuss the interrelationship between knowledge and experience (personal and workplace) and draw effectively on relevant research evidence from books, journals and other data from the field of study (e.g. for essays, bibliographies, reports and presentations)
- 4.4. To build and monitor an operational competency portfolio of evidence, reflecting the knowledge, skills and behaviours relevant to Level 4 of the degree apprenticeship completion. \*

At **Level 5**, you will be able to demonstrate that you have the ability:

- 5.1. To apply and evaluate key concepts and theories within and outside the context in which they were first studied
- 5.2. To select appropriately from, and deploy, a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study
- 5.3. To effectively communicate information and arguments in a variety of forms in the generation of ideas.
- 5.4. To accept responsibility for determining and achieving personal outcomes. \*
- 5.5. To reflect on and integrate experiences across varying academic and operational workplace contexts, drawing on recent scholarship and current statutory regulations. \*
- 5.6. To monitor and broaden ongoing evidence of operational competency, considering the knowledge, skills and behaviours relevant to Level 5 of the degree apprenticeship completion; identifying any gaps, prioritising and planning personal development targets for successful ongoing achievement. \*

At **Level 6**, you will be able to demonstrate that you have the ability:

- 6.1. To critically review, consolidate and extend a systematic and coherent body of knowledge
- 6.2. To critically evaluate concepts and evidence from a range of resources
- 6.3. To transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems
- 6.4. To communicate solutions, arguments and ideas clearly and in a variety of forms\*
- 6.5. To exercise considerable judgement in a range of situations\*
- 6.6. To accept accountability for determining and achieving personal and group outcomes in a range of operational contexts\*
- 6.7. To reflect critically and analytically on operational experiences, drawing on recent scholarship and current statutory regulations. \*

6.8. To identify, critically evaluate, reflect upon and discuss the key knowledge, skills and behaviours developed over the course of the degree apprenticeship. \*

Given the competency-based nature of the programme, the PLOs aim to encourage you to connect and integrate what you learn in class, study and work-based contexts. You will be required to provide a rationale for actions and decisions taken in the workplace (particularly those marked with an Asterisk \*). These will be assessed through self-reflection and professional discussion

## Programme Structure

Code	Level	Title	Credits	Teaching block (TB) or Patrol Phase (P)	Module status**	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
DPP4007M	4	The Police Service	20	TB1a, TB1b, P1	C	NC
DPP4008M	4	Fundamentals of Policing Practice	30	TB a, TB1b, P1	C	NC
DPP4009M	4	Public Protection and Vulnerability	20	TB1a, TB1b	C	NC
DPP4010M	4	Criminal Investigating	20	TB2	C	NC
DPP4011M	4	Operational Policing Contexts	30	TB1b, P1	C	NC
DPP4012M	4	Independent Patrol Status	0	P1	C	NC
DPP5007M	5	Professional Standards in Policing	20	TB3, P2	C	NC
DPP5008M	5	Digital Policing and Counter Terrorism	10	TB3, P2	C	NC
DPP5009M	5	Response Policing	20	TB3, P2	C	NC
DPP5010M	5	Policing the Roads	10	TB4, P3	C	NC
DPP5011M	5	Policing Communities	20	TB4, P3	C	NC
DPP5012M	5	Developing Crime Investigation and Prevention	20	TB4, TB5, P4	C	NC
DPP5013M	5	Enhancing Public Protection	20	TB5, P4	C	NC
DPP5014M	5	Operational Competence Portfolio	0	P3, P4	C	NC
DPP6006M	6	Professionalising Policing	10	TB6, P5	C	NC

DPP6007M	6	Advancing Policing Practice	20	TB6, P5, TB7	C	NC
DPP6008M	6	Evaluating Response Policing*	30	TB6, P5, TB7	C	NC
DPP6013M	6	Full Operational Competence	0	TB6, P5, TB7	C	NC
DPP6014M	6	Operational Competence Analysis and Evaluation	0	TB8 P6	C	NC
DPP6015M	6	Extended Study	40	TB8, P6, P7, P8, P9,	C	NC
DPP6016M	6	Reflections on the Application of Learning to Operational Policing	20	P 9	C	NC

\* At Level 6 you will undertake a further module related to a specialist area. The default module option for all apprentice officers will be a study, focussing on an agreed topic, within the *Evaluating Response Policing* module. Other modules options for this extended study may be available at the time of selection, but this is strictly guided by the organisational need of Humberside Police, which will be influenced by the prevailing policing priorities at that time.

\*\*Any modules that must be passed for progression, or award, are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level to progress (with a minimum mark of 40). The Modules DDP6015M and DDP6016M which form part of your End-Point Assessment have a minimum pass mark of 50

**Key:** Teaching Block and Patrol Phase summary – (allocated across 52 weeks (1 year), exact timings will depend upon start date)

*Time is also allocated to 'Study Weeks' and 'Research and Scholarly Activity Weeks' and Annual Leave by arrangement (with the exception of Level 4 which has some specific time designated).*

Teaching Block/Patrol Phase	Level	Year	Weeks
TB1a	4	1	1-11
TB1b	4	1	13-23
P1 - IPS	4	1	24-45
TB2	4	1	46-50
Rotation	4	1	51/52
TB3	5	2	1-4
P2	5	2	5-15
TB4	5	2	16-19
P3	5	2	21-30
TB5	5	2	31-33
P4	5	2	35-52
TB6	6	3	1-3
P5	6	3	5-13
TB7	6	3	14-16



TB8	6	3	18-19
P6	6	3	20-26
P7	6	3	28-34
P8	6	3	36-41
P9	6	3	43-52

## Learning, Teaching and Assessment

### Overview of the Curriculum

#### Level 4 Curriculum: Foundation Learning

Level 4 develops your understanding of the police service including the role of a police constable and professional standards required; any core values and principles in professional policing; and the legislative framework in which the police operate.

Over the course of the year, you will gain fundamental skills required across all policing contexts: (a) communication; (b) problem solving; (c) conflict management (d) teamwork and leadership; and (e) evidence-based policing.

You will understand the range of policing areas serviced by the police, including response, community, roads and digital policing and counter terrorism. You will consider aspects of criminology, examining how crime, policy, social inequalities, and divisions impact upon policing. You will develop an understanding of public protection and vulnerability; examining personal factors and risks that require timely intervention and multi-agency support.

A core theme running through the entire programme will be evidence-based policing, hence you will develop practical, research and academic skills throughout. Within the workplace, you will work towards gaining your Independent Patrol Status by the end of Level 4.

#### Features of Level 4:

- There will be an emphasis on teaching input, with a longer teaching block at Level 4 across the first half of the year to ensure you have a sound level of knowledge and skills before being deployed into the workplace. A final teaching block is scheduled towards the end of the year to support your deeper learning through reflection and connection of work, class and research-based learning experiences.
- Your patrol block will be phased; initially with the support of a police tutor to coach you towards being signed off as safe and lawful and then work towards gaining Independent Patrol Status (required as a progression gateway to Level 5).
- You will be given dedicated study time throughout the year.
- There will be an observed rotation towards the end of Level 4, enabling you to observe different police departments, to help you distinguish the interdependencies and teamwork required across the service.

To progress to Level 5 of the programme you must pass all Level 4 modules as detailed in the programme structure table. All modules are non-compensatable.

## **Level 5 Curriculum: Application of Learning**

Level 5 builds upon your learning during Level 4 and will help you develop your autonomy in both the academic and occupational aspects of the degree apprenticeship. You will revisit the concepts and areas covered at Level 4 at a greater depth.

You will further your understanding of the police service, analysing the policing role and comparing it with others, examining malpractice and the maintenance of professional standards across diverse communities. You will apply an increasing range of policing skills and behaviours within differing operational areas and develop your ability to evaluate decisions made and draw upon appropriate evidence to inform and evidence your decision.

The modules will be themed by the operational policing contexts mirroring your work placements. You will further your understanding of public protection, drawing on theories and practice, to ensure vulnerable people are protected. You will get the opportunity to further your skills and knowledge of criminal integration and crime prevention.

In the workplace, there will be an emphasis on your increasing independence across the range of policing operational areas and collecting evidence and reflections towards your full Occupational Competence Portfolio. By the end of level 5, you will be given the opportunity to discuss your extended study topic for Level 6.

### Features of Level 5:

- Your teaching blocks are interspersed between deployments, to facilitate deeper learning and reflection, through interconnecting work, class and research experiences.
- Your work-based deployments will increase allowing you to discover the difference between the different policing contexts (including response; communities; roads and investigation), ensuring evidence for your full operational competence.
- You will be operating independently during patrol, collecting evidence for your work-based portfolio.
- You will have dedicated study time scheduled in Level 5 to support independent study.

To progress to Level 6 of the programme you must pass all Level 5 modules as detailed in the programme structure table. All modules are non-compensatable.

## **Level 6: Specialist Learning**

At Level 6, you will be developing an advanced level of knowledge and skills, building on the areas and concepts covered at Level 4 and 5. Everyone will cover two core modules: Professionalising Policing, which covers an advanced understanding of the police constable role to include leadership, team-working, introduction to coaching, mentoring and assessment; and Advancing Policing Practice, which will provide advanced input on analytical, evidence-based, problem solving and research skills.

You will then undertake a further module related to a specialist area. The default module option for all apprentice officers will be a study within the *Evaluating Response Policing* module. Other module options for this extended study may be available at the time of selection, but this is strictly guided by the organisational need for Humberside Police. This will be influenced by the prevailing policing priorities at that time.

You will need to have successfully completed your Operational Competence Portfolio before you can start working towards your end-point assessment [EPA] in the second half of the year. You will focus on your extended study on an agreed research topic in this specialist area. This enquiry-based project aims to develop your autonomous reasoning, analytical and research skills to a high standard. It will enable you to demonstrate your individuality, independence, analytical and communication skills.

#### Features of Level 6:

- All apprentice officers will follow the same delivery model, interspersing patrol with teaching blocks.
- Teaching blocks will be scheduled in the first half of the year, with blocks of research and scholarly activity (RSA) in the latter half of Level 6, structured to support your End-Point Assessment.
- You will be allocated increasing levels of independent study time, to enable you to balance your workload and work towards your extended study and preparation for your professional discussion.

To be awarded the BA (Hons) Professional Policing Practice you must pass all level 6 modules as detailed in the programme structure table. All modules are non-compensatable. (also see the progression and graduation requirements section on Pg. 17 this document)

#### **Delivery Approach**

Classroom based sessions will be organised in block teaching weeks, reducing in length as you progress through the degree apprenticeship. Classroom sessions will utilise a range of student centred, active learning techniques, which are interactive and designed to help build on prior learning, make connections and enhance understanding and application of the programme content.

The sessions will be varied to give different learning experiences, from presenting an interpretation of complex ideas, through discussions and explorations of authentic case studies, to demonstrations of practice and problem-solving workshops. Included will be a number of practical sessions (such as role play or simulation), in which you will resolve real-life incidents using immersive technology. This will enable a deeper understanding, put theory into practice and build confidence in the application of skills and tools that are required in the workplace. Such experiential approaches are adopted to provide a safe learning environment in which to develop the ways of thinking, and practise the required skills and behaviours, for a policing role.

You will routinely work with peer groups and staff, giving and receiving feedback, building trust and understanding in your cohort. Reflection will be a fundamental part of the learning process and consequently will be taught and practiced throughout the apprenticeship. The teaching blocks will give the intellectual freedom, stimulation and focus to explore and challenge what is experienced in the workplace, make connections and extend knowledge and skills; thus, deepen learning over time.

A blended approach is taken on this programme, with a mix of face-to-face teaching and online learning. All learning materials will be made available through the Virtual Learning Environment (VLE) along with additional material to reinforce learning, such as filmed lectures, interactive presentations, podcasts, articles, media clips, policy documents and unrestricted police material. There is the flexibility to access this through mobile technology, or when offline.

There will be a requirement to access preparatory material and continually reflect on learning, building up an evidence base in the occupational competence e-portfolio. Interspersed between sessions will be online e-learning programmes and activities, some of which may be required to be completed outside class time. These tasks are designed to continue engaging you with the material, to integrate it into your body of working knowledge, and acquire additional knowledge or skills relevant to Humberside Police.

## **Learning Environment**

You will be principally located at Courtland Road Police Training centre in Hull for the majority of the teaching. You will be able to gain access to Courtland Road and Police Stations via an electronic key fob, which is integrated into your warrant card. You will also have access to police stations whilst on and off duty, to help you with projects and assignments if needed. All activity is monitored both via electronic access and also when logging onto any electronic resource.

You will be issued with a force laptop for use throughout the degree apprenticeship, which will be used in the workplace and for completion of academic work, assignments, and reflective practice and your portfolio of operational competence.

At the Courtland Road site, you will have access to a purpose-built resource centre providing online access and printing facilities as well as study spaces for independent research and further reading. Training rooms are fitted with electronic whiteboards and breakout rooms for group work. Other resources include six computer related training classrooms, two interview suites consisting of eight interview rooms, two student/apprentice officer resource rooms and a 60-seat lecture theatre. Courtland Road is fitted with immersive Hydra learning platform, which simulates real-life policing incidents and includes a library of numerous scenarios and incidents. Apprentice officers also have access to body-worn video equipment as a learning resource.

You will have access to York St John's University network remotely from your personal laptop, or a networked computer. All course material will be made available on *Moodle*, York St John's virtual learning environment, along with additional material to reinforce learning, such as filmed lectures, inter-active presentations, podcasts, articles, media clips, policy documents and any police material that is unrestricted or non-sensitive. Recognising that you will be working across the Humberside region and on full shift rotas, this can be accessed flexibly through mobile technology. The Moodle site is also an interactive platform for you to talk to one another and remain in touch when on patrol. Through the network you will also be able to access York St John's library and learning support services.

Through police networks, you will have access to a number of online resources including the Police National Learning Database (PNLD) and College of Policing Knowledge Hub. You will also have access to the College of Policing Managed Learning Environment (MLE); accessible from a networked computer or work-issued laptop.

Across the University's main campus there are a range of study facilities, which will be available for you to use when on campus. Holgate building contains several small study pods and desks to allow for individual or small group work. The De Grey building contains a number of desks for small group study, as well as lockers containing laptops for loan. Temple Wing contains a number of desks suitable for individual study.

## **Deployment**

Deployments have also been phased for you to apply your practice based policing skills and build your knowledge of different operational policing contexts, whilst becoming increasingly

independent over time. Initially (patrol during Level 4), you will be allocated a work-based tutor to support you whilst on patrol, who will work with you towards being signed off as 'safe and lawful' and then gaining Independent Patrol Status (by the end of Level 4).

The design of a single block of time for the initial patrol enables you to move through the supported deployment phase into independent patrol flexibly at Level 4. Flexible and adaptable levels of support and coaching are provided to aid you towards Independent Patrol Status.

One of the special features of the programme is that you will be exposed to different policing departments, subject to operational viability, towards the end of Level 4 and different policing contexts during Level 5 (rotations), providing you with exposure to different areas of operational policing. Towards the end of Level 4 you will have the opportunity to observe different departments or areas (such as the Humberside Police control room, community cohesion, custody, prisoner processing teams) to help you locate your role within the context of the complete policing environment.

These day long placements in up to five areas will aim to provide an insight into the work across Humberside Police. This is designed to help convey the complexities, inter-dependencies and interconnections of different areas of Humberside Police, showing the importance of team work not only within your role but the wider team. At Level 5, these deployment phases will be scheduled to give you a placement (weeks 5-15) within roads policing, community policing and criminal investigation as well as response policing. The length of these placements will be determined by operational viability, anticipated to be at least two-weeks in each of roads policing, community and criminal investigation, with longer deployment in response policing.

Subsequent deployments will take place during Level 5 (weeks 21-30 and 35-52) and level 6 (weeks 5-13 and weeks 20-52 {interspersed with study weeks}). It is accepted that your individual learner journey and experiences will naturally differ, depending on what happens during your shifts. The placements will provide the opportunity for you to gather the required range of evidence for your operational competence portfolio. This will be monitored by the police tutor and supervisor.

The deployment phases will also allow you to apply your theoretical learning in the workplace, while also providing the experience to support your knowledge development. As such there becomes an integration between the theory and practice which can be demonstrated through your assessment activities and enable you to demonstrate your development of knowledge, skills and behaviour.

### **Apprentice Officer Support**

There is a range of dedicated support available to you throughout your learning journey. You will be given a named contact, within Humberside Police, the University, and whilst on patrol. They will be aware of any learning needs you may have, work with you to help address any gaps and support you to reach your full potential. They can guide you to explore alternative ways of thinking about something and direct your reading in beneficial areas that might complement or deepen your understanding of a topic.

This awareness is enhanced through a formal information sharing agreement between Humberside Police and the University. This ensures both sides involved in your development understand exactly what your needs are to ensure smooth progression through your development through a fully collaborative approach.

There are a range of facilities within York St John University to support you during your studies. The library services offer a wide range of e-books, journals and other material, which you will be able to access off campus. There are academic study support advisers who can

help support your academic development, offering tutorials and workshops to help with improving your study strategies, reflect on your planning process or developing your academic writing skills. You can join the YSJ Student Union and sign up for any one of the large number of clubs and societies on offer. Your wellbeing is paramount, and the University Student Services offer a range of facilities to assist and support your health.

There are also numerous support services available through Humberside Police to support you including Occupational Health and Wellbeing Unit, Employee Assistance Programme, coaching and mentoring programmes and support via the Police Federation.

Below are links to a range of support available;

[Academic Support](#)

[Disability Support](#)

[Academic Misconduct](#)

[Student Services](#)

[Library and IT Services](#)

## **Assessment and Feedback**

Academic assessments have been aligned to the programme learning outcomes and are varied in style, giving you multiple ways of demonstrating that you have met the core requirements. The forms of assessment are summarised in the assessment plan. Where possible, the assessment methods will reflect the requirements of the police officers' role such as operational planning, report writing, case studies and reviews, police recruit style examination, practical elements, presentation and research. These will support your learning and give you evidence to include as part of the Operational Competence Portfolio. There is often more than one assessment per module and a number of smaller units of assessment spread out across the year so that they are not all concentrated at the same time. As part of your academic development, assignments will foster critical and original thinking through structured activities and study. Study time has been incorporated into the timetable during teaching blocks and patrol to support you in managing the academic and professional demands of the apprenticeship.

You will be prepared for the assessments that contribute towards your degree apprenticeship through continual formative activities (e.g. peer and self-assessment) with feedback a routine part of your learning journey. These activities will help you fully understand the process of assessment and the criteria used to assess your work. You will use the University's assessment criteria to give feedback and jointly reflect on what is required to achieve a higher grade. You will also receive on-going feedback from your peer group and staff relating to your learning and development.

You will be permitted to have one resit attempt per assessment. (For more information see the Failure of modules and Resit attempts section below)

You will progress towards a single research project during Level 6, which will form part of your End-Point Assessment (EPA). Following assessment of potential areas available and following consultation with Humberside Police you will conduct an extended study in an agreed policing area. This will enable you to demonstrate an increased depth of knowledge, independent study and effective time management.

Throughout the PCDA, as an apprentice officer you will be required to collect and record workplace evidence as an ongoing continual process. This record of workplace evidence will be stored within an Operational Competence Portfolio (OCP). The OCP is a factual record of incidents and situations that you have independently dealt with throughout your operational duties. It must reflect and represent the minimum operational experience needed for you to be assessed as competent for Independent Patrol Status (by the end of level 4) AND Full

Operational Competence (FOC) within the earlier part of level 6 (it is expected that this will be achieved by week 17 of Level 6).

In order to collect evidence, you will need to complete a regular journal of operational experience. This will take the format of a reflective report, the journal will allow you to describe and reflect on your performance and knowledge in relation to the standards. These journal reports will be supported by further evidence, for example:

- Observation
- Testimony of witnesses and expert witnesses
- Body Worn Video (BWV)
- Work outputs (product evidence) - examples of work outputs which could be the form of:
  - Interview recordings (which could be video and audio)
  - Written reports (including witness statements)
  - Witness testimony
  - Plans
  - Photographs
  - Any other suitable records (including updates of force systems and notes).
- Professional discussion
- Assessor Devised Questions (ADQ)
- Self-reflective assessments.

The aim of the journal is to enable you to reflect on your experiences and explain how you have drawn upon and utilised the knowledge gained throughout the programme.

Evidence within the OCP will be documented extensively throughout the programme and should meet the OCP criteria, accurately reference the criterion as well as conform to the following underpinning principles:

- *Sufficiency* - is there sufficient evidence for an assessor to make an assessment decision?
- *Currency* – is the evidence current? Has it been gathered during the relevant timeframe?
- *Relevancy* - is the evidence relevant to what is currently being assessed?
- *Validity* – is the evidence legitimate? e.g. Body-worn camera footage may be deemed more valid than the account of a fellow learner
- *Authenticity* - is the evidence accurate, or has it been misrepresented?

**Formative operational assessments:** It is important for assessors to carry out an initial assessment to gauge what level of knowledge and understanding that you have against the OCP competencies. Formative assessments may be used to focus on developing a particular skill or quality, but it is necessary for you produce your own evidence to meet all assessment objectives. Assessors will identify and highlight any areas in which they believe you require additional support, assisting your development, and in the identification of requirements for future summative assessment. This is an ongoing process of continual dialogue between you and your assessor, with feedback being provided continually, and documented as part of your journal of operational experience.

**Summative operational assessments:** At the point it is believed that you are able to display competence against criteria within the OCP, after consultation with your assessor, any evidence obtained will be assessed to make a formal assessment decision relating to OCP criteria. This will take the form of a Portfolio Review Meeting. During these meetings, an assessor will hold a formal meeting with you to check if the evidence contained meets the standards for Independent Patrol Status, or Full Operational Competence.

If these principles are met, and the evidence contained within indicates that OCP units are complete, the assessor will conduct a detailed examination of a sample of the evidence within the OCP. They will discuss relevant incidents with you and if the assessor is satisfied you have achieved the required standard OCP units can be recorded as complete, for either Independent Patrol Status or Full Operational Competence.

**Independent Patrol Status** is defined as ‘the stage of professional development at which you have demonstrated sufficient competence in role to function independently, safely and lawfully in the workplace, alongside other policing colleagues in the operational arena’. Independent Patrol Status has been identified as a compulsory ‘progression gateway’ into Level 5 of the programme.

**Full Operational Competence:** Sufficient evidence must be collated within the Operational Competence Portfolio to achieve Full Operational Competence status.

As part of the End-Point Assessment (see below), evidence contained within your OCP will be further examined and scrutinised to ensure a balanced and justified decision is made as to the completeness of the OCP.

### **End-point Assessment**

The End-Point Assessment (EPA) is delivered across three modules. You will begin working on your EPA once you gain Full Operational Competence and have completed and passed all 300 academic credits, including any resit attempts.

Your EPA will be carried out by an independent assessor and consists of the following three components, completed in the order, as set out in the operational standard:

- Part 1 – Professional Discussion
- Part 2 – Extended Study
- Part 3 – Presentation plus panel discussion

Your **professional discussion** is assessed against all assessment criteria. It will be necessary to address each one to pass overall. It will be necessary to pass your professional discussion before being assessed for the other elements of the EPA although you will be able to start work on the other elements. For this element you will be awarded an overall Fail, Pass or Distinction. One resit attempt will be permitted.

Your **extended study** will be an evidence-based research project focused on one a specialist area of policing. The default module option for all apprentice officers will be a study within the *Evaluating Response Policing* module. Other modules options for this extended study may be available at the time of selection, but this is strictly guided by the organisational need for Humberside Police, which is influenced by the prevailing policing priorities at that time.

The topic you study will need to have the potential to add value within an operational delivery setting. You will conduct this study during the final part of your apprenticeship. Through this work, you will be required to demonstrate:

- a critical evaluation of a complex body of policing related knowledge
- demonstration of application of appropriate research methodologies and techniques
- analytical techniques and problem-solving skills applied in a policing context
- the critical evaluation of evidence, arguments and assumptions, to reach sound judgements which are communicated effectively



- a critical reflection of learning achieved during project
- a comprehensive understanding of the potential impact of recommendations on workplace, workforce and service
- how professional integrity has been considered and applied within the evidence-based research project.

Your extended study will be 10,000 words. Please note that the minimum pass mark will be 50 (which is higher than for your previous assignments). A Pass will be defined as a mark of 50-69% and distinction will be over 70%.

Your **presentation and panel discussion** will relate to the completion of the evidence-based research project followed by a panel discussion. You will be required to critically analyse and reflect on:

- the foundation provided by operational competence
- how you applied higher-level skills, knowledge and behaviours in your work
- how you might synthesise your project findings into operational delivery, indicating key learning points and improvements or adjustments to your own or others' working practices.

Typically, the presentation will last 30 minutes, and the panel discussion will last 30-40 minutes. Like the evidence-based project, the minimum pass mark will be 50 (which is higher than for your previous assessments). A Pass will be defined as a mark of 50-69% and distinction will be over 70%.

The overall EPA mark is Pass, Fail and Distinction. Your marks from each element will be amalgamated to calculate your overall grade. For the purposes of your university degree classification, the marks for these three components will be numerical and represented as a percentage. This will be determined according to the University's mark scheme.

### **Failure of modules and resit attempts**

All modules are non-compensatable which means that you must pass all modules at the relevant academic level to be able to progress to the next academic level.

To pass a credit bearing module you must achieve a minimum mark of 40. There are some exceptions to this e.g. the End-Point Assessment modules (DDP6015M and DDP6016M) require a pass mark of 50. You will be permitted to have one resit attempt per assessment. If you fail the resit attempt, you will be terminated from the programme but may be eligible for an exit award (as detailed on page 1 of this document and in the assessment plan on page 43 onwards). For further information about resits, please see [Reassessment | York St John University \(yorks.ac.uk\)](https://www.yorks.ac.uk/reassessment). Resit fees do not apply. Termination from the programme will mean that you have failed your probationary requirements, and thus your services as a police constable will be terminated, in line with [regulation 13](#) of The Police Regulations 2003.

Non-credit bearing modules, i.e. 0 credit modules, are Pass/Fail and must be passed. The non-credit bearing modules that are Pass/Fail are:

- DDP4012M Independent Patrol Status. If the Police Force determines that you have not fully evidenced the required competencies for IPS by the end of Level 4 you will be terminated from the programme but may be eligible for an exit award. Re-sits for this modules will not be permitted.

- DDP5014M Operational Competence Portfolio. If the Police Force determines that you are not making significant progress towards achieving FOC by the end of Level 5 you will be terminated from the programme but may be eligible for an exit award. Re-sits for this module will not be permitted.
- DDP6013M Full Operational Competence. If the Police Force determines that you have not fully evidenced the required competencies for FOC you will be terminated from the programme but may be eligible for an exit award. Re-sits for this module will not be permitted.

In addition, the following non-credit bearing module must also be passed:

- DDP6014M Operational Competence Analysis and Evaluation. This module forms part of your End-Point Assessment. You will be assessed on evidence contained within your OCP by a professional discussion. For this element you will be awarded an overall Fail, Pass or Distinction. It will be necessary to pass your professional discussion before being assessed for the other elements of the EPA. If you fail the assessment you will be permitted one resit attempt. If you fail the resit attempt you will be terminated from the programme but may be eligible for an exit award.

Termination from the programme will result in your services as a police constable being dispensed with, in line with [regulation 13](#) of The Police Regulations 2003. Thus, you will not pass your probation and your role will be terminated.

### **Officer Safety Training (OST) (including first aid and fitness test)**

OST and First Aid are compulsory aspects of the Police Constable role. All apprentice officers will be expected to maintain appropriate levels and certification throughout the duration of your programme (and following). Failure to maintain appropriate levels (assessed on an annual basis and in addition to your credit and non-credit bearing modules) may result initially in restrictive duties, supervision activities and an action plan produced (overseen by Division). Failure to address the issues and reach appropriate levels will result in termination of your contract with Humberside Police and termination from the programme.

### **Progression and graduation requirements**

The University's [general regulations for](#) undergraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

In addition, the following programme-specific regulations apply in respect of progression and graduation:

- Due to the following modules being assessed on workplace competency resit attempts will not be permitted:
  - DDP4012M Independent Patrol Status
  - DDP5014M Operational Competence Portfolio
  - DDP6013M Full Operational Competence
- Throughout your period of probation, subject to the provisions of [regulation 13](#) of The Police Regulations 2003, your services as a constable may be dispensed with at any time if the chief officer considers that you are not fitted, physically or mentally, to perform the duties of this office (this includes failure to pass Officer Safety Training and/or first aid), or that you are not likely to become an efficient or well conducted constable. This would also result in termination from the programme, and you would not

be eligible for the award of BA (Hons) Professional Policing Practice. You may still be eligible for an exit award.

Further information on progression and processes can be found in the Code of Practice for Assessment and Academic-related Matters via the links below:

<https://www.yorksj.ac.uk/media/content-assets/registry/policies/code-of-practice-for-assessment/Code-of-Practice-for-Assessment-202021-V1.pdf>

<https://www.yorksj.ac.uk/registry/regulations/regulations-for-undergraduate-awards/>

### **Late result modules**

As the PCDA will run outside the normal academic year, the programme will contain modules, where the result of the first attempt is not known in time for the School Assessment Panels (or equivalent level progression point for non-standard entry points). This will apply to the following module:

- DPP 4010M Criminal Investigating

### **Internal and external reference points**

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)
- Licensing requirements to run the PCDA from the College of Policing
- [Degree Apprenticeship Standard – Police Constable](#)
- Police Constable Degree Apprenticeship National Programme Specification v2.3 (March 2019)

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*Date written: 10<sup>th</sup> June 2020*

### **Appendices**

Appendix 1 - Part Time arrangements

Appendix 2 - Assessment Strategy

Appendix 3 - Curriculum mapping

## Appendix 1

### Part Time Working Arrangements

Part-time working on the programme will be considered on a case by case basis, considering individual circumstances, the programme structure, and business need at that point in time.

Part-time will only be available to you once you have completed the Level 4 gateway requirements including Independent Patrol Status; hence up to and including Level 4 will only be available full-time. Flexible working applications to reduce hours after Level 4 maybe be made in line with the Humberside Police Flexible Working policy. Discussions will be held on an individual basis so that you are clear about the effect it may have on your apprenticeship following submission of an application.

Where a reduction in working hours is agreed, it is anticipated that any classroom-based learning (teaching blocks) at Level 5 and 6 would be on a full-time basis. Any part-time working agreement would be applicable only in your operational deployment (on the job training). One of the following formula will be used to calculate your extended duration:

- i.  $12 \times 30 / \text{average weekly hours} = \text{new minimum duration in months}$ ; or
- ii.  $52 \times 30 / \text{average weekly hours} = \text{new minimum duration in weeks}$

The selection of the formula will depend on the availability of teaching block and based on your individual circumstances as to not disadvantage anyone who is working part time.

Due to the structure of the programme, you will move between cohorts, if required, to lengthen time between teaching blocks. This would be discussed with you as appropriate.

In line with the University regulations for the completion of a degree, during Level 5 and 6 you should complete a minimum of 60 credits per annum. (A typical example of a part time structure can be seen below however this will be designed on a case by case basis)

You must work sufficient hours each week so that you can undertake regular training and on-the-job activity to ensure you are likely to successfully complete your apprenticeship. A record will be kept of the agreed average number of hours you work each week. In line with the flexible working guidance you are required to work a minimum average of 24 hours per week.

Your apprenticeship will be completed within a maximum of 5 years of commencement irrespective of what extensions are in place.

## Indicative Programme Structure for Part-time Apprentice Officers

Code	Level	Title	Credits	Teaching block (part-time progression) <sup>1</sup>	Year	Module status	
						Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
DPP4007M	4	The Police Service	20	TB1a, TB1b, P1	1	C	NC
DPP4008M	4	Fundamentals of Policing Practice	30	TB a, TB1b, P1	1	C	NC
DPP4009M	4	Public Protection and Vulnerability	20	TB1a, TB1b	1	C	NC
DPP4010M	4	Criminal Investigating	20	TB2	1	C	NC
DPP4011M	4	Operational Policing Contexts	30	TB1b, P1	1	C	NC
DPP4012M	4	Independent Patrol Status	0	P1	1	C	NC
DPP5007M	5	Professional Standards in Policing	20	TB3, P2	2	C	NC
DPP5008M	5	Digital Policing and Counter Terrorism	10	TB3, P2)	2	C	NC
DPP5009M	5	Response Policing	20	TB3, P2	2	C	NC
DPP5010M	5	Policing the Roads	10	TB4, P3 (	2	C	NC
DPP5011M	5	Policing Communities	20	TB4, P3	2	C	NC
DPP5012M	5	Developing Crime Investigation and Prevention	20	TB4, TB5, P4	2/3	C	NC
DPP5013M	5	Enhancing Public Protection	20	TB5, P4	3	C	NC
DPP5014M	5	Operational Competence Portfolio	0	P3, P4	2/3	C	NC
DPP6006M	6	Professionalising Policing	10	TB6, P5	4	C	NC
DPP6007M	6	Advancing Policing Practice	20	TB6, P5, TB7	4	C	NC
DPP6008M	6	Evaluating Response Policing*	30	TB6, P5, TB7	4	C	NC
DPP6013M	6	Full Operational Competence	0	TB6, P5, TB7	4	C	NC
DPP6014M	6	Operational Competence Analysis and Evaluation	0	TB8 P6	5	C	NC
DPP6015M	6	Extended Study	40	TB8, P6, P7, P8, P9	5	C	NC
DPP6016M	6	Reflections on the Application of	20	P9	5	C	NC

<sup>1</sup> This is an indicative part-time programme structure only and is based on delivery of the programme over 5 years. This is calculated for an Apprentice Officer working 0.5 FTE [assuming a minimum of 24 hours per week].

		Learning to Operational Policing				
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**Appendix 2**

**Assessment Strategy**

The overall assessment approach is driven by the desire to be holistic and student-centred, thereby integrating the academic and operational aspects of the degree apprenticeship – ensuring that assessments are authentic and self-reflective written work will provide supporting evidence of operational competence. The assessment approach will be continuous and integrate formative (developmental) assessment with summative assessment (awarding academic credit and achievement of operation competence). Apprentice officers will receive regular knowledge checks as a matter of routine to ensure that they have the required levels of policing knowledge.

*Assessment of Academic Competence*

Academic assessments have been aligned to the programme learning outcomes (PLOs) and are varied in style to allow for different learning preferences. The variation in assessment types enable apprentice officers to have more than one way to demonstrate that they have met the core requirements and thereby ensure the assessments are as inclusive as possible.

The forms of assessment are summarised in the assessment plan. Where possible, the forms of assessments are authentic, to closely reflect the role and the different operational policing contexts they will be working in (e.g. reflective analysis, reporting, group working, presentations). This will support learning and generation of evidence required for the operational competence portfolio. Across Levels 4 to 6, the range of assessment types have been mapped against the area of curriculum to ensure that a range of assessment types are being used across the programme.

Apprentice officers will be prepared for credit-bearing assessments through continual formative activities (e.g. peer and self-assessment, role play) with feedback and feedforward a routine part of an apprentice officer’s learning journey (including self-assessment and peer feedback). There is often more than one assessment per module and several smaller units of assessment covering different aspects of knowledge, skills and behaviours. Assessments are also spread out across the year so that they are not all concentrated at the same time; enabling apprentice officers to accumulate credit as they progress. Study time has been incorporated into the timetable during teaching blocks and patrol to support them in managing the academic and professional demands of the course. There is progression towards a single research project towards the end of the programme at Level 6, which will form part of the End-Point Assessment (EPA). This will enable apprentice officers to demonstrate an increased depth of knowledge, independence and time management.

*Assessment of Operational Competence*

Apprentice officers will work towards achieving Independent Patrol Status at Level 4 and evidencing achievement of Full Operational Competence (FOC) throughout Level 4 - Level

6. It is anticipated that all apprentice officers will have fully demonstrated their FOC by the end of Level 5, or into the first quarter of Level 6 if agreed by Humberside Police. This is facilitated by the provision of varied placements across the first half of Level 5. Across the degree apprenticeship, apprentice officers will build evidence in their Operational Competency Portfolio (OCP).

Throughout the PCDA, apprentice officers will be required to collect and record workplace evidence as a continual process. These records of workplace evidence will be stored within an OCP. The OCP is a record of incidents and situations that, the apprentice officer, have independently dealt with throughout their operational duties and must reflect the minimum operational experience needed to be assessed as:

- Competent for Independent Patrol (by the end of level 4) and,
- Full Operational Competence (within the earlier part of level 6).

#### *Stages of Assessment:*

Throughout the programme, apprentice officers will progress through various phases of learning and assessment, these are:

- Acquisition and assessment of knowledge and understanding
- Acquisition and assessment of skills
- Application and assessment of knowledge and skills in workplace (supervised)
- Application and assessment of knowledge and skills in workplace (independent).

This will ensure that apprentice officers undertake three key stages of assessment during the programme.

- Progressive assessment of underpinning knowledge and understanding during the learning-based stages of the programme (off the job training)
- Assessment of applied skills, behaviours and knowledge and understanding in the workplace, under supervision, this relates to the Independent Patrol Status (IPS)
- Assessment of applied skills, behaviours, knowledge and understanding relating to Full Operational Competence (FOC).

## Assessment Plan

### Assessment of Underpinning Knowledge and Understanding

#### Level 4

Module /credits	Weighting	Assessment Approach	Assessment type	PLOs	Rationale	Assessment	Week (Assessment submitted)	Who
<b>DPP4007M</b> <b>The Police Service</b> [20 credits]	50%	Presentation followed by Q&A (10 mins)	Individual presentation	4.1 4.3	Checking knowledge and understanding of the police constable role, professional standards and relevant legislation and policy. Developing academic skills.	Block 1b	13	Joint
	50%	Creating a reflective diary focusing on the policing role, values, ethics and application of law (1000 words)	Self-reflection	4.1 4.4	Assessing a growing understanding of how the policies, principles and practices used within the police service are enacted in practice. This should reflect on the communities served and ways of promoting diversity and inclusion. Developing an ability to self-reflect.	During patrol phase	35	Joint
<b>DPP4008M</b> <b>Fundamentals of Policing Practice</b> [30 credits]	34%	Documenting a role play scenario (1000 words)	Written work	4.1 4.2 4.4	Assessing the application and reflection on decision-making, problem-solving, managing conflict, and team working – considering knowledge, skills and behaviours. Developing an ability to self-reflect and critique their collection and application of evidence, information and intelligence.	Block 1a	11	Joint
	33%	Observed group task using the Hydra suite (followed by written personal reflection) (3 hours + 500 words)	Practical	4.1 4.2 4.3 4.4	Assessing the application of skills and knowledge in authentic policing contexts. Developing their ability to self-reflect, review their approach and explain their actions, use of evidence and decisions.	Block 1b	17	Joint



	33%	Critique of the application of specific policing practices (1000 words)	Written work	4.1 4.2 4.3	Assessing understanding of a range of policing practice skills and how they are applied in policing contexts, drawing on literature sources.  Developing an ability to review the context, application of the law, police protocols, options, and models etc.	During patrol	42	Joint
<b>DPP4009M</b> <b>Public protection and vulnerability</b> [20 credits]	100%	Case study (2500 words)	Written work	4.1 4.2 4.3	Assessing understanding of vulnerability and risk in society and ways to support vulnerable people and reduce risk. Able to draw effectively on relevant research evidence, experience and knowledge.	Block 1b	23	Joint
<b>DPP4010M</b> <b>Criminal Investigating</b> [20 credits]	100%	Essay (2500 words)	Written work	4.1 4.2 4.3	Assessing application of academic research methods and skills, understanding of practices around undertaking an investigation, reflecting on criminal justice system, victim and witnesses and crime prevention.  Developing their knowledge and understanding of how to investigate crime and use legislation/policy guidance and intelligence and information in policing.	Block 2	50	YSJ
<b>DPP4011M</b> <b>Operational Policing Contexts</b> [30 credits]	34%	Written operational report and commentary of 750 words Reflective of their operational experience, such as: Traffic offence reports Vehicle Defect Rectification Scheme report (VDRS) Home Office Road Traffic scheme report (HO/RT1) Community resolution Low level disposal method (Warning, National Firearms Act)	Self-reflection	4.1 4.2 4.3 4.4	Assessing understanding of what is required to complete operational police reports. The accompanying commentary will assess understanding the report and justification of thoughts/approaches or decisions made. Their redacted report will be added as evidence for the OCP (particularly unit viii – information and intelligence). Developing their observation and capturing of key information in operational contexts.	During patrol	36	Joint

	33%	Written operational report and commentary of 750 words Such as: Police intelligence report Written statement	Self-reflection	4.1 4.2 4.3 4.4	Assessing understanding of what is required to complete routine police reports. The accompanying commentary will assess understanding the report, and justification of thoughts/approaches or decisions made. Their redacted report will be added as evidence for the OCP (particularly unit viii – information and intelligence). Developing their observation and capturing of key information in operational contexts.	During patrol	40	Joint
	33%	Written operational report and commentary of 750 words Such as: Crash reports Drink/drive reports Sudden death report DASH report Use of force document Stop /search	Self - reflection	4.1 4.2 4.3 4.4	Assessing understanding of what is required to complete routine police reports. The accompanying commentary will assess understanding the report, and justification of thoughts/approaches or decisions made. Their redacted report will be added as evidence for the OCP (particularly unit viii – information and intelligence). Developing their observation and capturing of key information in operational contexts.	During patrol	45	Joint
<b>DPP4012M</b> <b>Independent Patrol Status</b> Pass/ fail [0 credits]	-	Operational Competence Portfolio	Portfolio	4.1 4.2 4.3 4.4	Demonstrating sufficient competence to function independently, safely and lawfully in the workplace. Reviewing the completeness of evidence provided in the OCP against the IPS criteria as well as detailed examination of a sample of evidence provided, relative to the skills, knowledge and understanding from the curriculum.  There will be a requirement to pass Officer Safety Training and First Aid courses to pass IPS. Progression Gateway requirement.	During patrol phase	45	Humber-side

**Exit Award: Certificate of Higher Education in Policing**

For those who obtain 120 credits, who do not pass their Independent Patrol Status.

## Level 5

Module /credits	Weighting	Assessment Approach	Assessment type	YSJU PLOs	Rationale	Assessment	Week	Who
<b>DPP5007M</b> <b>Professional Standards in Policing</b> [20 credits]	100%	Reflective essay (2500 words)	Written work	5.1 5.2 5.4 5.5	Assessing the ability to critically evaluate their experience of the police service, reflecting on the importance of maintaining standards, wellbeing, and valuing difference and inclusion.	Block 4	16	YSJ
<b>DPP5008M</b> <b>Digital policing and Counter terrorism</b> [10 credits]	100%	Academic poster	Creative artefact	5.1 5.2 5.4 5.5	Assessing the ability to research and summarise relevant findings and key information in a concise way relevant to one of these policing contexts, using words, graphics and/or pictures.	Block 3	4	YSJ
<b>DPP5009M</b> <b>Response policing</b> [20 credits]	50%	Create a personal development plan for the forthcoming patrol phase, identifying the outstanding evidence required. (1250 words)	Written work	5.3 5.5	Assessing an ability to plan towards completion of OCP; taking ownership for any outstanding evidence required.	Block 3	5	Joint
	50%	Written reflection – providing a critical commentary of a response incident experienced on patrol (1250 words)	Self-reflection	5.1 5.2 5.3 5.4 5.5 5.6	Assessing understanding and application of policing practice skills and ability to critique police handling of incidents; identify possible options; characteristics of an effective response; and articulate the rationale for the chosen decision. Providing OCP evidence (iv. Managing conflict; xi. an effective initial response)	Block 3	3	Joint
<b>DPP5010M</b> <b>Policing the Roads</b>	70%	Role play /Hydra group exercise	Practical	5.1 5.2 5.4	Assessing and developing skills relevant to roads policing including communication; leadership and team working; decision	Block 4	17	Joint

[10 credits]					making and discretion; evidence-based policing and use of information and intelligence.			
	30%	Written reflection (500 words)	Self-reflection	5.1 5.2 5.3 5.4 5.5 5.6	Assessing reflection on the experience, their role and learning derived. Providing OCP evidence (iv. managing conflict; xi. an effective initial response).	Block 4	18	Joint
<b>DPP5011M Policing Communities</b> [20 credits]	50%	Group presentation (15 mins), followed by questions	Group presentation	5.1 5.2 5.3	Assessing the ability to explain, reflect on and review the role of communities. Encouraging reflection on different operational locations served by Humberside Police and the impact of those communities on operational policing.	Block 4	19	Joint
	50%	Written reflection on policing within diverse communities (1250 words)	Self-reflection	5.1 5.2 5.3 5.4 5.5	Assessing reflection on the experience, their role and learning derived. Providing evidence of OCP (xii. Policing communities); demonstrating evidence of developing productive partnerships.	Block 5	31	Joint
<b>DPP5012M Developing Crime Investigation and Prevention</b> [20 credits]	50%	Written Essay (1750 words)	Written work	5.1 5.2 5.4	Assessing knowledge of the process of conducting an investigation - being able to convey the significance of search items, personal safety; use of a range of information and intelligence; interview and post interview procedures.	Block 5	33	Joint
	50%	Reflective log (1250 words)	Self-reflection	5.1 5.2 5.3 5.4 5.5 5.6	Assessing the ability to evaluate one's own performance in conduction of interviews with victims, witnesses and suspects/post-interview procedures. Providing evidence of OCP (unit vii; x)	Block 5	32	Joint
<b>DPP5013M Enhancing Public Protection</b> [20 credits]	100%	Harm reduction plan (2500 words)	Written work	5.1 5.2 5.4 5.5	Assessing understanding of the steps required to reduce harm and assess knowledge of law and policy. Developing strategies for preventing crime. Evidence	Block 5	35	YSJ

					for OCP (unit v – supporting vulnerable people)			
<b>DPP5014M</b> <b>Operational Competence Portfolio (OCP)</b> [0 credit]	Pass/fail	Operational Portfolio	Portfolio	5.3 5.4 5.5 5.6	Demonstrating significant progress in the evidencing the standards, skills and behaviours required for operational policing. Logging evidence of the acquisition of skills, knowledge and behaviours and ability to critically evaluate a sample of evidence.	During patrol	48	Humberside
<b>Exit Award:</b> Diploma of Higher Education in Policing For those who obtain 240 credits, but have not passed the Operational Competence Portfolio at level 5.								

## Level 6

Module Title	Weighting	Assessment Approach	Assessment type	YSJU PLOs	Rationale	Assessment	Week	Who
<b>DPP6006M</b> <b>Professionalising Policing</b> [10 credits]	100%	Critical Review [of self or police service] (1500 words)	Written work	6.1; 6.2; 6.4; 6.7	Assessing the evaluative, reflective and analytical skills by which to demonstrate a thorough understanding, skills and behaviour associated with the police role, drawn from the classroom, work-placements and literature.	Block 6	5	Joint
<b>DPP6007M</b> <b>Advancing Policing Practice</b> [20 credits]	50%	Poster to outline the rationale for the selection of the extended study topic (drawing on literature, reflections, and key information)	Creative artefact	6.1; 6.2; 6.3; 6.4; 6.7	Assessing the ability to identify and summarise relevant literature, experience and information for the extended research study.	Block 7	16	YSJ
	50%	Group presentation (15 mins followed by group question/answer)	Group presentation	6.1; 6.2; 6.3; 6.4; 6.5; 6.6; 6.7	Assessing the coaching, mentoring and assessment skills required within the police service and application of knowledge, skills and behaviours.	Block 6	3	Joint
Modules DPP6008M, DPP6009M, DPP6010M, DPP6011M, DPP6128M, are available as options based on operational needs of Humberside Police. It is anticipated that in the initial years of delivery only DPP6008M will be the only available module								
<b>DPP6008M</b> <b>Evaluating Response Policing</b> [30 credits] [Default specialist area for all apprentice officers]	50%	Case evaluation (2000 words)	Written work	6.1; 6.2; 6.3; 6.4; 6.5; 6.7	Assessing the ability to evaluate response situations and context, evaluating the approaches that can be applied. Providing evidence for OCP (unit vii; x; and potentially i; iii; iv)	Block 7	14	Joint
	50%	Discussion (15-20 minutes) based	Viva	6.1; 6.2; 6.3;	Assessing the ability to understand the challenges, drivers and issues impacting upon contemporary response policing and identify and	Block 7	17	YSJ

		upon Operational Efficiency Plan		6.4; 6.7	then justify an appropriate range of actions to address them efficiently and effectively.			
<b>DPP6009M Conducting Complex Investigations</b> [30 credits] [Part of <i>specialist module suite</i> only available dependent on Humberside Police need and direction]	50%	Case evaluation (2000 words)	Written work	6.1; 6.2; 6.3; 6.4; 6.5; 6.7;	Assessing the ability to evaluate a more complex investigation, reflecting on the use of interview skills drawing upon strategic developments in the use of intelligence and information. Providing evidence for OCP (unit vii; x; and potentially i; iii; iv)	Block 7	14	Joint
	50%	Discussion (15-20 minutes) based upon Operational Efficiency Plan	Viva	6.1. 6.2. 6.3. 6.4 6.7	Assessing the ability to understand the drivers and issues impacting upon contemporary response policing and identify and then justify an appropriate range of actions to address them efficiently and effectively.	Block 7	17	Joint
<b>DPP6010M Evaluating Roads Policing</b> [30 credits] [Part of <i>specialist module suite</i> only available dependent on Humberside Police need and direction]	50%	Case evaluation (2000 words)	Written work	6.1; 6.2; 6.3; 6.4; 6.5; 6.7;	Assessing the ability to review the evidence base associated with serious road policing offences and evaluate the causes of roads collisions. Providing evidence for OCP.	Block 7	14	Joint
	50%	Discussion (15-20 minutes) based upon Operational Efficiency Plan	Viva	6.1. 6.2. 6.3. 6.4 6.7	Assessing the ability to identify the causes of roads collisions and evidence base associated with road policing offences, as well as identify and then justify an appropriate range of strategies to address them efficiently and effectively.	Block 7	17	Joint
<b>DPP6011M Evaluating Community Policing</b> [30 credits] [Part of <i>specialist module suite</i> only available dependent on Humberside Police	50%	Case evaluation (2000 words)	Written work	6.1; 6.2; 6.3; 6.4; 6.5; 6.7	Assessing the ability to critically examine key emerging issues and evaluate a range of problem-solving approaches used to promote community cohesion. Providing evidence for OCP.	Block 7	14	Joint
	50%	Discussion (15-20 minutes) based	Viva	6.1. 6.2. 6.3.	Assessing the ability to critically evaluate the range of issues and concerns faced by Humberside's diverse communities, as well as	Block 7	17	Joint

need and direction]		upon Operational Efficiency Plan		6.4 6.7	identify and then justify an appropriate range of strategies to address them efficiently and effectively.			
<b>DPP6012M Evaluating Information and Intelligence Policing</b> [30 credits] [Part of <i>specialist module suite</i> only available dependent on Humberside Police need and direction]	50%	Case evaluation (2000 words)	Written work	6.1; 6.2; 6.3; 6.4; 6.5; 6.7.	Assessing the ability to evaluate and reflect on the use of the National Intelligence Model and how information and intelligence have been used to progress a given policing operation and the outcomes emerging from an intelligence perspective. Providing evidence for OCP.	Block 7	14	Joint
	50%	Discussion (15-20 minutes) based upon Operational Efficiency Plan	Viva	6.1. 6.2. 6.3. 6.4 6.7	Assessing the ability to identify the implications for practice of information and intelligence as well as identify and then justify appropriate range of strategies to use such evidence efficiently and effectively.	Block 7	17	Joint
<b>DPP6013M Full Operational Competence</b> [0 credits]	Pass /Fail	OCP	Portfolio	6.2; 6.3; 6.4; 6.5; 6.6; 6.7; 6.8	Demonstrating evidence of the standards, skills and behaviours required for operational policing. Logging evidence of the acquisition of skills, knowledge and behaviours and ability to critically evaluate a sample of evidence.	Block 7	17	Humberside
<b>DPP6014M Operational Competence Analysis and Evaluation</b>  [Part 1: End Point Assessment] [0 credits]	100%	Professional Discussion on the OCP	Viva	6.2; 6.3; 6.4; 6.5; 6.6; 6.7; 6.8	The ability to critically review and reflect on the skills, knowledge and behaviours required to be an effective and efficient police officer.	During Patrol	24	Independent plus YSJ and Humberside representation
<b>DPP6015M Extended Study</b>	100%	Extended Research Study (10,000 words)	Written work	6.1; 6.2; 6.3; 6.4;	Assessing the ability to design and implement an evidence informed research project, drawing on literature, experience and knowledge and being able to explain the steps required at an	During patrol (after research,	43	Independent plus YSJ and Humberside representation



<b>[Part 2: End Point Assessment]</b> [40 credits]				6.5; 6.6; 6.7; 6.8	operational level to reduce crime, incidents and demand.	scholarly activity)		
<b>DPP6016M Reflections on the Application of Learning to Operational Policing</b> <b>[Part 3: End point Assessment]</b> [20 credits]	100%	Presentation and Panel Discussion (30 mins+30-40mins)	Individual Presentation	6.1; 6.2; 6.3; 6.4; 6.5; 6.6; 6.7; 6.8	Assessing the ability to draw together experiences and scholarship, and critically evaluate and discuss the knowledge, skills and behaviours developed throughout.	During patrol	47-49	Independent plus YSJ and Humberside representation
<b>Exit award:</b> Ordinary Degree of Higher Education For those who have completed 300 credits, but fail one or more elements of their EPA (after one resit attempt)								
<b>Final award:</b> BA (Hons) Professional Policing Practice For those completing all 360 credits and passing all elements of their EPA.								

Police Constable Degree Apprenticeship Year 1 (Level 4)			
To assist with the various mapping processes undertaken by HEI's, where content is removed the outcome/content number has remained but signified by 'content removed'. New content is signified by a letter e.g. 2.3a to avoid adverse impacts on numbering. These numbers will be corrected appropriately upon renewal of the licence(s).			
Learning Outcomes	Minimum Content Coverage	BA (Hons) Professional Policing Practice (Module/s)	BA (Hons) Professional Policing Practice (Programme Learning Outcome/s (PLOs))
<b>Understanding the Police Constable Role</b>			
1 Explain the purpose of the police service and the responsibilities of those charged with delivering a professional service	1.1 The history of the police: <ul style="list-style-type: none"> <li>The creation of the police (e.g. Peelian principles)</li> <li>The modern police service</li> </ul> 1.2 The policing mission 1.3 What it means to be a police constable e.g. constabulary independence, crown servant 1.4 Roles and responsibilities of those charged with ensuring that the police deliver a professional service: <ul style="list-style-type: none"> <li>Home Secretary</li> <li>Police and Crime Commissioners (Combined Authority Mayor)</li> <li>Her Majesty's Inspector of Constabulary and Fire and Rescue Services (HMICFRS)</li> <li>NPCC (National Police Chiefs Council)</li> <li>Mayor's Office for Policing and Crime (MOPAC)</li> <li>Independent Office for Police Conduct (IOPC) (formerly Independent Police Complaints Commission (IPCC))</li> <li>Chief Constables</li> <li>College of Policing</li> <li>Staff Associations</li> <li>Professional Standards</li> </ul>	The Police Service	4.1, 4.3
2 Review the role of law enforcement agencies and how a police constable can support these agencies to deliver a safer UK	1.5 How Police and Crime Plans impact on the police service 2.1 Regional and national collaboration between forces 2.2 How the police service works with other law enforcement agencies to provide an effective national and international service, including (where applicable): <ul style="list-style-type: none"> <li>National Crime Agency</li> <li>Special Branch</li> <li>National Counter Terrorism Policing</li> <li>Interpol/Europol</li> <li>International Crime Co-ordination Centre (ICCC)</li> <li>Border Force</li> <li>ACPO Criminal Records Office (ACRO)</li> <li>Immigration enforcement</li> </ul> 2.3 Level of input and advice that can be provided by the specialist agencies 2.4 Role of the constable in supporting these agencies	The Police Service	4.1, 4.3
3 Explain the concepts and principles of 'policing by consent'	3.1 Social and historical context of 'policing by consent' 3.2 Constitutional position of the police 3.3 The concept of, and evidence, for, police legitimacy 3.4 The concept of 'procedural justice' 3.5 Role and importance of the public in policing (e.g. reporting crime, intelligence, informal social control, compliance) 3.6 Risks to maintaining public consent and their consequences (e.g. riots, lack of co-operation, lack of community cohesion) 3.7 Local accountability	The Police Service	4.1, 4.3
4 Explain the structure of the police service and the functions and the roles of members of the service	4.1 Police officers; Special Constabulary; PCSOs; other police staff 4.2 Types of roles and functions performed: <ul style="list-style-type: none"> <li>Uniformed roles and functions</li> <li>Specialist roles and functions</li> </ul> 4.3 How these roles and functions can work together to deliver fair and effective policing	The Police Service	4.1, 4.3
5 Examine in detail the specific role of police constable, as articulated in the national apprenticeship standard	5.1 National apprenticeship standard for police constable: <ul style="list-style-type: none"> <li>Knowledge, skills and behaviours</li> </ul> 5.2 What it means to be an apprentice 5.3 Importance of police constables being multi-competent/multi-functional 5.4 Importance of being a reflective practitioner	The Police Service	4.1, 4.3
6 Understand the extent of police powers and how these powers are regulated	6.1 Extent of powers applicable to: <ul style="list-style-type: none"> <li>Police officers</li> <li>Special Constabulary</li> <li>PCSOs</li> <li>Other police staff</li> </ul> 6.2 How police powers are regulated: <ul style="list-style-type: none"> <li>Legislation</li> <li>Professional Standards</li> </ul>	The Police Service Fundamentals of Policing Practice	4.1, 4.3
7 Exercise police powers and procedures fairly and without bias	7.1 Legal requirement to use the least level of power necessary to achieve a legitimate and lawful aim: <ul style="list-style-type: none"> <li>Human Rights Act 1998</li> <li>Mnemonic PLAN</li> </ul> 7.2 Statutory responsibilities where police need to provide an explanation to an individual prior to applying police powers e.g. reasons for arrest 7.3 Balance between the effect and the implications of using police powers and the benefits being sought 7.4 Specific legislation applicable when dealing with typical policing incidents, including: <ul style="list-style-type: none"> <li>Offences Against the Person Act 1861</li> <li>Criminal Damage Act 1971</li> <li>Misuse of Drugs Act 1971</li> <li>Theft Act 1968/Theft Act 1978</li> <li>Police and Criminal Evidence Act (PACE) 1984</li> <li>Public Order Act 1986</li> <li>Road Traffic Act 1988</li> <li>Human Rights Act 1998</li> <li>Regulation of Investigatory Powers Act 2000 (RIPA)</li> <li>Police Reform Act 2002</li> <li>Sexual Offences Act 2003</li> <li>Licensing Act 2003</li> <li>Anti-social Behaviour, Crime and Policing Act 2014</li> <li>Psychoactive Substances Act 2016</li> <li>Investigatory Powers Act 2016</li> <li>Policing and Crime Act 2017</li> <li>Offensive Weapons Act 2019</li> </ul>	The Police Service, Fundamentals of Policing Practice, Public Protection and Vulnerability, Operational Policing Contexts, IPS module	4.1, 4.3, 4.4
<b>Valuing Difference and Inclusion</b>			
1 Understand and apply core principles of ethics, equality, diversity and human rights in professional policing	1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights' 1.2 Relevant legislation and guidance in a policing context: <ul style="list-style-type: none"> <li>Human Rights Act 1998</li> <li>Macpherson report 1999 (Stephen Lawrence Inquiry)</li> <li>Police Reform Act 2002</li> <li>Equality Act 2010</li> <li>IOPC Statutory Guidance 2015</li> <li>Lammy Review: Final Report 2017</li> <li>NPCC Diversity Equality Inclusion Strategy 2018-2025</li> <li>Macpherson Report: Twenty Years on Inquiry 2019</li> <li>Police (Conduct) Regulations 2020</li> <li>Police (Complaints and Misconduct) Regulations 2020</li> <li>Police (Performance) Regulations 2020</li> <li>Police Appeals Tribunal Rules 2020</li> </ul>	The Police Service	4.1
		The Police Service, Fundamentals of Policing Practice, IPS module	4.1, 4.3, 4.4

Key:	1. <b>Minimum Content:</b> Where are a cell in the Minimum Content Coverage Column is filled green that content is also covered within another module. The additional module has been identified within the content cell
	2. <b>Modules column:</b> The module that is linked to the section of the curriculum is in black font. If additional modules are linked to small sections of that curriculum they are in green font; this should correspond to the section of the Minimum Content cell that is filled green. If curriculum will also be covered whilst on patrol (e.g. IPS that module is identified in red font).

<b>Update record:</b>
Curriculum updated April 2021
Not updated 2022 as already delivered

	1.3 Code of Ethics	The Police Service, Fundamentals of Policing Practice, Public Protection and Vulnerability Criminal Investigating Operational Policing Contexts <b>IPS module</b>	4.1, 4.3, 4.4		
2 Challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable	2.1 Define the terms 'bias', 'prejudice', 'discrimination' and 'stereotyping'	The Police Service	4.1		
	2.1a Equality, Diversity and Inclusion (EDI) considerations, including: <ul style="list-style-type: none"><li>• Equality Act 2020 and the Public Sector Equality Duty</li><li>• Protected characteristics<ul style="list-style-type: none"><li>- Age</li><li>- Disability (including neurodiversity)</li><li>- Gender Reassignment</li><li>- Marriage and Civil Partnership</li><li>- Pregnancy and Maternity</li><li>- Race and Ethnicity</li><li>- Religion or Belief</li><li>- Sex</li><li>- Sexual Orientation</li></ul></li><li>• Valuing Difference</li><li>• Bullying, harassment and victimisation</li><li>• Equality Impact</li></ul>				
	2.2 Impact of being a victim of bias, prejudice, discrimination or stereotyping			The Police Service <b>IPS module</b>	4.1, 4.3, 4.4
	2.3 Practical professional strategies to address bias, prejudice, discrimination and stereotyping <ul style="list-style-type: none"><li>• Strategies for challenging</li><li>• Coping strategies</li></ul>			The Police Service <b>IPS module</b>	4.1, 4.3, 4.4
<b>Maintaining Professional Standards</b>					
1 Understand the necessity for maintaining professional standards in policing, and relevant governance, roles and responsibilities	1.1 Necessity: <ul style="list-style-type: none"><li>• Fair, ethical and unbiased delivery of policing services</li></ul>	The Police Service <b>IPS module</b>	4.1, 4.3, 4.4		
	1.2 Governance: <ul style="list-style-type: none"><li>• Legislation</li><li>• Professional standards</li><li>• Professional Standards Unit (PSU)</li></ul>				
	1.3 Roles and responsibilities: <ul style="list-style-type: none"><li>• PSU</li><li>• Chief Officers</li><li>• Disciplinary procedures</li><li>• Hearings</li><li>• Role of the IOPC (formerly IPCC), in serious cases</li></ul>				
	1.4 Professional standards: <ul style="list-style-type: none"><li>• Police (Complaints and Misconduct) Regulations 2020</li><li>• Disciplinary procedures</li><li>• Notifiable associations</li><li>• Off-duty conduct</li><li>• Avoiding corruption</li><li>• Abuse of authority (for sexual purposes, financial gain etc.)</li></ul>				
	1.5 Code of Ethics				
2 Maintain professional standards in both professional and personal life	2.1 The level of professional standards required in both professional and personal life	The Police Service <b>IPS module?</b>	4.1, 4.3, 4.4		
	2.2 Potential impact of policing targets on professional standards				
	2.3 Ethical considerations associated with finance, including force policy associated with: <ul style="list-style-type: none"><li>• Gifts and hospitality</li><li>• Business interests</li><li>• Secondary occupations</li></ul>				
	2.4 Areas where professional standards may impact upon personal life: <ul style="list-style-type: none"><li>• Use of social media</li><li>• Use of own digital products to record photographs e.g. smartphones</li><li>• Friending anonymously on social media for investigation purposes</li><li>• Personal life influences e.g. appropriate personal relationships; financial stability</li><li>• Abuse of position/'integrity agenda'</li></ul>				
	2.5 Potential consequences of failing to comply with professional standards				
	2.6 Potential consequences of failing to comply with professional standards				
3 Understand (and, where necessary, make use of) internal processes within the police service for challenging and reporting unprofessional conduct	3.1 Combatting discrimination, harassment and bullying of any description	The Police Service	4.1		
	3.2 Raising and voicing concerns and challenging unprofessional conduct				
	3.3 Protecting the informant e.g. whistleblowing				
	3.4 Organisational support for those who challenge unprofessional conduct				
	3.5 Confidential reporting procedures				
4 Explain the process for dealing with external complaints and expressions of dissatisfaction against members of the service	4.1 Role of the Independent Office for Police Conduct (formerly Independent Police Complaints Commission)	The Police Service	4.1		
	4.2 Recording evidence				
	4.3 Dealing with public complaints effectively				
	4.4 Instances when informal/local resolution of a public complaint is appropriate				
	4.5 Appropriate guidance relating to the complaint: <ul style="list-style-type: none"><li>• IOPC Statutory Guidance</li><li>• College of Policing Guidance</li><li>• Police Regulations</li><li>• Home Office Guidance</li><li>• Local policy</li></ul>				
<b>Evidence-based Policing</b>					
1 Explain the professional concept of evidence-based policing	1.1 Definition of evidence-based policing (EBP): <ul style="list-style-type: none"><li>• Definitions of evidence-based policing</li><li>• College of Policing definition<ul style="list-style-type: none"><li>- ATLAS approach</li><li>- Sherman definition</li></ul></li><li>• Realist perspectives</li></ul>	Fundamentals of Policing Practice	4.1, 4.2		
	1.2 The rationale for evidence-based policing: <ul style="list-style-type: none"><li>• Cognitive biases and heuristics e.g. Daniel Kahneman</li><li>• Behavioural insights e.g. the concept of 'nudge'</li><li>• High-risk, high-harm, high-cost issues</li><li>• 'Scared straight' and 'backfire'</li></ul>	Fundamentals of Policing Practice	4.1, 4.2, 4.3		
	1.3 Importance of differentiating between types of evidence to identify best practice: <ul style="list-style-type: none"><li>• Types of evidence:<ul style="list-style-type: none"><li>- Research evidence (types and standards of research)</li><li>- Professional expertise</li><li>- Information and intelligence</li><li>- Lessons learned from success and failure</li></ul></li><li>• How evidence should be used to inform decisions:<ul style="list-style-type: none"><li>- Systematic analysis</li><li>- Identification of best practice</li></ul></li></ul>	Fundamentals of Policing Practice	4.1, 4.2, 4.3		
	1.4 Case studies exploring the impact of evidence-based policing in different areas of policing	Fundamentals of Policing Practice	4.1, 4.2, 4.3		

2 Evaluate the potential professional applications of an evidence-based policing approach	2.1 Professional contexts in which an evidence-based policing approach is appropriate: <ul style="list-style-type: none"> <li>• Organisational</li> <li>• Community</li> </ul> 2.2 Policing-related activities where an evidence-based policing approach is beneficial: <ul style="list-style-type: none"> <li>• Tackling crime and disorder</li> <li>• Managing offenders</li> <li>• Criminal justice</li> <li>• Engaging the public</li> <li>• Learning and development</li> <li>• Improving work practices/processes</li> <li>• Introducing new technology</li> </ul>	Fundamentals of Policing Practice	4.1, 4.2, 4.3
3 Identify potential sources of evidence that can be used as part of an evidence-based policing approach	3.1 Sources of research and evidence (and support) for evidence-based policing: <ul style="list-style-type: none"> <li>• College of Policing (What Works Centre, Knowledge Hub (formerly POLKA), National Police Library, global policing database)</li> <li>• Other police forces</li> <li>• HMICFRS</li> <li>• Campbell Collaboration</li> <li>• Academic sources and journals</li> <li>• Government (ONS, Home Office)</li> <li>• Alliance for Useful Evidence/NESTA</li> <li>• Society of Evidence-Based Policing</li> <li>• Center for Evidence-Based Crime Policy (US)</li> <li>• Center for Problem-Oriented Policing (US)</li> </ul>	Fundamentals of Policing Practice	4.1, 4.3
4 Apply evidence-based policing in practice	4.1 Development of police standards (e.g. Authorised Professional Practice (APP)) 4.2 Development of national/local policy (e.g. funding, deployment) 4.3 How to use evidence in practice: <ul style="list-style-type: none"> <li>• Professional judgement</li> <li>• The reflective practitioner</li> </ul> 4.4 How to question and challenge using evidence 4.5 Ethical concerns with regards to evidence and how these concerns can be addressed	Fundamentals of Policing Practice, IPS module	4.1, 4.2, 4.3, 4.4
<b>Problem Solving</b>			
1 Explain the principles of problem-solving techniques	1.1 Herman Goldstein's model of problem-oriented policing (POP) 1.2 Models used in problem solving and crime prevention: <ul style="list-style-type: none"> <li>• SARA (Scanning, Analysis, Response &amp; Assessment) model</li> <li>• Problem Analysis Triangle</li> <li>• Routine Activity Theory</li> <li>• Rational Choice Theory</li> </ul> 1.3 Principles of problem-solving and crime prevention: <ul style="list-style-type: none"> <li>• Principles of crime prevention</li> <li>• Primary/secondary/tertiary prevention</li> <li>• Situational crime prevention</li> <li>• Early intervention and action</li> </ul> 1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing 1.5 Partnership working and co-production in problem-solving 1.6 Role of the public in community problem solving (e.g. problem identification and definition, taking action and assessing effectiveness) 1.7 Traditional versus non-traditional responses to problems 1.8 Outcomes of similar approaches in other comparable forces/organisations	Fundamentals of Policing Practice	4.1, 4.2, 4.3
2 Engage in effective problem solving	2.1 The importance of defining a problem: <ul style="list-style-type: none"> <li>• Context of the problem</li> <li>• Particular features of the problem (nature, extent and causes)</li> <li>• Multiple sources of data/information to help define and understand the problem</li> <li>• Overcoming barriers to sharing partner data</li> </ul> 2.2 Enablers to effective problem solving 2.3 Barriers to effective problem solving 2.4 Tools for effective problem solving: <ul style="list-style-type: none"> <li>• Problem Analysis Triangle</li> <li>• Routine Activity Theory</li> <li>• Signal Crimes</li> <li>• Techniques of Crime Prevention</li> <li>• 55 Steps to becoming a Problem-Solving Analyst</li> </ul> 2.5 Impact of short-term targets versus long-term problem solving e.g. priority crime types	Fundamentals of Policing Practice, IPS module	4.1, 4.2, 4.3, 4.4
<b>Research Methods and Skills</b>			
1 Demonstrate skills in the use of resources and primary/secondary literary sources relevant to the degree programme	1.1 Methods of searching library and internet resources 1.2 Appropriate ICT and relevant university library resources 1.3 Relevant study materials	The Police Service The Fundamentals of Policing Practice Criminal Investigating	4.1, 4.3
2 Demonstrate a structured approach to studying, writing essays and referencing content	2.1 Critical reading, thinking and writing skills 2.2 Answering problem questions 2.3 Listening and note-taking skills 2.4 Appropriate referencing 2.5 Academic misconduct (e.g. plagiarism)	The Fundamentals of Policing Practice Public Protection and Vulnerability Criminal Investigating	4.1, 4.3
3 Review and assess literature and case law in order to develop critical arguments and draw conclusions	3.1 Academic writing 3.2 Effective reading 3.3 Research of relevant undergraduate literature 3.4 Critiquing literature 3.5 Developing critical analysis and argument 3.6 Communication and presentation skills	The Fundamentals of Policing Practice Public Protection and Vulnerability Criminal Investigating	4.1, 4.2, 4.3
4 Explain statistical tests and the interpretation of data	4.1 Basics of numeracy and statistical information-gathering	The Police Service The Fundamentals of Policing Practice	4.1, 4.2
5 Apply key concepts in relation to models of learning and reflective practice	5.1 Learning styles 5.2 Critical thinking 5.3 Models of learning 5.4 Reflective practice	The Police Service The Fundamentals of Policing Practice Operational Policing Contexts	4.1, 4.3
6 Demonstrate autonomy, as well as accountability and working with others, in a study skills context	6.1 Personal responsibility 6.2 Effective independent and confident self-directed learning 6.3 Working with others, including working in teams (action learning sets)	The Fundamentals of Policing Practice	4.3
<b>Decision-making and Discretion</b>			
1 Understand the rationale for development of the National Decision Model (NDM)	1.1 Key influences on the decision-making process 1.2 Background and key drivers for the development of the National Decision Model (NDM) 1.3 Purpose and benefits of the NDM	The Fundamentals of Policing Practice	4.1
2 Explain the stages of the National Decision Model (NDM) and the flexibility of approach it provides	2.1 The National Decision Model (NDM): <ul style="list-style-type: none"> <li>• Mnemonic CIAPOAR (Code of Ethics, Information, Assessment, Powers &amp; Policy, Options, Action and Review)</li> </ul> 2.2 Link between the NDM and the Code of Ethics 2.3 Human rights in decision making: <ul style="list-style-type: none"> <li>• Mnemonic PLAN (Proportionality, Legality, Accountability, Necessity)</li> </ul> 2.4 Flexibility within the NDM	The Fundamentals of Policing Practice	4.1, 4.2
3 Examine the role of discretion in the decision-making process	3.1 Definition of the term 'discretion' 3.2 How discretion plays an important part in the decision-making process 3.3 The role of discretion in officer empowerment: <ul style="list-style-type: none"> <li>• Tackling the 'permissions' culture</li> </ul>		

	<p>3.4 Measures to be put into place to ensure that discretion is applied ethically and professionally, including:</p> <ul style="list-style-type: none"> <li>On-the-spot accountability (e.g. information provision)</li> <li>Record keeping</li> <li>Briefing and debriefing</li> <li>Supervision</li> <li>Reviewing decisions and learning lessons (e.g. case reviews)</li> <li>Continuing professional development (CPD)</li> </ul>	The Fundamentals of Policing Practice <b>IPS module</b>	4.1, 4.2, 4.3, 4.4
4 Examine barriers to effective decision-making and strategies to mitigate these	<p>4.1 Obstacles to making effective decisions</p> <p>4.2 Strategies for effective decision-making</p> <p>4.3 Application of discretion within the NDM</p> <p>4.4 Where the use of discretion might/might not be applicable</p> <p>4.5 Application of Authorised Professional Practice (APP) risk principles</p> <p>4.6 Public interest</p> <p>4.7 Applying the essence of the law</p> <p>4.8 Risks involved when discretion is used as part of the decision-making process</p> <p>4.9 Justifying the application of discretion in any decision-making process</p>	The Fundamentals of Policing Practice	4.1, 4.2, 4.3, 4.4
5 Analyse the effect of bias on the decision-making process	<p>5.1 The influences of bias on the ethical decision-making process:</p> <ul style="list-style-type: none"> <li>Disproportionality</li> <li>Prejudice, stereotyping and discrimination</li> <li>Conscious and unconscious bias, including implicit bias</li> <li>Direct and indirect discrimination</li> <li>Relevance of police occupational culture</li> <li>Structural, institutional and individual explanations for bias and discrimination</li> </ul> <p>5.2 Effects of personal experience, personal bias, values, cultural norms and emotions upon ethical decision-making, including:</p> <ul style="list-style-type: none"> <li>Personal resilience</li> <li>Cynicism</li> <li>Empathy</li> <li>Police culture</li> </ul> <p>5.3 The effect of using a 'default position' for decision making based upon previous approaches</p>	The Fundamentals of Policing Practice	4.1, 4.2, 4.3
6 Apply the National Decision Model to a given situation, demonstrating effective professional judgement and decision making	<p>6.1 Reviewing example case studies</p> <p>6.2 Recording decisions and rationale</p> <p>6.3 Demonstrating flexibility within decisions</p> <p>6.4 Justifying the decisions made</p> <p>6.5 Reflecting upon the decisions made</p>	The Fundamentals of Policing Practice, <b>IPS module</b>	4.1, 4.2, 4.3, 4.4
7 Understand the significance of recording all decisions and the associated rationale	<p>7.1 Principles underpinning decision recording, and rationale</p> <p>7.2 Methods of recording decisions and rationale</p> <p>7.3 Contents of records</p>	The Fundamentals of Policing Practice	4.1, 4.2
<b>Communication Skills</b>			
1 Review the fundamental elements of effective communication and how to optimise an exchange	<p>1.1 Importance of communication within policing (See also under 'Vulnerability and Risk - Public Protection and Vulnerability module')</p> <p>1.2 Essential elements of communication:</p> <ul style="list-style-type: none"> <li>Verbal</li> <li>Non-verbal</li> <li>Active listening skills</li> <li>Open and closed questions</li> <li>Building rapport</li> <li>Negotiation skills</li> </ul> <p>(See also under 'Managing Conflict')</p> <p>1.3 Importance of perception and understanding in communication</p> <p>1.4 Importance, when communicating, of understanding different viewpoints and priorities</p> <p>1.5 Risks to effective communication</p> <p>1.6 Impact of effective and ineffective communication</p> <p>1.7 Models of communication (e.g. voice, neutrality, trustworthiness and respect) in relation to procedural justice</p> <p>1.8 How to adapt communication styles for different audiences (e.g. young adults/children)</p> <p>1.8a Techniques for delivering difficult messages e.g. death notifications</p> <p>1.8b Techniques for managing interactions with members of the public where their intention is to provoke a response from the police</p> <p>1.9 Using assertiveness when necessary:</p> <ul style="list-style-type: none"> <li>Taking control of a situation</li> <li>Having difficult conversations (both internally and externally)</li> <li>Recognising when assertiveness becomes aggression</li> </ul>	The Fundamentals of Policing Practice, <b>Public Protection and Vulnerability, IPS module</b>	4.1, 4.2, 4.4
2 Employ the key protocols of radio communication	<p>2.1 Police radio systems</p> <p>2.2 Use of local and national call-signs</p> <p>2.3 Phonetic alphabet</p> <p>2.4 Conducting an effective radio transmission</p>	The Fundamentals of Policing Practice <b>IPS module</b>	4.1, 4.4
<b>Wellbeing and Resilience</b>			
1 Employ strategies to develop resilience and maintain personal wellbeing within policing	<p>1.1 Physical and psychological wellbeing</p> <p>1.2 Potential causes of stress within policing:</p> <ul style="list-style-type: none"> <li>Nature of the work e.g. traumatic/dangerous incidents</li> <li>'Organisational culture' within policing and its potential consequences</li> <li>Shift patterns</li> <li>Pressures at work</li> <li>Sudden change in role e.g. from non-police to a police-based role</li> <li>Maintaining a sense of self</li> </ul> <p>1.3 Being an apprentice:</p> <ul style="list-style-type: none"> <li>What can be expected</li> <li>Resistance from colleagues</li> <li>Support available (internal and external)</li> </ul> <p>1.4 Coping strategies that can be applied to foster resilience and minimise stress:</p> <ul style="list-style-type: none"> <li>Building up support networks</li> <li>Knowing when and where to get support, inside and outside the police service</li> <li>Recognising unhealthy coping strategies</li> <li>Effective post-incident de-briefing</li> <li>Dealing with PTSD</li> <li>Mindfulness interventions</li> <li>Emotional awareness</li> <li>Reflective practice</li> <li>Welfare briefings and de-briefings</li> </ul> <p>1.5 Strategies that can be applied to support others who show signs of stress</p> <p>1.6 The National Police Wellbeing Service (Oscar Kilo)</p> <ul style="list-style-type: none"> <li>Four pillars <ul style="list-style-type: none"> <li>Promote</li> <li>Prevent</li> <li>Detect and Support</li> <li>Treat and Recover</li> </ul> </li> <li>Strategic programmes on which it is based</li> <li>Key areas of focus <ul style="list-style-type: none"> <li>Operational risks to not getting wellbeing 'right'</li> <li>What 'better' looks like</li> <li>Areas where support will be provided</li> <li>Live services available to individuals</li> </ul> </li> </ul>	The Police Service	4.3, 4.4
<b>Leadership and Team-working</b>			

1 Explain the professional importance of self-evaluation, self-improvement and reflective practice	1.1 Areas of self-evaluation and potential self-improvement: <ul style="list-style-type: none"> <li>Managing emotion and conflict</li> <li>Problem solving and decision making</li> <li>Team-working</li> <li>Leadership</li> <li>Working independently</li> <li>Being self-directed/sufficient</li> </ul> 1.2 Importance of reflective learning and practice 1.3 Models that can be used for self-evaluation	Fundamentals of Policing Practice IPS module	4.1, 4.2, 4.3, 4.4
2 Understand the nature of effective team-working	2.1 Benefits of team-working in a policing context 2.2 Barriers to creating an effective environment for team-working 2.3 Examples of effective team-working within policing 2.4 Strategies to maintain or improve relations within a team	Fundamentals of Policing Practice IPS module	4.1, 4.3, 4.4
<b>Managing Conflict</b>			
<b>NOTE: The learning outcomes under the 'Managing Conflict' heading are included for curriculum completeness, but are achieved through successful achievement of the required national standards for personal safety training.</b>			
1 Examine the theories and models underpinning the causes of conflict within policing interventions	1.1 Betari's Box 1.2 Emotional versus rational brain 1.3 The Drama triangle	Fundamentals of Policing Practice	4.1
2 Explain the types of situations where conflict may occur and the appropriate response	2.1 Potential causes of conflict 2.2 Effects of societal and cultural influences and the conflict such influences can cause 2.3 Levels of conflict 2.4 Appropriate levels of response and de-escalation 2.5 Legislation and guidance governing a lawful response 2.6 The principles of negotiation (See also under 'Communication Skills')	Fundamentals of Policing Practice, IPS module	4.1, 4.2, 4.3, 4.4
3 Analyse the ethical and moral implications of the police using force	3.1 Forms that 'use of force' can take 3.2 Implications of the Code of Ethics and Human Rights for the use of force	Fundamentals of Policing Practice IPS module	4.1, 4.2, 4.3, 4.4
4 Identify levels of tension within a conflict situation	4.1 Assessing the subject's behaviour 4.2 External influences that could increase the level of threat or risk 4.3 Recognising risk and mitigating threat 4.4 The impact of escalation factors e.g. drugs, alcohol, stress, anxiety 4.5 Warning signs and danger clues	Fundamentals of Policing Practice IPS module	4.1, 4.2, 4.3, 4.4
5 Describe the process for determining whether the use of force is necessary in a conflict situation	5.1 Legislation governing the use of force and personal protection equipment 5.2 Memorandum of Understanding (MOU) - The Police Use of Restraint in Mental Health & Learning Disability settings (See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module) 5.3 Use of the National Decision Model (NDM)	Fundamentals of Policing Practice Public Protection and Vulnerability IPS module	4.1, 4.2, 4.3, 4.4
6 Examine alternatives to using force when involved in a conflict situation	6.1 The 5-step communication model: <ul style="list-style-type: none"> <li>Simple appeal</li> <li>Reasoned appeal</li> <li>Personal appeal</li> <li>Final appeal</li> <li>Action</li> </ul> 6.2 Use of effective positioning, tactical balance and movement to reduce tension 6.3 Using tactical communication skills to mitigate threat 6.4 Strategies for de-escalation	Fundamentals of Policing Practice IPS module	4.1, 4.2, 4.3, 4.4
7 Employ personal protection skills within a conflict situation	7.1 The range of personal protection skills and equipment available to an officer 7.2 How to approach individuals and vehicles safely 7.3 Safe, systematic and thorough searching of an individual 7.4 Options for the management of incidents involving edged weapons 7.5 How to evaluate the use of personal protection skills	IPS module	4.4
8 Effectively use personal protection equipment, physical and mechanical restraints	8.1 Use of an authorised issue baton 8.2 Use of an authorised incapacitant spray, including the effects of such usage and aftercare requirements 8.3 Application of physical and mechanical restraints 8.4 Multi-officer techniques 8.5 Possible medical implications following use of restraints and personal safety equipment 8.6 How to evaluate the use of personal protection equipment	IPS module	4.4
9 Effectively use personal safety skills as determined by the specific role of the officer or designated operating environment	9.1 Specific roles and designated operating environments 9.2 Use of personal safety skills while wearing additional personal protective equipment 9.3 Use of additional authorised-issue work equipment	IPS module	4.4
10 Account for, and justify the use of force in a conflict situation	10.1 Correct notification procedures when force or personal protection equipment has been used (e.g. custody officer, supervisor, incident log etc.) 10.2 Importance of debriefing the event using a recognised model covering relevant information, including: <ul style="list-style-type: none"> <li>Proportionate, legal, accountable and necessary use of force (PLAN)</li> <li>Use of personal protection equipment e.g. incapacitant spray, baton</li> <li>Use of personal or mechanical restraints</li> </ul> 10.3 Importance of documenting actions post-incident 10.4 How and where the use of force and personal protection equipment should be documented 10.5 Possible medical implications following the use of force	Fundamentals of Policing Practice IPS module	4.1, 4.2, 4.3, 4.4
<b>Criminology and Crime Prevention</b>			
1 Examine a range of key concepts relating to criminology	1.1 An introduction to criminology and sociology 1.2 Crime, victimisation and harm: <ul style="list-style-type: none"> <li>Definition</li> <li>Measurement</li> <li>Trends and patterns</li> <li>Causes</li> </ul>	Criminal Investigating	4.1, 4.3
2 Explore nature of, and relationship between, offending and victimisation in light of theoretical approaches to criminology	2.1 Offenders and offending: <ul style="list-style-type: none"> <li>Risk and vulnerability</li> <li>Criminal careers and desistance from crime</li> <li>Environmental criminology</li> </ul> 2.2 Victims and victimology: <ul style="list-style-type: none"> <li>Risk and vulnerability</li> <li>Repeat victimisation</li> </ul> (See also under 'Victims and Witnesses') 2.3 Relationship between offenders and victims: <ul style="list-style-type: none"> <li>Overlap</li> <li>Restorative justice</li> </ul> (See also under 'Victims and Witnesses')	Criminal Investigating	4.1, 4.3
3 Examine the relationship between community engagement and crime prevention	3.1 Definition of 'procedural justice' (See also under 'Understanding the Police Constable Role' - The Police Service module and 'Community Policing - Operational Policing Contexts' module) 3.2 Application of procedural justice	Criminal Investigating, The Police Service Operational Policing Contexts	4.1, 4.3
<b>Vulnerability and Risk</b>			
1 Define 'vulnerability' in the context of operational policing	1.1 Definition of 'vulnerability': <ul style="list-style-type: none"> <li>'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care or protect themselves, or others, from harm or exploitation.'</li> </ul> 1.2 How definitions of vulnerability can vary between organisations 1.3 Importance of the police working to one specific definition of vulnerability 1.4 Different thresholds that exist for assessing vulnerability 1.5 Complex nature of vulnerability e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person possibly being both a victim and/or perpetrator and susceptible to a range of harms	Public Protection and Vulnerability	4.1, 4.2

<p>2 Explain the national drivers for the police service in providing a professional and ethical service to individuals who are, or may be, vulnerable, have suffered harm or be at risk of harm</p>	<p>2.1 National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm and/or are at risk of harm:</p> <ul style="list-style-type: none"> <li>• PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview</li> <li>• National Policing Crime Prevention Strategy 2015</li> <li>• Independent Inquiry into Child Sexual Exploitation in Rotherham (1997-2013)</li> <li>• Cross-governmental approach for managing vulnerability</li> <li>• Increase in reporting of child sex abuse following high-profile cases</li> <li>• Changing demand arising from complexity of some vulnerability</li> </ul> <p>2.2 Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including:</p> <ul style="list-style-type: none"> <li>• Serious Crime Act 2015</li> <li>• Mental Capacity Act 2005</li> <li>• Mental Health Act 1983: Code of Practice (2015)</li> <li>• Care Act 2014</li> <li>• Code of Practice for Victims of Crime 2015</li> <li>• Working Together to Safeguard Children 2015</li> <li>• Children Act 1989 and 2004</li> <li>• Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015</li> <li>• Safeguarding Disabled Children – Practice Guidance 2009</li> <li>• Achieving Best Evidence 2011</li> </ul>	<p>Public Protection and Vulnerability</p>	<p>4.1, 4.2, 4.3</p>
<p>3 Explain the personal aspect of vulnerability</p>	<p>3.1 Intrinsic personal characteristics (that may lead to harm/risk of harm)</p> <p>3.2 Historical factors that can contribute to, or cause current vulnerability:</p> <ul style="list-style-type: none"> <li>• Adverse childhood experiences</li> <li>• Effect of impact trauma on emotional development</li> <li>• Link between perpetration and victimisation: the cycle of abuse</li> </ul> <p>3.3 Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including:</p> <ul style="list-style-type: none"> <li>• Lack of ability to understand a situation through circumstance e.g. age, mental ill health, learning disabilities, dementia, substance misuse</li> <li>• Poverty</li> <li>• Disability</li> <li>• Ethnicity and/or faith</li> <li>• Gender identity and sexual orientation</li> <li>• Isolation caused by: <ul style="list-style-type: none"> <li>- lack of support</li> <li>- language/communication barriers</li> <li>- coercive controlling behaviour</li> <li>- dependence/reliance upon abuser(s)</li> </ul> </li> </ul> <p>3.4 How the police cannot alter those personal factors that make an individual vulnerable</p> <p>3.5 Why vulnerable people may be targeted by perpetrators</p> <p>3.6 How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm</p> <p>3.7 How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised</p>	<p>Public Protection and Vulnerability</p>	<p>4.1, 4.3</p>
<p>4 Understand how extrinsic factors can result in harm, or risk of harm to a vulnerable person</p>	<p>4.1 Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm:</p> <ul style="list-style-type: none"> <li>• Environmental influences</li> <li>• Situational influences</li> <li>• Circumstantial influences</li> <li>• Presence of an abuser</li> </ul> <p>4.2 The relationship between the factors (e.g. situational) and the personal characteristics and vulnerabilities that may lead to harm/risk of harm to an individual</p> <p>4.3 Police role in managing the factors (e.g. environment) to reduce risk</p>	<p>Public Protection and Vulnerability</p>	<p>4.1, 4.2</p>
<p>5 Explain the influences of risk factors on vulnerability</p>	<p>5.1 Limitations of risk factors and risk assessments</p> <p>5.2 Limitations of protective factors</p> <p>5.3 Complexity of risk and protective factor relationships (e.g. exposure to violence) may lead to substance abuse, mental ill-health, but also a risk of being a victim of CSE</p> <p>5.4 How risk factor weightings vary (e.g. some personal vulnerabilities and situational risk factors may pose greater risks of harm than others)</p> <p>5.5 The difference between increased risk and actual vulnerability</p>	<p>Public Protection and Vulnerability</p>	<p>4.1</p>
<p>6 Outline the importance of vulnerable people being appropriately supported by the police</p>	<p>6.1 Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies</p> <p>6.2 Potential implications of perceived lack of support from the police</p> <p>6.3 Recent high-profile cases where a lack of support has resulted in questions being asked of the police</p> <p>6.4 Consequences of not managing or controlling the environmental/situational factors for the vulnerable person</p> <p>6.5 Consequences of failure to share key information e.g.:</p> <ul style="list-style-type: none"> <li>• Fiona Pilkington</li> <li>• Baby P</li> <li>• Victoria Climbié</li> <li>• Daniel Pelka</li> </ul> <p>(See also under 'Managing Information and Intelligence' - Fundamentals of Policing Practice module)</p> <p>6.6 Recent cases where a positive outcome has resulted from police involvement</p>	<p>Public Protection and Vulnerability</p> <p>Public Protection and Vulnerability Fundamentals of Policing Practice</p>	<p>4.1, 4.2, 4.3</p>
<p>7 Explain key considerations when responding to, identifying and supporting a person who may be vulnerable</p>	<p>7.1 How communication skills can assist in supporting a person who may be vulnerable:</p> <ul style="list-style-type: none"> <li>• Building rapport with the vulnerable person</li> <li>• Reducing tension and conflict between people involved in an incident and the police</li> <li>• Applying an empathetic approach that allows a vulnerable person to be open about their experiences</li> <li>• Active listening and believing</li> <li>• Using appropriate language and behaviour</li> <li>• Engaging with children and young persons</li> </ul> <p>(See also under 'Communication Skills' - Fundamentals of Policing Practice module)</p> <p>7.2 Taking an open account from the person:</p> <ul style="list-style-type: none"> <li>• Applying the investigative mind-set</li> <li>• Using professional curiosity to build a comprehensive understanding of the situation and the history behind it</li> <li>• Investigating robustly in situations where a person may not be able to explain the situation due to communication difficulties or the impact of an abusive person (e.g. the existence of subtle coercive and controlling behaviour)</li> <li>• Using 'open' and specific 'closed' questions</li> </ul> <p>(See also under 'Communication Skills' - Fundamentals of Policing Practice and 'Conducting Investigations' - Criminal Investigating module)</p> <p>7.3 Duty of police to take responsibility and effective action to make a person safe:</p> <ul style="list-style-type: none"> <li>• Immediate safeguarding considerations in respect of individual and others potentially affected</li> <li>• Multi-agency referrals</li> </ul> <p>7.4 Using professional judgement to identify and assess risks posed to the person:</p> <ul style="list-style-type: none"> <li>• Recognising when the police are not the most appropriate agency to deal with the situation</li> <li>• Using a 'hard empathy' approach when appropriate</li> <li>• Support agencies who might provide more appropriate assistance and how these agencies may be accessed</li> </ul> <p>(See also under 'Response Policing' - Operational Policing Contexts module)</p> <p>7.5 Safeguarding considerations for adults and how they differ from child safeguarding</p>	<p>Public Protection and Vulnerability Fundamentals of Policing Practice, Criminal Investigating, Operational Policing Contexts  IPS module</p>	<p>4.1, 4.2, 4.3, 4.4</p>

	7.6 Importance of dealing with a person without judgement, fairly and in a manner appropriate to their needs		
8 Understand how a vulnerable person may respond to a police presence at an incident	8.1 How the combination of personal vulnerabilities and situational/environmental factors may affect a person's reaction to, and communication with authority figures e.g. people with diagnosed conditions 8.2 How situational factors and perceptions may cause a problem to proliferate and escalate: • Power imbalance • Coercive and controlling behaviour • Multiple vulnerabilities • Change in seriousness of incidents • Multiple victims and poly-victimisation	Public Protection and Vulnerability	4.1, 4.2
9 Take appropriate initial action when dealing with a person who is, or may be, vulnerable	9.1 Using the THRIVE definition to underpin approach to dealing with vulnerable people (Threat, Harm, Risk, Investigation, Vulnerability and Engagement) 9.2 Managing and reducing risks at the scene 9.3 Assessing the situation e.g. indicators of vulnerability, situational/environmental factors 9.4 Ensuring that safeguards are put into place to meet the individual's needs 9.5 Importance of ascertaining the full history of an incident 9.6 Considerations that previous incidents may have taken place that did not reach a criminal threshold or involve a police presence 9.7 Immediate actions/advice that can be given to an individual who is vulnerable to digital-facilitated crime (See also under 'Digital Policing - Operational Policing Contexts') 9.8 Assessing resilience and capability of the person to deal with the situation without further assistance from the police or support agencies, or with support that augments their resilience and capability 9.9 Influences upon the vulnerable person's ability and willingness to receive support e.g. substance abuse/unwillingness/inability to leave a domestic abuse situation 9.10 Agencies that may already be involved with the vulnerable person and are providing support 9.11 Procedures for referral of a vulnerable person 9.12 Procedures associated with taking children into police protection, including advantages and risks of such a course of action 9.13 Consideration of when to intervene under the Mental Capacity Act 9.14 Agreeing an exit strategy, including how and when to follow up	Public Protection and Vulnerability, Operational Policing Contexts IPS module	4.1, 4.2, 4.3, 4.4
10 Explore ways to foster personal resilience when dealing with cases of vulnerability	10.1 Impact that dealing with vulnerability cases may have on professionals, including first responders (See also under 'Well-being and Resilience' - The Police Service module) 10.2 Strategies for recognising the effects of stress and developing personal resilience, including: • Regular welfare checks • Healthy coping strategies • Defining the positives • Post-incident debriefs • Reflective learning (See also under 'Well-being and Resilience' - The Police Service module) 10.3 Support networks available to professionals, including first responders	Public Protection and Vulnerability The Police Service	4.1
11 Understand the importance of appropriate professional relationships with individuals who are or may be, vulnerable	11.1 Impact of developing inappropriate emotional attachments to, or relationships with, individuals who are, or may be vulnerable	Public Protection and Vulnerability	4.1
12 Identify when Early Help is appropriate when dealing with vulnerable individuals	12.1 Supporting the community through Early Help 12.2 Appropriate Early Help partners (where the expertise lies) 12.3 Early Help referral processes: • Local authority hubs • Prevent hubs • Early Help Directory • Prevent Case Management	Public Protection and Vulnerability IPS module	4.1, 4.2, 4.4
<b>Public Protection</b>			
1 Explain key definitions, legislation and guidance associated with 'public protection' policing	1.1 Legislation and guidance associated with public protection policing, including: • Protection from Harassment Act 1997 • Racial and Religious Hatred Act 2006 • Sexual Offences Act 2003 • Modern Slavery Act 2015 1.2 Terms and offences associated with public protection policing, including: • Child abuse, including neglect, child sexual abuse/exploitation (CSE) • Adults at risk • Domestic abuse • Families with complex needs • Missing persons • Forced marriage • Honour-based abuse • Female genital mutilation (FGM) • Modern slavery and human trafficking • Sex work and prostitution • Coercive control • Stalking or harassment • Sexual offences • Managing offenders • Hate crime 1.3 Potential overlaps between one type of public protection offence and other offences (e.g. human trafficking and sex work and prostitution)	Public Protection and Vulnerability	4.1, 4.3
2 Explain the breadth of abuse incidents	2.1 Potential forms of abuse/harm, including digital-related abuse (e.g. sexting, revenge porn, grooming etc.) and those relating to other public protection offences e.g. modern slavery and human trafficking 2.2 The range of situations and locations in which abuse can take place 2.3 Home Office definition of domestic abuse 2.4 Demand on policing resources resulting from domestic abuse incidents 2.5 How child abuse differs from other forms of abuse 2.6 Signs, symptoms and common myths surrounding child abuse and child sexual exploitation 2.7 Signs and behaviours that may be displayed by victims and offenders in grooming incidents 2.8 Who may perpetrate an act of abuse and why they abuse others (including familial abuse, particularly with regard to sexual offences) 2.9 Potential relationships between victim(s) and abuser(s) 2.10 Cultural considerations associated with some public protection offences (e.g. female genital mutilation, hate crime and forced marriage) 2.11 Why incidents of abuse go under-reported	Public Protection and Vulnerability	
3 Understand the impact of abuse on a victim	3.1 Impact of abuse on victims: • Visible and invisible impact • Short, medium and long-term impacts of abuse • Cumulative effect of low-level abuse (See also under 'Vulnerability and Risk') 3.2 Potential effects of rape and other sexual offences on victims 3.3 Poly-victimisation (See also under 'Vulnerability and Risk') 3.4 Advice to prevent victimisation	Public Protection and Vulnerability	4.1
4 Identify a potential public protection incident when acting as a first responder to an unrelated incident	4.1 Importance of recognising the signs of abuse, or other offence, especially when attending an unrelated incident 4.2 Identification of risk in a public protection situation (See also under 'Vulnerability and Risk' and 'Victims and Witnesses' - Criminal Investigating module)	Public Protection and Vulnerability, Criminal Investigating IPS module	4.1, 4.2, 4.3, 4.4



5 Take appropriate initial actions when responding to a public protection incident	<p>5.1 Initial assessment of the victim's needs (See also under 'Vulnerability and Risk' and 'Victims and Witnesses' - Criminal Investigating module)</p> <p>5.2 Initial actions by first responder (See also under 'Vulnerability and Risk')</p> <p>5.3 Strategies for managing risk to victims and others</p> <p>5.4 Powers to safeguard potential victims and move them to a place of safety</p> <p>5.5 Options available for helping victims of domestic abuse</p> <p>5.6 Use of protective orders e.g. Domestic Violence Protection Notices (DVPN) and Domestic Violence Protection Orders (DVPO), Slavery and Trafficking Risk Orders (STRO) and Slavery and Trafficking Protection Orders (STPO), Sexual Risk Orders, Sexual Harm Prevention Orders etc.</p> <p>5.7 Providing support to victims and witnesses: • Code of Practice for Victims of Crime (See also under 'Criminal Justice' - Criminal Investigating module)</p> <p>5.8 Procedures for responding to an incident of sudden childhood death</p> <p>5.9 Documentation to be completed in respect of specific public protection incidents e.g. domestic abuse risk assessment</p> <p>5.9a Procedures to follow in relation to modern slavery incidents and the National Referral Mechanism (NRM)</p>	Public Protection and Vulnerability, Criminal Investigating IPS module	4.1, 4.2, 4.3, 4.4
6 Examine the importance of taking a multi-agency approach to public protection incidents	<p>6.1 Importance of involving other agencies in instances when a public protection incident is being referred</p> <p>6.2 Implementing a multi-agency approach</p> <p>6.3 Agencies who may be able to offer support and the support they can provide</p> <p>6.4 Importance of intervening positively in a person's life to prevent future occurrences of missing episodes or public protection incidents</p> <p>6.5 Partner agency involvement in reports of domestic abuse</p> <p>6.6 The Multi-Agency Risk Assessment Conference (MARAC) referral process and Multi-Agency Public Protection Arrangements (MAPPA)</p> <p>6.7 Multi-Agency Safeguarding Hubs (MASH)</p> <p>6.8 Key contacts for more information, advice or support, including local partnership arrangements</p> <p>6.9 Prevention strategies involving other agencies</p>	Public Protection and Vulnerability IPS module	4.1, 4.2, 4.3, 4.4
<b>Victims and Witnesses</b>			
1 Understand and be able to apply the law, policy and guidance in the treatment of victims and witnesses	<p>1.1 Key legislation, codes of practice, guidance and policies when dealing with victims and witnesses: • The Youth Justice and Criminal Evidence Act 1999 • Code of Practice for Victims of Crime 2015 (the Victims' Code) • The Witness Charter • Achieving Best Evidence 2011 • Criminal Procedures Rules</p> <p>1.2 Ensuring victims and witnesses are dealt with fairly, with respect and in an ethical and non-biased manner: • The Code of Ethics • Procedural justice</p> <p>1.3 Measures available to protect victims and witnesses: • Criminal disclosures • Measures applicable to victims of domestic abuse, stalking etc.</p> <p>1.4 Purpose of protection orders: • Domestic Violence Protection Order (DVPO) • Stalking Protection Orders (SPO) etc.</p> <p>1.5 Impact of proceedings on victims and witnesses (or families) • Coronial processes • Family court proceedings</p>	Criminal Investigating IPS module	4.1, 4.4
2 Understand the complexities associated with victim and witness care	<p>2.1 Key terms associated with victims and witnesses • Difference between victim and complainant • Victimisation • Poly-victimisation • Repeat victimisation • Alpha victims • Coercion</p> <p>2.2 Range of psychological effects on victim and witness behaviour: • Denial, detachment, anxiety, panic, irritability, minimisation, avoidance, withdrawal, loss of memory, disorientation, confusion etc.</p> <p>2.3 Impact of re-victimisation on victims and witnesses where they are not dealt with appropriately from the outset of an investigation</p> <p>2.4 Impacts of investigations on the investigator e.g. investigator fatigue • Empathy fatigue, mindlessness, bias and stereotyping</p> <p>2.5 Relationships between victims, witnesses and offenders: • The responses and steps to manage these e.g. if victims are an ethnic minority, LGBT+, female, foreign nationals or migrants, elderly, dependent on the offender etc. • Signs and signals of how relationships between offenders and victims may subsequently develop and change • Learning that can be obtained from reviews into cases such as serious crime reviews, domestic homicide reviews and disaster reviews, regarding offender and victim relationships</p>	Criminal Investigating, IPS module	4.1, 4.4
3 Apply good practice when dealing with the individual needs of victims and witnesses	<p>3.1 Different categories of victim and witness: • Crime, abuse, trauma and disaster • What to consider when dealing with different categories of victim and witness</p> <p>3.2 Enabling a victim or witness to give their best evidence: • Tools and techniques that can be used to build rapport and obtain information • Involving the victim and witness in the decision-making process</p> <p>3.3 The choices and autonomy available to victims in pursuing an outcome and what to do should they not support, or wish to pursue, a formal criminal justice outcome</p> <p>3.4 Keeping the victims and witnesses updated on the investigatory process</p> <p>3.5 The police role in triaging (signposting) victims and witnesses to specialist support • Safeguarding services and agencies e.g. MASH</p>	Criminal Investigating IPS module	4.1, 4.2, 4.4
4 Understand and demonstrate appropriate behaviours and attitudes when dealing with victims and witnesses	<p>4.1 The legitimacy of the police and policing by consent: • Victim and witness understanding of the role of the police</p> <p>4.2 Personal and professional communication skills required to support the victim and witness • Active listening • Non-verbal communication (NVC) • Knowing what and what not to say e.g. differentiating between empathy and sympathy</p> <p>4.3 Behavioural skills that can provide additional support to victims and witnesses e.g. • Acting with compassion, empathy and kindness</p> <p>4.4 Understanding the victim's account in terms of completeness, coherence and accuracy</p> <p>4.5 Legal concepts of reliability and credibility and the impact on those of assumptions around vulnerability</p>	Criminal Investigating IPS module	4.1, 4.4
5. Understand the requirements of an initial assessment of the situation and consider the best approach to deploy as part of a first contact	<p>5.1 Accurately identifying victims and witnesses and applying early considerations around key, significant, vulnerable or intimidated victims or witnesses</p> <p>5.2 How to conduct an early needs assessment and refer victim and/or witness to appropriate support agencies, if necessary e.g. • Women's Aid • Action Fraud</p>		

	<p>5.3 Take an initial account from victims and witnesses</p> <ul style="list-style-type: none"> <li>The details required</li> <li>Taking victims and witnesses concerns seriously</li> <li>Support that may be required to enable an initial account to be made</li> </ul> <p>5.4 Strategies to safeguard, manage risk and refer the victim care to appropriate specialist agencies/telecoms operators:</p> <ul style="list-style-type: none"> <li>Victim support</li> <li>Hate crime support</li> <li>Independent domestic abuse advisors</li> </ul> <p>5.5 Immediate actions that may be appropriate to help reduce further victimisation</p> <p>5.6 Continuity in dealing with victims and witnesses</p> <ul style="list-style-type: none"> <li>Safety</li> <li>Protection</li> </ul>	Criminal Investigating IPS module	4.1, 4.2, 4.4
6 Demonstrate appropriate on-going victim care after first response to incidents, crimes, disasters or investigations	<p>6.1 Specific considerations when supporting different categories of victims and witness: e.g. those of:</p> <ul style="list-style-type: none"> <li>Crime</li> <li>Abuse</li> <li>Trauma</li> <li>Disaster</li> </ul> <p>6.2 How a victim's or witness's vulnerability may change</p> <ul style="list-style-type: none"> <li>Ongoing review</li> <li>Assessment of needs</li> </ul> <p>6.3 Involvement of multi-agency professionals in building comprehensive victim risk assessments e.g. where victims:</p> <ul style="list-style-type: none"> <li>Have dependants</li> <li>Are primary carers</li> <li>May be the parents of further victims or witnesses</li> </ul> <p>6.4 Impact of investigative activity on victims, including:</p> <ul style="list-style-type: none"> <li>Expert witnesses</li> <li>Managing 'difficult' messages</li> <li>Managing uncooperative or hostile victims</li> </ul> <p>6.5 Principles of victim consent and their right to privacy:</p> <ul style="list-style-type: none"> <li>Adhering to DPP Guidance</li> <li>The right to withdraw consent at any time</li> </ul> <p>6.6 Legitimacy of victim and witness and defence accounts, to conduct balanced, unbiased investigations in search of the truth</p> <p>6.7 How family liaison can provide additional information regarding support to officers in providing victim care</p> <ul style="list-style-type: none"> <li>Reducing the potential for victims to become dependent on the police</li> <li>Creating an exit strategy</li> <li>Managing complaints, sharing good practice and lessons learned</li> </ul>	Criminal Investigating IPS module	4.1, 4.2, 4.4
7 Understand the various types of justice outcomes, both judicial and non-judicial	<p>7.1 Views of the victim and witness as to what constitutes justice and why victims and witnesses do not always seek judicial redress</p> <ul style="list-style-type: none"> <li>Types of justice outcomes e.g. restorative</li> <li>Impact on victims and witnesses when offender is either punished or not punished</li> </ul> <p>7.2 Reasons why cases may not go to court</p> <ul style="list-style-type: none"> <li>Impact on victims and witnesses</li> </ul> <p>7.3 Dealing with victims who are not eligible for a formal outcome</p> <ul style="list-style-type: none"> <li>No further action taken</li> <li>Threshold not met</li> <li>No reasonable lines of enquiry</li> </ul>	Criminal Investigating IPS module	4.1, 4.4
8 Employ appropriate processes to manage victims through the Criminal Justice System (CJS) post-judicial proceedings	<p>8.1 Impact of the criminal justice system on victims and witnesses</p> <p>8.2 How to enhance victim and witness satisfaction in their dealings with the police and CJS</p> <p>8.3 Specialist support agencies and their role in supporting victims through the criminal justice system e.g.</p> <ul style="list-style-type: none"> <li>Witness services</li> <li>Witness care units</li> <li>Implementing special measures</li> </ul> <p>8.4 How to use and employ expert evidence and expert witnesses</p> <p>8.5 How to manage victims through the court process with other agencies</p> <p>8.6 How other agencies/specialists contribute to the proceedings e.g. Europol, NCA International Liaison Officers</p> <p>8.7 The police officer's responsibilities to victims after criminal justice system outcomes e.g. relaying of information regarding the offender (s)</p> <p>8.8 Roles and responsibilities of the police, throughout prison, parole and probation processes, relating to keeping victims and witnesses informed of potential developments in a case</p>	Criminal Investigating	4.1, 4.2, 4.3
<b>Criminal Justice</b>			
1 Explain the criminal justice system and the legislation and processes that support it	<p>1.1 Function and purpose of the criminal justice system (CJS) and the police role within it</p> <p>1.2 Definitions of key criminal justice terms, including 'material', 'relevant' and 'disclosure'</p> <p>1.3 Roles of key partners/stakeholders involved in the criminal justice system</p> <p>1.4 Relevant legislation applicable to the criminal justice system, including PACE Code G 2012</p> <p>1.5 Legislation associated with criminal justice, including:</p> <ul style="list-style-type: none"> <li>Criminal Justice Act 2003</li> <li>Criminal Procedure Rules 2015</li> <li>Policing and Crime Act 2017</li> <li>Youth Justice and Criminal Evidence Act 1999</li> <li>Civil Evidence Act 1995</li> <li>Criminal Procedure and Investigation Act 1996</li> </ul>	Criminal Investigating	4.1, 4.3
2 Understand the process for ethical recording of policing incidents	<p>2.1 Incident Recording Standards</p> <p>2.2 Crime Recording Standards</p>	Criminal Investigating	4.1
(3 Content covered in Victims and Witnesses)	(Content associated with this learning outcome is covered in detail in the 'Victims and Witnesses' section)	Criminal Investigating	
4 Understand and apply procedures for managing offenders and suspects and recording significant information	<p>4.1 Guidance for managing offenders and suspects, including vulnerable offenders and suspects (See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module)</p> <p>4.2 Procedures for recording a significant statement, silence or relevant comment</p> <p>4.3 Impact of outstanding suspects e.g. 'fail to appear', 'due to appear' etc.</p>	Criminal Investigating, Public Protection and Vulnerability, IPS module	4.1, 4.4
5 Apply procedures, and rules for caution and arrest	<p>5.1 How to use cautions</p> <p>5.2 Procedures for planning and making an arrest:</p> <ul style="list-style-type: none"> <li>Powers of arrest with warrant (constables)</li> <li>Powers of arrest without warrant (other persons)</li> <li>Extraditing offenders (European Convention on Extradition 1957)</li> </ul> <p>5.3 How to draft an arrest warrant</p> <p>5.4 Assessing and managing risk</p> <p>5.5 How to conduct an arrest</p> <p>5.6 Rules relating to 'use of force' when arresting and/or detaining persons (See also under 'Response Policing' - Operational Policing Contexts module)</p> <p>5.7 De-arresting a suspect</p> <p>5.8 Procedures for deporting an offender</p>	Criminal Investigating, Operational Policing Contexts, IPS module	4.1, 4.4
6 Describe the alternative options to arrest available to a police constable	<p>6.1 Alternatives to arrest and when these should be used</p> <p>6.2 Instances when it may be appropriate to use discretion (See also under 'Decision-making and Discretion - Fundamentals of Policing Practice module')</p>	Criminal Investigating, Fundamentals of Policing Practice, IPS module	4.1, 4.4

	6.3 Police service obligations and considerations relating to suspects		
7 Understand and apply the processes for detaining and escorting a suspect to custody	<p>7.1 Function of detention and custody in the criminal justice system</p> <p>7.2 Legislative requirements for escorting persons to custody and detaining the person, including:</p> <ul style="list-style-type: none"> <li>• Police Reform Act 2002</li> <li>• PACE Code of Practice</li> </ul> <p>(See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module)</p> <p>7.3 Role of the arresting officer, including briefing other appropriate police officers/police staff</p> <p>7.4 Roles and responsibilities of custody staff</p> <p>7.5 Processes for transporting and presenting a detained person to custody, including information to be given to escort officer</p> <p>7.6 Assessment of welfare, risk and the duty of care essential for a detained person</p> <p>7.7 Circumstances when a detainee should be transferred to another location apart from a custody suite</p> <p>7.8 Booking-in process for a detained person</p>	Criminal Investigating, Public Protection and Vulnerability, IPS module	4.1, 4.4
8 Explain statutory processes relating to a person detained in police custody	<p>8.1 Time constraints associated with detention of persons, including extensions to the detention period</p> <p>8.2 Legislation associated with interviewing of detainees</p> <p>(See also under 'Conducting Investigations')</p>	Criminal Investigating	4.1
9 Understand and apply the processes and authorisations associated with bail	<p>9.1 Roles associated with bail processes, including pre-charge, authorisations etc.</p> <p>9.2 Importance of necessity and proportionality in the decision-making processes for using bail, including street bail</p> <p>9.3 Bail periods and extensions, including processes associated with these (e.g. legal representation etc.)</p> <p>9.4 Importance of recording decisions</p> <p>(See also under 'Decision-making and Discretion - Fundamentals of Policing Practice module')</p>	Criminal Investigating, Fundamentals of Policing Practice, IPS module	4.1, 4.2, 4.4
10 Employ 'out-of-court' disposal options and/or restorative justice, as appropriate	<p>10.1 Government policy on 'out-of-court' disposals</p> <p>10.2 Processes associated with 'out-of-court' disposal options, including:</p> <ul style="list-style-type: none"> <li>• Adult and youth 'out-of-court' disposal regimes</li> <li>• Liaison and diversion services</li> </ul> <p>10.3 Procedures associated with applying discretion</p> <p>(See also under 'Decision-making and Discretion')</p> <p>10.4 How to identify and apply the most appropriate type of out-of-court disposal and/or including restorative justice</p> <p>10.5 Recording 'out of court' disposal outcomes</p>	Criminal Investigating, IPS module	4.1, 4.4
10a Understand and apply the procedures in relation to charging a person(s)	<p>10.1a Policies and legislation relevant to charging, including:</p> <ul style="list-style-type: none"> <li>• Bail Act 1976</li> <li>• Police and Criminal Evidence Act 1984 (and relevant Codes) (specifically bail post-charge under section 38(1))</li> <li>• Prosecution of Offences Act 1985</li> <li>• CPS (2016) Guidance on Joint Enterprise Charging</li> <li>• Policing and Crime Act 2017</li> <li>• Director of Public Prosecutions Guidance (DPPG) on Charging</li> <li>• The Code for Crown Prosecutors</li> <li>• National File Standard</li> </ul> <p>10.2a Importance of understanding the influences on charging, including:</p> <ul style="list-style-type: none"> <li>• What is done at initial contact can affect the outcome of the case and potential charge</li> <li>• Type and nature of the incident and the potential trajectory of the investigation</li> <li>• Relationship between the investigation and the likely outcome of the case</li> <li>• Process to acquire early investigative advice and the need to document it</li> <li>• The investigative strategy and range of potential outcomes of the investigation</li> <li>• Does the suspect admit to the offence (anticipated 'guilty' or 'not guilty' plea)</li> </ul> <p>10.3a The decision to charge, including:</p> <ul style="list-style-type: none"> <li>• Decisions made by the police</li> <li>• Decisions made by the CPS</li> <li>• Charging of youths</li> <li>• Postal requisition</li> </ul> <p>10.4a How a prosecution is undertaken and how to work with lawyers in the CPS:</p> <ul style="list-style-type: none"> <li>• Explaining logic, decision making and evidence in a case to a legally qualified person</li> <li>• The full code test, including the evidential and public interest stages</li> <li>• The threshold test and conditions undermining it</li> </ul> <p>10.5a Setting out the charge correctly, including:</p> <ul style="list-style-type: none"> <li>• Points to prove</li> <li>• Using Police National Legal Database (PNLD) and gravity matrices (adult and youth)</li> <li>• Charging to the correct court</li> </ul> <p>10.6a Importance of considering impacts on victims, including special measures</p> <ul style="list-style-type: none"> <li>• Factors required to pursue a charge, should the victim not support the police investigation, or a prosecution</li> </ul> <p>(see also under Victims and Witnesses)</p>	Criminal Investigating, IPS module	4.1, 4.3, 4.4
11 Understand and apply the processes for building effective case files and managing exhibits	<p>11.1 Skills required for effective case management</p> <p>(11.2 Content removed)</p> <p>11.3 Different types of case file and their associated contents, including electronic case files</p> <p>11.4 Responsibilities associated with:</p> <ul style="list-style-type: none"> <li>• Gathering evidence</li> <li>• Structuring evidence to create the case file</li> <li>• Maintaining the continuity and integrity of evidence</li> </ul> <p>11.5 How to ensure compliance with the national file standard and appropriate legislation, through use of relevant guidance</p> <p>11.6 Documentation to be completed to support a case file</p> <p>11.7 Assessing and managing risk</p> <p>11.8 Liaising with partners e.g. Crown Prosecution Service (CPS) and specialist units within the CPS, including Complex Case Unit</p> <p>11.9 How notes taken at the time of an incident may be used in court proceedings</p> <p>11.10 How to manage exhibits</p> <p>11.11 Considerations for using digital evidence as part of a case file, including body-worn video, CCTV etc.</p> <p>11.12 Other organisations that may be involved in building case files</p> <p>11.13 Timescales and constraints associated with submitting case files</p>	Criminal Investigating, IPS module	4.1, 4.2, 4.3, 4.4
12 Explain the processes for provision of materials for disclosure by CPS	<p>12.1 Specific disclosure legislation and case law, including the Crown Prosecution Service (CPS) Disclosure Manual, Attorney General's Guidelines on Disclosure and CPIA Code of Practice</p> <p>12.2 Roles and responsibilities of those associated with the disclosure of material</p> <p>12.3 The disclosure process, including recording, retention and revelation of materials</p> <p>12.4 The 'test for prosecution' disclosure process</p> <p>12.5 The procedures for the preparation of material for prosecutors in Magistrates' and Crown Court cases</p> <p>12.6 Processes associated with disclosure of material to the accused</p> <p>12.7 How to deal with defence statements</p> <p>12.8 Considerations for specialist disclosure e.g. Public Interest Immunity (PII) applications</p> <p>12.9 Ongoing disclosure responsibilities after charge</p>	Criminal Investigating	4.1
13 Explain the stages of the court process and the responsibilities associated with giving evidence at court	<p>13.1 Types of courts, legal proceedings, hearings and their purposes</p> <p>13.2 The court process, including the Crown Court Sentencing Guidelines, the Sentencing Council Magistrates' Court</p> <p>(See also under 'Conducting Investigations')</p>		

	<p>13.3 Processes to follow when giving evidence in court, including researching findings and completing statements (See also under 'Conducting Investigations')</p> <p>13.4 Processes for evidence being given by video feeds and CCTV evidence</p> <p>13.5 Orders and requirement options available to various courts</p>	Criminal Investigating	4.1
<b>Digital Policing</b>			
1 Understand the prevalence of technology and devices in modern society and their effect on policing	<p>1.1 Changing world of devices and device capabilities:</p> <ul style="list-style-type: none"> <li>Wearables (e.g. fitbits, apple watches etc.)</li> <li>GPS, satnav, drones</li> <li>Vehicle data (telematics, infotainment etc.)</li> <li>Internet of things (connected home)</li> <li>Games consoles (e-readers, other mobile devices)</li> <li>Routers, Wi-Fi, VPN and communications data</li> <li>Data storage, including Cloud, removable drives, memory sticks and volatile data</li> </ul> <p>1.2 Common IT terminology associated with devices:</p> <ul style="list-style-type: none"> <li>Internet addresses (e.g. IP addresses, MAC addresses, mobile internet etc.)</li> <li>Email</li> <li>Social networking (e.g. social media, instant messaging)</li> <li>Mobile apps</li> <li>Source code</li> <li>Cryptocurrency</li> <li>Dark web, deep web</li> </ul> <p>1.3 Supporting technology and how these support device functionality</p> <ul style="list-style-type: none"> <li>Social networks</li> <li>Apps and encrypted communications</li> </ul> <p>1.4 Influences in policing, of technology and devices:</p> <ul style="list-style-type: none"> <li>First point of contact, social media etc.</li> <li>Digital witnesses (Echo, Google home etc.), CCTV, digital devices etc.</li> <li>Investigative opportunities (CPIA 1996, investigative mindset)</li> <li>Community engagement</li> </ul>	Operational Policing Contexts	4.1
2 Identify and manage the personal and organisational risks associated with using personal devices and being a member of law enforcement	<p>2.1 How to manage the security risk to self, and family Digital technology framework, including:</p> <ul style="list-style-type: none"> <li>Keeping private life separate from work life and work identity</li> <li>Risk of being traced through technology, location service data etc.</li> <li>Social media association</li> </ul> <p>2.2 What is meant by the term 'digital hygiene':</p> <ul style="list-style-type: none"> <li>Impacts of using personal devices for police business (e.g. automatic connection to networks, taking photographs etc.)</li> <li>Seizure of the personal device for evidence and subsequent disclosure at court (for e.g. crime scene photographs)</li> <li>Risk of disclosure of personal data in court (if the device is seized)</li> <li>Risk of leaking information about live police operations</li> <li>Tracking and scanning devices</li> </ul> <p>2.3 Key legislation applicable to ensure compliance and mitigate organisational risk when dealing with devices in a policing context:</p> <ul style="list-style-type: none"> <li>Police and Criminal Evidence Act 1984</li> <li>Computer Misuse Act 1990</li> <li>Criminal Procedure and Investigations Act 1996</li> <li>Regulation of Investigatory Powers Act 2000</li> <li>Criminal Justice and Police Act 2001</li> <li>Wireless Telegraphy Act 2006</li> <li>ACPO Good Practice Guide for Digital Evidence 2012</li> <li>Investigatory Powers Act 2016</li> <li>Data Protection Act 2018/General Data Protection Regulation (EU) 2016/679 (GDPR)</li> </ul>	Operational Policing Contexts	4.1, 4.3
	<p>2.2 What is meant by the term 'digital hygiene':</p> <ul style="list-style-type: none"> <li>Impacts of using personal devices for police business (e.g. automatic connection to networks, taking photographs etc.)</li> <li>Seizure of the personal device for evidence and subsequent disclosure at court (for e.g. crime scene photographs)</li> <li>Risk of disclosure of personal data in court (if the device is seized)</li> <li>Risk of leaking information about live police operations</li> <li>Tracking and scanning devices</li> </ul>	Operational Policing Contexts	4.1
	<p>2.3 Key legislation applicable to ensure compliance and mitigate organisational risk when dealing with devices in a policing context:</p> <ul style="list-style-type: none"> <li>Police and Criminal Evidence Act 1984</li> <li>Computer Misuse Act 1990</li> <li>Criminal Procedure and Investigations Act 1996</li> <li>Regulation of Investigatory Powers Act 2000</li> <li>Criminal Justice and Police Act 2001</li> <li>Wireless Telegraphy Act 2006</li> <li>ACPO Good Practice Guide for Digital Evidence 2012</li> <li>Investigatory Powers Act 2016</li> <li>Data Protection Act 2018/General Data Protection Regulation (EU) 2016/679 (GDPR)</li> </ul>	Operational Policing Contexts	4.1
3 Describe the ways in which technology and devices in modern society	<p>3.1 How technology may be used in a policing context:</p> <ul style="list-style-type: none"> <li>Community engagement</li> <li>Data retained in apps on devices e.g. locations</li> <li>Gathering information including further lines of enquiry (victims, suspects and witnesses)</li> <li>Managing incidents (instant messaging, public appeals for information etc.)</li> <li>Enhancing a criminal investigation (device location, attribution etc.)</li> <li>Enhancing communications</li> </ul> <p>3.2 Considerations regarding the use of technology within policing:</p> <ul style="list-style-type: none"> <li>Legal restrictions on investigatory use of technology</li> <li>Digital footprint, personal and work devices</li> <li>Professional standards</li> <li>Disclosure considerations</li> </ul> <p>3.2a Considerations associated with unlawful research/examination of a device, including assuming a fake persona</p>	Operational Policing Contexts	4.1, 4.3
4 Examine types of internet-facilitated crimes, and individuals who may be especially vulnerable	<p>4.1 Common internet-facilitated crimes:</p> <ul style="list-style-type: none"> <li>Hate crime</li> <li>Extortion (e.g. sexing/revenge porn etc.)</li> <li>Abuse, bullying, stalking and threats or harassment online</li> <li>Online fraud/cyber crime</li> <li>Child sexual exploitation grooming</li> <li>Radicalisation</li> <li>Financial crime</li> <li>Modern slavery and human trafficking</li> </ul> <p>(See also under 'Vulnerability and Risk'- Public Protection and Vulnerability)</p> <p>4.2 Individuals who may be more internet-facilitated crimes e.g. children, elderly, vulnerable adults</p>	Operational Policing Contexts, Public Protection and Vulnerability	4.1
5 Explain the role of the police in providing crime prevention advice for crimes with a digital element	<p>5.1 Immediate actions that can be taken to reduce the risk of, and harm caused by internet-facilitated crimes, including:</p> <ul style="list-style-type: none"> <li>Password protection</li> <li>Social media 'blocking' options</li> <li>Reviewing security and privacy settings</li> <li>Control of personal data</li> <li>Public Wi-Fi security considerations</li> <li>Data back-up</li> <li>Anti-virus software</li> <li>Phishing considerations (phishing etc.)</li> </ul> <p>5.2 Support agencies that can provide crime prevention advice for digital devices e.g. Get Safe Online, Child Exploitation and Crime Prevention (CEOP), National Cybercrime Security Centre (NCSC) etc.</p> <p>5.3 Local crime prevention strategies (see also under 'Community Policing')</p>	Operational Policing Contexts	4.1, 4.2
6 Provide an appropriate initial police response to a report of an incident involving digital devices	<p>6.1 How to recognise that reported incident involves a digital element</p> <p>6.2 Identification of digital devices that may be involved in an investigation</p>		

	<p>6.3 Good practice for protection of the crime scene, including:</p> <ul style="list-style-type: none"> <li>Digital hygiene</li> <li>Wi-Fi connectivity</li> <li>Indicators of digital devices when searching premises, vehicles and persons</li> <li>Digital witnesses</li> <li>Securing devices, ensuring evidence is not corrupted, lost or deleted</li> <li>Interactions e.g. interactions with any device, including vehicles, can affect output</li> </ul> <p>(See also under 'Response Policing')</p>		
	<p>6.4 Forensic considerations for crime scenes involving digital devices, including:</p> <ul style="list-style-type: none"> <li>What is and is not possible</li> <li>Forensic strategy (including proportionality, objective setting etc.)</li> <li>Legislation and policy regarding search and seizure of devices</li> <li>ACPO Good Practice Guide for Digital Evidence 2012</li> </ul>	Operational Policing Contexts IPS module	4.1, 4.4
	<p>6.5 Specialist roles and assistance/guidance available for investigations involving digital devices:</p> <ul style="list-style-type: none"> <li>In-force experts/Single Points of Contact (SPOCs)</li> <li>Internet, intelligence and investigations specialists</li> <li>Digital Media Investigators</li> <li>Cyber Crime Units</li> <li>Crime Prevention Units</li> <li>Authorised Professional Practice</li> </ul>		
	<p>6.6 Good practice, and use of the Victim Code when working with victims of internet-facilitated crimes, including:</p> <ul style="list-style-type: none"> <li>Provide support to victims</li> <li>Initial actions/advice</li> <li>When it is appropriate to refer to partner agencies e.g. Action Fraud</li> <li>Vulnerable people</li> <li>Crime prevention advice</li> </ul>		
7 Employ appropriate evidential processes when using data or devices as part of a case file	<p>7.1 Digital evidence opportunities (internet, intelligence and investigations), including:</p> <ul style="list-style-type: none"> <li>Advice on obtaining screenshots</li> <li>Awareness of archiving tools</li> <li>Capturing online content</li> <li>Tracking stolen devices</li> <li>Internet telephony and its use</li> <li>Email header preservation</li> </ul> <p>7.2 Evidential processes when using data or devices as part of a case file, including:</p> <ul style="list-style-type: none"> <li>How to use data from a device as evidence</li> <li>Where data from a device fits, in the evidential chain</li> <li>How to prepare digital evidence as part of a case file following an investigation</li> <li>Compliance with relevant legislation e.g. CPIA 1996, including disclosure of data considerations and third-party disclosure</li> </ul>	Operational Policing Contexts IPS module	4.1, 4.4
<b>Counter Terrorism</b>			
1 Understand key counter terrorism terminology/concepts	<p>1.1 Radicalisation</p> <p>1.2 Extremism, including Right Wing Terrorism (RWT) and Left Anarchist or Single Issue Terrorism (LASIT), Northern Ireland Related Terrorism (NIRT) and Islamist Terrorism (IT)</p> <p>1.3 Interventions</p> <p>1.4 Terrorism-related offences</p> <p>1.5 CONTEST strategy: Pursue, Prevent, Protect and Prepare</p> <p>1.6 Terminology and threshold matrix</p>	Operational Policing Contexts	4.1
2 Understand key legislation relevant to counter-terrorism policing	<p>2.1 Relevant legislation, including:</p> <ul style="list-style-type: none"> <li>Terrorism Act 2000 (as amended)</li> <li>Counter Terrorism and Security Act 2015</li> </ul> <p>2.2 Powers of search, arrest and detention in relation to terrorism</p>	Operational Policing Contexts	4.1
3 Explain the function of key counter-terrorism operations that impact on front-line policing	<p>3.1 Counter-terrorism operations, past and present</p> <p>3.2 National threat levels</p>	Operational Policing Contexts	4.1
4 Understand the role of front-line local policing in gathering intelligence that can combat terrorism	<p>4.1 Intelligence in counter-terrorism operations:</p> <ul style="list-style-type: none"> <li>Local</li> <li>Regional</li> <li>National</li> </ul> <p>4.2 Importance of community intelligence in counter-terrorism operations:</p> <ul style="list-style-type: none"> <li>Community engagement</li> <li>Developing intelligence</li> <li>Fostering co-operation</li> </ul>	Operational Policing Contexts	4.1
5 Understand the role of front-line policing in identifying vulnerabilities in a counter-terrorism context and taking appropriate action for safeguarding	<p>5.1 Importance of recognising vulnerabilities in a counter-terrorism context</p> <p>5.2 Indicators of radicalisation of an individual:</p> <ul style="list-style-type: none"> <li>Risk factors</li> <li>Warning signs</li> <li>Individual and environmental factors</li> <li>Engagement, intent and capability</li> </ul> <p>(See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module)</p> <p>5.3 Processes for referral for safeguarding of a vulnerable person (e.g. Prevent Case Management (PCM))</p> <p>5.4 Radicalisation and the police role in the 'prevent' strategy</p>	Operational Policing Contexts, Public Protection and Vulnerability	4.1
6 Take appropriate measures in relation to personal safety and maintaining vigilance	<p>6.1 Staying safe at home and work</p> <p>6.2 Awareness of online presence</p> <p>6.3 Identifying and reporting suspicious activity</p>	Operational Policing Contexts IPS module	4.1, 4.4
7 Provide a first response to potential terrorist incidents	<p>7.1 Initial actions when attending a potential terrorist incident</p> <p>7.2 Initial actions when approaching a suspect device</p> <p>7.3 Initial operational response:</p> <ul style="list-style-type: none"> <li>CBRN</li> <li>Homemade explosives</li> </ul> <p>7.4 Importance of partnership working, including international and European partners</p> <p>7.5 Joint Emergency Services Interoperability Principles (JESIP)</p> <p>(See also under 'Response Policing')</p>	Operational Policing Contexts	4.1
<b>Response Policing</b>			
1 Review the overall scope of the response policing role, including associated risks and pressures	<p>1.1 Purpose of, and evidence base for, response policing</p> <p>1.2 Relevance of the following to response policing:</p> <ul style="list-style-type: none"> <li>The Code of Ethics</li> <li>National Decision Model (NDM)</li> <li>National Intelligence Model (NIM)</li> </ul> <p>1.3 Role of first responders, including administrative and reporting responsibilities</p> <p>1.4 Role of others, including call takers, control room staff, duty inspector</p> <p>1.4a Considerations for operational unarmed initial responders responding to an incident involving:</p> <ul style="list-style-type: none"> <li>Criminal use or suspected use of firearms/other potentially lethal weapons</li> <li>Lower sophistication marauding attacks (e.g. use of knives or vehicles as weapons)</li> <li>Marauding attacks involving firearms</li> </ul> <p>1.5 Public views and expectations of police contact:</p> <ul style="list-style-type: none"> <li>Public scrutiny and perceptions</li> <li>Management of community expectations</li> <li>Maintaining professional standards</li> </ul>		

	<p>1.6 Key considerations in response policing:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Intelligence</li> <li>• Investigation</li> <li>• Variations to response approach for different environments e.g. care homes</li> <li>• Use of crime pattern analysis</li> </ul> <p>1.7 Effective use of technology in response policing:</p> <ul style="list-style-type: none"> <li>• To lower policing risk</li> <li>• To ease administrative burden</li> <li>• To improve investigative opportunities</li> <li>• To save time</li> <li>• To improve efficiency</li> <li>• To interrogate information systems quickly and effectively</li> </ul> <p>1.8 Use of body-worn video, including the positive and negative aspects of its use</p> <p>1.9 Potential threat/risk of harm to self and others</p> <p>1.10 Complexities of incident-handling on the ground</p> <p>1.11 Principles of incident management:</p> <ul style="list-style-type: none"> <li>• Taking the lead</li> <li>• Recognising critical incidents</li> <li>• Getting it right first time</li> <li>• Dynamic risk assessment</li> <li>• Recognising and taking steps to resolve/refer underlying issues</li> <li>• 'Soft skills' required to defuse, negotiate, provide reassurance, manage and resolve situations</li> </ul>	Operational Policing Contexts	4.1
<p>2 Review the types of incident and crime likely to be encountered in response policing, and appropriate responses</p>	<p>2.1 The police's role to protect the public: duty of care</p> <p>2.2 Types of common incidents that first responders may attend:</p> <ul style="list-style-type: none"> <li>• Non crime-related</li> <li>• Crime-related</li> </ul> <p>2.3 Types of crime:</p> <ul style="list-style-type: none"> <li>• Volume and priority crime</li> <li>• Evolving/increasing areas of crime e.g. child sexual exploitation (CSE), human trafficking/slavery, fraud and cybercrime</li> <li>• Serious and complex crime e.g. murder, kidnapping, serial GBH, Organised Crime Groups (OCGs)</li> </ul> <p>2.4 Practical responses: reactive vs proactive policing</p> <p>2.5 Dealing with public order situations e.g. minor disturbances, affray, violent disorder</p> <p>2.5a Procedures to be followed when involved in an incident where the death or serious injury to a member of the public occurs following police contact (a DSI)</p>	Operational Policing Contexts	4.1, 4.2
<p>3 Understand how to deal with issues of vulnerability when attending the scene of an incident as a first responder</p>	<p>3.1 Importance of recognising vulnerability when attending incidents (including recognition that vulnerability indicators are not present)</p> <p>(See also under 'Vulnerability and Risk')</p> <p>3.1a Importance of considering the possibility of hidden medical conditions or non-visible signs that may lead to a person being vulnerable e.g. kidney dialysis, pacemakers, previous stroke victim, disability badges, medical alert bracelets etc.</p> <p>3.2 Procedures for dealing with:</p> <ul style="list-style-type: none"> <li>• Individuals who suffer from mental health</li> <li>• Vulnerable individuals</li> <li>• Intimidated individuals</li> <li>• Safeguarding</li> </ul> <p>(See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module)</p> <p>3.3 Effective partnership working in relation to vulnerability and mental health when responding to an incident</p> <p>3.4 Support networks (including voluntary organisations) that could assist first responders in providing a suitable solution</p> <p>3.4a Role and jurisdiction of Office of Public Guardian in carrying out the legal functions of the Mental Capacity Act 2005 and the Guardianship (Missing Persons) Act 2017, including:</p> <ul style="list-style-type: none"> <li>• Helping people plan for someone to make decisions for them should they become unable to do so because they do not have the mental capacity</li> <li>• Supporting people to make decisions for those that do not have the ability to decide for themselves</li> </ul>	Operational Policing Contexts, Public Protection and Vulnerability, IPS module	4.1, 4.4
<p>4 Apply practical policing skills when attending an incident as a first responder</p>	<p>4.1 How to apply pro-active principles to response policing</p> <p>4.2 Conducting an initial investigation at the scene of an incident and having an investigative mind-set</p> <p>4.2a How to identify that the crime may have been conducted as part of Organised Crime Group (OCG) activity</p> <p>4.3 Using THRIVE (Threat, Harm, Risk, Investigation, Vulnerable and Engagement) approach</p> <p>(See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module and 'Conducting Investigations' - Criminal Investigating module)</p> <p>4.4 Recognising that the police may not be the most appropriate agency to deal with the incident</p> <p>4.5 Importance of recognising on-going problems and seeking resolutions prior to referral</p> <p>4.6 Multi-agency partnership referrals: benefits and challenges</p> <p>4.7 Importance of caring for the victim</p> <ul style="list-style-type: none"> <li>• Complying with the Victims' Code</li> <li>• Taking victim concerns seriously</li> <li>• Quality of treatment and empathy</li> <li>• Follow-up</li> <li>• Understanding and managing victim expectations</li> </ul> <p>(See also under 'Criminal Justice' and 'Victims and Witnesses')</p> <p>4.8 Action to be taken when observing the use of a digital device by others</p> <p>(See also under 'Digital Policing' - Operational Policing Contexts module)</p> <p>4.9 How to secure/safeguard a device to ensure evidence is not overwritten, corrupted or lost</p> <p>(See also under 'Digital Policing - Operational Policing Contexts module')</p> <p>4.10 Actions to be taken when attending serious rail incidents e.g. trespass, obstruction of railway etc.</p> <p>4.11 Procedures for carrying out traffic management at an incident</p> <p>4.12 Legislation to be complied with, if force is used during arrest, including:</p> <ul style="list-style-type: none"> <li>• Criminal Justice and Immigration Act 2008</li> <li>• Criminal Law Act 1967</li> </ul> <p>(See also under 'Managing Conflict' - Fundamentals of Policing Practice module)</p> <p>4.13 How to maintain order and resolve conflict, and engage in de-escalation, including dealing with violence and assaults on officers</p> <p>4.14 Appropriate and proportionate action in dealing with potential disorder, including the minimum use of force</p> <p>4.15 Examples of when discretion could be used</p> <p>(See also under 'Decision-Making and Discretion' - Fundamentals of Policing Practice module)</p> <p>4.16 Principles of reasonable suspicion or belief:</p> <ul style="list-style-type: none"> <li>• SHACKS mnemonic</li> </ul> <p>4.17 Preservation of evidence</p> <p>4.18 How evidence of first or early complaint is dealt with, including specialist evidence gathering requirements e.g. Early Evidence Kit</p> <p>4.19 Methods of reducing the risk of cross-contamination at a scene through effective gathering, packaging and storage</p> <p>4.20 Handling information and intelligence in a response environment</p> <p>4.21 Specific considerations for responding to common high-risk incidents:</p> <ul style="list-style-type: none"> <li>• Missing persons (definition, grading, procedure, debriefing)</li> <li>• Domestic abuse</li> <li>• Mental health (including restraint)</li> <li>• Sudden death</li> </ul>	Operational Policing Contexts Fundamentals of Policing Practice, Public Protection and Vulnerability, Criminal Investigating IPS module	4.1, 4.2, 4.4

	4.22 How to manage the media at incidents		
5 Understand and apply legislation relevant to public order policing	5.1 Definition of 'public order' 5.2 Offences associated with public order contrary to the Public Order Act 1986, Crime and Disorder Act 1998 and Criminal Justice Act 2003, including: • Riot • Violent disorder • Affray • Fear or provocation of violence • (Intentional) harassment, alarm or distress • Racially or religiously aggravated • Aggravation related to disability, sexual orientation or transgender identity 5.3 Role of police in public order incidents	Operational Policing Contexts IPS module	4.1, 4.4
6 Understand how to establish grounds and authority for carrying out a lawful search/entry and search	6.1 What is meant by the terms 'search' and 'search objectives' 6.2 Establishing whether there are grounds for a lawful search or a lawful entry and search 6.3 Establishing the authority for the search before starting a search 6.4 Limitations when carrying out a search	Operational Policing Contexts	4.1
7 Conduct a safe and lawful search of a person, vehicle or premises	7.1 Potential health and safety risks related to a search or an entry and search 7.2 How to conduct a safe, lawful and effective search of: • a person (including intimate searches) • a vehicle • premises • an area 7.3 Factors that may indicate possession of digital devices when searching premises, vehicles and persons	Operational Policing Contexts IPS module	4.1, 4.4
8 Understand and apply appropriate powers to stop and search a person under Section 1 PACE 1984	8.1 Definition of a 'stop and search' under Section 1 PACE 1984 8.2 Difference between a 'stop and account' and a 'stop and search' 8.3 Importance of employing an ethical 'stop and search' process according to the Best Use Of the Stop & Search Scheme 8.4 Potential impact of a 'search' or 'stop and search' on individuals and the community 8.5 Using a police search only when a power or authority exists 8.6 Alternative positive interventions if no stop search powers exist 8.7 When the threshold changes based on reasonable grounds 8.8 What constitutes a fair and effective 'stop and search' in accordance with the College of Policing definition 8.9 Impact of conscious/unconscious bias on 'stop and search' 8.10 Information that must be provided prior to a search taking place 8.11 Limitations when carrying out a search 8.12 How to deal with young persons during a 'stop and search' 8.13 How to identify vulnerability during stop search encounters (e.g. age, medical, peer/gang pressure) 8.14 Procedure to be carried out post search 8.15 Recording, monitoring and public scrutiny of stop searches	Operational Policing Contexts IPS module	4.1, 4.2, 4.4
9 Undertake the role and responsibilities of a first responder to a major incident	9.1 Definition of a 'critical incident' and 'major incident' 9.2 Difference between a critical incident and a major incident 9.3 Who can declare a major incident 9.4 Command structure at a major incident 9.5 Role and responsibilities of the first responder at a major incident 9.6 Recording all decisions within a major incident 9.7 Importance of effective debriefing of a major incident	Operational Policing Contexts IPS module	4.1, 4.2, 4.4
10 Examine the effectiveness of joint interoperability between the emergency services	10.1 Introduction to, and rationale for, the Joint Emergency Services Interoperability Programme (JESIP) 10.2 JESIP principles (See also under 'Counter Terrorism' - Operational Policing Contexts Module) 10.3 Role of police on attendance at an incident 10.4 Improvements made to interoperability between the emergency services since the inception of JESIP	Operational Policing Contexts IPS module	4.1, 4.3, 4.4
<b>Policing Communities</b>			
1 Examine the function of community policing, and key issues relevant to community policing	1.1 Aims of community policing: • Partnership building • Improved public perceptions (e.g. reassurance, confidence) and better future engagement • Reduced crime, anti-social behaviour and demand • Stronger communities (e.g. collective efficacy) 1.2 Development of, and differences between, community policing in the 1980s, 2000s and 2010s 1.3 Impact of politics on community policing 1.4 Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing: • Duty of care and support 1.5 Key issues relevant to the community policing role: • Difference between community policing and other policing functions and models • Defining and understanding neighbourhoods and communities • Using data to profile neighbourhoods and communities • Types of community e.g. hard to reach/hear, hidden and open communities, communities of interest • Demand and shared priorities for partner organisations • Risk, vulnerability, harm and public perception 1.6 Key aspects of community policing: • Targeted foot patrol • Community engagement • Problem-solving (including early action and intervention) • Crime prevention	Operational Policing Contexts	4.1, 4.2
2 Explore a range of community policing contexts in which effective communication can bring particular benefits	2.1 Engaging with individuals, community stakeholders and communities (including faith communities) 2.2 How effective communication can encourage future co-operation from the community (See also under 'Communication Skills' - Fundamentals of Policing Practice) 2.3 How perceptions of, and confidence in, the police service are enhanced by effective communication 2.4 Communication via social/online media	Operational Policing Contexts Fundamentals of Policing Practice	4.1
3 Evaluate how crime and anti-social behaviour affects local communities and what constitutes effective and appropriate police action	3.1 Crime and anti-social behaviour (ASB) in communities: • Defining ASB • Patterns (long-term issues, hotspots and repeat victimisation) • Risk factors and causes 3.2 ASB and vulnerability 3.3 Impact of crime and ASB on victims and communities: • Pilkington case • Signal crime 3.4 Preventing and responding to crime and ASB in communities: • Investigative activity • Enforcement activity, including specific legislation • Targeted prevention activity (e.g. offender focus, hotspots, problem solving, repeats) • Partnership activity (e.g. local authorities, communities (including faith communities), schools liaison) • Long-term prevention activity (e.g. early interventions, families with complex needs) • Perceptual activity (e.g. control signals)	Operational Policing Contexts	4.1, 4.2
4 Foster effective partnerships in community policing	4.1 Role and importance of partner agencies in effective problem-solving: • Shared problems • Data sharing • Problem identification and analysis • Non-police responses to problems 4.2 Legislative framework 4.3 Support that partners can provide in a community context: • Statutory and voluntary agencies • Blue light partners in community strategies • Formal and informal partnership approaches • Partnership building and networking • Use of police volunteers e.g. speed watch	Operational Policing Contexts	4.1, 4.2

	<p>4.4 Barriers and facilitators to working effectively with partner agencies:</p> <ul style="list-style-type: none"> <li>• Joint responsibilities, shared costs, shared data/intelligence, shared resources</li> <li>• Different priorities, agendas and performance management focus</li> </ul>		
5 Understand the purpose and value of community engagement	<p>5.1 Aims and benefits of community engagement</p> <p>5.2 Typology of community engagement</p> <p>5.3 Strengths/weaknesses of different methods of engagement</p> <p>5.4 Using community engagement to inform police practice (e.g. problem-solving activity)</p> <p>5.5 Ways of engaging with the community to maximise community cohesion:</p> <ul style="list-style-type: none"> <li>• Structured and effective community engagement</li> <li>• Protecting the community</li> <li>• Building community trust, cohesion and confidence</li> <li>• Focus groups and community</li> <li>• Team-building for partnership working</li> </ul> <p>5.6 Role/use of social media</p> <p>5.7 Importance and value of information provision</p> <p>5.8 Role and importance of the public in effective problem-solving:</p> <ul style="list-style-type: none"> <li>• Problem identification, specification and prioritisation</li> <li>• Co-production</li> <li>• Collective efficacy and community resilience/recovery</li> </ul>	Operational Policing Contexts IPS module	4.1, 4.2, 4.3, 4.4
<b>Policing the Roads</b>			
1 Explain core policing functions and strategies relating to policing the roads	<p>1.1 Commonly-used terms in policing the roads</p> <p>1.2 Principal police functions in relation to policing the roads</p> <p>1.3 The National Police Chiefs' Council (NPCC) Roads Policing Strategy</p> <p>1.4 Health and safety risks within the roads policing environment</p> <p>1.5 Partner agency roles</p> <p>1.6 Role and function of family liaison in roads policing incidents</p>	Operational Policing Contexts	4.1
2 Explain legislation, police powers and the most common offences associated with policing the roads	<p>2.1 Key legislation including:</p> <ul style="list-style-type: none"> <li>• Road Traffic Act 1988</li> <li>• Highway Act 1835, 1980 and 1988</li> <li>• Road Traffic Regulation Act 1984</li> </ul> <p>2.2 Police powers relating to</p> <ul style="list-style-type: none"> <li>• Vehicles</li> <li>• Use of the highway</li> <li>• Documentation offences</li> </ul> <p>2.3 Roads-related offences:</p> <ul style="list-style-type: none"> <li>• Vehicles, including anti-social behaviour</li> <li>• Use of the highway</li> <li>• Documentation offences</li> <li>• Breaches of legislation by commercial vehicles</li> </ul>	Operational Policing Contexts IPS module	4.1, 4.4
3 Explain the effect of roads-related anti-social behaviour offences on victims and their families	<p>3.1 Roads-related anti-social behaviour and offences</p> <p>3.2 Groups of people who are especially vulnerable in the roads environment</p> <p>3.3 Impact of incidents upon victims and their families</p>	Operational Policing Contexts	4.1
4 Understand and implement the checks that should be carried out at the scene of a roads-related incident	<p>4.1 Initial actions at the scene of an accident/incident, including traffic management</p> <p>(See also under 'Response Policing' - Operational Policing Contexts module)</p> <p>4.2 Checks with respect to other offences, including:</p> <ul style="list-style-type: none"> <li>• Seatbelts</li> <li>• Drink and drug driving</li> <li>• Speeding</li> <li>• Mobile phone</li> </ul>	Operational Policing Contexts IPS module	4.1, 4.4
5 Engage in drink/drug driving investigations	<p>5.1 Relevant case law and legislation</p> <p>5.2 Processes and procedures to investigate drink/drug driving:</p> <ul style="list-style-type: none"> <li>• Evidential Breath Test Instrument (EBTI)</li> <li>• Field Impairment Tests (FIT) and preliminary drug tests</li> <li>• Provision of evidential specimens for analysis, including specimens of blood taken from persons incapable of consenting</li> <li>• Detention of persons affected by alcohol or a drug</li> <li>• Handling of evidential material</li> </ul>	Operational Policing Contexts IPS module	4.1, 4.4
6 Conduct detailed examinations of vehicles at the roadside, in relation to potential construction and use offences	<p>6.1 Legislation and powers</p> <p>6.2 Vehicle identification, including the information on the manufacturer's plate</p> <p>6.3 How to conduct a roadside vehicle examination</p> <p>6.4 Health and safety risks in relation to roadside vehicle examination</p> <p>6.5 Vehicle classification</p> <p>6.6 Specialist support available, including dealers, Driver &amp; Vehicles Standards Agency (DVSA) and Advanced/Forensic Vehicle Examiners</p>	Operational Policing Contexts IPS module	4.1, 4.4
7 Apply a range of problem-solving processes to investigate small-scale incidents and collisions on the roads	<p>7.1 The CLEAR initiative</p> <p>7.2 How the police lead the resolution of incidents; sources of support available</p> <p>7.3 Securing and preserving the scene and potential evidence</p> <p>7.4 Digital investigation opportunities available from vehicles e.g. dash cams, telematics, infotainment etc.</p> <p>7.5 STATS19 report</p> <p>7.6 Dealing with victims, witnesses and suspects in roads related investigations in an ethical manner</p> <p>7.7 Post-incident debriefing</p>	Operational Policing Contexts IPS module	4.1, 4.4
<b>Information and Intelligence</b>			
1 Explain the importance of information and intelligence to key areas of policing	<p>1.1 Information versus intelligence</p> <p>1.2 The National Intelligence Model (NIM), including coverage of its purpose</p> <p>1.3 Intelligence roles:</p> <ul style="list-style-type: none"> <li>• National intelligence</li> <li>• Local intelligence</li> <li>• Intelligence roles within other intelligence organisations</li> </ul> <p>1.3a Responsibilities of the intelligence function within the NIM</p> <p>1.3b Key intelligence products in NIM and their utilisation:</p> <ul style="list-style-type: none"> <li>• Strategic and tactical assessment</li> <li>• Problem and subject profiles</li> </ul> <p>1.3c Role of intelligence briefings, including evaluation and debriefing utilising NIM</p> <p>1.4 How information and intelligence can be used in key areas of policing:</p> <ul style="list-style-type: none"> <li>• Community policing</li> <li>• Response policing</li> <li>• Policing the roads</li> <li>• Investigation</li> <li>• Counter terrorism</li> <li>• Public protection</li> <li>• Vulnerability and risk</li> <li>• Major policing operations</li> </ul> <p>1.5 Potential impact on public perceptions of policing caused by both effective/ineffective use of information and intelligence</p>	Fundamentals of Policing Practice	4.1, 4.2, 4.3
2 Understand and operate within relevant legislation/guidance underpinning information and intelligence in policing	<p>2.1 Relevant legislation, including:</p> <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• Freedom of Information Act 2000</li> <li>• Regulation of Investigatory Powers Act 2000</li> <li>• Protection of Freedoms Act 2012</li> <li>• Investigatory Powers Act 2016</li> <li>• Data Protection Act 2018/General Data Protection Regulation (EU) 2016/679 (GDPR)</li> </ul> <p>2.2 Relevant guidance, including:</p> <ul style="list-style-type: none"> <li>• Managing Information (formerly Management of Police Information (MOPI))</li> <li>• APP Information Management</li> <li>• Government Security Classifications (GSC)</li> <li>• Information Sharing Agreements (ISA)</li> </ul>	Fundamentals of Policing Practice Criminal Investigating IPS module	4.1, 4.3, 4.4



<p>3 Demonstrate an understanding of practical issues pertaining to the collection, retention and sharing of information and intelligence</p>	<p>3.1 The Intelligence Cycle:</p> <ul style="list-style-type: none"> <li>• Direction</li> <li>• Collection</li> <li>• Evaluation</li> <li>• Collation</li> <li>• Analysis</li> <li>• Dissemination</li> </ul> <p>3.2 Relationship between the National Intelligence Model (NIM) and the Intelligence Cycle</p> <p>3.3 Use of information and intelligence within the National Decision Model (NDM)</p> <p>3.3a Link between the NDM, the Code of Ethics and intelligence products</p> <p>3.4 Sources of information and intelligence, including:</p> <ul style="list-style-type: none"> <li>• Open/closed sources</li> <li>• Internet Intelligence Investigations (III)</li> <li>• Police National Computer (PNC)</li> <li>• Police National Database (PND)</li> <li>• Policing registers</li> <li>• Other forces/agencies, including specialist agencies and departments</li> <li>• Covert Human Intelligence Sources (CHIS)</li> <li>• Social media</li> <li>• Community intelligence</li> <li>• Digital sources</li> </ul> <p>3.4a Intelligence reports, including:</p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Completion (including sanitising)</li> <li>• Intelligence sources</li> <li>• Handling codes</li> <li>• Intelligence evaluation</li> <li>• Submission</li> <li>• Quality Assurance</li> </ul> <p>3.4b Importance of correct grading/labelling of intelligence</p> <p>3.5 Systems employed to 'grade' information into intelligence</p> <p>3.5a How intelligence is prioritised:</p> <ul style="list-style-type: none"> <li>• Rating of credibility</li> <li>• Threat</li> <li>• Risk</li> <li>• Harm</li> <li>• Opportunity</li> </ul> <p>3.6 Uses (and challenges) of technology in information and intelligence management:</p> <ul style="list-style-type: none"> <li>• 'Golden Nominal' concept</li> </ul> <p>3.7 Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information</p> <p>3.8 Reasons why there is a need to share information within the police service and with other organisations</p> <p>3.9 Potential positive and negative impact on policing outcomes of information and intelligence sharing</p> <p>3.10 Principles of sharing police information</p> <p>3.11 The different types of sharing:</p> <ul style="list-style-type: none"> <li>• Statutory obligation</li> <li>• Statutory Power</li> <li>• Common Law (Policing Purpose)</li> </ul> <p>3.12 Appropriate, effective and legal sharing of information, including permissions that may be required and determining key points which should be shared</p> <p>3.13 How Information Sharing Agreements (ISAs) work</p> <p>3.14 Role of the Information Commissioner's Office (ICO)</p> <p>3.15 Potential consequences of sending too much information versus too little to partner agencies</p> <p>3.16 Instances when sharing information outside of the ISA may be acceptable</p> <p>3.17 Impacts of information misuse</p> <p>3.18 Freedom of information and subject access requests</p>	<p>Fundamentals of Policing Practice IPS module</p>	<p>4.1, 4.4</p>
<p>4 Understand how information and intelligence held by other agencies can help police operations</p>	<p>4.1 The information that is held on individuals by other agencies</p> <p>4.2 Considerations for partnership working e.g. data protection, data sharing/quality, privacy, risk management</p> <p>4.3 How the sharing of information can assist in single or multi-agency operations</p> <p>4.4 How to provide feedback on information and intelligence post-operation</p>	<p>Fundamentals of Policing Practice</p>	<p>4.1</p>
<p>4a Demonstrate how to use databases for intelligence purposes</p>	<p>4.1a Functionality of databases for intelligence purposes</p> <p>4.2a Requests for intelligence data from other databases</p> <p>4.3a Accessing intelligence through the police systems:</p> <ul style="list-style-type: none"> <li>• Purposes and uses of police database</li> <li>• Meaning of the acronym POLE (People, Objects, Locations, Events)</li> <li>• Flagging associations and markers on intelligence</li> <li>• Specialist police systems e.g. PND special services</li> <li>• Facial recognition</li> </ul>	<p>Fundamentals of Policing Practice</p>	<p>4.1</p>
<p>5 Explain data protection regulations and their impact on professional policing</p>	<p>5.1 The key roles in information handling, including the Information Asset Owner (IAO)</p> <p>5.2 Data protection regulations associated with storage, processing, use and sharing of policing data, including:</p> <ul style="list-style-type: none"> <li>• Data Protection Act 2018</li> <li>• General Data Protection Regulation (GDPR)</li> </ul> <p>5.3 Impact of holding incorrect, inaccurate or out of date information on an individual</p> <p>5.4 Implications of data protection regulations on the use of information and intelligence in policing operations</p> <p>5.5 Legal and organisational implications of inappropriate disclosure of information</p> <p>5.6 Use of Privacy Impact Assessments with any held data</p> <p>5.7 Retention periods for information</p> <p>5.8 Data quality</p> <p>5.9 Concept of risk mitigation</p>	<p>Fundamentals of Policing Practice</p>	<p>4.1</p>
<p>6 Examine the issues that can arise when data management protocols are not adhered to</p>	<p>6.1 Impacts on the police service and the reputation of policing when data management errors occur</p> <p>6.2 Potential cost to the organisation and individuals when data breaches occur</p> <p>6.3 Initial actions for dealing with data breaches and the roles of key stakeholders</p>	<p>Fundamentals of Policing Practice</p>	<p>4.1, 4.3</p>
<p>7 Review the rights of the individual in respect of information held about them</p>	<p>7.1 Rights of the individual and exceptions, including:</p> <ul style="list-style-type: none"> <li>• Protection of Freedoms Act 2012</li> <li>• Human Rights Act 1998</li> </ul>	<p>Fundamentals of Policing Practice</p>	<p>4.1</p>
<p>8 Understand the considerations associated with handling information and intelligence about vulnerable people</p>	<p>8.1 How data about vulnerable people is obtained and handled within the police service</p> <p>8.2 The role of the intelligence manager in ensuring the intelligence is correctly risk-assessed and appropriately actioned</p> <p>8.3 Practices for ensuring that data is stored in the correct manner</p> <p>8.4 How to ensure information is shared appropriately between the police and a range of other agencies</p> <p>8.5 How to 'weed out' old and incorrect information and intelligence</p>	<p>Fundamentals of Policing Practice Criminal Investigating</p>	<p>4.1</p>
<b>Conducting Investigations</b>			
<p>1 Examine fundamental principles, legislation and powers related to conducting investigations</p>	<p>1.1 Relevant legislation, including legislation applicable in specific areas (e.g. Proceeds of Crime Act 2002)</p> <p>1.2 Powers applicable to investigations, including:</p> <ul style="list-style-type: none"> <li>• Entry powers</li> <li>• Powers of arrest</li> <li>• Search powers</li> <li>• Powers of seizure, including legal privilege</li> <li>• S8 warrants</li> </ul> <p>(See also under 'Criminal Justice - Criminal Investigating module')</p> <p>1.3 Definitions of 'criminal investigations' and 'investigator'</p> <p>1.4 Ethical considerations when conducting investigations</p> <p>1.5 Evidence base behind investigative concepts</p> <p>1.6 Knowledge and skills required</p> <p>1.7 Investigative mind-set</p>	<p>Criminal Investigating Fundamentals of Policing Practice IPS module</p>	<p>4.1, 4.4</p>

	<p>1.8 Principles of an investigation:</p> <ul style="list-style-type: none"> <li>• Preserve life</li> <li>• Preserve scenes</li> <li>• Secure evidence</li> <li>• Identify victims</li> <li>• Identify suspects</li> </ul> <p>1.9 Making decisions in an investigative context in accordance with the National Decision Model (See also under 'Decision-making and Discretion' - Fundamentals of Policing Practice module)</p> <p>1.10 Keeping and maintaining accurate records</p>		
<p>2 Employ appropriate investigative actions when responding to and attending an incident</p>	<p>2.1 Information/intelligence required before responding to an incident, including:</p> <ul style="list-style-type: none"> <li>• PND/PNC</li> <li>• Force intelligence systems</li> <li>• Call takers</li> </ul> <p>2.2 Considerations prior to arriving at the scene of an incident:</p> <ul style="list-style-type: none"> <li>• Threat</li> <li>• Risk</li> <li>• Harm</li> <li>• Vulnerability of self and others</li> </ul> <p>(See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module)</p> <p>2.3 Initial actions when responding to incidents, including:</p> <ul style="list-style-type: none"> <li>• Sudden or unexplained death, including child death</li> <li>• Threats of life</li> <li>• Hate crimes</li> <li>• Missing persons</li> </ul> <p>2.4 How to take control at a scene</p> <p>2.5 Potential impact of language barriers upon communication at the scene of an incident (See also under 'Communication Skills' - Fundamentals of Policing Practice module)</p> <p>2.6 Resources that can help support police at an incident</p> <p>2.7 Identifying vulnerability and supporting/managing the welfare of victims and witnesses in accordance with the Victims' Code</p> <p>2.8 Specialist roles and multi-agency approaches for supporting and safeguarding victims and witnesses, particularly in relation to public protection incidents e.g. domestic abuse (See also under 'Victims and Witnesses')</p> <p>2.9 Forensic considerations, including:</p> <ul style="list-style-type: none"> <li>• Identifying a crime scene</li> <li>• Scene preservation (including the digital crime scene)</li> <li>• Cross contamination</li> <li>• DNA anti-contamination</li> <li>• Continuity</li> <li>• Use of an appropriate professional to carry out forensic examination</li> </ul> <p>(See also under 'Digital Policing' - Operational Policing Contexts module)</p> <p>2.10 Identifying/detaining suspects, if still at scene</p> <p>2.11 How achieving best evidence (ABE) begins when taking an initial account from victims and witnesses</p> <p>2.12 Procedures for carrying out searches and warrants</p> <p>2.13 Dealing with material found during a search e.g. digital devices, drugs, weapons, cash or stolen property (See also under 'Digital Policing' - Operational Policing Contexts module)</p> <p>2.14 Key enablers for digital-facilitated crimes e.g. bank accounts, communication devices, websites etc. (See also under 'Digital Policing' - Operational Policing Contexts module)</p> <p>2.15 Information to be recorded at the scene of an incident</p> <p>2.16 Communicating details about the incident, or escalating serious or complex incidents</p> <p>2.17 Documentation to be completed</p>	<p>Criminal Investigating Fundamentals of Policing Practice, Public Protection and Vulnerability, Operational Policing Contexts IPS module</p>	<p>4.1, 4.4</p>
<p>3 Apply best practice when conducting an investigation</p>	<p>3.1 Definitions of key terminology:</p> <ul style="list-style-type: none"> <li>• Investigative mind set</li> <li>• Best evidence</li> <li>• Material/information/intelligence</li> <li>• Disclosure</li> </ul> <p>3.2 The stages of an investigation</p> <p>3.3 How to plan and conduct an initial investigation</p> <p>3.4 How to develop an investigative hypothesis</p> <p>3.5 Managing an initial investigation:</p> <ul style="list-style-type: none"> <li>• Using THRIVE</li> <li>• Recording a crime</li> <li>• Taking an initial account</li> <li>• Understanding the role of others</li> <li>• Fast-track action</li> <li>• Golden hour principles</li> </ul> <p>3.6 Importance of considering the potential end products (e.g. evidence) at the outset of an investigation</p> <p>3.7 Importance of undertaking investigative and evidential evaluation throughout the investigation</p> <p>3.8 Investigative strategies that may be considered and used for evidence gathering:</p> <ul style="list-style-type: none"> <li>• Search</li> <li>• House-to-house</li> <li>• Intelligence</li> <li>• Financial investigation</li> <li>• Passive data generators (e.g. CCTV/Digital Images)</li> <li>• Communications (e.g. internal briefings, external communications)</li> <li>• Forensics</li> <li>• Physical evidence</li> <li>• ANPR</li> <li>• Trace, Interview, Eliminate (TIE)</li> <li>• Suspect identification</li> <li>• Multi-agency</li> <li>• Victim/witness</li> <li>• Prevention</li> <li>• Disruption</li> </ul> <p>3.8-a Importance of jurisdiction agreement when an investigation crosses force boundaries</p> <p>3.8a Investigative tools used in the gathering of evidence in an international crime context</p> <p>3.9 Using financial investigation as a line of enquiry:</p> <ul style="list-style-type: none"> <li>• Role of the specialist financial investigator</li> </ul> <p>3.10 Specialists who may be involved, including Crown Prosecution Service (CPS)</p> <p>3.11 Retaining and recording the details of an investigation</p> <p>3.12 Identifying and working with victims, witnesses and suspects</p> <p>3.13 Circulating information regarding those wanted or suspected</p> <p>3.14 Partnership and multi-agency working, including referrals to other reporting mechanisms:</p> <ul style="list-style-type: none"> <li>• Action Fraud</li> <li>• Social Services</li> <li>• Community safety partnerships</li> <li>• Health and Safety Executive (HSE)</li> <li>• Care Quality Commission (CQC)</li> </ul> <p>3.15 Escalation to senior or specialist investigative colleagues</p>	<p>Criminal Investigating IPS module</p>	<p>4.1, 4.4</p>
<p>4 Understand and employ appropriate policing approaches to dealing with vulnerable victims or witnesses in a criminal investigation</p>	<p>4.1 How to identify and work with people who are vulnerable or at risk and part of a criminal investigation (See also under 'Vulnerability and Risk' - Public Protection and Vulnerability module and 'Criminal Justice')</p> <p>4.2 Measures to make a vulnerable person feel safer when involved within a criminal investigation</p>	<p>Criminal Investigating, Public Protection and Vulnerability, IPS module</p>	<p>4.1, 4.4</p>

	<p>4.3 Special measures for certain groups of witnesses who may be vulnerable or intimidated, or have grounds for fear or distress about testifying</p> <p>4.4 Strategies for communicating with victims and witnesses</p>		
5 Use appropriate processes for gathering and managing evidence/information that may be pertinent to an investigation	<p>5.1 What constitutes 'material', 'information', 'intelligence' or 'evidence' (See also under 'Information and Intelligence' - Fundamentals of Policing Practice module)</p> <p>5.2 Evidence-gathering opportunities:</p> <ul style="list-style-type: none"> <li>• Victims</li> <li>• Witnesses</li> <li>• Suspects</li> <li>• Crime scenes (including physical and digital scenes of crime)</li> <li>• Passive data generators e.g. CCTV, data communication sources, banking and credit card records</li> </ul> <p>5.3 Methods of obtaining evidence in compliance with appropriate legislation, circumstances when specialist support may be required (See also under 'Digital Policing')</p> <p>5.4 How to secure evidence, including digital evidence</p> <p>5.5 Use of identification procedures, including:</p> <ul style="list-style-type: none"> <li>• Visual identification</li> <li>• Biometrics</li> <li>• PNC facial recognition</li> </ul> <p>5.6 Checks to be undertaken and methods of gathering evidence to support a UK prosecution of a foreign national</p> <ul style="list-style-type: none"> <li>• Specialist agencies (i.e. Interpol, Europol, International Liaison Officer (ILO), National Police Coordination Centre (NPoCC), ACPO Criminal Records Office (ACRO))</li> </ul>	Criminal Investigating Fundamentals of Policing Practice IPS module	4.1, 4.4
6 Understand the types of evidence that may be obtained during an investigation and the processes for managing the evidence	<p>6.1 Types of evidence</p> <p>6.2 How digital technology can capture best evidence e.g. body-worn video cameras</p> <p>6.3 Processes for searching and seizure for forensic/physical evidence</p> <p>6.4 Use of ANPR as an investigative resource</p> <p>6.5 How to attribute digital devices/physical or forensic activity to a suspect and incident</p> <p>6.6 Specialist support that may be required to obtain further evidence</p> <p>6.7 How to review information and material gathered</p> <p>6.8 Processes associated with transportation, storage and disposal of exhibits</p>	Criminal Investigating	4.1
7 Conduct effective ethical and professional interviews, employing differing approaches according to the investigation and the interviewee	<p>7.1 Legislation to be considered during interviews, including:</p> <ul style="list-style-type: none"> <li>• PACE Code E - Audio Recording of Interviews</li> <li>• PACE Code F - Video Recording of interviews</li> </ul> <p>7.2 The evidence base associated with the PEACE interview structure</p> <p>7.3 The principles of investigative interviewing</p> <p>7.4 The PEACE interview process:</p> <ul style="list-style-type: none"> <li>• Planning and preparation</li> <li>• Engage and explain</li> <li>• Account clarification and challenge</li> <li>• Closure</li> <li>• Evaluation</li> </ul> <p>7.5 Interview strategy and plan, including identification, initial accounts and fast-track interviews</p> <p>7.6 Pre-interview briefings</p> <p>7.7 Individuals who may need to be involved in the interview process, including:</p> <ul style="list-style-type: none"> <li>• Interpreters</li> <li>• Legal advisors</li> <li>• Intermediaries</li> </ul> <p>7.8 Key considerations for police interviewing:</p> <ul style="list-style-type: none"> <li>• Characteristics of victim, witness and suspect</li> <li>• Fitness for interview: vulnerability, security and welfare of interviewee</li> <li>• Legal issues</li> <li>• Special arrangements e.g. interpreters</li> </ul> <p>7.9 Importance of having all necessary information prior to interview, including relevant interviewee information</p> <p>7.10 Overall interview considerations, including:</p> <ul style="list-style-type: none"> <li>• Methods to ensure that information is being understood correctly</li> <li>• Challenging inaccuracies/inconsistencies</li> </ul> <p>7.11 Non-verbal signals seen in interviews</p> <p>Content moved to 8.1a</p> <p>7.13 Recording an interview by audio/video or other means</p> <p>Content moved to 8.2a</p> <p>Content moved to 8.3a</p> <p>7.16 Dealing with contingencies</p> <p>Content moved to 8.4a</p> <p>7.18 Interview documentation to be completed</p> <p>7.19 Storage of interview records</p> <p>7.20 Providing debrief of interview to appropriate other parties</p>	Criminal Investigating IPS module	4.1, 4.4
8 Explain and take into account specific considerations when interviewing victims/witnesses	<p>8.1 Additional support for vulnerable, intimidated, significant witnesses etc. (See also under 'Victims and Witnesses')</p> <p>8.2 Types of witness statements</p> <p>8.3 The Victims' Code (See also under 'Criminal Justice' and 'Victims and Witnesses')</p> <p>8.4 Achieving best evidence when interviewing victims and witnesses (See also under 'Victims and Witnesses')</p> <p>8.5 Visually-recorded interviews</p> <p>8.6 Importance of informing victims of restorative justice in accordance with the Code of Practice for Victims of Crime (See also under 'Victims and Witnesses')</p> <p>8.7 Victim personal statements</p>	Criminal Investigating IPS module	4.1, 4.4
8a Explain and take into account specific considerations when interviewing suspects	<p>8.1a Special warnings and significant statements</p> <p>8.2a Introducing exhibits</p> <p>8.3a Offences to be taken into consideration (TICs)</p> <p>8.4a Statements required according to anticipated plea</p>		
9 Understand the court process, including interpretations and analysis that can be drawn from evidence given	<p>9.1 Charging process</p> <p>9.2 Key terminology used in a court, including trial agenda</p> <p>9.3 Court processes (See also under 'Criminal Justice')</p> <p>9.4 Personnel involved</p> <p>9.5 Role of experts</p> <p>9.6 How actions at the court stage can affect the prosecution</p> <p>9.7 How evidence is presented to court and evaluated in a case</p> <p>9.8 Preparing an evidence file for prosecuting authority</p> <p>9.9 Complexities associated with giving evidence, including disclosure, confidence and credibility (See also under 'Criminal Justice')</p> <p>9.10 Defence tactics that may be used and strategies to deal with such tactics, including inducement defence</p> <p>9.11 Enhanced sentencing for hate crimes</p>	Criminal Investigating IPS module	4.1, 4.4

Police Constable Degree Apprenticeship Year 2 (Level 5)			
Learning Outcomes	Minimum Content Coverage	Degree in Professional Policing Practice (Module)	Degree in Professional Policing Practice (Learning Outcome)
<b>Valuing Diversity and Inclusion</b>			
1 Analyse theories and concepts linked to ethics	1.1 Theories and concepts linked to an ethical approach	Professional Standards in Policing	5.1
2 Critically evaluate the impact upon policing of differing values, ethics and norms within diverse communities	2.1 Values, ethics and norms within diverse communities	Professional Standards in Policing	5.1
	2.2 Barriers experienced by individuals, based upon personal characteristics, including consideration of: <ul style="list-style-type: none"> <li>• Language barriers</li> <li>• Physical, psychological or physiological barriers</li> <li>• Knowledge of UK law</li> </ul>		
	2.3 How multi-cultural differences may affect interaction between individuals, groups and organisations		
	2.4 Effect of multi-culturalism on police ethics and values		
	2.5 Working with diverse communities		
3 Apply professional approaches to policing, demonstrating fairness, ethics and integrity	3.1 Roles and responsibilities of those ensuring the police deliver an unbiased, ethical and fair service, including exploration of: <ul style="list-style-type: none"> <li>• Racial profiling and its impacts</li> <li>• Challenging racism within policies, structures, and organisational culture</li> <li>• Accountability for failings, learning the lessons and restoring public confidence</li> </ul>	Professional Standards in Policing <b>OCP module</b>	5.1, 5.2, 5.4, 5.5, 5.6
	3.2 Maintaining the law versus supporting the public		
	3.3 Maintaining and increasing internal and external confidence, perceptions and experience of a fair and unbiased police service		
	3.4 Interpretation of the law: <ul style="list-style-type: none"> <li>• Letter of the law</li> <li>• Essence of the law</li> </ul>		
	3.5 Public interest and criminalisation		
	3.6 How ethical decisions (e.g. the application of discretion) can conflict with standard operating procedures, policies and procedures, accepted practice, performance standards and legislation		
	3.7 Justifying the application of discretion		
	3.8 Adopt a professional approach that values inclusivity and diversity (within the organisation, community and wider society)		
	3.9 How police actions and activities can influence public perceptions of policing, including exploration of: <ul style="list-style-type: none"> <li>• Experiences of policing amongst different communities e.g. impact of stop and search or other interactions</li> <li>• The public confidence gap</li> <li>• Disproportionality and inequalities in policing</li> </ul>		
	<b>Maintaining Professional Standards</b>		
1 Compare professional standards requirements within the police service to similar professional organisations	1.1 Comparison of professional standards requirements within similar organisations	Professional Standards in Policing	5.1
2 Analyse how the police have developed policies and procedures to reduce the possibility of professional malpractice and increase community confidence	2.1 Reports detailing the thematic inspections into police integrity: <ul style="list-style-type: none"> <li>• 'Without Fear or Favour' (2011)</li> <li>• IOPC/IPCC reports</li> </ul>	Professional Standards in Policing	5.1
3 Analyse the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public	3.1 Instances when IOPC/HMICFRS would act as the lead investigative body, including post-incident management	Professional Standards in Policing	5.1
	3.2 Advantages and disadvantages of an independent investigating body		
	3.3 Investigation processes in comparative professional contexts		
4 Examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offences	4.1 Reasons why people in positions of respect or authority might act unprofessionally	Professional Standards in Policing	5.2
	4.2 Case studies: abuse of power/authority		
5 Review how previous instances of misconduct/malpractice can influence future professional policing	5.1 Impact of police misconduct hearings being heard in public	Professional Standards in Policing	5.2
	5.2 Lessons learnt from past instances of misconduct/malpractice	Professional Standards in Policing	5.2
6 Review the progress being made within the police service to improve professional standards	6.1 Organisational factors that have contributed to inappropriate behaviour/negative case outcomes	Professional Standards in Policing	5.1
	6.2 'Perceptions of the police service having a 'blame culture' <ul style="list-style-type: none"> <li>• Strategies for mitigation</li> </ul>		
	6.3 Reviewing improvements to the professional standards of the policing profession		
<b>Evidence-Based Policing</b>			
1 Understand potential constraints associated with an evidence-based policing approach and identify best practice	1.1 Constraints of timescale	Policing Communities	5.1, 5.2
	1.2 Instances when an evidence-based policing approach failed to meet intended targets		
	1.3 Identifying best practice and lessons learned		
2 Know how to systematically review and critically evaluate available evidence	2.1 'What Matters'	Policing Communities Developing Crime Investigation and Prevention	5.1
	2.2 'What Works' evidence ladder		
	2.3 Maryland Scale of Scientific Methods		
	2.4 Frameworks for evaluating the quality of qualitative research		
3 Know how to optimise opportunities to obtain the best available evidence, evaluate options and develop the most appropriate solution to a given policing problem	3.1 Developing a range of options	Policing Communities Professional Standards in Policing Digital Policing and Counter Terrorism	5.1, 5.2
	3.2 Selecting the preferred, most likely option to mitigate or resolve problem		
	3.3 Justifying interventions and potential consequences		
	3.4 Preparing a presentation to an appropriate authority		
	3.5 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction		
	3.6 Feeding results back into future policing strategies		
<b>Research Methods and Skills</b>			
1 Understand the importance of planning research activities	1.1 Research design	Response Policing Policing the Roads Policing Communities	5.1
	1.2 Focus of research and development of research questions		
	1.3 How to formulate an ethically sound research question		
2 Outline the strengths and weaknesses of research methodologies and approaches	2.1 Qualitative, quantitative and mixed methods, including experimental design	Response Policing	
	2.2 Approaches to data collection: <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Interviews</li> <li>• Observation</li> <li>• Use of secondary sources</li> </ul>		

Key:	1. <b>Minimum Content:</b> Where a cell in the Minimum Content Coverage Column is filled green that content is also covered within another module. The additional module has been identified within the content cell
	2. <b>Modules column:</b> The module that is linked to the section of the curriculum is in black font. If additional modules are linked to small sections of that curriculum they are in green font; this should correspond to the section of the Minimum Content cell that is filled green. If curriculum will also be covered whilst on patrol (e.g. IPS that module is identified in red font).

<b>Update record</b>
Curriculum updated April 2021
Curriculum updated April 2022

	2.3 How to choose, implement and critically evaluate appropriate methods of research 2.4 Data sampling 2.5 Design frames and their strengths and weaknesses 2.6 Data reliability and validity 2.7 Research ethics to be adhered to 2.8 Research standards 2.9 Importance of peer reviews 2.10 Use of data (qualitative and quantitative)	Policing the Roads Policing Communities	5.1, 5.2, 5.3
3 Research, analyse and evaluate relevant research publications and qualitative and quantitative data	3.1 Critiquing research literature 3.2 Research ethics 3.3 Relationship between theories and methods 3.4 Evidence-based policing (See also under 'Evidence-based Policing' - Policing Communities Module)	Response Policing Policing the Roads Policing Communities	5.1, 5.2, 5.3, 5.5
4 Demonstrate proficiency in academic writing and presentation, in accordance with ethical protocols	4.1 Academic writing 4.2 Critiquing literature 4.3 Developing critical analysis and argument 4.4 Working in teams 4.5 Communication and presentation skills 4.6 Create a sound research question based on critical reading of appropriate literature and research 4.7 Develop a proposal for research to explore the nature, extent and causes of the issue/problem, including: <ul style="list-style-type: none"> <li>• Research aims and questions</li> <li>• Consideration of different research designs</li> <li>• Strength and weakness of different research methods</li> <li>• Project management details (e.g. timescales, resources)</li> </ul>	Response Policing Policing the Roads Policing Communities Professional Standards in Policing Digital Policing and Counter Terrorism Developing Crime Investigation and Prevention Enhancing Public Protection	5.2, 5.3,
5 Demonstrate effective referencing of a wide range of material appropriate to the subject area	5.1 Referencing and bibliography styles	Response Policing Policing Communities Digital Policing and Counter Terrorism Developing Crime Investigation and Prevention Enhancing Public Protection	5.1, 5.2
6 Apply quantitative and qualitative research techniques, including the interpretation of data	6.1 Analysis of quantitative and qualitative data 6.2 Numeracy and statistical information gathering	Response Policing Policing Communities	5.1, 5.2, 5.3
<b>Decision-making and Discretion</b>			
1 Evaluate decisions made whilst on operational duty and the impact upon the outcome of the use (or otherwise) of the National Decision Model	1.1 How the decision was made and recorded 1.2 The ethical approach to the decision 1.3 Differences between approach employed and previous approaches, as appropriate 1.4 Learning from consequences of the decision	Response Policing Professional Standards in Policing OCP module	5.1, 5.4, 5.5, 5.6
2 Understand the importance of accountability in assessing risk	2.1 Allocation of correct risk to the correct person ('false-positive' and 'false-negative')	Response Policing OCP module	5.1, 5.2, 5.5, 5.6
3 Evaluate the impact of risk aversion and risk avoidance on the ability of the police to deliver an effective service	3.1 Definition of terms 'risk', 'risk assessment', 'risk aversion' and 'risk avoidance' 3.2 The concept of 'constabulary independence' 3.3 Effect of risk avoidance and risk aversion on decision making processes	Response Policing	5.1, 5.2
4 Understand how varying circumstances can exert influence upon the decision-making process	4.1 Making decisions in 'slow time' and 'quick time' 4.2 Making decisions in complex and unpredictable circumstances	Response Policing	5.1, 5.3, 5.5
5 Critically review policing incidents in which ethical considerations have been crucial to the decision-making process	5.1 Review of relevant policing incidents where critical ethical decisions were made 5.2 Rationale behind decisions 5.3 Justification of decisions in the context of judicial reviews	Response Policing OCP module	5.1, 5.2, 5.5, 5.6
<b>Communication Skills</b>			
1 Evaluate and apply a range of theories and practices associated with communication	1.1 The social psychology of communication 1.2 Models used in communication: <ul style="list-style-type: none"> <li>• Ego state communication</li> <li>• Meta talk</li> <li>• Emotional Intelligence</li> <li>• Cultural competence (ability of a person to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds)</li> </ul> 1.3 Application of relevant models of communication as appropriate	Policing Communities	5.1, 5.2, 5.3
2 Develop non-verbal communication skills for use in professional contexts	2.1 Types of non-verbal communication: <ul style="list-style-type: none"> <li>• Visual</li> <li>• Proxemics</li> <li>• Haptics</li> <li>• Vocalics</li> <li>• Chronemics</li> </ul> 2.2 Relevance of non-verbal signals within social interaction 2.3 Avoiding assumptions in communication and responding to individual communication needs	Policing Communities OCP module	5.1, 5.3, 5.4, 5.6
3 Deliver appropriate and effective presentations to an audience	3.1 Assessing the most appropriate means of communication according to the target audience in relation to: <ul style="list-style-type: none"> <li>• Size and scope of audience</li> <li>• Level of understanding pre-delivery</li> <li>• Anticipated level of understanding post-delivery</li> <li>• Responding to questions, including challenges</li> </ul> 3.2 The 3 Ms of communication with an audience: <ul style="list-style-type: none"> <li>• Message</li> <li>• Media</li> <li>• Method</li> </ul>	Policing Communities	5.2, 5.3, 5.5
4 Understand the process for conducting an operational briefing	4.1 Preparing an operational order using an approved model e.g. IIMARCH, SAFCOM 4.2 Delivering an operational order	Policing Communities	5.1, 5.5
<b>Wellbeing and Resilience</b>			
1 Understand the potential impact of organisational justice on a police constable	1.1 Definition of 'organisational justice' 1.2 Impact of organisational justice on members of the police service	Professional Standards in Policing	5.1, 5.2
2 Recognise the common reactions to trauma within the workplace and the support available to individuals	2.1 Common responses to trauma, including physical reactions 2.2 Risk factors associated with trauma 2.3 How to recognise signs within colleagues and self of workplace trauma (See also under 'Response Policing' - Response Policing module) 2.4 Early post-trauma interventions in organisations 2.5 Model and rationale for the use of demobilising, diffusing and Emergency Services Trauma Intervention Meeting (ESTIM) 2.6 Assessment of the situation, including impact on individuals and/or groups, nature of the group, risk assessment etc. 2.7 Practical considerations when providing trauma support, including matching support provision to needs	Professional Standards in Policing Response Policing	5.1, 5.2

	2.8 Processes for the facilitation of ESTIM, including impact assessment requirements		
	2.9 Circumstances when additional support is required		
3 Understand the objectives of the Emergency Service Trauma Intervention Programme (ESTIP) and how this may benefit officers and staff	3.1 Objectives of the Emergency Service Trauma Intervention Programme (ESTIP), including: <ul style="list-style-type: none"> <li>• Protect psychological health and wellbeing of employees involved in traumatic incidents</li> <li>• Provide a range of post-trauma interventions based on best evidence, including crisis management, demobilisation, defusing and Emergency Services Trauma Intervention Meeting (ESTIM)</li> </ul>	Professional Standards in Policing	5.1, 5.2
4 Evolve strategies for dealing with organisational culture in policing	4.1 Organisational culture within policing: <ul style="list-style-type: none"> <li>• Impact (positive and negative) of organisation culture</li> <li>• Retaining personal values in a wider organisational culture</li> <li>• Constant organisational change (change fatigue)</li> </ul>	Professional Standards in Policing	5.2, 5.4
	4.2 Strategies for promoting positive aspects of organisational culture		
	4.3 Strategies for challenging negative aspects of organisational culture		
<b>Leadership and Team-working</b>			
1 Develop team-building skills based on objective analysis of models currently being deployed within the police	1.1 Review team-working models currently employed across policing	Policing the Roads OCP module	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
	1.2 Key skills in adopting a team-working approach		
	1.3 Strategies and processes for creating a healthy environment for effective team working		
2 Evaluate theories of team dynamics as a means of developing team cohesion	2.1 Reasons why some teams cannot function	Policing the Roads OCP module	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
	2.2 Theories and models relating to team dynamics		
	2.3 Ways to improve team cohesion		
3 Examine why inter-personal conflict can occur within a team and develop strategies to enhance individual and team performance	3.1 Use of personality profiles	Policing the Roads	5.1, 5.5
	3.2 Emotional intelligence		
	3.3 Cultural awareness		
<b>Vulnerability and Risk</b>			
1 Understand concepts and theories of how a person becomes a victim	1.1 The impact of early life events and the link to poly-victimisation, including Adverse Childhood Experiences (ACE)	Enhancing Public Protection	5.1, 5.2, 5.5
	1.2 The effect of multiple adversities		
	1.3 Stockholm Syndrome		
	1.4 Troubled Families initiative		
	1.5 Strategies to prevent repeat victimisation		
	1.6 Victimisation and perpetration: common risk factors that may be present		
	1.7 How victimisation may lead to future perpetration (Cycle of Abuse theory)		
	1.8 Risk factors associated with multi-victimisation		
2 Understand theories about the onset of offending	2.1 Motivations for offending: <ul style="list-style-type: none"> <li>• Early life events</li> </ul>	Enhancing Public Protection Digital Policing and Counter Terrorism	5.1, 5.2, 5.5
	2.2 Understanding the age/offending curve		
	2.3 Identifying propensity to offending behaviour		
	2.4 Early identification of offenders and early intervention		
	2.5 Dealing with potential offenders		
	2.6 Strategies to prevent offending (including radicalisation) or re-offending (See also under 'Counter Terrorism' - Digital Policing and Counter Terrorism module)		
3 Understand the impact upon the offending curve of early intervention	3.1 What works from the Early Intervention Foundation website	Enhancing Public Protection	5.1
	3.2 Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse		
4 Evaluate what works in relation to tackling repeat victimisation and repeat offending	4.1 Identifying repeat patterns/problem solving: <ul style="list-style-type: none"> <li>• Multi-agency working</li> <li>• Risk assessments that look at data from all agencies</li> </ul>	Enhancing Public Protection OCP module	5.1, 5.2, 5.4, 5.5
	4.2 What works in tackling or reducing the occurrence and/or seriousness of repeat victimisation (the frequency of): <ul style="list-style-type: none"> <li>• Domestic abuse</li> <li>• Missing from home</li> </ul>		
	4.3 What works in tackling repeat offending: <ul style="list-style-type: none"> <li>• The impact of tackling youth gangs</li> <li>• Early Intervention Foundation (EIF) tackling gangs and youth violence</li> </ul>		
	4.4 Importance of targeted and effective situational problem solving and crime prevention		
5 Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm	5.1 Recent relevant high-profile cases	Enhancing Public Protection OCP module	5.1, 5.5, 5.6
	5.2 Independent Office for Police Conduct (IOPC) Bulletin – 'Learning the Lessons'		
	5.3 Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014)		
6 Analyse the issue of youth gangs targeting vulnerable people, or people at risk of harm	6.1 Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for youth gangs	Enhancing Public Protection	5.1
	6.2 The effect it has on the vulnerable person		
	6.3 Situations which vulnerable people may be subject to or find themselves involved in		
	6.4 Strategies and disruption tactics that could be employed		
<b>Public Protection</b>			
1 Explain the impact of abuse on victims	1.1 Link between abuse, depression, trauma, self-blame and behavioural changes	Enhancing Public Protection	5.1
	1.2 Link between abuse and the long-term effects on a victim's health, education and social standing	Enhancing Public Protection	5.1
	1.3 How perpetrators may exploit victims in order to prevent detection		
2 Evaluate the effectiveness of current approaches in investigating public protection incidents	2.1 Approaches to investigation used by law enforcement agencies and partners	Enhancing Public Protection	5.1
	2.2 Data on conviction rates for offenders		
	2.3 Consideration of thematic reports		
3 Assess the role and impact of MAPPA and the use of community intelligence in managing offenders	3.1 Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders	Enhancing Public Protection	5.1, 5.5
	3.2 Use of community intelligence to manage offenders		
4 Analyse potential links between serious and organised crime and public protection issues	4.1 Serious and organised crime definitions e.g. Organised Crime Groups (OCGs)	Enhancing Public Protection	5.1, 5.2, 5.5
	4.2 Links between serious and organised crime and public protection issues e.g. sexual offences, modern slavery, sex work and prostitution, child abuse		
	4.3 Disruption and detection strategies		
5 Examine instances where law enforcement personnel have misused their position of trust and police powers to commit public protection offences	5.1 IPCC Report: The Use of Police Powers to Perpetrate Sexual Violence (2012)	Enhancing Public Protection Professional Standards in Policing	5.1
	5.2 Psychology of an offender's use of position of authority to commit offences, including sexual offences (See also under 'Maintaining Professional Standards' - Professional Standards in Policing module)		
6 Evaluate the effect of media coverage on public protection policing strategy	6.1 Media influences upon social perceptions of policing strategy	Enhancing Public Protection	5.1
	6.2 Effect of high-profile cases resulting in major investigations e.g. Operation Yew Tree, Sarah Everard case and other Violence Against Women and Girls cases		

6.3 Link between media spotlighting and changes to police strategy			
<b>Criminal Justice</b>			
1 Evaluate how the diversity of individuals and society impact on the criminal justice system	1.1 How the diverse nature of society impacts upon the criminal justice system; the importance of valuing diversity and inclusion and the necessity for integrity and fairness across all criminal justice system matters 1.2 How socio-economic, mental health, diversity issues can impact on individuals progressing through the criminal justice system	Developing Crime Investigation and Prevention	5.1, 5.5
2 Engage in effective partnership collaboration with respect to offender rehabilitation	2.1 The role of the Youth Offender Service and Youth Justice Board in diverting young people away from crime 2.2 Reducing the possibility of re-offending by: • Interventions and diversions coupled with disposals • Integrated offender management • Rehabilitation 2.3 Potential impacts of other interventions and diversions, including reparative, rehabilitative and restorative or punitive justice on re-offending 2.4 Importance of effective collaboration with Police and Crime Commissioners, partners and wider agencies	Developing Crime Investigation and Prevention <b>OCP module</b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
<b>Digital Policing</b>			
1 Describe complex types of internet dependent crimes and their impact	1.1 How criminals engage in complex internet-dependent crimes and the impact of such criminality: • Hacking • Malware • Phishing • Denial of service • Browser hi-jacking • Ransomware • Data manipulation • Cryptocurrency and CryptoLocker offences 1.2 Impact of complex internet-related crimes on individuals and businesses	Digital Policing and Counter Terrorism	5.1
2 Apply comprehensive investigative procedures for complex investigations with a digital element	2.1 Investigatory procedures in relation to the internet, intelligence and investigations: • Relevant legislation for internet investigations, including IPA 2016, RIPA 2000 and CIA 1996 • Internet searching (simple and advanced, attributable/non-attributable) • Data sources (including data capture from devices and digital media) • Tasking and objective setting • Attribution • Passive data generators • Images (e.g. reverse image search, metadata) • Cryptocurrency 2.2 How to process digital evidence opportunities: • Assessing digital evidence, including CIA 1996, IPA 2016, ACPO Good Practice Guide for Digital Evidence 2012 • Disclosure • Seizing and analysing digital evidence • Case file preparation	Digital Policing and Counter Terrorism <b>OCP module</b>	5.1, 5.2, 5.4, 5.5, 5.6
3 Employ specialist assistance in obtaining information from a specialist or service provider in the recovery of digital data	3.1 Specialists who may assist in the recovery of digital data or request information from a telecoms operator: • Single Point of Contact (e.g. SPoC in relation to communications data etc.) • Specialist technicians (e.g. Hi-Tech Crime Unit/Digital Forensic Units etc.) • Specialist investigators (e.g. Collision Investigators) • Digital Media Investigators (DMI) • Cyber Crime Investigators 3.2 Procedure to be followed when requesting information from a telecoms operator		
4 Outline the local force strategy for developing an effective digital policing capability	4.1 Local force policing strategy in relation to digital policing	Digital Policing and Counter Terrorism	5.1, 5.2, 5.5
<b>Counter Terrorism</b>			
1 Explain the organisational structures and inter-relationships that exist in counter-terrorism policing	1.1 National Counter Terrorism Policing HQ (NCTPHQ) 1.2 National Counter Terrorism Policing Operations Centre (NCTPOC) 1.3 Counter Terrorism Command (CTC) 1.4 Counter Terrorism Unit (CTU) 1.5 Counter Terrorism Intelligence Unit (CTIU) 1.6 Special Branch 1.7 Security Service 1.8 National Counter Terrorism Security Office (NaCTSO) 1.9 Importance of partnership working, including international and European partners	Digital Policing and Counter Terrorism	5.1
2 Analyse the potential links between terrorism and other forms of criminal activity	2.1 Methods of funding/enabling terrorism: • Money laundering • Fraud • Identity theft	Digital Policing and Counter Terrorism	5.1, 5.2
3 Assess the potential for an insider threat within the police service and strategies to prevent this	3.1 Definition of the 'insider threat' 3.2 The common causes of an 'insider threat' scenario e.g. data loss, disaffection, duress 3.3 Signs that a person could be vulnerable to an 'insider threat' 3.4 Impact on the organisation of the 'insider threat' 3.5 Methods to prevent, detect or deter individuals who might be vulnerable	Digital Policing and Counter Terrorism	5.1, 5.2
<b>Response Policing</b>			
1 Illustrate how theories and principles of psychology and human behaviour can be applied in various response contexts	1.1 Theories of the psychology of human behaviour 1.2 Crowd psychology 1.3 Negotiating and influencing in complex response situations 1.4 Skills, tactics and tools for exerting emotional influence	Response Policing	5.1, 5.2, 5.3
2 Critically review key issues relating to the complexity and challenges of operational policing	2.1 Police occupational culture 2.2 Police integrity and corruption 2.3 Police diversity 2.4 Cross-cultural differences within society 2.5 Policing marginalised people 2.6 Public perceptions: • Fear of crime and perceptions of safety • Satisfaction and confidence • Procedural justice • Legitimacy	Response Policing	5.1, 5.2, 5.3, 5.5
3 Recognise the impact that police incidents can have on individual or group wellbeing and the support available to manage these	3.1 Types of incident/situation that can cause trauma 3.2 Importance of managing effects of trauma (See also under 'Wellbeing and Resilience' - Professional Standards in Policing module)		

	<p>3.3 Common signs and reactions of trauma (See also under 'Wellbeing and Resilience' - Professional Standards in Policing module)</p> <p>3.4 Support available to individuals and groups by the Emergency Services Trauma Intervention Programme (ESTIP) (See also under 'Wellbeing and Resilience' - Professional Standards in Policing module)</p>	Response Policing Professional Standards in Policing	5.1, 5.2, 5.3, 5.5
4 Understand the importance of mental wellbeing in policing	<p>4.1 How workplace experiences can improve or impact on the psychological needs of an individual e.g.:</p> <ul style="list-style-type: none"> <li>• Autonomy - feel able to act and make choices that reflect one's personal beliefs and values</li> <li>• Relatedness - feel sense of belonging, part of a team where feel respected and valued</li> <li>• Competence - feel skilful, effective and being able to make a contribution</li> </ul> <p>4.2 Impacts that policing can have on emotional energy levels e.g. shift patterns, rest-day cancellations</p> <p>4.3 Methods to help mental wellbeing, for example, ability to 'switch off' from work activity in non-work time</p> <p>4.4 Importance of recognising the need for support to manage mental wellbeing</p>	Response Policing	5.1, 5.2, 5.3, 5.4, 5.5
5 Undertake the role and responsibilities of a first responder to a critical incident	<p>5.1 Role and responsibilities of the first responder at a critical incident</p> <p>5.2 Recording all decisions within a critical incident</p> <p>5.3 Debriefing a critical incident</p>	Response Policing OCP module	5.2, 5.3, 5.4, 5.5, 5.6
6 Review examples of high-profile critical and major incidents to establish best practice when attending such incidents	<p>6.1 High profile examples of critical and major incidents</p> <p>6.2 Lessons learned from these incidents</p> <p>6.3 How this affects joint interoperability in future similar incidents</p> <p>6.4 Use of emotional intelligence</p>	Response Policing	5.1, 5.2, 5.3, 5.5
7 Analyse the role of the police within a joint emergency services incident	<p>7.1 Importance of applying JESIP at a joint emergency services incident e.g. road traffic collision with fire and ambulance present</p> <p>7.2 Use of the Joint Decision Model at joint emergency services incidents</p> <p>7.3 The primacy rule at a major incident</p> <p>7.4 Lessons learned from previous joint emergency services incidents</p> <p>7.5 Future developments e.g. joint command structures/joint command centres</p>	Response Policing	5.1, 5.2, 5.3
8 Apply appropriate responses when dealing with an incident involving an Unmanned Aerial Vehicle (UAV)	<p>8.1 Definition of what is meant by the term Unmanned Aerial Vehicle (UAV) and the terms by which they may be known e.g. Drone, Remotely Piloted Aerial System (RPAS) etc.</p> <p>8.2 Legislative requirements for flying drones, including weight, separation distances, operator registration, pilot qualifications etc.</p> <p>8.3 The role of the Civil Aviation Authority (CAA) in relation to Unmanned Aerial Vehicles (UAVs) and associated CAA permissions and Operational Authorisations</p> <p>8.4 Police powers available when responding to an incident involving drones, contained in the Air Traffic Management and Unmanned Aircraft Act 2021</p> <p>8.5 Air Navigation Order offences that are most likely to be encountered during a response to a report of unlawful drone use</p> <p>8.6 Procedures to follow when dealing with an incident involving the unlawful use of a drone</p>	Response Policing OCP module	5.1, 5.2, 5.3
<b>Policing Communities</b>			
1 Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police	<p>1.1 National and local incidents</p> <p>1.2 High profile cases which have affected the community relationship with the police</p> <p>1.3 Rationale for negative outcomes</p> <p>1.4 Balancing key causation factors</p>	Policing Communities	5.1, 5.2, 5.5
2 Engage with the community to examine/critique how current policing practice can impact upon the community	<p>2.1 Methods currently employed to deliver effective policing to the community:</p> <ul style="list-style-type: none"> <li>• Use of Community Impact Assessments</li> <li>• Trigger points/trigger incidents</li> <li>• Use of evidenced-based policing approaches/methods</li> </ul> <p>2.2 Understanding community problems, issues and concerns regarding policing practice</p> <p>2.3 Areas of policing where evidence-based research may benefit the level of service provided to the community</p> <p>2.4 Impact of policing resources on community policing</p> <p>2.5 Effectiveness of early intervention/early action initiatives</p> <p>2.6 Engagement with Faith and Policing Partnership initiatives</p> <p>2.7 Methods of adapting policing style to police minority groups</p> <p>2.8 Effectiveness of initiatives/approaches made by other organisations (statutory and voluntary)</p>	Policing Communities OCP module	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
3 Evaluate the role of community policing in fostering and maintaining community cohesion	<p>3.1 Why there is a historical mistrust of the police by some sections of society</p> <p>3.2 How historical mistrust can manifest itself in confrontations</p> <p>3.3 High profile cases where such confrontations have taken place</p> <p>3.4 Measures to reduce tension and improve trust</p> <p>3.5 Use of community tension indicators</p> <p>3.6 Impact of community engagement on police legitimacy</p> <p>3.7 Impact of engagement on community confidence</p>	Policing Communities	5.1, 5.3, 5.5
4 Understand and apply key principles of effective community engagement	<p>4.1 Identification of key stakeholders:</p> <ul style="list-style-type: none"> <li>• Partner organisations</li> <li>• Groups</li> <li>• Individuals</li> <li>• Police</li> </ul> <p>4.2 Typology and influences on community partnerships</p> <p>4.3 How to develop an effective community engagement strategy:</p> <ul style="list-style-type: none"> <li>• Aim and benefit(s) of community engagement</li> <li>• Pros and cons of different methods of engagement</li> <li>• Using community engagement to identify and prioritise problem-solving activity</li> <li>• Role of social media, including communication/marketing methods</li> <li>• Importance and value of information provision/sharing</li> </ul>	Policing Communities OCP module	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
<b>Policing the Roads</b>			
1 Understand the more prevalent criminal activity facilitated by the road network, and how this can be disrupted by effective policing of the roads	<p>1.1 Criminal activity facilitated by the road network:</p> <ul style="list-style-type: none"> <li>• Drug smuggling</li> <li>• Human trafficking</li> <li>• Child sexual exploitation</li> <li>• Counterfeit goods</li> <li>• Organised crime groups</li> </ul> <p>1.2 Methods of gathering intelligence and information</p> <p>1.3 Stopping a vehicle and performing relevant checks, using the powers provided by Section 4 of Police and Criminal Evidence Act (PACE) 1984</p> <p>1.4 Procedures and follow-up actions where a suspect, or person of interest is arrested, or apprehended, following an incident or planned operation on the road network</p>	Policing the Roads	5.1, 5.2, 5.3, 5.5
2 Review available prevention and disruption options available, to target	2.1 Impact of organised crime activity at a national, regional and local level		



criminal activity on the road network	2.2 How criminal activity on the road can be targeted 2.3 How to prevent and disrupt high-level crime on the road network	Policing the Roads	5.1, 5.2, 5.3, 5.5
<b>Information and Intelligence</b>			
1 Describe the relevant intelligence-related professional profiles	1.1 Relevant intelligence professional profiles for the role, including key accountabilities and behaviours		
2 Gather and evaluate relevant intelligence from a range of sources, as appropriate to a policing operation	2.1 Policing purposes for which information and intelligence may be gathered	Response Policing OCP module	5.1, 5.2, 5.3, 5.5, 5.6
	2.2 Sources of information and/or intelligence appropriate to a policing operation:  <ul style="list-style-type: none"> <li>• Europol (Five Eyes)/Interpol (I-24/7)</li> <li>• ACRO</li> <li>• SIS (Schengen) (via PNC)</li> <li>• Home Office Immigration Enforcement</li> <li>• Regional Organised Crime Units (ROCU)s</li> <li>• National Crime Agency (NCA)</li> <li>• MAPPAs – Multi-Agency Public Protection Arrangement</li> <li>• National and Local Government Agency Intelligence Network (GAIN)</li> <li>• Community intelligence <ul style="list-style-type: none"> <li>- Neighbourhood watch</li> </ul> </li> <li>• Local police forces</li> <li>• Agencies and border control, including: <ul style="list-style-type: none"> <li>- Her Majesty's Revenue and Customs (HMRC)</li> <li>- UK Prison and Probation Service (UKPPS)</li> <li>- National Border Targeting Centre (NBTC) within Border Force</li> <li>- Border police command</li> </ul> </li> <li>• Specialist agencies and departments</li> <li>• Prison Intelligence Officers (PIO)</li> <li>• Other sources</li> </ul>		
	2.3 Considerations regarding gathering information and intelligence to meet the needs of an operation, including:  <ul style="list-style-type: none"> <li>• Legislation and correct use of application of search warrants</li> <li>• Methods of gathering information and intelligence</li> <li>• Data integrity</li> <li>• Intelligence product(s) required</li> </ul>		
	2.4 How intelligence moves between Regional Organised Crime Units (ROCU)s, National Crime Agency (NCA), forces and other agencies		
3 Describe how to manage, evaluate and record information and intelligence that would be suitable for a given policing operation	3.1 Process for receiving, assessing and recording incoming intelligence information	Response Policing OCP module	5.1, 5.2, 5.5, 5.6
	3.2 Use of the National Intelligence Model (NIM)		
	3.3 Concepts of risk:  <ul style="list-style-type: none"> <li>• Actionable intelligence</li> <li>• Developmental intelligence</li> </ul>		
	3.4 Management of risk in law enforcement		
	3.5 Methods of analysis and evaluation of information and intelligence		
4 Identify and analyse relevant qualitative and quantitative intelligence data for producing intelligence/analytical reports and/or products	4.1 Purpose of research and analysis in intelligence	Response Policing OCP module	5.1, 5.2, 5.5, 5.6
	4.2 Sources of appropriate quantitative and qualitative data for intelligence reports/analytical reports, e.g.:  <ul style="list-style-type: none"> <li>• Internet Intelligence and Investigation (III)</li> <li>• Closed source</li> <li>• Internal/external</li> <li>• Confidential</li> </ul>		
	4.3 Suitability of data for intelligence purposes, e.g.:  <ul style="list-style-type: none"> <li>• Validity</li> <li>• Reliability (including accuracy)</li> <li>• Confidentiality</li> <li>• Availability</li> </ul>		
	4.4 How to analyse and evaluate suitable data and information for analytical products and intelligence collection plans		
	4.5 How to identify significant features, gaps and unexpected results in the intelligence data		
	4.6 Ongoing maintenance of intelligence record management systems		
5 Explain the contents of an intelligence collection plan	5.1 Possible contents of an intelligence collection plan, including:  <ul style="list-style-type: none"> <li>• Terms of reference</li> <li>• Identification of intelligence gaps and how these could be overcome</li> <li>• Identification and assessed threat, risk and harm</li> </ul>		
6 Explain and employ analytical products provided by intelligence specialists during the course of an investigation	6.1 Role and functions of specialists (e.g. analyst, researcher, intelligence manager, financial investigator)	Response Policing OCP module	5.1, 5.2, 5.3
	6.2 Benefits of the analyst function		
	6.3 Functions and products that a data analyst can provide		
	6.4 Analytical techniques used by the analyst		
	6.5 How to effectively task an analyst/researcher		
	6.6 Importance of ensuring that operations and investigations are effectively reviewed within the analysis, in particular post-operations		
7 Develop information and intelligence for the purpose of informing the tasking and co-ordination process	7.1 How to participate effectively in the tasking and co-ordination process	Response Policing	5.1, 5.2, 5.3
	7.2 Levels of tasking and co-ordination according to the organisation		
	7.3 How to develop intelligence to meet tasking and co-ordination group requirements		
	7.4 How to prepare evidence for the tasking and co-ordination group meeting		
	7.5 Presenting evidence at the tasking and co-ordination group meeting		
8 Demonstrate how to support operational objectives of the organisation regarding 'live-time' or 'crime in action' situations	8.1 Types of live-time/crime in action situations in intelligence:  <ul style="list-style-type: none"> <li>• Pre-planned and spontaneous events</li> <li>• Firearms operations</li> <li>• Warrants</li> </ul>	Response Policing OCP module	5.1, 5.2, 5.3, 5.5
	8.2 Actions to take in order to support live-time/crime in action situations in intelligence		
9 Considerations for developing and presenting intelligence analytical products to stakeholders	9.1 Considerations for presenting (or disseminating) intelligence products, including:  <ul style="list-style-type: none"> <li>• Events where intelligence products can be presented/disseminated e.g. Daily Intelligence Meetings (DIMs), Court</li> <li>• Develop products that may be presented/disseminated e.g. intelligence briefings <ul style="list-style-type: none"> <li>• Styles for presenting/disseminating intelligence information e.g. written, visual, verbal</li> <li>• Content considerations e.g. nature of the problem, audience etc.</li> </ul> </li> </ul>	Response Policing	5.1, 5.2, 5.3, 5.5
10 Processes and considerations for escalating information or intelligence	10.1 Processes to escalate information or intelligence for further attention, including threat, risk, harm and vulnerability  <ul style="list-style-type: none"> <li>• National and local force requirements regarding protection of sources, disclosure, sensitive information and confidential briefings</li> <li>• Appropriate protection of documents and audit trails</li> </ul>	Response Policing OCP module	5.1, 5.2
<b>Conducting Investigations</b>			
1 Understand the difference between 'volume and priority' crime and 'serious and complex' crime and the relevance to the	1.1 Define 'volume and priority' crime and 'serious and complex' investigations and identify what factors will escalate a volume and priority crime to serious and complex		

<p>Understand the importance of the investigative process</p>	<p>1.2 Specific considerations to be taken into account when dealing with the following investigations:</p> <ul style="list-style-type: none"> <li>• Anti-social behaviour and disputes</li> <li>• Hate crime and incidents (including proportionate response and the importance of proving hostility)</li> <li>• Public protection (including safeguarding, multi-agency response and information sharing)</li> <li>• Death and serious injury on the roads</li> <li>• Public order</li> <li>• Firearms</li> <li>• Extremism</li> <li>• Terrorism</li> </ul> <p>1.3 Escalation routes to supervisors, including the specialists to be involved</p>	<p>Developing Crime Investigation and Prevention</p>	<p>5.1</p>
<p>2 Understand and make use of the additional sources of intelligence and material that can be obtained during a complex investigation</p>	<p>2.1 Gathering material/intelligence e.g. reports or referrals from other local, national and international agencies (See also under 'Information and Intelligence' - Response Policing Module)</p> <p>2.2 Role of specialists in retrieving information/intelligence or material from devices (See also under 'Digital Policing' - Digital Policing and Counter Terrorism module)</p> <p>2.3 How to understand and interpret results of specialist reports and question/test results and assumption</p>	<p>Developing Crime Investigation and Prevention Response Policing Digital Policing and Counter Terrorism OCP module</p>	<p>5.1, 5.2, 5.4, 5.6</p>
<p>3 Understand the importance of the concept of memory upon interview methods and processes</p>	<p>3.1 Psychological and physiological influences on memory (including impact of trauma)</p> <p>3.2 Different methodologies for conducting an interview i.e. cognitive/enhanced cognitive</p> <p>3.3 The evidence base associated with interview methodologies and memory recall</p>	<p>Developing Crime Investigation and Prevention OCP module</p>	<p>5.1, 5.4, 5.5, 5.6</p>
<p>4 Explain how personal attitudes, values and biases can impact on an investigation</p>	<p>4.1 Effects of personal attitudes, stereotyping views, values and bias on the investigation process</p> <p>4.2 Strategies for dealing with the potential impact of such attitudes, stereotyping views, values or bias</p>	<p>Developing Crime Investigation and Prevention OCP module</p>	<p>5.1, 5.3, 5.4, 5.5, 5.6</p>
<p>5 Address complex circumstances when conducting interviews</p>	<p>5.1 Instances when obtaining an initial account should be used/not used</p> <p>5.2 PACE requirements when an urgent interview is considered</p> <p>5.3 Procedures for dealing with a 'no comment' interview</p> <p>5.4 Methods of probing the initial account and detail provided</p>	<p>Developing Crime Investigation and Prevention OCP module</p>	<p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>
<p>6 Apply learning from previous investigations (and/or interviewing) to future investigations</p>	<p>6.1 Importance of operational learning e.g. personal reflective practice and learning</p> <p>6.2 Effective de-briefing</p> <p>6.3 Organisational lessons learnt</p>	<p>Developing Crime Investigation and Prevention OCP module</p>	<p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>
<p>7 Understand and apply guidance and processes relating to international and European enquiries/investigations</p>	<p>7.1 Key legislation and processes applicable to international, European enquiries/investigations:</p> <ul style="list-style-type: none"> <li>• Routine policing, custody, conviction, and identity checks</li> </ul> <p>7.2 Impacts of UK exit from the EU on cross-border investigations</p> <p>7.3 Situations when an officer may be required to assist in an overseas enquiry/investigation and considerations in respect of data sharing (see also under 'Information and Intelligence' - Response Policing module)</p> <p>7.4 Services available to an investigation from ACPO Criminal Records Office (ACRO) and other partners e.g. ICC, NCA etc.</p> <p>7.5 Mutual legal assistance, letters of request, both domestic and international</p> <p>7.6 Approvals and procedures to be adhered to when required to deploy overseas</p> <p>7.7 Extradition and international arrest warrants</p> <p>7.8 The range of tactical options that can be used at a border in a manhunt</p>	<p>Developing Crime Investigation and Prevention Response Policing OCP module</p>	<p>5.1, 5.4, 5.5, 5.6</p>

Police Constable Degree Apprenticeship Year 3 (Level 6)			
Learning Outcomes	Minimum Content Coverage	BA (Hons) Professional Policing Practice (Module)	BA (Hons) Degree in Professional Policing Practice (Learning Outcome)
<b>Understanding the Police Constable Role (Advanced)</b>			
1 Understand and evaluate the overall strategic context of policing and relevant national policing strategies	1.1 Police reform 1.2 The Strategic Policing Requirement 1.3 Policing Vision 2025	Professionalising Policing	6.1, 6.2, 6.7
2 Explain what is meant by the term 'profession'	2.1 Common features of a profession: • A specialist knowledge base • A distinct ethical dimension • CPD requirements • Standards of education 2.2 How development and ownership of an evidence-base can define the police profession 2.3 What is a 'professional body'	Professionalising Policing	6.1
3 Take part in the Professional Development Review (PDR) process	3.1 Purpose and importance of taking part in the PDR process, including: • Self-awareness • Career development, • Talent management • Continuing Professional Development (CPD) • Local PDR processes	Professionalising Policing	6.6, 6.7
<b>Communication Skills</b>			
1 Use social media as a means of informing and engaging with the community and promoting policing initiatives	1.1 Key considerations when using social media in a professional policing context: • Potential uses of social media by a professional organisation • Advantages and disadvantages of a professional organisation using social media • Force policy on using social media for professional information and engagement purposes • Social media platforms used by policing • Types of information found on police social media pages • Benefits and risks of social media, including use of social media in personal life • How risks can be managed or mitigated  <i>(See also under 'Maintaining Professional Standards')</i> 1.2 How to identify and evaluate social media platforms that are used by the community 1.3 Potential effects of a good/poor social media initiative 1.4 How to run a successful social media initiative: • Importance of having a social media strategy in place • Choosing the right platform • What can be divulged using social media • Keeping things professional • Pitfalls experienced when using social media e.g. <i>miscommunication, timing, spelling etc.</i>	Advancing Policing Practice	6.2, 6.4, 6.5, 6.6
2 Understand the principles and processes of an effective communication strategy	2.1 Occasions when a communication strategy would be required 2.2 Elements of a communication strategy: • Awareness • Understanding • Reassurance • Guidance 2.3 Methods of disseminating information	Advancing Policing Practice	6.2, 6.3, 6.4, 6.5
3 Demonstrate knowledge of effectively dealing with the media in a policing context	3.1 The role of the press office/Corporate Communications Department (CCD) 3.2 Framework for engaging with the media: • Risks and benefits of media engagement • Ethical issues: police/media engagement • Media relations protocols e.g. how and when to talk to the media • Dealing with media requests • Working within a media strategy e.g. media briefings, pre-trial briefings • Considerations for managing the media at an incident • Considerations for high-profile or sensitive investigations or operations • Considerations regarding disclosure of information • Consequences of poor management of media engagement • Potential impact of media scrutiny on teams 3.3 Authorised Professional Practice (APP) Guidance on media releases	Advancing Policing Practice	6.1, 6.2, 6.4, 6.5, 6.6
<b>Leadership and Team-working</b>			
1 Review key principles of leadership in relation to policing and employ appropriate workplace leadership skills	1.1 Leadership models in policing and comparable organisations: • Public sector • Private sector 1.2 Advantages and disadvantages of current leadership models employed in policing 1.3 Reliability and validity of leadership models as a means of personal and professional development 1.4 Developing a variety of leadership approaches that can be applied in a range of situations 1.5 Understand the impact of an inclusive leadership style: • Self • Others • Team 1.6 Adopt an inclusive leadership style to meet changing circumstances	Professionalising Policing	6.1, 6.2, 6.4
2 Critically evaluate key responsibilities in relation to leadership for everyone	2.1 Role in adopting and promoting leadership for everyone, including: • Inspiring common purpose • Developing and valuing people • Building an inclusive workplace • Leading across boundaries • Performance and improvement • Understanding self and others	Professionalising Policing	6.2, 6.4
<b>Introduction to Coaching, Mentoring and Assessment</b>			
1 Explain the skills required to deliver coaching and mentoring support and how these activities can promote professional development	1.1 Definition of the terms 'coaching' and 'mentoring' 1.2 Coaching and mentoring theories and their relevance to a policing context 1.3 How mentoring can be an aid to learning, development and performance	Professionalising Policing	6.1, 6.2, 6.4

<b>Update record</b>
Curriculum updated April 2021
Curriculum updated April 2022

	<p>1.4 How coaching and mentoring may enable individuals to meet personal, professional and organisational goals</p> <p>1.5 Considerations when planning or participating in a coaching and/or mentoring session</p> <p>1.6 Support networks for coaching and mentoring</p>	Professionalising Policing	6.1, 6.2, 6.7
2 Explore how learning from coaching and mentoring sessions can be applied in the workplace	<p>2.1 How learning achieved through coaching/mentoring can be transferred into the workplace</p> <p>2.2 Benefits of workplace learning and secondments as part of the professional developmental process</p>	Professionalising Policing	6.1, 6.2, 6.7
3 Examine the principles of work-based assessment within policing	<p>3.1 The concept of work-based assessment</p> <p>3.2 Forms of assessment e.g. formative/summative</p> <p>3.3 Roles and responsibilities of the assessor</p> <p>3.4 Key stages of the assessment process</p> <p>3.5 Providing and receiving feedback</p> <p>3.6 How competence is achieved, including Competence and Values Framework (CVF)</p> <p>3.7 Post-assessment progression</p>	Professionalising Policing	6.1, 6.2, 6.7
4 Understand the principles and practices of standardising assessment within the police service in order to ensure that consistent, professional standards are maintained	<p>4.1 Developing a consistent approach to assessment and assessment processes</p> <p>4.2 Standardisation processes used in police assessments</p> <p>4.3 Creating a robust quality assurance process</p>	Professionalising Policing	6.1, 6.2, 6.7
Note: Learning, development and professional practice should only be undertaken in one of the following areas.			
<b>Response Policing</b>			
1 Examine specific challenges faced by response officers in more complex response situations and contexts	<p>1.1 Street gang culture and their power within communities</p> <p>1.2 Reducing knife crime</p> <p>1.3 Circumstances constituting a firearms incident</p> <p>1.4 Role of the NDM in firearms incidents</p> <p>1.5 Building trust - how the police can build trust with the vulnerable e.g. homeless people, missing persons</p> <p>1.6 The 'pack mentality' and the actions of organised low-level crime syndicates e.g. shoplifting teams, pick pockets</p> <p>1.7 Recording police action on social media</p> <p>1.8 How to increase police visibility and accessibility to the public</p>	Evaluating Response Policing	6.1, 6.2, 6.3, 6.4, 6.5, 6.7
2 Understand key social, political and strategic drivers impacting upon contemporary response policing	<p>2.1 Impact of social and political change upon response policing</p> <p>2.2 How response policing has adapted to a reduction in police numbers and growing financial constraints</p> <p>2.3 Analysing and reporting on issues such as:</p> <ul style="list-style-type: none"> <li>• Current policing awareness of social/community issues</li> <li>• Cultural/socio-political influences and change</li> </ul>	Evaluating Response Policing	6.1, 6.2, 6.4, 6.5, 6.7
3 Evolve strategies for how those involved in response policing can remain effective in an increasingly challenging environment	<p>3.1 PEEL reports into police effectiveness</p> <p>3.2 Reforms required to enable the police service to fulfil its primary functions</p> <p>3.3 Potential impact of resourcing demands on policing:</p> <ul style="list-style-type: none"> <li>• Doing more with less money and fewer officers</li> <li>• Increasing and different demands e.g. mental health and social issues, technical/digital crime, extremism</li> <li>• Staffing levels, abstractions and availability</li> <li>• Maintaining morale when faced with extent and pace of change</li> </ul> <p>3.4 How response policing can deal with challenges posed by issues of resourcing</p> <p>3.5 How personal pressures generated by response policing can be alleviated:</p> <ul style="list-style-type: none"> <li>• Personal time management - balancing efficiency and effectiveness with professionalism and stress levels</li> <li>• Personal coping strategies, including formal channels of support</li> </ul> <p>(See also under 'Well-being and Resilience')</p>	Evaluating Response Policing	6.1, 6.2, 6.3, 6.4, 6.5, 6.7
<b>Policing Communities</b>			
1 Critically evaluate a range of problem-solving approaches that can be applied to reduce community tension and promote community cohesion	<p>1.1 Information gathering and analysis:</p> <ul style="list-style-type: none"> <li>• Community intelligence</li> <li>• Community tension indicators</li> <li>• Monitoring communities</li> </ul> <p>1.2 How to develop a hypothesis for community policing, based on information</p> <p>1.3 Options for interventions:</p> <ul style="list-style-type: none"> <li>• Problem analysis and solving techniques</li> </ul> <p>1.4 Potential impacts of police interventions upon community confidence, and achieving a reduction in crime and disorder</p> <p>1.5 Resource allocation strategies:</p> <ul style="list-style-type: none"> <li>• Crime prevention and reduction strategies</li> <li>• Strategies for defusing tension</li> </ul> <p>1.6 Reflective practice</p> <p>1.7 How results can be used to inform future community policing strategies</p>	Evaluating Community Policing	6.1, 6.2, 6.3, 6.4, 6.7
2 Examine key emerging issues, problems or concerns faced by the community	<p>2.1 Based on ongoing community engagement:</p> <ul style="list-style-type: none"> <li>• Identification of emerging issues, problems or concerns faced by the community</li> <li>• Impact on community/service</li> <li>• Encouraging community ownership of a community issue</li> </ul> <p>2.2 Community expectations versus partnership capabilities</p> <p>2.3 Justification/rationale for/against further examination of issue, problem or concern</p> <p>2.4 Key considerations related to possible intervention e.g.:</p> <ul style="list-style-type: none"> <li>• Community layout</li> <li>• Timing(s) of intervention</li> <li>• Resources</li> <li>• Contingencies</li> <li>• Cost</li> </ul>	Evaluating Community Policing	6.1, 6.2, 6.3, 6.7
3 Evaluate the impact of potential challenges to community policing and the future role of the community constable	<p>3.1 Potential future challenges and opportunities:</p> <ul style="list-style-type: none"> <li>• Financial constraints</li> <li>• Competing priorities</li> <li>• Resourcing challenges/expectations</li> <li>• Ability to continue to deliver community policing in its present form</li> <li>• Advances in technology</li> <li>• Changing crime types and patterns</li> </ul> <p>3.2 Future role of community police officers and special constabulary:</p> <ul style="list-style-type: none"> <li>• Evolving knowledge and skills requirements</li> <li>• Adaptability to changing needs and priorities</li> </ul>	Evaluating Community Policing	6.2, 6.3, 6.4, 6.5, 6.7
<b>Policing the Roads</b>			

<p>1 Review the evidence base associated with serious road policing offences, and strategies associated with reducing the number of collisions</p>	<p>1.1 Evidence base associated with serious road policing offences, including:</p> <ul style="list-style-type: none"> <li>• Behaviour of young drivers</li> <li>• Causes of death in road-related incidents</li> <li>• Social acceptance of serious road traffic offences compared to other serious offences</li> </ul> <p>1.2 Common causes of road collisions and how they can be reduced:</p> <ul style="list-style-type: none"> <li>• Content of a STATS19 report</li> <li>• Importance of interpreting the guidance set out in the STATS20 manual</li> <li>• The priorities set out in the current National Police Chiefs Council (NPCC) strategy for policing the roads</li> <li>• Local strategies and initiatives in place to reduce the number of collisions</li> </ul>	<p>Evaluating Road Policing</p>	<p>6.1, 6.2, 6.3, 6.4, 6.5, 6.7</p>
<b>Information and Intelligence</b>			
<p>1 Evaluate how the levels of the National Intelligence Model can determine local force objectives</p>	<p>1.1 Role of local level command structures and neighbourhood policing teams and/or local force processes</p> <p>1.2 Cross-border issues and the inter-relationship and co-operation of more than one force:</p> <ul style="list-style-type: none"> <li>• National level guidance</li> <li>• Regional guidance</li> <li>• Local force guidance</li> </ul> <p>1.3 Serious and organised crime operating nationally and/or internationally</p> <p>1.4 Role of dedicated units and other local resources dealing with these crimes and the role of intelligence in aiding them</p>	<p>Evaluating Information and Intelligence</p>	<p>6.1, 6.2, 6.3, 6.7</p>
<p>2 Analyse the role of the National Intelligence Model as a business process in shaping wider force policing objectives</p>	<p>2.1 NIM as a business process</p> <p>2.2 How assets inform the NIM process:</p> <ul style="list-style-type: none"> <li>• Types of assets</li> </ul> <p>2.3 Inter-relationship of intelligence and analytical products in shaping objectives</p> <p>2.4 Strategic tasking and co-ordination</p> <p>2.5 Resourcing considerations</p> <p>2.6 Tactical options menu:</p> <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Intelligence</li> <li>• Enforcement</li> <li>• Reassurance</li> </ul>	<p>Evaluating Information and Intelligence</p>	<p>6.2, 6.3, 6.4, 6.5, 6.7</p>
<p>3 Evaluate and reflect upon how information and intelligence was used to progress a given policing operation</p>	<p>3.1 Reflective examination of police operation(s) where information and intelligence was critical to the outcome:</p> <ul style="list-style-type: none"> <li>• Areas of good practice</li> <li>• Areas of development</li> </ul>	<p>Evaluating Information and Intelligence</p>	<p>6.4, 6.5, 6.7</p>
<b>Please note the content under the next outcome is also contained in the Conducting Investigations specialism</b>			
<p>4 Summarise the roles and processes associated with complex investigation and how intelligence supports those roles</p>	<p>4.1 Relevant legislation in relation to complex investigations</p> <p>4.2 Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)</p> <p>4.3 Role of internal specialists :</p> <ul style="list-style-type: none"> <li>• Crime Scene Investigator</li> <li>• Digital or traditional forensics</li> <li>• Digital Media Investigator</li> <li>• Financial Investigator</li> <li>• Senior Investigating Officer</li> </ul> <p>4.4 Understanding reports obtained from professionals supporting or advising the investigation, including forensic specialists</p> <p>4.5 Covert methods and their use in an investigation</p> <p>4.6 Authorities required for obtaining information e.g. RIPA</p> <p>4.7 How to process sensitive information</p> <p>4.8 Public Interest Immunity (PII) and disclosure of sensitive material</p>	<p>Evaluating Information and Intelligence</p>	<p>6.1, 6.2, 6.3, 6.5, 6.7</p>
<p>5 Evaluate the outcomes of a policing operation from a strategic intelligence perspective, and review implications for future practice</p>	<p>5.1 Organisational memory and the role it plays in strategic thinking</p> <p>5.2 Methods of evaluation: pre-, during and post-operation</p> <p>5.3 List of sources to draw outcomes from:</p> <ul style="list-style-type: none"> <li>• Debriefing records</li> <li>• Authority reviews</li> <li>• Impact assessments</li> <li>• Audit trails</li> <li>• Operational intelligence assessments</li> <li>• Results analysis</li> </ul> <p>5.4 Organisational learning regarding handling, and use of, information and intelligence</p> <p>5.5 Strategic impacts of data breaches on police forces</p> <p>5.6 Feeding results back into policing strategies</p>	<p>Evaluating Information and Intelligence</p>	<p>6.2, 6.3, 6.4, 6.5, 6.7</p>
<b>Conducting Investigations</b>			
<p>1 Demonstrate comprehensive understanding of the roles and processes associated with conducting complex investigations</p>	<p>1.1 Relevant legislation</p> <p>1.2 Initial assessment and management of potential vulnerabilities of victim(s)/witness(es)/suspect(s)</p> <p>1.3 Additional strategies that may be required to support the investigation (e.g. use of media, mass DNA screening etc.)</p> <p>1.4 Community considerations, including community engagement, impact assessment and use of Independent Advisory Groups</p> <p>1.5 Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)</p> <p>1.6 Recording the tasking of others, including experts or tactical advisors</p> <p>1.7 Conducting, prioritising and recording fast-track responses in an auditable and retrievable format</p> <p>1.8 Role of internal specialists, including:</p> <ul style="list-style-type: none"> <li>• Crime Scene Investigator</li> <li>• Digital or traditional forensics specialists</li> <li>• Area specialists e.g. modern slavery single point of contact (SPOC)</li> <li>• Digital Media Investigator</li> <li>• Financial Investigator</li> <li>• Senior Investigating Officer</li> </ul> <p>1.9 Understanding reports obtained from professionals supporting or advising the investigation, including forensic specialists</p> <p>1.10 Covert methods and their use in an investigation</p> <p>1.11 Authorities required for obtaining information e.g. RIPA</p> <p>1.12 How to process sensitive information</p> <p>1.13 Additional investigative processes that may be required e.g. inquests</p>	<p>Conducting Complex Investigations</p>	<p>6.1, 6.2, 6.3, 6.5, 6.7</p>

	<p>1.14 Impact that family court/parallel proceedings may have on an investigation, including:</p> <ul style="list-style-type: none"> <li>• Sharing information under the Children's Act 1989 (duty to safeguard and promote welfare of children)</li> <li>• Why partners may need access to the information irrespective of investigation needs</li> <li>• Specialist advice available, including the 2013 Protocol and Good Practice Model</li> <li>• <u>Civil vs criminal law: private vs public</u></li> </ul> <p>1.15 Establishing the level of involvement in an incident or joint criminal enterprise</p> <p>1.16 Other warrants, civil orders or injunctions that may be required e.g. <u>production orders</u></p> <p>1.17 Role of coroner</p> <p>1.18 Public Interest Immunity (PII) and disclosure of sensitive material</p>		
2 Understand the intricacies associated with victim and witness care during a complex investigation	<p>2.1 Impact of trauma on victim(s) and witnesses involved in complex and serious offending</p> <p>2.2 Support required for victims, including therapeutic support, consent issues, maintaining on-going support throughout the investigation and compliance with the Victims' Code of Practice</p> <p>2.3 Professional support that may be involved</p> <p>2.4 The role of Multi-Agency Public Protection Arrangements (MAPPA)</p> <p>(See also under 'Public Protection')</p> <p>2.5 How to work with victims e.g. special measures, withdrawal of support for the prosecution, retraction or partial retraction</p> <p>2.6 Victim's right to review</p>	Conducting Complex Investigations	6.1, 6.2, 6.3, 6.5
3 Take additional action in relation to specific complex investigations	<p>3.1 Specific legislation applicable</p> <p>3.2 Types of offending that will be serious and complex e.g. offences which:</p> <ul style="list-style-type: none"> <li>• Involve the use of violence, including weapons and firearms</li> <li>• Are sexual assaults</li> <li>• Can result in substantial financial gain</li> <li>• Cause substantial financial loss to the victim</li> <li>• Are conducted by a large number of persons in pursuit of a common purpose</li> <li>• <u>Involve death or serious injury on the roads</u></li> </ul> <p>3.3 Fast-track actions, including specialists that need to be involved e.g. crime scene investigators or forensic collision investigators</p> <p>3.4 Issues/actions associated with first-hand, delayed, third-party or anonymous reporting</p> <p>3.5 Procedures for dealing with fatal and non-fatal offences</p> <p>3.6 How to manage inconsistent accounts, allegations</p> <p>3.7 Threat, risk, harm and vulnerability of serious and complex offending</p>	Conducting Complex Investigations	6.1, 6.2, 6.3, 6.4, 6.5
4 Ensure the wellbeing and resilience of the investigative team and self during a complex investigation	4.1 Welfare of self and others during an investigation	Conducting Complex Investigations	6.5, 6.7
5 Engage in complex victim/witness and suspect interviewing	<p>5.1 Skills and behaviours of interviewers, including how these would need to be employed, depending on the nature of the investigation</p> <p>5.2 Specialists who may need to be involved in complex interviews, including:</p> <ul style="list-style-type: none"> <li>• Medical advisor (as to fitness for interview)</li> <li>• Interpreter</li> <li>• Appropriate adult</li> <li>• Legal advisor</li> <li>• Witness intermediary</li> <li>• <u>Interview Advisor</u></li> </ul> <p>5.3 Liaison with Specialist Investigative Interviewers and/or the Interview Advisor in the context of:</p> <ul style="list-style-type: none"> <li>• Interviewees with complex needs</li> <li>• <u>Serious and complex crime investigations</u></li> </ul> <p>5.4 Considerations and procedures regarding recording interview(s) in complex cases</p> <p>5.5 Methods of exploration of a young witness' understanding of the concept of truthfulness</p> <p>5.6 Ongoing processes for witness management in complex cases</p> <p>5.7 Dealing with a witness who becomes a suspect in complex investigations</p>	Conducting Complex Investigations	6.3, 6.4, 6.5, 6.7
6 Liaise with specialists in relation to complex live (or cold) cases	<p>6.1 Role of the CPS, early engagement and pre-trial case conferences</p> <p>6.2 Types of reviews, statutory, or non-statutory, including cold case reviews</p> <p>6.3 Case discussions prior to engaging a specialist e.g. Forensic Medical Examiner</p> <p>6.4 Logistics of disclosure during complex or major investigations e.g. case management systems and databases (e.g. MIRSAP/HOLMES)</p>	Conducting Complex Investigations	6.3, 6.4, 6.5, 6.7
<b>Evidence-Based Policing/Problem Solving/Research Skills</b>			
1 Carry out research to identify and understand an emerging issue or problem in a specific policing area and formulate an ethically sound research question	<p>1.1 'Scanning' and Analysis' stages of the SARA model</p> <p>1.2 Carrying out initial scoping to identify an issue/problem to research further</p> <p>1.3 Reviewing previous literature on the issue or problem:</p> <ul style="list-style-type: none"> <li>• Considering different review approaches</li> <li>• <u>Searching for and synthesising available evidence</u></li> </ul> <p>1.4 Creating a sound research question, based on critical reading of appropriate literature and research</p> <p>1.5 Developing a proposal for research to explore the nature, extent and causes of the issue/problem, including:</p> <ul style="list-style-type: none"> <li>• Research aims and questions</li> <li>• Consideration of different research designs</li> <li>• Strengths and weaknesses of different research methods</li> <li>• <u>Project management (e.g. timescales, resources)</u></li> </ul> <p>1.6 Carrying out the research as outlined in the proposal</p>	Advancing Policing Practice, Extended Study	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8
2 Plan an intervention to tackle the identified issue/problem	<p>2.1 'Response' stage of the SARA model</p> <p>2.2 Reviewing previous interventions designed to tackle the issue/problem</p> <p>2.3 Developing a proposal for an intervention to tackle the issue/problem, including:</p> <ul style="list-style-type: none"> <li>• evidence for/against the proposed approach</li> <li>• consideration of alternative approaches</li> <li>• <u>an implementation plan</u></li> </ul> <p>2.4 Developing a range of options</p> <p>2.5 Selection of the preferred, most likely option to mitigate or resolve problem</p> <p>2.6 Justifying interventions and potential consequences</p> <p>2.7 Preparing a presentation to an appropriate authority</p>	Advancing Policing Practice, Extended Study	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8

	2.8 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction		
	2.9 Developing a proposal to assess the effectiveness of the proposed intervention		
3 Present and disseminate research on the identified issue/problem and proposals for tackling it	3.1 Writing a summary of the research project, including: <ul style="list-style-type: none"> <li>• Background to the research</li> <li>• Previous literature</li> <li>• Research questions and methods</li> <li>• Evidence of critical analysis, argument and discussion</li> <li>• Conclusions and proposals arising from critical analysis</li> </ul>	Advancing Policing Practice, Extended Study, Reflections on the Application of Learning to Operational Policing	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8
<b>Operational Competence based modules</b>			
	Full Operational Competence		6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8
	Operational Competence Analysis and Evaluation		6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8

## Additional Operational Courses completed over the duration of the degree apprenticeship

### Mobile pronto device/PRONTO apps

1. Identify relevant Legislation
2. Identify the Device features and controls
3. Demonstrate the ability to Logon/off
4. Identify, access and demonstrate use of Shift Creation, Current Shift and End Shift
5. Identify, access and demonstrate use of Text Entry
6. Identify, access and demonstrate submission of a Stop & Search Report
7. Identify, access and demonstrate submission of an Intelligence Report together with a Risk assessment.
8. Identify, access and demonstrate submission of an Investigation. Identify, access and demonstrate submission of a Domestic Abuse Risk Assessment
9. Complete an electronic MG11
10. Identify, access and demonstrate submission of a Person at Risk Assessment
11. Identify, access and demonstrate submission of a Traffic Offence Report
12. Identify, access and demonstrate submission of a Road Traffic Collision Report
13. Complete an electronic MG15

### Pronto Pnc/vehicle

Pronto PNC

#### Person:

1. Identify and demonstrate Searching and Navigation of the System
2. Identify and navigate a Summary List and Individual Records retrieved from PNC
3. Access and interpret the information contained within an Individual Record in respect of Warning Signals and Information Markers
4. Access and interpret the information contained within an Individual Record in respect of Wanted, Missing and Operational Information Reports
5. Access and interpret the information contained within an Individual Record in respect of Disqualified Driver Reports
6. Access and interpret the information contained within an Individual Record in respect of Internal X-references, Description, Address, Alias, Bail Conditions, Impending Prosecutions, Disposal Summary, Disposals, Local X-references, Firearms
7. Access and interpret the information contained within an Individual Record in respect of Driving Licence information
8. Access and interpret the information contained within an Individual Record in respect of Connect information
9. Successfully complete the Validation Exercise

#### Vehicle:

1. Identify and demonstrate Searching and Navigation of the System
2. Identify and navigate the types of DVLA Markers, Police Reports and Hazards from PNC together with "police created" records
3. Identify, access and interpret Vehicle Insurance details from PNC
4. Identify and navigate Records from Lynx
5. Successfully complete the Validation Exercise

### BWV

1. Describe how to book out and return a camera
2. Outline the functions of each button on the camera
3. Discuss the impact that the 7 principles of BWV have on the day to day use of the camera
4. Identify how to use the camera appropriately taking into consideration legal and operational requirements
5. Use the camera correctly
6. Complete recordings using the correct on camera verbal commentary
7. Explain how disclosure and evidential continuity impact BWV
8. Use DEMS software to view and search clips
9. Compare the strengths and limitations of using BWV - Response policing 1.8



10. Assess the relevancy of footage and choose a suitable evidential status
11. Show how to correctly annotate recordings on DEMS including marking them as evidential and/or cloaked
12. Illustrate how to edit and redact a clip using DEMS

### **Connect computer systems**

1. Explain how to log onto CONNECT and what the different areas are
2. Conduct basic and intermediate searches
3. Explain the different flags and their uses
4. Demonstrate how to submit, edit and delete intelligence reports
5. Demonstrate how to search for and update briefing items
6. Explain how tasking works within CONNECT
7. Demonstrate how to add documents
8. Demonstrate how to add POLE entities to Investigations and Case's
9. Complete a Wanted / Missing report
10. Complete a premise search report
11. Apply the steps for disposals from custody
12. Demonstrate how to update and finalise an investigation
13. Complete a manual case build
14. Demonstrate how to create a case from an investigation
15. Demonstrate how to use CONNECT for Pre-Charge Advice
16. Complete the process to book in a Voluntary attendee
17. Demonstrate how to show the interview of a voluntary attendee
18. Explain the different ways to release a voluntary attendee from the station
19. Perform the task to add extra details from investigation onto case

### **OST and first aid**

Job Related Fitness Test (JRFT) will need to be completed prior to start of Officer Safety Training (OST), it will be included in the IPS module

### **Vulnerability Training**

This training looks at front line policing and effective support for complex needs of vulnerable individuals, safeguarding and public protection

### **Level 3 Public order**

1. Public order level 3 Cordons and basic tactics.

### **Post foundation COURSE**

SEXUAL Offences, MDS, HT, Child abduction, Prostitution, modules are covered in numerous sessions in year 1 curriculum. Will get basic intro into certain elements around initial attendance at scene and dealing with victim prior to deployment. (will not be sexual offence trained officers only first responders.)

### **Response driving course**

Response course may be offered in 3 years of curriculum

### **Roleplay scenarios**

4 days assessed role play scenarios formative and summative assessed, 2 days traffic related roleplays

### **Team building day**

Team building and team working to allow for apprentices to integrate with colleagues to establish rapport and team ethics.

### **PEACE interviewing PIP 1**

Victim/Witnesses and suspect Interviewing

**DA MATTERS**

DA matters training, police/DA specialist delivered on Post Foundation Course

**CSI**

Crime scene investigation full 1 day course

**HYDRA**

Labyrinth HYDRA exercise