Programme Specification

Graduate Diploma Professional Policing Practice

School:	York Business School
Entry in academic year:	*2020 – 2021*
Entry months	2020 – 21 • June 21 2021-22: • September 21 • December 21
Awarding institution:	York St John University
Teaching institution:	York St John University / Humberside Police
Delivery location:	Humberside Police Training Centre, Hull York St John University Campus
Programme/s accredited by:	College of Policing
Credit value	120 credits
Exit awards:	Graduate Certificate Policing (requiring 60 credits) Graduate Diploma Policing (requiring 120 credits and pass in module DDP6019M Independent Patrol Status)
UCAS code / GTTR / other:	N/A Direct application through Humberside Police Force
Joint Honours combinations:	None
QAA benchmark group(s):	Criminology 2019
Mode/s of study:	Full-time (2 years) Part time (by arrangement, within a maximum of 4 years of commencing the programme)
Working arrangements:	30-48 hours per week during patrol (average of 40 hours (FTE)) Minimum of 24 hours per week (PT)
Language of study:	English
Paired with Foundation Year	No
Study abroad opportunities:	No
Opt-in YSJU Placement Year opportunity:	No

Introduction

The Graduate Diploma Professional Policing Practice is awarded upon completion of the Degree Holder Entry Programme (DHEP), which is a 2-year, Level 6 qualification combining academic learning, research and operational policing. Following successful completion of the programme and probationary checks, 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 Graduate Diploma 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, and criminal justice relevant to policing in England and Wales and will 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 delivery phases, and interspersed with professional deployments of increasing length. You will advance your learning over time, acquiring foundational knowledge initially and exploring related units of work in increasing depth over the course of 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 over time
- Apply prior knowledge and experience as you progress through the programme
- Experience a range of operational policing contexts.

Special Features of the Programme

This Graduate Diploma Professional Policing Practice is jointly developed between Humberside Police and York St John University thereby ensuring there is an operational and practical relevance, coupled with the academic underpinning required for a graduate diploma programme. There are a number of features of the programme, designed to enhance your success, including:

- The learning is structured to support the development of relevant knowledge, skills and behaviours and integrate work-based, class-based, research and study experiences
- You will be taught by experienced police officers, police staff and university lecturers with specialised backgrounds relevant to the curriculum
- You will have varied work-based placements in a range of operational policing contexts, from which to develop and evidence operational competency
- You will be undertaking research in community settings, facilitating connections with local agencies and charities and fostering community cohesion

- You will be fully supported to help you achieve Independent Patrol Status (IPS) when ready within defined parameters and work towards Full Operational Competency (FOC) in the final phase of the programme
- You will be allocated dedicated study time for self-directed and guided learning to enable you to balance demands of work, study and life effectively
- You will also be allocated research time during the advanced learning phase with which to undertake your advanced research study
- You will be allocated named contacts to support both your operational and academic learning and development.
- You will join peer support groups during the advanced learning phase to support you through the research process and enable you to apply your peer mentoring and peer assessment skills
- 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 and mandatory professional development embedded in the programme enabling you to develop further skills
- You will have guest speakers from specialist organisations and other support agencies
- Your directed learning is structured to support the development of your knowledge and skills, blending work-based learning, research and self-directed study experiences

Admission Criteria

In order to apply for the Degree Holder Entry Programme, you must meet the minimum entry requirements. These are published on the Humberside Police website (https://www.humberside.police.uk/dhep) and include:

- Be 18 years old or over - there is no upper age limit
- Hold a full manual UK/EU driving licence, or be working towards obtaining this before the end of your probation period
- Have a history of regular attendance during education or in employment
- Maintain a good level of fitness
- Comply with our tattoo policy
- Meet vetting requirements – this means having no criminal convictions (some minor offences may be considered on an individual basis)
- Have a minimum of a Level 6 Honours Degree in any subject (or overseas equivalent)

For further information related to the eligibility criteria, please see:
https://www.humberside.police.uk/sites/default/files/Eligibility%20Criteria_0.pdf

In addition, you must have passed the national recruitment standards and passed all the national and local recruitment selection procedures. As part of the recruitment process, you will need to attend an interview to assess your suitability for the role and the programme.
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

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.yorksj.ac.uk/international/how-to-apply/english-language-requirements/).

Recognition of Prior Learning

You may be eligible for Recognition of Prior Learning (RPL) on the grounds of advanced standing, enabling you to transfer credit towards this programme for your prior professional experience or relevant academic assessed work completed at another institution (see https://www.yorksj.ac.uk/media/content-assets/registry/policies/code-of-practice-for-assessment/4.RPL_Policy_2020-21.pdf). This would be the case where the subject matter of any module(s) you have previously studied is/are relevant and current and at a Level 6,

and your professional experience and associated skills are verifiable and sustainable. Typically, academic credit imported towards the award of a qualification will have been obtained no more than five years previously, at the time at which the application is made. For a Graduate Diploma, no more than 60 credits at Level 6 or above can be imported.

If you wish to apply for recognition of advanced standing, you should contact the Admissions Office, or you will have been referred by a nominated representative from Humberside Police or York St John University. For academic related credit, you will be asked to supply details of the credit gained or about to be completed. This will typically be in the form of module or programme specifications and details of assessment requirements (including marking scales used at the institution at which the credit has been or will be obtained).   For professional recognition, you will need verifiable evidence which demonstrates any relevant professional experience. The University and Humberside Police will decide whether there is sufficient match between what is proposed for transfer and the programme element(s) from which exemption is sought. If a sufficient match is identified, the request will go forward. It will be necessary for you to provide an official transcript of results to confirm the award of credit. For international applicants, a certified translation into English must also be supplied.

For a claim of exemption on the grounds of academic standing or experience in a policing context, you will need to obtain and complete a 'DHEP Recognition of Prior Learning' form stating how your previous learning in an academic or workplace context is relevant to the programme. This will include the following details:
- Details of the programme elements from which the exemption is requested
- Details of the credit proposed for import together with attached evidence
- Details of how the programme learning outcomes being exempted have been met by the imported credit
- Details of how your operational experience meets the criteria for Independent Patrol Status.

Once your form and associated evidence has been supplied, your request will be processed by the Programme Lead at Humberside Police and/or York St John. You will receive authorisation if successful by the Admissions Manager.

Programme Aims and Learning Outcomes

Programme Aims

Our Graduate Diploma Professional Policing Practice aims to prepare and shape police officers of the future, having a positive impact upon local communities and the wider society. The programme provides a flexible, blended and immersive experience, integrating work and study. It structures the development of the knowledge, skills, and behaviours (KSBs), which are essential for you as a police constable to discharge your duties and responsibilities effectively. These KSBs set the standards of professional performance by which your duties and responsibilities can be fulfilled.

The aims are structured to reflect your learning and development and required professional performance in relation to:
- a comprehensive range of policing situations and contexts

- key, specific areas of policing responsibility and
- core areas of policing.

Learning and development applicable across a comprehensive range of policing professional situations and contexts

Knowledge
- Understand the legal and professional responsibilities of policing as a profession, and modern policing strategies, moving forwards

Skills
- 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
- Acquire and apply appropriate research skills in order to put evidence-based policing initiatives into practice

Behaviours
- Employ an ethical approach to policing, maintaining the highest professional standards in providing a service to the public
- Understand, employ and evaluate evidence-based initiatives in the context of preventative policing and problem-solving
- Proactively embed equality, diversity and human rights considerations as a core function of professional practice
- Actively engage in continual self-reflection, evolving strategies to improve your own professional practice.
- Exercise autonomy and professional discretion, as appropriate to the role
- Make decisions, founded upon critical thinking, in complex professional situations and contexts, demonstrating appropriate knowledge and application of powers, legislation and Authorised Professional Practice
- Develop and maintain professional resilience in dealing with challenging situations

Learning and development enhancing the capability of the police constable to perform effectively in key, specific areas of professional policing responsibility

Knowledge
- 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
- Understand national strategies in relation to countering terrorism and perform the front-line role of the 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, and providing appropriate support to victims and witnesses.

Behaviours
- Apply knowledge of criminology, as relevant to your professional practice, with particular emphasis upon community policing and crime prevention
- Proactively identify, protect and support individuals in need of public protection, and deal professionally with those who perpetrate offences against them.

Learning and development specifically and directly relevant to professional performance in core areas of policing

Behaviours
- Engage in lawful, safe and effective front-line policing in the specific professional areas of response policing, policing communities, policing the roads, information and intelligence, and conducting investigations
- Research, develop, implement and review practical, evidence-based initiatives to improve policing performance in these areas 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 by the end of the programme. They outline the relative demand, complexity, depth of learning and learner autonomy associated with a 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.

Given the competency-based nature of the programme, these PLOs encourage you, as a graduate officer, to connect and integrate learning within class, study, and work-based contexts. These will be assessed across the three phases of learning. You will be required to provide a rationale for actions and decisions taken in the workplace. These will be assessed through self-reflection and professional discussion.

By the end of the programme, 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 theories, concepts and issues relevant to particular policing contexts, drawing on evidence from a range of sources

6.3 To transfer and apply a range of 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, as relevant to a given policing context

6.5 To accept accountability for determining and achieving personal and group outcomes in a range of operational contexts

6.6 To reflect critically and analytically on operational experiences and the impact of your actions, drawing on recent scholarship and current statutory regulations

6.7 To apply research skills and policing knowledge to initiate, design, plan and execute evidence-based research project, outlining implications for policing practice.

Programme Structure

Structure for Full-time Graduate Officers

Code	Level	Title	Credits	Delivery Phase	Module status**	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
DPP6017M	6	Policing Policy and Practice	20	ILP	C	NC
DPP6018M	6	Crime Prevention and Public Protection	20	ILP	C	NC
DPP6019M	6	Independent Patrol Status	0	ILP	C	NC
DPP6020M	6	Professionalising the Police Service	10	CLP	C	NC
DPP6021M	6	Preventative Measures and Investigation	10	CLP	C	NC
DPP6022M	6	Evaluation of Operational Policing Areas	20	CLP	C	NC
DPP6023M	6	Specialist Research Study *	40	ALP	C	NC
DPP6024M	6	Full Operational Competence	0	CLP/ALP	C	NC

Table 1: Full time programme structure

* During the advanced learning phase, you will undertake advanced learning related to a specialist area. The default option for all you will be Response Policing. Other specialisms may be available at the time of selection, but this is strictly guided by the organisational need within 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).

Learning and Delivery Phase Summary

The learning and delivery phase summary is summarised in Table 2. This is allocated across 52 weeks (1 year), exact timings will depend upon start date.

Year 1	Weeks
Initial learning phase (ILP), (including supervised patrol)	1 - 40
Initial learning delivery phase	1 - 23
Allocated leave	12/21
Supervised patrol	24 - 40
Consolidated learning phase (CLP)	41 - 52
Consolidated learning delivery phase	41 - 42
Rotations	47 - 50
Study time allocation	47 - 50
Independent patrol	43 - 50
Patrol in varied policing contexts	51 - 52
Year 2	
Consolidated learning phase (continued)	1 - 12
Patrol in varied policing contexts	1 - 12
Advanced learning phase (ALP)	13 - 52
Advanced learning delivery phase	13 - 15
Study time allocation	13 -15/ 23 -28/ 35-40
Patrol phases	16 - 52
Research activity phase 1	23 - 28
Research activity phase 2	35 - 40

Table 2: Learning and Delivery Phases

You have been allocated an allowance of time for self-directed/guided learning (study time), conducting research (research time) and annual leave by arrangement (with the exception of during the initial learning phase which has some specific time designated).

Learning, Teaching and Assessment

Overview of the Programme

Initial Learning Phase (months 1-9; weeks 1-40)
The initial learning phase will begin with higher levels of teaching input with a focus on helping you acquire a sound level of knowledge and skills to be safe and lawful in the police working environment. A core theme running through the entire programme will be evidenced-based policing, enabling you to develop and apply practical, research and academic skills throughout. Within the workplace, you will work towards gaining your Independent Patrol Status, aiming to complete this by the end of the initial learning phase.

Overview of initial learning phase modules:

There are two credit bearing modules taught across the initial learning phase, as summarised in Table 3 below. In *Policing Policy and Practice,* you will focus on the role of a police constable and associated professional standards, core values and principles in professional policing, and the legislative framework in which the police operate. It also covers the foundational skills required across all policing contexts and the range of policing areas serviced by the police, including response, community, road and digital policing and counter terrorism. In the *Crime Prevention and Public Protection* module, you will be examining how crime, policy, social inequalities, and divisions impact upon policing as well as examining personal factors and risks that require timely intervention and multi-agency support. The third module in this phase of the programme will be *Independent Patrol Status*, this is a zero-credit module which is covered in more detail in the assessment section below. All modules are non-compensatable.

Module 1: Policing Policy and Practice DPP6017M (20 credits)			Module 2: Crime Prevention and Public Protection DPP6018M (20 credits)		Module 3: Independent Patrol Status DPP6019M (0 credits)
Understanding the Police Constable Role	Evidence based policing	Digital policing	Criminology and crime prevention	Vulnerability and risk	10 Independent Patrol Criteria
Valuing difference and inclusion	Problem solving	Counter terrorism	Victims and witnesses	Public protection	Officer safety training
Maintaining professional standards	Decision making and discretion	Response policing	Criminal justice		First aid
	Communication skills	Policing communities	Conducting investigations		
	Wellbeing and resilience	Policing the roads			
	Leadership and team working	Information and intelligence			

Table 3: Overview of the Initial Learning Phase Modules

Features of the initial learning phase:
- There will be higher teaching input through the initial learning phase to ensure you have a sound level of knowledge and skills before being deployed into the workplace.
- Supervised patrol, where you will be tutored towards achieving Independent Patrol Status and given exposure to different departments within Humberside Police, recognising the interdependencies and teamwork required across the force.
- You will be given dedicated protected study time for self-directed and guided learning (minimum ½ day per week during taught elements of initial learning phase).

There will be an expectation that you apply an increasing range of policing skills and behaviours within differing operational areas as you develop the ability to evaluate your decisions and draw upon an appropriate range of evidence to inform those decisions.

Consolidated Learning Phase (months 9-15; year 1: weeks 41 – 52; year 2: weeks 1 - 12)

The consolidated learning phase will begin following the supervised patrol period (in month 9) and will help you develop your autonomy in both the academic and operational aspects of the programme. It will commence with a designated two-week delivery period, covering areas

introduced within the initial learning phase at a greater depth and introducing you to new skills such as coaching, mentoring and self-assessment.

Overview of consolidated learning phase modules:
In this phase, the curriculum is organised into three modules, as summarised in Table 4. The module, *Professionalising the Police Service*, aims to further your understanding of the police service, helping to interconnect your work, study, and class experiences. The module will cover analysis of the policing role, examine malpractice and the maintenance of professional standards across diverse communities. It will also introduce you to the skills of coaching, mentoring and assessment and wellbeing and resilience within the police service. In the *Preventative Measures and Investigation* module, you will draw on theories and practice and examine ways of ensuring vulnerable people are protected. The *Evaluation of Operational Policing Areas* module will help you further explore the range of contexts police operate in and critically evaluate the application of skills in those areas. You must pass all the modules; these are non-compensatable.

Module 4: Professionalising the Police Service DPP6020M (10 credits)	Module 5: Preventative Measures and Investigation DPP6021M (10 credits)	Module 6: Evaluation of Operational Policing Areas DPP6022M (20 credits)		
Understanding the police constable role (adv)	Criminology and crime prevention	Digital policing	Information and intelligence	Policing the roads
Valuing difference and inclusion	Vulnerability and risk	Policing communities	Response policing	Conducting investigations
Maintaining professional standards	Public protection	Counter terrorism	Communication skills	Leadership and Team working
Introduction to coaching, mentoring and assessment	Criminal justice	Evidence based policing	Decision making and discretion	
Wellbeing and resilience				

Table 4: Overview of the Modules within the Consolidated Learning Phase

Features of the consolidated learning phase:
- Shorter teaching input with increased emphasis on self-directed and guided learning.
- You will be operating independently during patrol, collecting evidence for your work-based portfolio. You will also have varied work-based deployments, including shifts in different policing contexts (response; communities; roads and investigation), thereby ensuring you have a range of work experiences from which to evidence and demonstrate your Full Operational Competence.
- The introduction of protected study time to support self-directed and guided learning, thereby facilitating deeper learning and reflection.

In the workplace, there will be an emphasis on increasing your independence across the range of policing operational areas and collecting evidence and reflections towards your Operational

Competence Portfolio. You will have made significant progress towards your Full Operational Competence.

Advanced Learning Phase (months 16-24; year 2: weeks 13 - 52)
The advanced learning phase will span the latter third of your programme, commencing in week 13 of the 2nd year.

Overview of advanced learning modules:
You will complete two modules in this phase, including one credit-bearing module, as summarised in Table 5.   You will undertake a *specialist research study* focused on one of five policing areas (see Specialist Research Study section below). Based on current operational and organisational need, Humberside Police will initially offer 'Response Policing' as the only area of specialism. The areas which are available may change to align to organisational needs. The second module, *Full Operational Competence*, is covered in more detail under the assessment section below.

Module 7: Specialist Research Study DPP6024M (40 credits) Select one of the following areas					Module 8: Full Operational Competence DPP6023M (0 credits)
Response policing	Policing communities	Policing the roads	Information and intelligence	Conducting Investigations	Full Occupational Competence

Table 5: Overview of the Modules within the Advanced Learning Phase

Features of the advanced learning phase:

- You will attend three one-day class-based sessions across a 3-week advanced learning delivery phase. These days will focus on the advanced learning related to your specialist area and help you prepare for the research study.
- You will undertake self-directed advanced learning in the area of your specialism.
- You will conduct a specialised research study, focused on one of the specialist operational areas (see 'specialist research study' section below). This will be conducted within an approved community setting, facilitating community partnerships and cohesion.
- You will be assigned a peer support group throughout the research process with whom you can discuss your research project as it progresses
- You will be allocated study time in three phases (one 3-week period and two 6-week periods) as well as research time (across the two 6-week periods).
- Your work-place deployment will be in your allocated area of specialism.
- You will need to continue to work towards the achievement of Full Operational Competence by the end of the advanced phase.

To be awarded the Graduate Diploma Professional Policing Practice you must pass all Level 6 modules as detailed in the programme structure table. All modules are non-compensatable (see the progression and graduation requirements section, pg. 21).

Specialist Research Study
During the advanced learning phase, you will undertake an evidenced based research study as part of the *Specialist Research Study* module. 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. The module will incorporate the following three assessed elements:

- advanced learning related to your nominated specialist area, assessed by a knowledge check (30 minutes)
- design and agree a research plan in outline (500 words)
- execute and write up a research study (9000 words).

Selecting areas of specialism: Your research study will need to be in one of the five specialist areas of policing. The availability of specialist areas will be based on Humberside Police's operational and organisational need, and initially 'Response Policing' will be the only area of specialism on offer. Humberside Police will broaden (or restrict) the areas which are available as required.

Advanced learning: Once your specialist area has been assigned, you will then undertake related advanced learning (based on the National DHEP curriculum) through a mix of self-directed learning, guided and face to face sessions. Your knowledge of this area will be assessed as part of the module.

Selecting the theme of the research: You will be able to select the topic or theme for your empirical research. The topic will be subject to negotiation with Humberside Police. Agreeing the theme of your research study will be an iterative 3-staged process:
   a) Theme selection: you will be asked to think about the area you would like to focus on during the consolidated learning phase. Research topics may be proposed by Humberside Police or by yourself.
   b) Outline Plan: you will be expected to submit an outline draft plan to your named academic adviser and nominated specialist tutor prior to commencement of the advanced learning phase.
   c) Discussion: at the start of the advanced learning phase, you will meet to obtain approval of your outline plan and agreement to proceed. This will enable you to progress your research study in a timely and efficient manner. Approval will be based on following draft criteria:
      - alignment with your selected specialist area
      - value to HP
      - value to evidence-based policing nationally
      - methodological fitness for purpose.

Following the discussion, you will receive confirmation to proceed and will be required to draw up your research plan in full and make necessary access and ethical requests to obtain access to a relevant community setting (see below). Your extended study should indicate the process you have used to plan your study.

Community engagement: One feature of the graduate diploma programme is that your research will be conducted within a community setting relevant to your allocated specialist area. Example community settings include local charities, council, health and social care providers, community groups or local businesses.   You will need to identify and arrange the

setting yourself, following approval from Humberside Police. The setting should be relevant to the topic of your research.

Support provided: You will be supervised by your academic advisor in collaboration with one specialist tutor, experienced to supervise in the assigned specialist area. There will be a minimum of three scheduled meetings during the Specialist Research Study module. You will also be allocated to a peer support group (of 3-5 peers), according to the theme of your research. You will need to meet with your group members throughout the research phase, providing each other with a reference point, mentoring and support. Your groups will initially be facilitated by a tutor, with the intention that tutor input will be phased out as the group becomes established. These groups will enable you to put your coaching, mentoring and assessment skills into practice. To help you juggle the demands of the role alongside your studies, you will be given protected research time across two 6-week time periods.

Assessment criteria: your extended study will be assessed based on the following criteria:

- a critical evaluation of a complex body of policing related knowledge
- demonstration of application of appropriate research methodologies and techniques
- a plan demonstrating an effective and efficient approach to the research
- 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 the project
- comprehensive understanding of the potential impact of recommendations on workplace, workforce and service
- how professional integrity has been considered and applied within the specialist evidence-based research project.

Award of credit: The minimum pass mark for all three assessed elements outlined above will be 40.

Mandatory professional development: in addition to the taught modules, you will also undertake a series of mandatory training programmes and e-learning courses, providing you with specialist knowledge and skills or helping your effectiveness and efficiency in the role. These include (but are not limited to):

- hostile conflict training;
- PRONTO PDA training;
- station intoximeter training;
- spit hood training; and
- driver training [A to B - patrol speed].

Notably you are required to pass your Officer Safety Training and First Aid as a conditional element of the programme; as part of your IPS module. The professional development courses will be integrated and taught alongside relevant aspects of the curriculum as part of class sessions, where possible, or be given as self-directed learning to complete in your own time.

Patrol Phases

Your work-based deployments will change over time, aligned to the delivery phases. The phased approach is designed to help you build and apply your policing knowledge, skills, and behaviours gradually over time. The emphasis of patrol phases will be scheduled as follows:

- *Initial learning*: You will be supervised initially and expected to become increasingly independent in the role over time. You will be allocated a work-based tutor from the start of the patrol phase (week 23), who will work with you towards being signed off as 'safe and lawful' and the achievement of Independent Patrol Status

  The design of a single block of time for the initial supervised patrol enables you to progress at your own pace, dependent on the availability of evidence, and complete it when you are ready(prior to the consolidated learning phase. Flexible and adaptable levels of support and coaching are provided to aid you towards achieving your Independent Patrol Status.

  Once you have achieved Independent Patrol Status, you will have the opportunity to observe in different police departments (such as force control room, custody team, prisoner processing teams) to help you locate your role within the wider force context and understand the complexities, inter-dependencies and interconnections of different teams within Humberside Police. The day long placements in up to 5 areas will aim to provide you with an insight into the work across the Force and enrich your programme and experience.

- *Consolidated learning*: The tutorship will be phased out with expectations of you having increasing levels of independence within the response policing context. During this phase, you will also be given scheduled time away from your response policing role to undertake shifts within *varied policing contexts* including policing the roads, community policing and criminal investigation. During these shifts, you will work with an experienced officer, and will not be expected to be independent. The number of shifts in each context will be determined by operational viability. It is recognised that your learner journey and experience will naturally depend on what happens during your shifts. The placements will provide you with an opportunity to gather the required range of evidence for your operational competence portfolio. This will be monitored by your police tutor and supervisor.

- *Advanced learning*: At this stage of the programme, you will be expected to operate independently during patrol. You will also be required to undertake a piece of empirical research in a specialist area on a topic to be negotiated with Humberside Police. This research will be conducted within a *community setting* that is relevant to your research, such as charities, local council, health and social care providers or community groups.

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.

Protected Time Allowance

You will be allocated dedicated time throughout the programme to support your management of both the operational and academic demands of the programme. This protected time will enable you to undertake self-directed, guided learning and research during patrol phases. Some academic assessment deadlines, aligned to the operational parts of the programme, have been scheduled during your patrol phases to spread the assessment load across the year. The protected time you are allocated includes:

- *Protected study time allowance:* The phasing of the study time allowance will be pre-allocated to enable scheduling of abstraction and timed around the submission of your assessments.
  - *Initial learning phase: d*uring the taught based elements of the initial learning phase, you will be allocated ½ day timetabled per week of non-directed study time
  - Consolidated learning phase: 24-hours over a 4-week period (between weeks 47-50); equivalent to 2 x12-hour shifts.
  - Advanced learning phase: totalling 72-hours across three time periods; equivalent to 6 x12-hour shifts, split into:
    - 24-hours between weeks 13 and 15
    - 24-hours between weeks 23 and 28
    - 24-hours between weeks 35 and 40.

- *Research time allowance*: to support the planning, execution and write up of your research study, you will be given an allowance of research time. During each 6-week research activity phase you will be allocated 72-hours research time allowance, equivalent to 6 shifts (x12-hours). You will therefore receive 144 hours (12x12-hour shifts) research time allowance. This recognises that this work is a significant undertaking alongside being on patrol.

- *Annual leave*: The lengthy initial learning phase includes two weeks' annual leave with other days' leave being open for you to request during patrol phases.

In the event of you being required to resit a credit-bearing assessment, an additional protected learning time allowance will be provided as part of a Supportive Management Action (SMA) Development Plan. A maximum allowance of 24-hours is available (2x12-hour shifts). This will be subject to approval (see section Failure of Modules and Resit Attempts).

Delivery Approach

The teaching input is organised into delivery phases, which differ from one learning phase to another. The teaching input will reduce in length as you progress through the programme. There will be a *blended approach* to delivery with a mix of distance learning provision and face to face sessions. Some of the online sessions will be synchronous sessions provided online using Teams; whilst others will be work packages which you will complete in your own time. The distance learning elements will be timetabled and selected to suit the curriculum material. The mix of distance and face to face learning is characteristic of a mixed methods approach, giving you varied learning opportunities, which allows for different learning

preferences and approaches. The mixed method approach will also facilitate interactions with your peers to build a cohort identity.

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.

Notably these experiential learning approaches have been integrated with assessment (such as group practicals and self-reflection). The routine use of simulation platforms will provide you with formative opportunities to receive, as well as give, feedback. This will build your assessment literacy through engagement with the operational assessment criteria and the assessment process. This will aim to enhance confidence and ultimately demonstration of operational competence in the job. 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 delivery phases 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.

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 operational 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 and Resources

The majority of your teaching will be located at Courtland Road Police Training Centre in Hull. 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 your programme, 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 facilitates 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 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. You will also use body-worn video equipment as a learning resource.

You will have access to York St John University network remotely from your personal laptop, or a networked computer. All programme material will be made available on Moodle, York St John University's VLE, 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 deployment. Through the network you will also be able to access York St John University'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 be able to access the College of Policing's Managed Learning Environment (MLE), accessible from a networked computer or work-issued laptop. Through the College of Policing website, you can also access the National Police Library (as detailed on the following link https://www.college.police.uk/What-we-do/Research/Library/Pages/default.aspx). As a graduate officer, you will be eligible to join the library, giving you access (currently online and by post) to police-related documents, which are not available elsewhere.

Across the University's main campus there are a range of study facilities, which would 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 several desks for small group study, as well as lockers containing laptops for loan.

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.

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 YSJU Students' 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. Below are links to a range of support available:

Academic Support
Disability Support
Academic Misconduct
Student Services
Library and IT Services

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.

Assessment and Feedback

Our approach to assessment aligns with the one used in other entry routes into the police officer role at Humberside Police. It is driven by the desire to be holistic and student-centred, integrating the academic and operational aspects of your programme. The assessment will be continuous. The approach will integrate formative (developmental) assessment with summative assessment (awarding academic credit and achievement of operational competence). You will receive varied and regular knowledge checks as a matter of routine to ensure that you have the required levels of policing knowledge.

Assessment of Academic Competence

Your credit bearing 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 learning outcomes. The forms of assessment are summarised in Table 6 and in the assessment strategy and plan below. It shows the assessment types across the three phases of learning and modules to ensure that a range are being used across the programme.

Initial learning phase (40 credits & IPS)	DPP6017M: Policing Policy and Practice (20 credits)		DPP6018M: Crime Prevention and Public Protection (20 credits)		DPP6019M: Independent Patrol Status (0 credits)	
	Written essay	Reflection following practical group exercise	Case evaluation	Presentation	Portfolio	Portfolio review discussion

Consolidated learning phase (40 credits)	DPP6020M: Professionalising the Police Service (10 credits)		DPP6021M: Preventative Measures and Investigation (10 credits)		DPP6022M: Evaluation of Operational Policing Areas (20 credits)
	Poster presentation		Critical review		Efficiency action plan & commentary
Advanced learning phase (40 credits & FOC)	DPP6023M: Specialist Research Study (40 credits)			DPP6024M: Full Operational Competence [0 credits]	
	Knowledge check	Outline research plan	Evidence-based research study	Portfolio	Portfolio review discussion

Table 6: Summary of the Assessment Types by Module

Where possible, the assessments closely reflect the police role and the different operational policing contexts you will be working in (e.g. reflective analysis, reporting, group working, and presentations). This will support learning and generation of evidence required for your Operational Competence Portfolio.

You 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 your learning journey (including self-assessment and peer feedback). There is often more than one assessment per module 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. Study time has been incorporated into the timetable during delivery phases and during periods of time within patrol phases to support you in managing the academic and professional demands of the programme. You will progress towards an advanced research study towards the end of the programme in a specialist policing area. This will enable you to demonstrate your application of research skills, depth of knowledge, independence, and time management.

Assessment of Operational Competence

You will work towards achieving Independent Patrol Status (IPS) within the initial learning phase. Full Operational Competence (FOC) will be required by the end of the programme; and will be supported by the provision of varied placements after completion of IPS.

Stages of Assessment

You will progress through various phases of learning and assessment of operational competence. These are:

- Acquisition and assessment of knowledge and understanding
- Acquisition and assessment of skills

- Application and assessment of knowledge and skills in the workplace (supervised)
- Application and assessment of knowledge and skills in the workplace (independent)

You will undertake three key stages of assessment during the programme.

- Progressive assessment of underpinning knowledge and understanding during the learning-based stages of the programme
- Assessment of applied skills, behaviours and knowledge and understanding in the workplace, under supervision, this relates to the IPS.
- Assessment of applied skills, behaviours, knowledge and understanding relating to FOC

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'.

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

Operational Competence Portfolio

Throughout the graduate diploma programme, 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 (IPS) within the initial learning phase and Full Operational Competence (FOC) by the end of the programme.

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

- Observation
- Testimony of witnesses and expert witnesses
- Body Worn Video (BWV)
- Work outputs (product evidence) for example:
  - 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.

You will document evidence within the OCP extensively throughout the programme conforming to the underpinning principles outlined below and meet the OCP criteria and accurately referencing the criterion.

- 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 time frames?
- 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?

Where evidence includes sensitive personal data (for example names and addresses), this will be excluded from data reports and journal entries. Workplace products which include such data (for example witness statements and force system updates) will also not be included within the portfolio, but will be signposted as part of the evidence, allowing authorised personal to view these reports.

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 help you to develop a particular skill or quality, but it is necessary for you to produce your own evidence to meet all assessment objectives. Assessors and/or tutors 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/tutor, with feedback being provided continually, and documented as part of your journal of operational experience.

Summative Operational Assessments

At the point it is believed, by your tutor, that you are able to display competence against the criteria within the OCP, you will be made aware and your portfolio review discussions will be scheduled. For IPS, this meeting will involve your tutor and supervisor. For FOC, this will involve your supervisor, an Internal Quality Assurer (IQA) from Humberside Police Student Officer Support Unit (SOSU) and an independent assessor from York St John University. During these meetings, those present will check if your evidence contained within your OCP

meets the standards for Independent Patrol Status, or Full Operational Competence, and that evidence conforms to the principles of being:

- Valid
- Current
- Authentic
- Relevant
- Sufficient.

The meetings will review that these principles have been met, that the evidence contained within indicates that OCP units are complete and will conduct a detailed examination of a sample of the evidence within your OCP. You will be required to discuss those incidents. If those present in your review meetings are satisfied that you have achieved the required standard, then Independent Patrol Status or Full Operational Competence can be signed off.

Failure of Modules and Resit Attempts

All modules are non-compensatable which means that you must pass all modules to be able to complete your graduate diploma programme.

To pass a credit bearing module you must achieve a minimum mark of 40. Resits will be scheduled approximately 4-6 weeks following a meeting of the School Exam Board. You must be available for resit opportunities as scheduled. You are expected to attend resits (such as examinations, practical demonstrations, presentations, performances) and to meet resit deadlines for handing in assessments. All resit attempts will be capped at a mark of 40. For further information about resits, please see [Reassessment | York St John University (yorksj.ac.uk)](). Resit fees do not apply. 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 strategy on page 29 onwards). 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.

In the event of you being required to resit a credit-bearing assessment, you will be managed in accordance with the Humberside Police Professional Behaviour – Misconduct process. An additional protected learning time allowance will be provided as part of a Supportive Management Action (SMA) Development Plan. This additional allowance will equate to 12-hours (1 shift) for every two-weeks of the development plan, leading up to the date of the resit. A maximum allowance of 24-hours is available (2x12-hour shifts). This will be scheduled to best support you to achieve the requirements of the resit and will be subject to approval.

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:

- DDP6019M Independent Patrol Status: If Humberside Police determines that you have not fully evidenced the required competencies for IPS, including Officer

Safety Training (see below) you will be terminated from the programme but may be eligible for an exit award. Re-sits for this module will not be permitted.

- DDP6023M Full Operational Competence (FOC): If Humberside Police 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.

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. You are 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 academic regulations and 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:
    - DDP6019M Independent Patrol Status
    - DDP6023M 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 Graduate Diploma Professional Policing Practice. You may still be eligible for an exit award.

Graduate officers who fail module DDP6024M Full Operational Competence but successfully pass 120 credits and achieve a pass in module DDP6019M Independent Patrol Status will be

eligible for the exit award of a Graduate Diploma Policing.

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/

Attendance Expectations

You will need to meet Humberside Police's attendance criteria in order to be confirmed in post. This is considered on a case-by-case basis to ensure there is no indirect discrimination. The trigger points are referenced over a 3-year period and are:

- No more than 5 periods of absence and/or

- No more than 33 working days absence in a 3-year period.

You must also have a Professional Standards Department (PSD) check and pass your job-related Fitness Test to be confirmed in role.

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 DHEP from the College of Policing
- Policing Education Qualifications Framework: Degree-Holder Entry Programme National Programme Specification (April 2019)
- Policing Education Qualifications Framework: Degree-Holder Entry Programme National Policing Curriculum (February – Version 3.0)
- Police Education Qualification Framework (PEQF): Guidelines of Assessment of Operational Competence (October 2019).

Date written: 23rd October 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 DHEP programme will be considered on a case by case basis. considering your 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 Independent Patrol Status (IPS); hence up to and including the achievement of IPS you will be full-time. Flexible working applications to reduce working hours may 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 programme following submission of the application.

Where a reduction in working hours is agreed, any classroom-based delivery phases would be on a full-time basis. Hence, any part time working agreement would only be applicable during operational deployment (patrol). Due to the structured nature of the programme, you will need to move between cohorts, if required, to lengthen time between delivery phases. This would be discussed with you as appropriate.

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 diploma. A record will be kept of the agreed average number of hours you will need to work each week. In line with the flexible working guidance, you are required to work a minimum average of 24-hours per week.

In the event of part-time working of less than 30 hours per week being agreed the duration of your graduate diploma programme will be extended (pro rata) to take account of this. This will also apply to any temporary period of part-time working. The extended duration will be jointly agreed by Humberside Police, York St John University in collaboration with yourself.

The following formulae will be used to calculate the extended duration:
   i.   12 x 30/average weekly hours = new minimum duration in months; or
   ii.   52 x 30/average weekly hours = new minimum duration in weeks

These formulae may need to be adjusted according to the availability of delivery phases and based on your individual circumstances as to ensure you are not disadvantaged by working part time. Your graduate diploma must be completed within four years of commencement irrespective of what extensions are in place.

Programme Structure (Part-time)

Code	Level	Title	Credits	Delivery phase (part-time)[1]	Module status** Compulsory (C) or optional (O)	Module status** non-compensatable (NC) or compensatable (X)
DPP6017M	6	Policing Policy and Practice	20	ILP Co1	C	NC
DPP6018M	6	Crime Prevention and Public Protection	20	ILP Co1	C	NC
DPP6019M	6	Independent Patrol Status	0	ILP Co1	C	NC
DPP6020M	6	Professionalising the Police Service	10	CLP Co3	C	NC
DPP6021M	6	Preventative Measures and Investigation	10	CLP Co3	C	NC
DPP6022M	6	Evaluation of Operational Policing Areas	20	CLP Co3	C	NC
DPP6023M	6	Specialist Research Study	40	ALP Co5	C	NC
DPP6024M	6	Full Operational Competence	0	ALP Co5	C	NC

Key:

ILP = Initial Learning Phase

CLP = Consolidated Learning Phase

ALP = Advanced Learning Phase

Co = Cohort

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[1] This is calculated based on a DHEP officer working 0.5FTE [assuming a minimum of 24 hours per average week]. With cohort intakes three-monthly the DHEP officer will skip a cohort and pick up with the one after. Therefore, C2 moves to Consolidated with C4 and Advanced with C6 and so on. This will be adjusted for those greater than 0.5 FTE.

Appendix 2

Assessment Strategy

Our approach to assessment aligns with the one used in other entry routes into the police officer role at Humberside Police. It is driven by the desire to be holistic and student-centred, integrating the academic and operational aspects of the programme. Assessments have been designed to be authentic to the role, and self-reflection provides supporting evidence of operational competence. The assessment will be continuous. The approach will integrate formative (developmental) assessment with summative assessment (awarding academic credit and achievement of operational competence). You will receive varied and 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 you 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 Table 7 and detailed in the assessment plan below.

Initial learning phase (40 credits & IPS)	DPP6017M: Policing Policy and Practice (20 credits)		DPP6018M: Crime Prevention and Public Protection (20 credits)		DPP6019M: Independent Patrol Status (0 credits)	
	Written essay	Reflection following practical group exercise	Case evaluation	Presentation	Portfolio	Portfolio review discussion
Consolidated learning phase (40 credits)	DPP6020M: Professionalising the Police Service (10 credits)		DPP6021M: Preventative Measures and Investigation (10 credits)		DPP6022M: Evaluation of Operational Policing Areas (20 credits)	
	Poster presentation		Critical review		Efficiency action plan & commentary	
Advanced learning phase (40 credits & FOC)	DPP6023M: Specialist Research Study (40 credits)			DPP6024M: Full Operational Competence [0 credits]		
	Knowledge check	Outline research plan	Evidence-based research study	Portfolio		Portfolio review discussion

Table 7: Summary of the Assessment Types by Module

Where possible, the assessments closely reflect the police role and the different operational policing contexts they will be working in (e.g. reflective analysis, reporting, group working, and presentations). This will support learning and generation of evidence required for your Operational Competence Portfolio. Across the three phases of learning, 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.

You 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 your learning journey (including self-assessment and peer feedback). There is often more than one assessment per module 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. Study time has been incorporated into the timetable during delivery phases and patrol to support you in managing the academic and professional demands of the programme. You will progress towards a specialist research project towards the end of the programme in the advanced learning phase. This will enable you to demonstrate your application of research skills, depth of knowledge, independence, and time management.

Assessment of Operational Competence

You will work towards achieving Independent Patrol Status (IPS), within the initial learning phase and is required by the end of year 1 of the programme. Full Operational Competence (FOC) will be required by the end of the programme; and will be supported by the provision of varied placements after completion of IPS.

Stages of Assessment:
You will progress through various phases of learning and assessment of operational competence. These are:
- Acquisition and assessment of knowledge and understanding
- Acquisition and assessment of skills
- Application and assessment of knowledge and skills in the workplace (supervised)
- Application and assessment of knowledge and skills in the workplace (independent)

You will undertake three key stages of assessment during the programme.
- Progressive assessment of underpinning knowledge and understanding during the learning-based stages of the programme
- Assessment of applied skills, behaviours and knowledge and understanding in the workplace, under supervision, this relates to the IPS.
- Assessment of applied skills, behaviours, knowledge and understanding relating to FOC

Assessment Plan

Initial Learning Phase

Module /Credits	Weighting	Assessment Approach	Type	PLOs	Rationale	Week	Who
DPP6017M **Policing Policy and Practice** [20 credits]	70%	Written essay (2500 words)	Written work	6.1 6.2 6.4	Assessing the application of knowledge of the police constable role, professional standards and relevant legislation and policy. Assessing transference of level 6 academic skills from previous degree experience to a policing context.	11 (Y1)	YSJU
	30%	Written personal reflection based on a practical group exercise. (1000 words)	Self-reflection	6.2 6.3 6.4 6.5 6.6	Assessing the ability to self-reflect, review their approach to the task, explain their actions and decisions, and review their use of evidence. Developing the application of skills and knowledge in authentic policing contexts.	18 (Y1)	Joint
DPP6018M **Crime Prevention and Public Protection** [20 credits]	50%	Case evaluation (2000 words)	Written work	6.1 6.2 6.3 6.4	Assessing the ability to review the relevant literature, evidence base and practices associated with a particular investigation case and evaluate the decisions involved and viable alternative steps that could have been taken to protect the public.	391 (Y1)	Joint
	50%	Presentation (15 minutes)	Individual presentation	6.2 6.3 6.4 6.6	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, work-based experience and knowledge.	23 (Y1)	Joint
DPP6019M **Independent Patrol Status** Pass/ Fail [0 credits]		Operational Competence Portfolio (OCP)	Portfolio	6.2 6.3 6.4 6.5 6.6	Reviewing the completeness of evidence provided in the OCP against the IPS criteria as well as detailed examination of a sample of evidence provided, and the extent to which the evidence demonstrates the application of the required knowledge, skills and behaviours. Officers will be required to pass Officer Safety Training (including First Aid and Fitness to Practice) to pass IPS.	35 (Y1)	Humberside

		Portfolio review discussion (30 minutes)	Viva	6.2 6.3 6.4 6.5 6.6	Discussion of selected evidence and also of the IPS criteria more difficult to evidence. The discussions will focus on actions taken in the workplace around the IPS criteria. Assessors will be satisfied that the graduate officer has demonstrated sufficient competence to function independently, safely and lawfully in the workplace.	37(Y1)	Humberside

Consolidated Learning Phase

Module /Credits	Weighting	Assessment Approach	Type	PLOs	Rationale	Week	Who
DPP6020M **Professionalising the Police Service** [10 credits]	100%	Academic poster	Creative artefact	6.1 6.2 6.3 6.4 6.6	Assessing the ability to evaluate, analyse and summarise the police role and associated knowledge, skills and behaviours, drawing on class, study and work-based experience and scholarship.	9 (Y2)	Joint
DPP6021M **Preventative Measures and Investigation** [10 credits]	100%	Critical review (2000 words)	Written work	6.1 6.2 6.3 6.4 6.6	Assessing the ability to evaluate policing practices and strategic developments associated with crime prevention and investigation and use of intelligence and information, drawing on the literature, work experiences and case examples.	5 (Y2)	Joint
DPP6022M **Evaluation of Operational Policing Areas** [20 credits]	100%	Efficiency action plan (with commentary) (3500 words)	Written work	6.1 6.2 6.3 6.4 6.6	Assessing the ability to understand the drivers the challenges, drivers and issues impacting upon their designated specialist area and identify and then justify an appropriate range of actions to address them efficiently and effectively.	2 (Y2)	Joint

Advanced Learning Phase

Module /credits	Weighting	Assessment Approach	Type	PLOs	Rationale	Week	Who
DPP6023M **Specialist Research Study** [40 credits]	10%	Knowledge check	Exam (30 minutes)	6.2 6.3	Assessing knowledge and understanding of the advanced learning in relation to their allocated specialist area of policing.	23 (Y2)	Joint
	10%	Outline research plan (500 words)	Written work	6.1 6.2 6.3 6.4 6.6 6.7	Assessing the ability to design, plan and implement an evidence-based research study.	15 (Y2)	YSJU
	80%	Evidence based research study (6,000 words)	Written work	6.1 6.2 6.3 6.4 6.5 6.6 6.7	Assessing the ability to execute an evidence informed research study, drawing on literature, experience and knowledge and being able to explain the steps required at an operational level to reduce crime, incidents, and demand.	45 (Y2)	Joint
DPP6024M **Full Operational Competence** Pass/Fail [0 credits]	50%	Operational Competence Portfolio	Portfolio	6.2 6.3 6.4 6.5 6.6	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.	48 (Y2)	Humberside
	50%	Portfolio Review Discussion 40 minutes	Viva	6.2 6.3 6.4 6.5 6.6	Assessing the ability to critically review and reflect on the skills, knowledge and behaviours required to be an effective and efficient police officer.	49 (Y2)	Humberside

Exit award: Graduate Certificate Policing
Available to a graduate officer who selects to leave after passing at least 60 credits or if they fail any module by the end of the programme.

Exit award: Graduate Diploma Policing
Graduate officers who fail module DDP6024M Full Operational Competence but successfully pass 120 credits and achieve a pass in module DDP6019M Independent Patrol Status will be eligible for the exit award of a Graduate Diploma Policing.

Final award: Graduate Diploma Professional Policing Practice, awarded after passing 120 credits and achieving IPS and FOC.

Key

Content is found across more than one module.

Red text used to indicate alignment with operational based competency assessments.

High-level Learning Outcomes	Learning Content Heading	Minimum Content Coverage	Degree-Holder Entry Programme Initial Learning (Module)	Degree-Holder Entry Programme Initial Learning (Learning Outcome)
**Understanding the Police Constable Role**
1 Explain the purpose and function of the police service and associated law enforcement agencies 2 Understand and apply the concepts and principles of policing by consent 3 Understand and critically review the application and regulation of police powers	Purpose of the police service Roles and responsibilities in policing Working with other law enforcement agencies Concept and principles of 'policing by consent' Structure and functions within policing Procedural justice Use and regulation of police powers Legislation applicable to performance of the police constable role	The history of the police: • The creation of the police (e.g. Peelian principles) • The modern police service The policing mission What it means to be a police constable e.g. constabulary independence, crown servant Roles and responsibilities of those charged with ensuring that the police deliver a professional service: • Home Secretary • Police and Crime Commissioners (Combined Authority Mayor) • Her Majesty's Inspector of Constabulary and Fire and Rescue Services (HMICFRS) • NPCC (National Police Chiefs' Council) • Mayor's Office for Policing and Crime (MOPAC) • Independent Office for Police Conduct (IOPC) (formerly Independent Police Complaints Commission (IPCC)) • Chief Constables • College of Policing • Staff Associations • Professional Standards How Police and Crime Plans impact on the police service Regional and national collaboration between forces How the police service works with other law enforcement agencies to provide an effective national and international service, including: • National Crime Agency • Special Branch • National Counter Terrorism Policing • Interpol/Europol • International Crime Coordination Centre (ICCC) • Border Force • ACPO Criminal Records Office (ACRO) • Immigration enforcement Level of input and advice that can be provided by the specialist agencies Role of the constable in supporting these agencies Social and historical context of 'policing by consent' Constitutional position of the police The concept of, and evidence, for, police legitimacy The concept of 'procedural justice' Role and importance of the public in policing (e.g. reporting crime, intelligence, informal social control, compliance) Risks to maintaining public consent and their consequences (e.g. riots, lack of co-operation, lack of community cohesion) Local accountability Police officers; Special Constabulary; PCSOs; other police staff Types of roles and functions performed: • Uniformed roles and functions • Specialist roles and functions How these roles and functions can work together to deliver fair and effective policing Extent of powers applicable to: • Police officers • Special Constabulary • PCSOs • Police staff How police powers are regulated: • Legislation • Professional Standards Legal requirement to use the least level of power necessary to achieve a legitimate and lawful aim: • Human Rights Act 1998 • Mnemonic PLAN Statutory responsibilities where police need to provide an explanation to an individual prior to applying police powers e.g. reasons for arrest Balance between the effect and the implications of using police powers and the benefits being sought Specific legislation applicable when dealing with typical policing incidents, including: • Offences Against the Person Act 1861 • Criminal Damage Act 1971 • Misuse of Drugs Act 1971 • Theft Act 1968/Theft Act 1978 • Police and Criminal Evidence Act (PACE) 1984 • Public Order Act 1986 • Road Traffic Act 1988 • Human Rights Act 1998 • Regulation of Investigatory Powers Act 2000 (RIPA) • Police Reform Act 2002 • Sexual Offences Act 2003 • Licensing Act 2003 • Anti-social Behaviour, Crime and Policing Act 2014 • Psychoactive Substances Act 2016 • Investigatory Powers Act 2016 • Policing and Crime Act 2017 • Offensive Weapons Act 2019	DPP6017M - Policing Policy and Practice (IPS linked to red text in column C row 29)	6.1, 6.2, 6.3
**Valuing Diversity and Inclusion**

1 Understand the importance of valuing diversity and inclusion, in a policing context	Common terms associated with valuing diversity and inclusion
	
	Relevant legislation and guidance
	
	Relevance of the Code of Ethics
	
	Practical strategies for addressing bias, prejudice, discrimination and stereotyping
		The terms 'ethics', 'diversity', 'equality' and 'human rights'
		Relevant legislation and guidance in a policing context:
		
		• Human Rights Act 1998
		• Macpherson Report 1999 (Stephen Lawrence Inquiry)
		• Police Reform Act 2002
		• Equality Act 2010
		• IOPC Statutory Guidance 2015
		• Lammy Review: Final Report 2017
		• NPCC Diversity Equality Inclusion Strategy 2018-2025
		• Macpherson Report: Twenty Years On Inquiry 2019
		• Police (Conduct) Regulations 2020
		• Police (Complaints and Misconduct) Regulations 2020
		• Police (Performance) Regulations 2020
		• Police Appeals Tribunal Rules 2020
		Code of Ethics
		Define the terms 'bias', 'prejudice', 'discrimination' and 'stereotyping'
		
		Equality Diversity and Inclusion (EDI) considerations, including:
		
		• Equality Act 2020 and the Public Sector Equality Duty
		• Protected characteristics
		  - Age
		  - Disability (including neurodiversity)
		  - Gender Reassignment
		  - Marriage and Civil Partnership
		  - Pregnancy and Maternity
		  - Race and Ethnicity
		  - Religion or Belief
		  - Sex
		  - Sexual Orientation
		• Valuing Difference
		• Bullying, harassment and victimisation
		• Equality Impact
		
		Impact of being a victim of bias, prejudice, discrimination or stereotyping
			DPP6017M - Policing Policy and Practice	6.1, 6.2

		Practical professional strategies to address bias, prejudice, discrimination and stereotyping • Strategies for challenging • Coping strategies		

Maintaining Professional Standards

1 Review the importance of ethical and professional standards within the police service 2 Understand and apply relevant processes when challenging unprofessional conduct or dealing with complaints against the police service	Policing professional standards: necessity and governance Roles and responsibilities associated with maintaining professional standards Code of Ethics and professional standards to be adhered to by members of the service Challenging and reporting unprofessional conduct Dealing with complaints from the public	Necessity: • Fair, ethical and unbiased delivery of policing services Governance: • Legislation • Professional standards • Professional Standards Unit (PSU) Roles and responsibilities: • PSU • Chief Officers • Disciplinary procedures • Hearings • Role of the IOPC (formerly IPCC), in serious cases Professional standards: • Police (Complaints and Misconduct) Regulations 2020 • Disciplinary procedures • Notifiable associations • Off-duty conduct • Avoiding corruption • Abuse of authority (for sexual purposes, financial gain etc.) Code of Ethics The level of professional standards required in both professional and personal life Potential impact of policing targets on professional standards Ethical considerations associated with finance, including force policy associated with: • Gifts and hospitality • Business interests • Secondary occupations Areas where professional standards may impact upon personal life: • Use of social media • Use of own digital products to record photographs e.g. smartphones • Friending anonymously on social media for investigation purposes • Personal life influences e.g. appropriate personal relationships; financial stability • Abuse of position/'integrity agenda' • Corruption threats Potential consequences of failing to comply with professional standards Combatting discrimination, harassment and bullying of any description Raising and voicing concerns and challenging unprofessional conduct Protecting the informant e.g. whistleblowing Organisational support for those who challenge unprofessional conduct Confidential reporting procedures Role of the Independent Office for Police Conduct (formerly Independent Police Complaints Commission) Recording evidence Dealing with public complaints effectively Instances when informal/local resolution of a public complaint is appropriate Appropriate guidance relating to the complaint: • IOPC Statutory Guidance • College of Policing Guidance • Police Regulations • Home Office Guidance • Local policy	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.1, 6.2, 6.4, 6.5, 6.6

Evidence-based Policing

1 Review the importance of evidence-based policing in practice	Definition of, and rationale for, evidence-based policing
	
	Differentiating between types of evidence
	
	Use of evidence-based approaches in policing practice
		Definition of evidence-based policing (EBP):
		
		• Definitions of evidence-based policing
		• College of Policing definition
		  - ATLAS approach
		• Sherman definition
		• Realist perspectives
		
		The rationale for evidence-based policing:
		
		• Cognitive biases and heuristics e.g. Daniel Kahneman
		• Behavioural insights e.g. the concept of 'nudge'
		• High-risk, high-harm, high-cost issues
		• 'Scared straight' and 'backfire'
		
		Importance of differentiating between types of evidence to identify best practice:
		
		• Types of evidence:
		  - Research evidence (types and standards of research)
		  - Professional expertise
		  - Information and intelligence
		  - Lessons learned from success and failure
		• How evidence should be used to inform decisions:
		  - Systematic analysis
		  - Identification of best practice
		
		Policing-related activities where an evidence-based policing approach is beneficial:
		
		• Tackling crime and disorder
		• Managing offenders
		• Criminal justice
		• Engaging the public
		• Learning and development
		• Improving work practices/processes
		• Introducing new technology
		
		Development of police standards (e.g. Authorised Professional Practice (APP))
		
		Development of national/local policy (e.g. funding, deployment)
		
		How to use evidence in practice:
		
		• Professional judgement
		• The reflective practitioner
		
		How to question and challenge using evidence
		
		Ethical concerns with regards to evidence and how these concerns can be addressed
			DPP6017M - Policing Policy and Practice
			
			(IPS linked to red text in column C, rows 69 and 70)
				6.5, 6.6

Problem Solving

1 Critically review problemsolving and crime-prevention models and principles 2 Employ effective problem solving approaches in a policing context	Models and principles of problem solving and crime prevention Problem solving: role of partnership working (including role of the public) Defining a problem Effective problem solving	Herman Goldstein's model of problem-oriented policing (POP) Models used in problem solving and crime prevention: • SARA (Scanning, Analysis, Response & Assessment) model • Problem Analysis Triangle • Routine Activity Theory • Rational Choice Theory Principles of problem-solving and crime prevention: • Principles of crime prevention • Primary/secondary/tertiary prevention • Situational crime prevention • Early intervention and action Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing Partnership working and co-production in problem-solving	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.3

Role of the public in community problem solving (e.g. problem identification and definition, taking action and assessing effectiveness)		
Traditional versus non-traditional responses to problems		
Outcomes of similar approaches in other comparable forces/organisations		
Importance of defining a problem:		
• Context of the problem • Particular features of the problem (nature, extent and causes) • Multiple sources of data/information to help define and understand the problem • Overcoming barriers to sharing partner data		
Enablers to effective problem solving		
Barriers to effective problem solving		
Tools for effective problem solving:		
• Problem Analysis Triangle • Routine Activity Theory • Signal Crimes • Techniques of Crime Prevention • 55 Steps to becoming a Problem-Solving Analyst		
Impact of short-term targets versus long-term problem solving e.g. priority crime types		

Decision-making and Discretion

1 Comprehend, explain and apply the National Decision Model (NDM) in decision-making 2 Understand the relevance of discretion in professional policing practice 3 Assess the impact that bias can have on the decision-making process	Introduction to, and purpose of, the National Decision Model (NDM) Discretion in decision-making Influences of bias on ethical decision-making APP risk principles associated with decision-making Reviewing and recording decisions	Key influences on the decision-making process	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.2, 6.3, 6.4, 6.5, 6.6
		Background and key drivers for the development of the National Decision Model (NDM)		
		Purpose and benefits of the NDM		
		The National Decision Model (NDM):		
		• Mnemonic CIAPOAR (Code of Ethics, Information, Assessment, Powers & Policy, Options, Action and Review)		
		Link between the NDM and the Code of Ethics		
		Human rights in decision making:		
		• Mnemonic PLAN (Proportionality, Legality, Accountability, Necessity)		
		Flexibility within the NDM		
		Definition of the term 'discretion'		
		How discretion plays an important part in the decision-making process		
		The role of discretion in officer empowerment:		
		• Tackling the 'permissions' culture		
		Measures to be put into place to ensure that discretion is applied ethically and professionally, including:		
		• On-the-spot accountability (e.g. information provision) • Record keeping • Briefing and debriefing • Supervision • Reviewing decisions and learning lessons (e.g. case reviews) • Continuing professional development (CPD)		
		Obstacles to making effective decisions		
		Strategies for effective decision-making		
		Application of discretion within the NDM		
		Where the use of discretion might/might not be applicable		
		Application of Authorised Professional Practice (APP) risk principles		
		Public interest		
		Applying the essence of the law		
		Risks involved when discretion is used as part of the decision-making process		
		Justifying the application of discretion in any decision-making process		
		The influences of bias on the ethical decision-making process:		
		• Disproportionality • Prejudice, stereotyping and discrimination • Conscious and unconscious bias, including implicit bias • Direct and indirect discrimination • Relevance of police occupational culture • Structural, institutional and individual explanations for bias and discrimination		
		Effects of personal experience, personal bias, values, cultural norms and emotions upon ethical decision-making, including:		
		• Personal resilience • Cynicism • Empathy • Policing culture		
		The effect of using a 'default position' for decision making based upon previous approaches		
		Reviewing example case studies		
		Recording decisions and rationale		
		Demonstrating flexibility within decisions		
		Justifying the decisions made		
		Reflecting upon the decisions made		
		Principles underpinning decision recording, and rationale		
		Methods of recording decisions and rationale		
		Contents of records		

Communication Skills

1 Understand and apply effective communication techniques in a policing context	Importance (and models) of communication in a policing context Perception and understanding of communication Use of police radio systems Radio communication protocols	Importance of communication within policing	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.4, 6.5
		(See also under 'Vulnerability and Risk', module DPP6018M Crime Prevention and Public Protection)		
		Importance of perception and understanding in communication		
		Importance, when communicating, of understanding different viewpoints and priorities		
		Risks to effective communication		
		Impact of effective and ineffective communication		
		Models of communication (e.g. voice, neutrality, trustworthiness and respect) in relation to procedural justice		
		How to adapt communication styles for different audiences (e.g. young adults/children)		
		Techniques for delivering difficult messages e.g. death notifications		
		Techniques for managing interactions with members of the public where their intention is to provoke a response from the police		
		Using assertiveness when necessary:		
		• Taking control of a situation • Having difficult conversations (both internally and externally) • Recognising when assertiveness becomes aggression		
		Police radio systems		
		Use of local and national call-signs		
		Phonetic alphabet		
		Conducting an effective radio transmission		

Wellbeing and Resilience

1 Employ professional strategies to develop resilience and wellbeing	Physical and psychological wellbeing Coping strategies to foster resilience and minimise stress National Wellbeing Service	Physical and psychological wellbeing	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.3, 6.4
		Potential causes of stress within policing:		
		• Nature of the work e.g. traumatic/dangerous incidents • 'Organisational culture' within policing and its potential consequences • Shift patterns • Pressures at work • Sudden change in role e.g. from non-police to a police-based role • Maintaining a sense of self		
		Coping strategies that can be applied to foster resilience and minimise stress:		
		• Building up support networks • Knowing when and where to get support, inside and outside the police service • Recognising unhealthy coping strategies • Effective post-incident de-briefing • Dealing with PTSD • Mindfulness interventions • Emotional awareness • Reflective practice • Welfare briefing and de-briefing		

		Strategies that can be applied to support others who show signs of stress		
		The National Police Wellbeing Service (Oscar Kilo)		
		• Four pillars		
		- Promote		
		- Prevent		
		- Detect and Support		
		- Treat and Recover		
		• Strategic programmes on which it is based		
		• Key areas of focus		
		• Operational risks to not getting wellbeing 'right'		
		• What 'better' looks like		
		• Areas where support will be provided		
		• Live services available to individuals		

Leadership and Team-working				
1 Demonstrate effective leadership and team-working	Reflective learning and self-improvement skills Models of self-evaluation Effective team-working in a policing context	Areas of self-evaluation and potential self-improvement: • Managing emotion and conflict • Problem solving and decision making • Team-working • Leadership	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.1, 6.5
		Importance of reflective learning and practice		
		Models that can be used for self-evaluation		
		Benefits of team-working in a policing context		
		Barriers to creating an effective environment for team-working		
		Examples of effective team-work within policing		
		Strategies to maintain or improve relations within a team		

Managing Conflict				
1 Critically evaluate the theories and models underpinning conflict management in policing 2 Demonstrate the effective use of personal protection skills and equipment	Understanding conflict Assessing risk and threat in a conflict situation Escalation and de-escalation levels Personal protection skills Personal protection equipment Use of force in the context of managing conflict Models for debriefing events after a conflict incident/situation	Betari's Box	DPP6019M - Independent Patrol Status	6.3, 6.4, 6.5, 6.6
		Emotional versus rational brain		
		The Drama triangle		
		Potential causes of conflict		
		Effects of societal and cultural influences and the conflict such influences can cause		
		Levels of conflict		
		Appropriate levels of response and de-escalation		
		Legislation and guidance governing a lawful response		
		The principles of negotiation (See also under 'Communication Skills', module DPP6017M Policing Policy and Practice)		
		Forms that 'use of force' can take		
		Implications of the Code of Ethics and Human Rights for the use of force		
		Assessing the subject's behaviour		
		External influences that could increase the level of threat or risk		
		Recognising risk and mitigating threat		
		The impact of escalation factors e.g. drugs, alcohol, stress, anxiety		
		Warning signs and danger clues		
		Legislation governing the use of force and personal protection equipment		
		Memorandum of Understanding (MOU) - The Police Use of Restraint in Mental Health & Learning Disability settings (See also under 'Vulnerability and Risk', module DPP6018M Crime Prevention and Public Protection)		
		Use of the National Decision Model (NDM)		
		The 5-step communication model: • Simple appeal • Reasoned appeal • Personal appeal • Final appeal • Action		
		Use of effective positioning, tactical balance and movement to reduce tension		
		Using tactical communication skills to mitigate threat		
		Strategies for de-escalation		
		The range of personal protection skills and equipment available to an officer		
		How to approach individuals and vehicles safely		
		Safe, systematic and thorough searching of an individual		
		Options for the management of incidents involving edged weapons		
		How to evaluate the use of personal protection skills		
		Use of an authorised issue baton		
		Use of an authorised incapacitant spray, including the effects of such usage and aftercare requirements		
		Application of physical and mechanical restraints		
		Multi-officer techniques		
		Possible medical implications following use of restraints and personal safety equipment		
		How to evaluate the use of personal protection equipment		
		Specific roles and designated operating environments		
		Use of personal safety skills while wearing additional personal protective equipment		
		Use of additional authorised-issue work equipment		
		Correct notification procedures when force or personal protection equipment has been used (e.g. custody officer, supervisor, incident log etc.)		
		Importance of debriefing the event using a recognised model covering relevant information, including: • Proportionate, legal, accountable and necessary use of force (PLAN) • Use of personal protection equipment e.g. incapacitant spray, baton • Use of personal or mechanical restraints		
		Importance of documenting actions post-incident		
		How and where the use of force and personal protection equipment should be documented		
		Possible medical implications following the use of force		

Criminology and Crime Prevention				
1 Assess the value of criminological and sociological theory in policing practice 2 Understand the value of procedural justice and apply appropriately in a policing context	Criminology and sociology: an introduction Concept of 'offender' and 'victim' in a criminology and crime prevention context Procedural justice	An introduction to criminology and sociology	DPP6018M - Crime Prevention and Public Protection	6.1, 6.2
		Crime, victimisation and harm: • Definition • Measurement • Trends and patterns • Causes		
		Offenders and offending: • Risk and vulnerability • Criminal careers and desistance from crime • Environmental criminology		
		Victims and victimology: • Risk and vulnerability • Repeat victimisation (See also under 'Victims and Witnesses')		
		Relationship between offenders and victims: • Overlap • Restorative justice (See also under 'Victims and Witnesses')		
		Definition of 'procedural justice' (See also under 'Understanding the Police Constable Role' and 'Community Policing', module DPP6017M Policing Policy and Practice)		
		Application of procedural justice		

Vulnerability and Risk				

1 Understand and apply an ethical and professional approach when dealing with individuals who are vulnerable, have suffered harm and/or are at risk of harm
 	
2 Critically review the range of factors that can contribute to vulnerability
 	
3 Take appropriate actions to support and safeguard individuals who are vulnerable, have suffered harm and/or are at risk of harm
	Definition of vulnerability
	
	Drivers for dealing professionally and ethically with vulnerable people
	
	Legislation, policies and 'what works' in relation to vulnerability
	
	Factors that can contribute to, or result in harm, or risk of harm
	
	Complexity of risk factors
	
	Consequences of not managing vulnerability factors or sharing information
	
	Taking an open account from a vulnerable person
	
	Professional judgement
	
	Safeguarding vulnerable people
	
	Using THRIVE in a vulnerability context
	
	Immediate actions/advice
	
	Assessing the situation, resilience and capability
	
	Referral and police protection procedures
		Definition of 'vulnerability':
		
		• '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.'
		
		How definitions of vulnerability can vary between organisations
		
		Importance of the police working to one specific definition of vulnerability
		
		Different thresholds that exist for assessing vulnerability
		
		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
		
		National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm or are at risk of harm:
		
		• Independent Inquiry into Child Sexual Exploitation in Rotherham (1997-2013)
		• PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview
		• National Policing Crime Prevention Strategy 2015
		• Cross-governmental approach for managing vulnerability
		• Increase in reporting of child sex abuse following high-profile cases
		• Changing demand arising from complexity of some vulnerability cases
		
		Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including:
		
		• Mental Health Act 1983: Code of Practice (2015)
		• Children Act 1989 and 2004
		• Mental Capacity Act 2005
		• Safeguarding Disabled Children – Practice Guidance 2009
		• Achieving Best Evidence 2011
		• Care Act 2014
		• Code of Practice for Victims of Crime 2015
		• Working Together to Safeguard Children 2015
		• Serious Crime Act 2015
		• Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015
		
		Intrinsic personal characteristics (that may lead to harm/risk of harm)
		
		Historical factors that can contribute to, or cause current vulnerability:
		
		• Adverse childhood experiences
		• Effect of impact trauma on emotional development
		• Link between perpetration and victimisation: the cycle of abuse
		
		Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including:
		
		• Lack of ability to understand a situation through circumstance e.g. age, mental ill health, learning disabilities, dementia, substance misuse
		• Poverty
		• Disability
		• Ethnicity and/or faith
		• Gender identity and sexual orientation
		• Isolation caused by:
		  - lack of support
		  - language/communication barriers
		  - coercive controlling behaviour
		  - dependence/reliance upon abuser(s)
		
		How the police cannot alter those personal factors that make an individual vulnerable
		
		Why vulnerable people may be targeted by perpetrators
		
		How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm
		
		How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised
		
		Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm:
		
		• Environmental influences
		• Situational influences
		• Circumstantial influences
		• Presence of an abuser
		
		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
		
		Police role in managing the factors (e.g. environment) to reduce risk
		
		Limitations of risk factors and risk assessments
		
		Limitations of protective factors
		
		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
		
		How risk factor weightings vary (e.g. some personal vulnerabilities and situational risk factors may pose greater risks of harm than others)
		
		The difference between increased risk and actual vulnerability
		
		Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies
		
		Potential implications of perceived lack of support from the police
		
		Recent high-profile cases where a lack of support has resulted in questions being asked of the police
		
		Consequences of not managing or controlling the environmental/situational factors for the vulnerable person
		
		Consequences of failure to share key information e.g.:
		
		• Fiona Pilkington
		• Baby P
		• Victoria Climbié
		• Daniel Pelka
		
		(See also under 'Managing Information and Intelligence', module DPP6017M Policing Policy and Practice)
		
		Recent cases where a positive outcome has resulted from police involvement
		
		How communication skills can assist in supporting a person who may be vulnerable:
		
		• Building rapport with the vulnerable person
		• Reducing tension and conflict between people involved in an incident and the police
		• Applying an empathetic approach that allows a vulnerable person to be open about their experiences
		• Active listening and believing
		• Using of appropriate language and behaviour
		• Engaging with children and young persons
		
		(See also under 'Communication Skills', module DPP6017M Policing Policy and Practice)
		
		Taking an open account from the person:
		
		• Applying the investigative mind-set
		• Using of professional curiosity to build a comprehensive understanding of the situation and the history behind it
		• 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)
		• Using 'open' and specific 'closed' questions
		
		(See also under 'Communication Skills', module DPP6017M Policing Policy and Practice, and 'Conducting Investigations')
		
		Duty of police to take responsibility and effective action to make a person safe:
		
		• Immediate safeguarding considerations in respect of individual and others potentially affected
		• Multi-agency referrals
			DPP6018M - Crime Prevention and Public Protection
			
			(IPS linked to red text in column A and colum C row 245)
				6.2, 6.3, 6.4, 6.5, 6.6

		Using professional judgement to identify and assess risks posed to the person: • Recognising when the police are not the most appropriate agency to deal with the situation • Using a 'hard empathy' approach when appropriate • Support agencies who might provide more appropriate assistance and how these agencies may be accessed **(See also under 'Response Policing', module DPP6017M Policing Policy)**		
		Safeguarding considerations for adults and how they differ from child safeguarding		
		Importance of dealing with a person without judgemental, fairly and in a manner appropriate to their needs		
		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		
		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		
		Using the THRIVE definition to underpin approach to dealing with vulnerable people (Threat, Harm, Risk, Investigation, Vulnerability and Engagement)		
		Managing and reducing risks at the scene		
		Assessing the situation e.g. indicators of vulnerability, situational/environmental factors		
		Ensuring that safeguards are put into place to meet the individual's needs		
		Importance of ascertaining the full history of an incident		
		Considerations that previous incidents may have taken place that did not reach a criminal threshold or involve a police presence		
		Immediate actions/advice that can be given to an individual who is vulnerable to digital-facilitated crime **(See also under 'Digital Policing', module DPP6017M Policing Policy and Practice)**		
		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		
		Influences upon the vulnerable person's ability and willingness to receive support e.g. substance abuse/unwillingness/inability to leave a domestic abuse situation		
		Agencies that may already be involved with the vulnerable person and are providing support		
		Procedures for referral of a vulnerable person		
		Procedures associated with taking children into police protection, including advantages and risks of such a course of action		
		Consideration of when to intervene under the Mental Capacity Act		
		Agreeing an exit strategy, including how and when to follow up		
		Impact that dealing with vulnerability cases may have on professionals, including first responders **(See also under 'Wellbeing and Resilience' module DPP6017M Policing Policy and Practice)**		
		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 'Wellbeing and Resilience', module DPP6017M Policing Policy and Practice)**		
		Support networks available to professionals, including first responders		
		Impact of developing inappropriate emotional attachments to, or relationships with, individuals who are, or may be vulnerable		
		Supporting the community through Early Help		
		Appropriate Early Help partners (where the expertise lies)		
		Early Help referral processes: • Local authority hubs • Prevent hubs • Early Help Directory • Prevent Case Management		

Public Protection				
1 Understand key terms and offences relating to 'public protection' policing 2 Recognise the complex nature of types of abuse in the context of public protection policing 3 Provide an appropriate response to a public protection incident 4 Understand and review the multi-agency support available in managing public protection incidents	Legislation and guidance associated with public protection policing Public protection terms and offences Potential forms of abuse and harm Cultural considerations associated with public protection offences Victimisation and poly-victimisation Risk assessment in a public protection context Dealing with an incident: initial assessment and actions Multi-agency/partnership working Providing support to victims	Legislation and guidance associated with public protection policing, including: • Protection from Harassment Act 1997 • Sexual Offences Act 2003 • Racial and Religious Hatred Act 2006 • Modern Slavery Act 2015	DPP6018M - Crime Prevention and Public Protection (IPS linked to red text in column A)	6.1, 6.2, 6.3, 6.4, 6.5, 6.6
		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 • County lines		
		Potential overlaps between one type of public protection offence and other offences (e.g. human trafficking and sex work and prostitution)		
		Potential forms of abuse/harm, including digital-related abuse (e.g. sexting, revenge porn, grooming) and those relating to other public protection offences e.g. modern slavery and human trafficking		
		The range of situations and locations in which abuse can take place		
		Home Office definition of domestic abuse		
		Demand on policing resources resulting from domestic abuse incidents		
		How child abuse differs from other forms of abuse		
		Signs, symptoms and common myths surrounding child abuse and child sexual exploitation		
		Signs and behaviours that may be displayed by victims and offenders in grooming incidents		
		Who may perpetrate an act of abuse and why they abuse others (including familial abuse, particularly with regard to sexual offences)		
		Potential relationships between victim(s) and abuser(s)		
		Cultural considerations associated with some public protection offences (e.g. female genital mutilation, hate crime and forced marriage)		
		Why incidents of abuse go under-reported		
		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')		
		Potential effects of rape and other sexual offences on victims		
		Poly-victimisation (See also under 'Vulnerability and Risk')		
		Advice to prevent victimisation		

Identification of risk in a public protection situation

(See also under 'Vulnerability and Risk')

Initial assessment of the victim's needs

(See also under 'Vulnerability and Risk' and 'Victims and Witnesses')

Initial actions by first responder

(See also under 'Vulnerability and Risk')

Strategies for managing risk to victims and others

Powers to safeguard potential victims and move them to a place of safety

Options available for helping victims of domestic abuse

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 (SRO) – pre-charge, Sexual Harm Prevention Orders (SHPO) – post-charge etc.

Providing support to victims and witnesses:

• Code of Practice for Victims of Crime

(See also 'Criminal Justice')

Procedures for responding to an incident of sudden childhood death

Documentation to be completed in respect of specific public protection incidents e.g. domestic abuse risk assessment

Procedures to follow in relation to modern slavery incidents and the National Referral Mechanism (NRM)

Importance of involving other agencies in instances when a public protection incident is being referred

Implementing a multi-agency approach

Agencies who may be able to offer support and the support they can provide

Importance of intervening positively in a person's life to prevent future occurrences of missing episodes or public protection incidents

Partner agency involvement in reports of domestic abuse

Multi-Agency Safeguarding Hubs (MASH)

Key contacts for more information, advice or support, including local partnership arrangements

Prevention strategies involving other agencies

Victims and Witness

Learning outcomes	Content areas	Content	Module	Ref
1 Explain the law, policy, and potential complexities associated with the treatment of victims and witnesses 2 Understand the good practice and appropriate behaviours and attitudes required when dealing with victims and witnesses 3 Understand the requirements of an initial assessment as part of first contact and the appropriate ongoing care 4 Explain the various types of justice outcomes and the processes to manage victims through the Criminal Justice System (CJS)	Law, policy and guidance Complexities associated with victim and witness care Good practice when dealing with the individual needs of victims and witnesses Appropriate behaviours and attitudes Initial assessments Ongoing victim care after first response Types of judicial and non-judicial justice outcomes Managing victims through the Criminal Justice System (CJS)	Key legislation, codes of practice, guidance and policies when dealing with victims and witnesses: • The Youth Justice and Criminal Evidence Act 1999 • Achieving Best Evidence 2011 • Code of Practice for Victims of Crime 2015 (the Victims' Code) • The Witness Charter • Criminal Procedures Rules Ensuring victims and witnesses are dealt with fairly, with respect and in an ethical and non-biased manner: • The Code of Ethics • Procedural justice Measures available to protect victims and witnesses: • Criminal disclosures • Measures applicable to victims of domestic abuse, stalking etc. Purpose of protection orders: • Domestic Violence Protection Order (DVPO) • Stalking Protection Order (SPO) etc. Impact of proceedings on victims and witnesses (or families) • Coronial processes • Family court proceedings Key terms associated with victims and witnesses: • Difference between victim and complainant • Victimisation • Poly-victimisation • Repeat victimisation • Alpha victims • Coercion Range of psychological effects on victim and witness behaviour: • Denial, detachment, anxiety, panic, irritability, minimisation, avoidance, withdrawal, loss of memory, disorientation, confusion etc. Impact of re-victimisation on victims and witnesses where they are not dealt with appropriately from the outset of an investigation Impact of investigations on the investigator e.g. investigator fatigue • Empathy fatigue, mindlessness, bias and stereotyping 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 Different categories of victim and witness: • Crime, abuse, trauma and disaster • What to consider when dealing with different categories of victim and witness 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 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 Keeping the victims and witnesses updated on the investigatory process The police role in triaging (signposting) victims and witnesses to specialist support: • Safeguarding services and agencies e.g. MASH The legitimacy of the police and policing by consent: • Victim and witness understanding of the role of the police Personal and professional communication skills required to support the victim and witness, including: • Active listening • Non-verbal communication (NVC) • Knowing what and what not to say e.g. differentiating between empathy and sympathy Behavioural skills that can provide additional support to victims and witnesses e.g. • Acting with compassion, empathy and kindness Understanding the victim's account in terms of completeness, coherence and accuracy Legal concepts of reliability and credibility and the impact on those of assumptions around vulnerability Accurately identifying victims and witnesses and applying early considerations around key, significant, vulnerable or intimidated victims or witnesses 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	DPP6018M - Crime Prevention and Public Protection	6.1, 6.2, 6.3, 6.4, 6.5, 6.6

Take an initial account from victims and witnesses

• The details required
• Taking victims and witnesses concerns seriously
• Support that may be required to enable an initial account to be made

Strategies to safeguard, manage risk and refer the victim care to appropriate specialist agencies/telecoms operators:

• Victim support
• Hate crime support
• Independent domestic abuse advisors

Immediate actions that may be appropriate to help reduce further victimisation

Continuity in dealing with victims and witnesses

• Safety
• Protection

Specific considerations when supporting different categories of victims and witness e.g. those of:

• Crime
• Abuse
• Trauma
• Disaster

How a victim's or witness's vulnerability may change

• Ongoing review
• Assessment of needs

Involvement of multi-agency professionals in building comprehensive victim risk assessments e.g. where victims:

• Have dependants
• Are primary carers
• May be the parents of further victims or witnesses

Impact of investigative activity on victims, including:

• Expert witnesses
• Managing 'difficult' messages
• Managing uncooperative or hostile victims

Principles of victim consent and their right to privacy:

• Adhering to DPP Guidance
• The right to withdraw consent at any time

Legitimacy of victim and witness and defence accounts, to conduct balanced, unbiased investigations in search of the truth

How family liaison can provide additional information regarding support to officers in providing victim care

• Reducing the potential for victims to become dependent on the police
• Creating an exit strategy
• Managing complaints, sharing good practice and lessons learned

Views of the victim and witness as to what constitutes justice and why victims and witnesses do not always seek judicial redress

• Types of justice outcomes e.g. restorative
• Impact on victims and witnesses when offender is either punished or not punished

Reasons why cases may not go to court

• Impact on victims and witnesses

Dealing with victims who are not eligible for a formal outcome

• No further action taken
• Threshold not met
• No reasonable lines of enquiry

Impact of the criminal justice system on victims and witnesses

How to enhance victim and witness satisfaction in their dealings with the police and CJS

Specialist support agencies and their role in supporting victims through the criminal justice system e.g.

• Witness services
• Witness care units
• Implementing special measures

How to use and employ expert evidence and expert witnesses

How to manage victims through the court process with other agencies

How other agencies/specialists contribute to the proceedings e.g. Europol, NCA International Liaison Officers

The police officer's responsibilities to victims after criminal justice system outcomes e.g. relaying of information regarding the offender (s)

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

Criminal Justice				
1 Understand and explain the criminal justice system and associated legislation	Function and purpose of the criminal justice system	Function and purpose of the criminal justice system (CJS) and the police role within it	DPP6018M - Crime Prevention and Public Protection	6.1, 6.2, 6.3,6.4, 6.5, 6.6
	Definition of key criminal justice terms	Definitions of key criminal justice terms, including 'material', 'relevant' and 'disclosure'		
2 Understand and explain the standards of policing to be adhered to throughout the criminal justice system		Roles of key partners/stakeholders involved in the criminal justice system	(IPS linked to red text in column A)	
	Criminal justice legislation	Relevant legislation applicable to the criminal justice system, including PACE Code G 2012		
3 Manage offenders and suspects through the criminal justice system	Incident and Crime Recording Standards	Legislation associated with criminal justice, including:		
4 Understand and apply out-of-court disposal options and/or restorative justice	Code of Practice for Victims of Crime	• Civil Evidence Act 1995
• Criminal Procedure and Investigations Act 1996
• Youth Justice and Criminal Evidence Act 1999
• Criminal Justice Act 2003
• Criminal Procedure Rules 2015
• Policing and Crime Act 2017		
	Guidance for managing offenders and suspects			
5 Understand and apply bail options	Making an arrest	Incident Recording Standards		
		Crime Recording Standards		
6 Demonstrate a practical understanding of court processes	Assessing and managing risk	Guidance for managing offenders and suspects, including vulnerable offenders and suspects		
	Detention and custody	(See also under 'Vulnerability and Risk')		
7 Understand and apply the procedures in relation to charging a person(s)	Out-of-court disposal options	Procedures for recording a significant statement, silence or relevant comment		
	Bail options	Impact of outstanding suspects e.g. 'fail to appear', 'due to appear' etc.		
	Restorative Justice	How to use cautions		
	National File Standard	Procedures for planning and making an arrest:		
	Managing exhibits	• Powers of arrest with warrant (constables)
• Powers of arrest without warrant (other persons)
• Extraditing offenders (European Convention on Extradition 1957)		
	Disclosure in a criminal justice context	How to draft an arrest warrant		
	Post-charge responsibilities	Assessing and managing risk		
		How to conduct an arrest		
	Court processes	Rules relating to 'use of force' when arresting and/or detaining persons		
	Charging procedures	(See also under 'Response Policing', module DPP6017M Policing Policy and Practice)		
		De-arresting a suspect		
		Procedures for deporting an offender		
		Alternatives to arrest and when these should be used		
		Instances when it may be appropriate to use discretion		
		(See also under 'Decision-making and Discretion', module DPP6017M Policing Policy and Practice)		
		Police service obligations and considerations relating to suspects		
		Function of detention and custody in the criminal justice system		
		Legislative requirements for escorting persons to custody and detaining the person, including:		
		• Police Reform Act 2002
• PACE Code of Practice		
		(See also under 'Vulnerability and Risk')		

		Role of the arresting officer, including briefing other appropriate police officers/police staff	
		Roles and responsibilities of custody staff	
		Processes for transporting and presenting a detained person to custody, including information to be given to escort officer	
		Assessment of welfare, risk and the duty of care essential for a detained person	
		Circumstances when a detainee should be transferred to another location apart from a custody suite	
		Booking-in process for a detained person	
		Time constraints associated with detention of persons, including extensions to the detention period	
		Legislation associated with interviewing of detainees (See also under 'Conducting Investigations')	
		Roles associated with bail processes, including pre-charge, authorisations etc.	
		Importance of necessity and proportionality in the decision-making processes for using bail, including street bail	
		Bail periods and extensions, including processes associated with these (e.g. legal representation etc.)	
		Importance of recording decisions **(See also under 'Decision-making and Discretion', module DPP6017M Policing Policy and Practice)**	
		Government policy on 'out-of-court' disposals	
		Processes associated with 'out-of-court' disposal options and restorative justice, including: • Adult and youth 'out-of-court' disposal regimes • Liaison and diversion services	
		Procedures associated with applying discretion **(See also under 'Decision-making and Discretion', module DPP6017M Policing Policy and Practice)**	
		How to identify and apply the most appropriate type of out-of-court disposal and/or restorative justice	
		Recording 'out of court' disposal outcomes	
		Policies and legislation relevant to charging, including: • Bail Act 1976 • Police and Criminal Evidence Act 1984 (and relevant Codes) (specifically bail post-charge under section 38(1)) • Prosecution of Offences Act 1985 • CPS (2016) Guidance on Joint Enterprise Charging • Policing and Crime Act 2017 • Director of Public Prosecutions Guidance (DPPG) on Charging • The Code for Crown Prosecutors • National File Standard	
		Importance of understanding the influences on charging, including: • What is done at initial contact can affect the outcome of the case and potential charge • Type and nature of the incident and the potential trajectory of the investigation • Relationship between the investigation and the likely outcome of the case • Process to acquire early investigative advice and the need to document it • The investigative strategy and range of potential outcomes of the investigation • Does the suspect admit to the offence (anticipated 'guilty' or 'not guilty' plea)?	
		The decision to charge, including: • Decisions made by the police • Decisions made by the CPS • Charging of youths • Postal requisition	
		How a prosecution is undertaken and how to work with lawyers in the CPS: • Explaining logic, decision making and evidence in a case to a legally qualified person • The full code test, including the evidential and public interest stages • The threshold test and conditions underpinning it.	
		Setting out the charge correctly, including: • Points to prove • Using Police National Legal Database (PNLD) and gravity matrices (adult and youth) • Charging to the correct court	
		Importance of considering impacts on victims, including special measures • Factors required to pursue a charge, should the victim not support the police investigation, or a prosecution (See also under Victims and Witnesses)	
		Skills required for effective case management	
		Different types of case file and their associated contents, including electronic case files	
		Responsibilities associated with: • Gathering evidence • Structuring evidence to create the case file • Maintaining the continuity and integrity of evidence	
		How to ensure compliance with the national file standard and appropriate legislation through the use of relevant guidance	
		Documentation to be completed to support a case file	
		Assessing and managing risk	
		Liaising with partners e.g. Crown Prosecution Service (CPS) and specialist units within the CPS, including Complex Case Unit	
		How notes taken at the time of an incident may be used in court proceedings	
		How to manage exhibits	
		Considerations for using digital evidence as part of a case file, including body-worn video, CCTV etc.	
		Other organisations that may be involved in building case files	
		Timescales and constraints associated with submitting case files	
		Specific disclosure legislation and common law, including the Crown Prosecution Service (CPS) Disclosure Manual, Attorney General's Guidelines on Disclosure and CPIA Code of Practice	
		Roles and responsibilities associated with the disclosure of material	
		The disclosure processes, including recording, retention and revelation of material	
		The 'test for prosecution' disclosure process	
		The procedures for the preparation of material for prosecutors in Magistrates' and Crown Court cases	
		Processes associated with disclosure of material to the accused	
		How to deal with defence statements	
		Considerations for specialist disclosure e.g. Public Interest Immunity (PII) applications	
		Ongoing disclosure responsibilities after charge	
		Types of courts, legal proceedings, hearings and their purposes	
		The court process, including the Crown Court Sentencing Guidelines, the Sentencing Council Magistrates' Court and the Director of Public Prosecution's (DPP) Guidance on Charging (See also under 'Conducting Investigations')	
		Processes to follow when giving evidence in court, including researching findings and completing statements (See also under 'Conducting Investigations')	
		Processes for evidence being given by video feeds and CCTV evidence	
		Orders and requirement options available to various courts	

Digital Policing

1 Understand key offences and legislation relating to digital policing 2 Employ appropriate initial policing actions at crime scenes involving digital devices 3 Apply procedures to gather and process digital evidence	Device capabilities Terminology associated with devices Use of technology in policing Legfislation applicable to devices in a policing context Common internet-facilitated crimes and offences Reducing the risk of, or harm caused by internet-facilitated crimes Crime scene considerations and actions in a digital context Victim support for internet-facilitated crimes Digital evidence opportunities and evidential processes	Changing world of devices and device capabilities: • Wearables (e.g. Fitbits, Apple watches etc.) • GPS, satnav, drones • Vehicle data (telematics, infotainment etc.) • Internet of things (connected home) • Games consoles (e-readers, other mobile devices) • Routers, Wi-Fi, VPN and communications data • Data storage, including Cloud, removable drives, memory sticks and volatile data	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.1, 6.3, 6.4, 6.5, 6.6
		Common IT terminology associated with devices: • Internet addresses (e.g. IP addresses, MAC addresses, mobile internet etc. • Email • Social networking (e.g. social media, instant messaging) • Mobile apps • Source code • Cryptocurrency • Dark web, deep web		
		Supporting technology and how these support device functionality: • Social networks • Apps and encrypted communications		
		Influences, in policing of technology and devices: • First point of contact, social media etc. • Digital witnesses (Echo, Google home etc), CCTV, digital devices etc. • Investigative opportunities (CPIA 1996, investigative mind-set) • Community engagement		
		How to manage the security risk to self, and family: • Keeping private life separate from work life and work identity • Risk of being traced through technology, location service data etc. • Social media association		
		What is meant by the term 'digital hygiene': • Impacts of using personal devices for police business (e.g. automatic connection to networks, taking photographs etc.) • Seizure of the personal device for evidence and subsequent disclosure at court (e.g. crime scene photographs) • Risk of disclosure of personal data in court (if the device is seized) • Risk of leaking information about live police operations • Tracking and scanning devices		
		Key legislation applicable to ensure compliance and mitigate organisational risk when dealing with devices in a policing context: • Police and Criminal Evidence Act 1984 • Computer Misuse Act 1990 • Criminal Procedure and Investigations Act 1996 • Regulation of Investigatory Powers Act 2000 • Criminal Justice and Police Act 2001 • Wireless Telegraphy Act 2006 • ACPO Good Practice Guide for Digital Evidence 2012 • Investigatory Powers Act 2016 • Data Protection Act 2018/General Data Protection Regulation (EU) 2016/679 (GDPR)		
		How technology may be used to assist with: • Community engagement • Data retained in apps on devices e.g. locations • Gathering information, including further lines of enquiry (victims, suspects and witnesses) • Managing incidents (instant messaging, public appeals for information etc.) • Enhancing a criminal investigation (device location, attribution etc.) • Enhancing communications		
		Considerations in the use of technology within policing: • Legal restrictions on investigatory use of technology • Digital footprint, personal and work devices • Professional standards • Disclosure considerations		
		Considerations associated with unlawful research/examination of a device, including assuming a fake persona		
		Common internet-facilitated crimes: • Hate crime • Extortion (e.g. sexting/revenge porn etc.) • Abuse, bullying, stalking and threats or harassment online • Online fraud/cybercrime • Child sexual exploitation • Radicalisation • Financial crime • Modern slavery and human trafficking **(See also under 'Vulnerability and Risk', module DPP6018M - Crime Prevention and Public Protection)**		
		Individuals who may be more vulnerable to internet-facilitated crimes e.g. children, elderly, vulnerable adults		
		Immediate actions that can be taken to reduce the risk of, and harm caused by internet-facilitated crimes, including: • Password protection • Social media 'blocking' options • Reviewing security and privacy settings • Control of personal data • Public Wi-Fi security considerations • Data back-up • Anti-virus software • Email considerations (phishing etc)		
		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.		
		Local crime prevention strategies (See also under 'Community Policing)		
		How to recognise that reported incident involves a digital element		
		Identification of digital devices that may be involved in an investigation		
		Good practice for protection of the crime scene, including: from contamination by personal or professional digital devices: • Digital hygiene • Wi-Fi connectivity • Indicators of digital devices when searching premises, vehicles and persons • Digital witnesses • Securing devices, ensuring evidence is not corrupted, lost or deleted • Interactions e.g. interactions with any device, including vehicles, can affect output (See also under 'Response Policing')		
		Forensic considerations for crime scenes involving digital devices, including: • What is and is not possible • Forensic strategy (including proportionality, objective setting etc.) • Legislation and policy regarding search and seizure of devices • ACPO Good Practice Guide for Digital Evidence 2012		
		Specialist roles and assistance/guidance available for investigations involving digital devices: • In-force experts/Single Points of Contact (SPOCs) • Internet, intelligence and investigations specialists • Digital Media Investigators • Cyber Crime Units • Crime Prevention Units • Authorised Professional Practice		

		Good practice, and use of the Victim' Code when working with victims of internet-facilitated crimes, including: • Provide support to victims • Initial actions/advice • When it is appropriate to refer to partner agencies e.g. Action Fraud • Vulnerable people • Crime prevention advice • On-going support		
		Digital evidence opportunities (internet, intelligence and investigations), including: • Advice on obtaining screenshots • Awareness of archiving tools • Capturing online content • Tracking stolen devices • Internet telephony and its use • Email header preservation		
		Evidential processes when using data or devices as part of a case file, including: • How to use data from a device as evidence • Where data from a device fits, in the evidential chain • How to prepare digital evidence as part of a case file following an investigation • Compliance with relevant legislation e.g. CPIA 1996, including data considerations and third-party disclosure		

Counter Terrorism

A	B	C	Module	Ref
1 Critically review counter-terrorism policing functions in a national and local context 2 Understand and take appropriate action in relation to terrorism incidents	Key counter-terrorism terminology CONTEST strategy Counter-terrorism legislation and powers Use of intelligence to counter terrorism Role of police in countering terrorism Initial actions relating to a potential terrorism incident Multi-agency working in countering terrorism JESIP principles in a counter terrorism context	Radicalisation	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.1, 6.2, 6.4, 6.5
		Extremism, including Right Wing Terrorism (RWT) and Left Anarchist or Single Issue Terrorism (LASIT), Northern Ireland Related Terrorism (NIRT) and Islamist Terrorism (IT) domestic extremism		
		Interventions		
		Terrorism-related offences		
		CONTEST strategy: Pursue, Prevent, Protect and Prepare		
		Terminology and threshold matrix		
		Relevant legislation, including: • Terrorism Act 2000 (as amended) • Counter Terrorism and Security Act 2015		
		Powers of search, arrest and detention in relation to terrorism		
		Counter-terrorism operations, past and present		
		National threat levels		
		Intelligence in counter-terrorism operations: • Local • Regional • National		
		Importance of community intelligence in counter-terrorism operations: • Community engagement • Developing intelligence • Fostering co-operation		
		Importance of recognising vulnerabilities in a counter-terrorism context		
		Indicators of radicalisation of an individual: • Risk factors • Warning signs • Individual and environmental factors • Engagement, intent and capability (See also under 'Vulnerability and Risk', module DPP6018M Crime Prevention and Public Protection)		
		Processes for referral for safeguarding of a vulnerable person (e.g. Prevent Case Management (PCM))		
		Radicalisation and the police role in the 'Prevent' strategy		
		Staying safe at home and work		
		Awareness of online presence		
		Identifying and reporting suspicious activity		
		Initial actions when attending a potential terrorist incident		
		Initial actions when approaching a suspect device		
		Initial operational response: • CBRN • Homemade explosives		
		Importance of partnership working, including international and European partners		
		Joint Emergency Services Interoperability Principles (JESIP) (See also under 'Response Policing')		

Response Policing

A	B	C	Module	Ref
1 Critically evaluate the importance of effective response policing 2 Engage in effective response policing 3 Explore the importance of partnership working in the context of response policing 4 Understand the legislation associated with use of force 5 Understand and apply appropriate procedures when conducting searches 6 Understand and apply lawful and ethical procedures in relation to 'stop and search' 7 Understand the role of the police at major and critical incidents	National models in response policing: NDM, NIM and Code of Ethics Role of first responders Use of technology in response policing Principles of incident management Response policing: common incident types Victim care in the context of response policing Partnership working and support networks in response policing Using THRIVE Use of force legislation Maintaining order and resolving conflict Discretion in response policing Responding to high-risk incidents Role of police in public order incidents Lawful and effective searches Stop and search Critical and major incidents JESIP principles in response policing	Purpose of, and evidence base for, response policing	DPP6017M Policing Policy and Practice	6.1, 6.2, 6.3, 6.4, 6.5, 6.6
		Relevance of the following to response policing: • The Code of Ethics • National Decision Model(NDM) • National Intelligence Model (NIM)		
		Role of first responders, including administrative and reporting responsibilities		
		Role of others, including call takers, control room staff, duty inspector		
		Considerations for operational unarmed initial responders responding to an incident, involving: • criminal use, or suspected use of firearms/other potentially lethal weapons • lower sophistication marauding attacks (e.g. use of knives or vehicles as weapons) • Marauding attacks involving firearms		
		Public views and expectations of police contact: • Public scrutiny and perceptions • Management of community expectations • Maintaining professional standards		
		Key considerations in response policing: • Safeguarding • Intelligence • Investigation • Variations to response approach for different environments e.g. care homes • Use of crime pattern analysis		
		Effective use of technology in response policing: • To lower policing risk • To ease administrative burden • To improve investigative opportunities • To save time • To improve efficiency • To interrogate information systems quickly and effectively		
		Use of body-worn video, including the positive and negative aspects of its use		
		Potential threat/risk of harm to self and others		
		Complexities of incident-handling on the ground		
		Principles of incident management: • Taking the lead • Recognising critical incidents • Getting it right first time • Dynamic risk assessment • Recognising and taking steps to resolve/refer underlying issues • 'Soft skills' required to defuse, negotiate, provide reassurance, manage and resolve situations		
		The police's role to protect the public: duty of care		
		Types of common incidents that first responders may attend: • Non crime-related • Crime-related		

Types of crime:

• Volume and priority crime
• Evolving/increasing areas of crime e.g. child sexual exploitation (CSE), human trafficking/slavery, fraud and cybercrime
• Serious and complex crime e.g. murder, kidnapping, serial GBH, Organised Crime Groups (OCGs)

Practical responses: reactive vs proactive policing

Dealing with public order situations e.g. minor disturbances, affray, violent disorder

Procedures to be followed when involved in an incident where the death of, or serious injury to, a member of the public occurs following police contact (a DSI).

Importance of recognising vulnerability when attending incidents (including recognition that vulnerability indicators are not present)

(See also under 'Vulnerability and Risk', module DPP6018M Crime Prevention and Public Protection)

Importance of considering 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.

Procedures for dealing with:

• Individuals who suffer from mental health
• Vulnerable individuals
• Intimidated individuals
• Safeguarding

(See also under 'Vulnerability and Risk', module DPP6018M Crime Prevention and Public Protection)

Effective partnership working in relation to vulnerability and mental health, when responding to an incident

Support networks (including voluntary organisations) that could assist first responders in providing a suitable solution

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:

• 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
• Supporting people to make decisions for those that do not have the ability to decide for themselves

How to apply pro-active principles to response policing

Conducting an initial investigation at the scene of an incident and having an investigative mind-set

How to identify that the crime may have been conducted as part of Organised Crime Group (OCG) activity

Using THRIVE (Threat, Harm, Risk, Investigation, Vulnerable and Engagement) approach

(See also under 'Vulnerability and Risk' and 'Conducting Investigations', module DPP6018M Crime Prevention and Public Protection)

Recognising that the police may not be the most appropriate agency to deal with the incident

Importance of recognising on-going problems and seeking resolutions prior to referral

Multi-agency partnership referrals: benefits and challenges

Importance of caring for the victim

• Complying with the Victims' Code
• Taking victim concerns seriously
• Quality of treatment and empathy
• Follow-up
• Understanding and managing victim expectations

(See also under 'Criminal Justice'', module DPP6018M Crime Prevention and Public Protection)

Action to be taken when observing the use of a digital device by others

(See also under 'Digital Policing')

How to secure/safeguard a device to ensure evidence is not overwritten, corrupted or lost

(See also under 'Digital Policing')

Actions to be taken when attending serious rail incidents e.g. trespass, obstruction of railway etc.

Procedures for carrying out traffic management at an incident

Legislation to be complied with, if force is used during arrest, including:

• Criminal Law Act 1967
• Criminal Justice and Immigration Act 2008

(See also under 'Managing Conflict', DPP6019M Independent Patrol Status)

How to maintain order and resolve conflict, and engage in de-escalation, including dealing with violence and assaults on officers

Appropriate and proportionate action in dealing with potential disorder, including the minimum use of force

Examples of when discretion could be used

(See also under 'Decision-Making and Discretion')

Principles of reasonable suspicion or belief:

• SHACKS mnemonic

Preservation of evidence

How evidence of first or early complaint is dealt with, including specialist evidence gathering requirements e.g. Early Evidence Kit

Methods of reducing the risk of cross-contamination at a scene through effective gathering, packaging and storage

Handling information and intelligence in a response environment

Specific considerations for responding to common high-risk incidents:

• Missing persons (definition, grading, procedure, debriefing)
• Domestic abuse
• Mental health (including restraint)
• Sudden death

How to manage the media at incidents

Definition of 'public order'

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

Role of police in public order incidents

What is meant by the terms 'search' and 'search objectives'

Establishing whether there are grounds for a lawful search or a lawful entry and search

Establishing the authority for the search before starting a search

Limitations when carrying out a search

Potential health and safety risks related to a search or an entry and search

How to conduct a safe, lawful and effective search of:

• a person (including intimate searches)
• a vehicle
• premises
• an area

Factors that may indicate possession of digital devices when searching premises, vehicles and persons

Definition of a 'stop and search' under Section1 PACE 1984

Difference between a 'stop and account' and a 'stop and search'

Importance of employing an ethical 'stop and search' process according to the Best Use Of the Stop & Search Scheme

		Potential impact of a 'search' or 'stop and search' on individuals and the community		
		Using a police search only when a power or authority exists		
		Alternative positive interventions if no stop search powers exist		
		When the threshold changes based on reasonable grounds		
		What constitutes a fair and effective 'stop and search' in accordance with the College of Policing definition		
		Impact of conscious/unconscious bias on 'stop and search'		
		Information that must be provided prior to a search taking place		
		Limitations when carrying out a search		
		How to deal with young persons during a 'stop and search'		
		How to identify vulnerability during stop search encounters (e.g. age, medical, peer/gang pressure)		
		Procedure to be carried out post search		
		Recording, monitoring and public scrutiny of stop searches		
		Definition of a 'critical incident' and 'major incident'		
		Difference between a critical incident and a major incident		
		Who can declare a major incident		
		Command structure at a major incident		
		Role and responsibilities of the first responder at a major incident		
		Recording all decisions within a major incident		
		Importance of effective debriefing of a major incident		
		Introduction to, and rationale for, the Joint Emergency Services Interoperability Programme (JESIP)		
		JESIP principles		
		(See also under 'Counter Terrorism')		
		Role of police on attendance at an incident		
		Improvements made to interoperability between the emergency services since the inception of JESIP		

Policing Communities

1 Understand and assess the importance of effective community policing	The function of community policing	Aims of community policing:	DPP6017M - Policing Policy and Practice	6.1, 6.2, 6.3, 6.4, 6.6
		• 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)		
2 Understand and explain the legislative framework for policing communities	Anti-social behaviour	Development of, and differences between, community policing in the 1980s, 2000s and 2010s		
		Impact of politics on community policing		
	Partnership working in a community policing context	Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing:		
		• Duty of care and support		
	Legislative framework for policing communities	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		
	Community engagement	Key aspects of community policing:		
		• Targeted foot patrol • Community engagement • Problem-solving (including early action and intervention) • Crime prevention		
		Engaging with individuals, community stakeholders and communities (including faith communities)		
		How effective communication can encourage future co-operation from the community		
		(See also under 'Communication Skills')		
		How perceptions of, and confidence in, the police service are enhanced by effective communication		
		Communication via social/online media		
		Crime and anti-social behaviour (ASB) in communities:		
		• Defining ASB • Patterns (long-term issues, hotspots and repeat victimisation) • Risk factors and causes		
		ASB and vulnerability		
		Impact of crime and ASB on victims and communities:		
		• Pilkington case • Signal crime		
		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)		
		Role and importance of partners in effective problem-solving:		
		• Shared problems • Data sharing • Problem identification and analysis • Non-police responses to problems		
		Legislative framework		
		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		
		Barriers and facilitators to working effectively with partner agencies:		
		• Joint responsibilities, shared costs, shared data/intelligence, shared resources • Different priorities, agendas and performance management focus		
		Aims and benefits of community engagement		
		Typology of community engagement		
		Using community engagement to inform police practice (e.g. problem-solving activity)		
		Ways of engaging with the community to maximise community cohesion:		
		• Structured and effective community engagement • Protecting the community • Building community trust, cohesion and confidence • Focus groups and the community • Team-building for partnership working		
		Role/use of social media		
		Importance and value of information provision		
		Role and importance of the public in effective problem-solving:		
		• Problem identification, specification and prioritisation • Co-production • Collective efficacy and community resilience/recovery		

Policing the Roads

1 Explain the functions of the police in relation to policing the roads	Common roads policing terms and offences	Commonly-used terms in policing the roads	DPP6017M - Policing Policy and Practice	6.1, 6.2, 6.4, 6.5, 6.6
		Principal police functions in relation to policing the roads		
	Principal functions in relation to policing the roads	The National Police Chiefs' Council (NPCC) Roads Policing Strategy	(IPS linked to red text in column A)	
2 Understand and explain the legal framework for policing the roads		Health and safety risks within the roads policing environment		
	Relevant legislation and powers	Partner agency roles		
3 Engage in effective roads policing		Role and function of family liaison in roads policing incidents		
	Initial actions at a roads-related			

	accident/incident	**Key legislation including:** • Highway Act 1835, 1980 and 1988 • Road Traffic Regulation Act 1984 • Road Traffic Act 1988		
	Specialist support in a roads policing context			
	Vehicle and driver checks	**Police powers relating to** • Vehicles • Use of the highway • Documentation offences		
	CLEAR initiative			
	Securing evidence at a crime scene	Roads-related offences: • Vehicles, including anti-social behaviour • Use of the highway • Documentation offences • Breaches of legislation by commercial vehicles		
	Dealing with victims, witnesses and suspects	Roads-related anti-social behaviour and offences		
		Groups of people who are especially vulnerable in the roads environment		
		Impact of incidents upon victims and their families		
		Initial actions at the scene of an accident/incident, including traffic management		
		(See also under 'Response Policing')		
		Checks with respect to other offences, including: • Seatbelts • Drink and drug driving • Speeding • Mobile phone		
		Relevant case law and legislation		
		Processes and procedures to investigate drink/drug driving: • Evidential Breath Test Instrument (EBTI) • Field Impairment Tests (FIT) and preliminary drug tests • Provision of evidential specimens for analysis, including specimens of blood taken from persons incapable of consenting • Detention of persons affected by alcohol or a drug • Handling of evidential material		
		Legislation and powers		
		Vehicle identification, including the information on the manufacturer's plate		
		How to conduct a roadside vehicle examination		
		Health and safety risks in relation to roadside vehicle examination		
		Vehicle classification		
		Specialist support available, including dealers, Driver & Vehicles Standards Agency (DVSA) and Advanced/Forensic Vehicle Examiners		
		The CLEAR initiative		
		How the police lead the resolution of incidents; sources of support available		
		Securing and preserving the scene and potential evidence		
		Digital investigation opportunities available from vehicles e.g. dash cams, telematics, infotainment etc.		
		STATS19 report		
		Dealing with victims, witnesses and suspects in an ethical manner		
		Post-incident debriefing		

Information and Intelligence				
1 Evaluate the role of information and intelligence in policing 2 Employ appropriate procedures when collecting, retaining and sharing information	Information and intelligence: definition of key terms	Information versus intelligence	DPP6017M - Policing Policy and Practice (IPS linked to red text in column A)	6.1, 6.2, 6.5, 6.6
		The National Intelligence Model (NIM), including coverage of its purpose		
	National Intelligence Model	Intelligence roles: • National intelligence • Local intelligence • Intelligence roles within other intelligence organisations		
	Information and intelligence in policing	Responsibilities of the intelligence function within the NIM		
	Information and intelligence: key legislation and guidance	Key intelligence products in NIM and their utilisation: • Strategic and tactical assessment • Problem and subject profiles		
	Information sharing	Role of intelligence briefings, including evaluation and debriefing using NIM		
	Data protection regulations	How information and intelligence can be used in key areas of policing: • Community policing • Response policing • Policing the roads • Investigation • Counter terrorism • Public protection • Vulnerability and risk • Major policing operations		
	Key roles in information handling			
	Information handling and storage			
		Potential impact on public perceptions of policing caused by both effective/ineffective use of information and intelligence		
		Relevant legislation, including: • Human Rights Act 1998 • Freedom of Information Act 2000 • Regulation of Investigatory Powers Act 2000 • Protection of Freedoms Act 2012 • Investigatory Powers Act 2016 • Data Protection Act 2018/General Data Protection Regulation (EU) 2016/679 (GDPR)		
		Relevant guidance, including: • Managing Information (Management of Police Information (MOPI)) • APP Information Management • Government Security Classifications (GSC) • Information Sharing Agreements (ISA)		
		The Intelligence Cycle: • Direction • Collection • Evaluation • Collation • Analysis • Dissemination		
		Relationship between the National Intelligence Model (NIM) and the Intelligence Cycle		
		Use of information and intelligence within the National Decision Model (NDM)		
		Links between the NDM, the Code of Ethics and intelligence products		
		Sources of information and intelligence, including: • Open/closed sources • Internet Intelligence Investigations (III) • Police National Computer (PNC) • Police National Database (PND) • Policing registers • Other forces/agencies, including specialist agencies and departments • Covert Human Intelligence Sources (CHIS) • Social media • Community intelligence • Digital sources		
		Intelligence reports, including: • Purpose • Completion (including sanitising) • Intelligence sources • Handling codes • Intelligence evaluation • Submission • Quality Assurance		
		Importance of correct grading/labelling of intelligence		
		Systems employed to 'grade' information into intelligence		

How intelligence is prioritised:

• Rating of credibility
• Threat
• Risk
• Harm
• Opportunity

Uses (and challenges) of technology in information and intelligence management:

• 'Golden Nominal' concept

Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information

Reasons why there is a need to share information within the police service and with other organisations

Potential positive and negative impact on policing outcomes of information and intelligence sharing

Principles of sharing police information

The different types of sharing:

• Statutory obligation
• Statutory Power
• Common Law (Policing Purpose)

Appropriate, effective and legal sharing of information, including permissions that may be required and determining key points which should be shared

How Information Sharing Agreements (ISAs) work

Role of the Information Commissioner's Office (ICO)

Potential consequences of sending too much information versus too little to partner agencies

Instances when sharing information outside of the ISA may be acceptable

Impacts of information misuse

Freedom of Information and subject access requests

The information that is held on individuals by other agencies

Considerations for partnership working e.g. data protection, data sharing/quality, privacy, risk management

How the sharing of information can assist in single or multi-agency operations

How to provide feedback on information and intelligence post-operation

Functionality of databases for intelligence purposes

Requests for intelligence data from other databases

Accessing intelligence through the police systems

• Purposes and uses of police databases
• Meaning of the acronym pole (People, Objects, Locations, Events)
• Flagging, associations and markers on intelligence
• Specialist police systems e.g. PND special services
• Facial recognition

The key roles in information handling, including the Information Asset Owner (IAO)

Data protection regulations associated with storage, processing, use and sharing of policing dataincluding:

• Data Protection Act 2018
• General Data Protection Regulation (GDPR)

Impact of holding incorrect, inaccurate or out of date information on an individual

Implications of data protection regulations on the use of information and intelligence in policing operations

Legal and organisational implications on the use of information and intelligence in policing operations

Use of Privacy Impact Assessments with any held data

Retention periods for information

Data quality

Concept of risk mitigation

Impacts on the police service and the reputation of policing when data management errors occur

Potential cost to the organisation and individuals when data breaches occur

Initial actions for dealing with data breaches and the roles of key stakeholders

Rights of the individual and exceptions, including:

• Human Rights Act 1998
• Protection of Freedoms Act 2012

How data about vulnerable people is obtained and handled within the police service

The role of the intelligence manager in ensuring the intelligence is correctly risk-assessed and appropriately actioned

Practices for ensuring that data is stored in the correct manner

How to ensure information is shared appropriately between the police and a range of other agencies

How to 'weed out' old and incorrect information and intelligence

Conducting Investigations

1 Understand and apply relevant legislation when conducting a professional investigation

2 Carry out appropriate investigative actions when attending an incident/crime scene

3 Review and apply effective processes for achieving best evidence

4 Conduct and review effective interviewing

5 Explain and apply appropriate procedures when presenting evidence | Investigative legislation and powers

Definition of key investigative terms

Investigation principles

Investigative actions when responding to an incident

Crime scene considerations

Victims and witnesses in an investigation context

Achieving best evidence (ABE)

Managing an initial investigation

Partnership and multi-agency working in an investigative context

Interview process

Court processes

Presenting evidence | Relevant legislation, including legislation applicable in specific areas (e.g. Proceeds of Crime Act 2002)

Powers applicable to investigations, including:

• Entry powers
• Powers of arrest
• Search powers
• Powers of seizure ,including local privilege
• S8 warrants

(See also under 'Criminal Justice')

Definitions of 'criminal investigations' and 'investigator'

Ethical considerations when conducting investigations

Evidence base behind investigative concepts

Knowledge and skills required

Investigative mind-set

Principles of an investigation:

• Preserve life
• Preserve scenes
• Secure evidence
• Identify victims
• Identify suspects

Making decisions in an investigative context in accordance with the National Decision Model

(See also under 'Decision-making and Discretion', module DPP6017M Policing Policy and Practice)

Keeping and maintaining accurate records

Information/intelligence required before responding to an incident, including:

• PND/PNC
• Force intelligence systems
• Call takers

Considerations prior to arriving at the scene of an incident:

• Threat
• Risk
• Harm
• Vulnerability of self and others

(See also under 'Vulnerability and Risk')

Initial actions when responding to incidents, including:

• Sudden or unexplained death, including child death
• Threats of life
• Hate crimes
• Missing persons

How to take control at a scene as an investigator

Potential impact of language barriers upon communication at the scene of an incident

(See also under 'Communication Skills', module DPP6017M Policing Policy and Practice)

Resources that can help support police at an incident

Identifying vulnerability and supporting/managing the welfare of victims and witnesses in accordance with the Victims' Code | DPP6018M - Crime Prevention and Public Protection

(IPS linked to red text in column A) | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 |

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')

Forensic considerations, including:

• Identifying a crime scene
• Scene preservation (including the digital crime scene)
• Cross contamination
• Continuity
• Use of an appropriate professional to carry out forensic examination

(See also under 'Digital Policing', module DPP6017M Policing Policy and Practice)

Identifying/detaining suspects, if still at scene

How achieving best evidence (ABE) begins when taking an initial account from victims and witnesses

Procedures for carrying out searches and warrants

Dealing with material found during a search e.g. digital devices, drugs, weapons, cash or stolen property

(See also under 'Digital Policing', module DPP6017M Policing Policy and Practice)

Key enablers for internet-facilitated crimes e.g. bank accounts, communication devices, websites etc.

(See also under 'Digital Policing', module DPP6017M Policing Policy and Practice)

Information to be recorded at the scene of an incident

Communicating details about the incident, or escalating serious or complex incidents

Documentation to be completed

Definitions of key terminology:

• Investigative mind set
• Best evidence
• Material/information/intelligence
• Disclosure

The stages of an investigation

How to plan and conduct an initial investigation

How to develop an investigative hypothesis

Managing an initial investigation:

• Using THRIVE
• Recording a crime
• Taking an initial account
• Understanding the role of others
• Fast-track action
• Golden hour principles

Importance of considering the potential end products (e.g. evidence) at the outset of an investigation

Importance of undertaking investigative and evidential evaluation throughout the investigation

Investigative strategies that may be considered and used for evidence gathering:

• Search
• House-to-house
• Intelligence
• Financial investigation
• Passive data generators (e.g. CCTV/Digital Images)
• Communications (e.g. internal briefings, external communications)
• Forensics
• Physical evidence
• ANPR
• Trace, Interview, Eliminate (TIE)
• Suspect identification
• Multi-agency
• Victim/witness
• Prevention
• Disruption

Investigative tools used in the gathering of evidence in an International Crime context

Using financial investigation as a line of enquiry:

• Role of the specialist financial investigator

Specialists who may be involved, including Crown Prosecution Service (CPS)

Retaining and recording the details of an investigation

Identifying and working with victims, witnesses and suspects

Circulating information regarding those wanted or suspected

Partnership and multi-agency working, including referrals to other reporting mechanisms:

• Action Fraud
• Social Services
• Community safety partnerships
• Health and Safety Executive (HSE)
• Care Quality Commission (CQC)

Escalation to senior or specialist investigative colleagues

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' and 'Criminal Justice')

Measures to make a vulnerable person feel safer when involved within a criminal investigation

Special measures for certain groups of witnesses who may be vulnerable or intimidated, or have grounds for fear or distress about testifying

Strategies for communicating with victims and witnesses

What constitutes 'material', 'information', 'intelligence' or 'evidence'

(See also under 'Information and Intelligence', module DPP6017M Policing Policy and Practice)

Evidence-gathering opportunities:

• Victims
• Witnesses
• Suspects
• Crime scenes (including physical and digital scenes of crime)
• Passive data generators e.g. CCTV, data communication sources, banking and credit card records

Methods of obtaining evidence in compliance with appropriate legislation; circumstances when specialist support may be required

(See also under 'Digital Policing', module DPP6017M Policing Policy and Practice)

How to secure evidence, including digital evidence

Use of identification procedures, including:

• Visual identification
• Biometrics
• PNC facial recognition

Checks to be undertaken and methods of gathering evidence to support a UK prosecution of a foreign national

• Specialist agencies (i.e. Interpol, Europol, International Liaison Officer (ILO), National Police Coordination Centre (NPoCC), ACPO Criminal Records Office (ACRO))

Types of evidence

How digital technology can capture best evidence e.g. body-worn video cameras

Processes for searching and seizure for forensic/physical evidence

Use of ANPR as an investigative resource

How to attribute digital devices/physical or forensic activity to a suspect and incident

Specialist support that may be required to obtain further evidence

How to review information and material gathered

Processes associated with transportation, storage and disposal of exhibits

Legislation to be considered during interviews, including:

• PACE Code 'E - Audio Recording of Interviews
• PACE Code F - Video Recording of interviews

The evidence base associated with the PEACE interview process

The principles of investigative interviewing
The PEACE interview process: • Planning and preparation • Engage and explain • Account clarification and challenge • Closure • Evaluation
Interview strategy and plan, including identification, initial accounts and fast-track interviews
Pre-interview briefings
Individuals who may need to be involved in interview process, including: • Interpreters • Legal advisors • Intermediaries
Key considerations for police interviewing: • Characteristics of victim, witness and suspect • Fitness for interview: vulnerability, security and welfare of interviewee • Legal issues • Special arrangements e.g. interpreters
Importance of having all necessary information prior to interview, including relevant interviewee information
Overall interview considerations, including: • Methods to ensure that information is being understood correctly • Challenging inaccuracies/inconsistencies
Non-verbal signals seen in interviews
Recording an interview by audio/video or other means
Dealing with contingencies
Interview documentation to be completed
Storage of interview records
Providing debrief of interview to appropriate other parties
Additional support for vulnerable, intimidated, significant witnesses etc. (See also under 'Victims and Witnesses')
Types of witness statements
The Victims' Code (See also under 'Criminal Justice')
Achieving best evidence when interviewing victims and witnesses (See also under 'Victims and Witnesses')
Visually-recorded interviews
Importance of informing victims of restorative justice in accordance with the Code of Practice for Victims of Crime (See also under 'Victims and Witnesses')
Victim personal statements
Special warnings and significant statements
Introducing exhibits
Offences to be taken into consideration (TICs)
Statements required according to anticipated plea
Charging process
Key terminology used in a court, including trial agenda
Court processes (See also under 'Criminal Justice')
Personnel involved
Role of experts
How actions at the court stage can affect the prosecution
How evidence is presented to court and evaluated in a case
Preparing an evidence file for prosecuting authority
Complexities associated with giving evidence, including disclosure, confidence and credibility (See also under 'Criminal Justice')
Defence tactics that may be used and strategies to deal with such tactics, including inducement defence
Enhanced sentencing for hate crimes

High-level Learning Outcomes	Learning Content Heading	Minimum Content Coverage	Degree-Holder Entry Programme Consolidated Learning (Module)	Degree-Holder Entry Programme Consolidated Learning (Learning Outcome)	
Understanding the Police Constable Role (Advanced)					
1 Evaluate the strategic drivers for professionalising policing and relevant national policing strategies	National policing strategies Definition of the term 'profession' Role of the College of Policing in professionalising policing	Police reform	DPP6020M - Professionalising the Police Service	6.1, 6.2, 6.4	Red text denotes a practical application and thus alignment with FOC
		The Strategic Policing Requirement			
		Policing Vision 2025			
		Workforce Transformation in the Police Service 2018			
		Common features of a profession: • A specialist knowledge base • A distinct ethical dimension • CPD requirements • Standards of education			
		How development and ownership of an evidence-base can define the police profession			
		What is a 'professional body'			
		College of Policing: • Authorised Professional Practice • Leadership Review • Professional Development Programme • Policing Education Qualifications Framework			
Valuing Diversity and Inclusion					
1 Critically review and demonstrate ethical and inclusive approaches to policing	Values and ethics in diverse communities Policing diverse communities Justifying the use of discretion Valuing inclusivity and diversity	Theories and concepts linked to an ethical approach	DPP6020M - Professionalising the Police Service (FOC linked to red text in column A)	6.1, 6.2, 6.3, 6.6	
		Values, ethics and norms within diverse communities			
		Potential barriers experienced by individuals, based upon personal circumstances, including: • Language barriers • Physical, psychological or physiological barriers • Knowledge of UK law			
		How multi-cultural differences may affect interaction between individuals, groups and organisations			
		Effect of multi-culturalism on police ethics and values			
		Working with diverse communities			
		Roles and responsibilities of those charged with ensuring the police deliver an unbiased, ethical and fair service			
		Maintaining the law versus supporting the public			
		Maintaining and increasing the public perceptions of a fair and unbiased police service			
		Interpretation of the law: • Letter of the law • Essence of the law			
		Public interest and criminalisation			
		How ethical decisions (e.g. the application of discretion) can conflict with standard operating procedures, policies and procedures, accepted practice, performance standards and legislation			
		Justifying the application of discretion			
		Adopting a professional approach that values inclusivity and diversity (within the organisation, community and wider society)			
		How application of professional judgement can influence public perceptions of policing			
Maintaining Professional Standards					
1 Critically explore the concept of integrity in a professional policing context	Integrity of the police service Role of investigative bodies Abuse of power/authority	Comparison of professional standards requirements within similar organisations	DPP6020M - Professionalising the Police Service	6.3, 6.4	
		Absence of ordinary employment law: Office of Constable			
		Reports detailing the thematic inspections into police force integrity: • 'Without Fear or Favour (2011)' • IOPC/IPCC reports			
		Instances when IOPC/HMICFRS would act as the lead investigative body, including post-incident management			
		Advantages and disadvantages of an independent investigating body			
		Investigation processes in comparative professional contexts			
		Reasons why people in positions of respect or authority might act unprofessionally			
		Case studies: abuse of power/authority			
		Impact of police misconduct hearings being heard in public			
		Lessons learnt from past instances of misconduct/malpractice			
		Organisational factors that have contributed to inappropriate behaviour/negative case outcomes			
		Transition from being perceived as having a 'blame culture' • Strategies for mitigation			
		Reviewing improvements in professional standards within the policing profession			
Evidence-Based Policing					
1 Critically analyse evidence-based policing and 'what works' in policing	Impact of evidence-based policing Research and evidence 'What works' Frameworks for assessing research Making and reviewing interventions	Case studies exploring the impact of evidence-based policing in different areas of policing	DPP6022M - Evaluation of Operational Policing Areas	6.1, 6.2, 6.3. 6.4	
		Professional contexts in which an evidence-based policing approach is appropriate: • Organisational • Community			
		Sources of research and evidence (and support) for evidence-based policing: • College of Policing (What Works Centre, Knowledge Hub (formerly POLKA), National Police library, global policing database) • Other police forces • HMICFRS • Campbell Collaboration • Academic sources and journals • Government (ONS, Home Office) • Alliance for Useful Evidence/NESTA • Society of Evidence-Based Policing • Center for Evidence-Based Crime Policy (US) • Center for Problem-Oriented Policing (US)			
		Development of national/local policy (e.g. funding, deployment)			
		Constraints of timescale			
		Instances when an evidence-based policing approach failed to meet intended targets			
		Identifying best practice and lessons learned			
		What Matters'			
		'What Works' evidence ladder			
		Maryland Scale of Scientific Methods			
		Frameworks for evaluating the quality of qualitative research			
		Developing a range of options			
		Selecting the preferred, most likely option to mitigate or resolve problem			
		Justifying interventions and potential consequences			
		Preparing a presentation to an appropriate authority			
		Developing methods to evaluate the intervention, including cost benefit and end user satisfaction			
		Feeding results back into future policing strategies			

Decision-making and Discretion				
1 Evaluate the effectiveness of policing decisions 2 Review the importance of risk assessment in decision making	Reviewing a decision previously made: lessons learned Definition of key 'risk' terminology Making decisions in varying circumstances Justifying decisions made	How the decision was made and recorded	DPP6022M - Evaluation of Operational Policing Areas	6.2, 6.3, 6.4
		The ethical approach to the decision		
		Differences between approach employed and previous approaches, as appropriate		
		Learning from consequences of the decision		
		Allocation of correct risk to the correct person ('false-positive' and 'false-negative')		
		Definition of terms 'risk', 'risk assessment', 'risk aversion' and 'risk avoidance'		
		The concept of 'constabulary independence'		
		Effect of risk avoidance and risk aversion on decision making processes		
		Making decisions in 'slow time' and 'quick time'		
		Making decisions in complex and unpredictable circumstances		
		Review of relevant policing incidents where critical ethical decisions were made		
		Rationale behind decisions		
		Justification of decisions in the context of judicial reviews		
Communication Skills				
1 Critically review methods for communicating and disseminating information in a policing context	Communication models and strategies Approaches to communication Preparing and delivering operational orders Use of social media in a policing context Engagement with the media	The social psychology of communication	DPP6022M - Evaluation of Operational Policing Areas	6.2, 6.3, 6.4
		Models used in communication: • Ego state communication • Meta talk • Emotional Intelligence		
		Application of relevant models of communication as appropriate		
		Types of non-verbal communication: • Visual • Proxemics • Haptics • Vocalics • Chronemics		
		Relevance of non-verbal signals within social interaction		
		Avoiding assumptions in communication and responding to individual communication needs		
		Assessing the most appropriate means of communication according to the target audience in relation to: • Size and scope of audience • Level of understanding pre-delivery • Anticipated level of understanding post-delivery • Responding to questions, including challenges		
		The 3 Ms of communication with an audience: • Message • Media • Method		
		Preparing an operational order using an approved model e.g. IIMARCH, SAFCOM		
		Delivering an operational order		
		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 **(See also under 'Maintaining Professional Standards', module DPP6020M - Professionalising the Police Service)**		
		How to identify and evaluate social media platforms that are used by the community		
		Potential effects of a good/poor social media initiative		
		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. miscommunication, timing, spelling etc.		
		Occasions when a communication strategy would be required		
		Elements of a communication strategy: • Awareness • Understanding • Reassurance • Guidance		
		Methods of disseminating information		
		The role of the press office/Corporate Communications Department (CCD)		
		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 • Disclosure of information considerations • Consequences of poor management of media engagement • Potential impact of media scrutiny on teams		
		Authorised Professional Practice (APP) Guidance on media releases		
Wellbeing and Resilience				
1 Understand and explain organisational justice in a policing context 2 Evaluate the impact of trauma on individuals and the support mechanisms available 3 Explore the nature of organisational culture within policing	Organisational justice Trauma in the workplace Support available for individuals Organisational culture within policing	Definition of 'organisational justice'	DPP6020M - Professionalising the Police Service	6.2, 6.4
		Impact of organisational justice on members of the police service		
		Common responses to trauma, including physical reactions		
		Risk factors associated with trauma		
		How to recognise signs within colleagues and self of workplace trauma		
		Early post-trauma interventions in organisations		
		Model and rationale for the use of Emergency Services Trauma Intervention Meeting (ESTIM)		
		Assessment of the situation, including impact on individuals and/or groups, nature of the group, risk assessment etc.		
		Practical considerations when providing trauma support, including matching support provision to needs		
		Processes for the facilitation of ESTIM, including impact assessment requirements		
		Circumstances when additional support is required		
		Objectives of the Emergency Service Trauma Intervention Programme (ESTIP), including: • Protect psychological health and wellbeing of employees involved in traumatic incidents • Provide a range of post trauma interventions based on best evidence, including crisis management, demobilisation, defusing and Emergency Services Trauma Intervention Meeting (ESTIM)		

		Organisational culture within policing		
		• Constant organisational change • Retaining personal values in a wider organisational culture • Risks of conforming to organisation culture		
		Strategies for challenging organisational culture		

		Leadership and Team-working		
1 Analyse the effectiveness of team-working and leadership models in the context of effective policing	Strategies and models for enhancing team-working Leadership models in policing	Review of team-working models currently employed within the police	DPP6022M - Evaluation of Operational Policing Areas	6.3, 6.4, 6.6
		Key skills in adopting a team-working approach		
		Strategies and processes for creating a healthy environment for effective team working		
		Reasons why some teams cannot function		
		Theories and models relating to team dynamics		
		Ways to improve team cohesion		
		Use of personality profiles		
		Emotional intelligence		
		Cultural awareness		
		Leadership models in policing and comparable organisations (public and private)		
		Advantages and disadvantages of each model of leadership, according to circumstance		
		Reliability and validity of leadership models as a means of personal and professional development		
		Developing own leadership style		
		Developing leadership strategies that can be used to manage situations		
		Applying a change in leadership style/strategy to reflect changing circumstances		

		Introduction to Coaching, Mentoring and Assessment		
1 Understand coaching and mentoring approaches in professional policing 2 Understand the role of assessment in professional policing education	Definition of 'coaching' and 'mentoring' Coaching and mentoring processes Learning in the workplace Work-based assessment Assessment processes in professional policing	Definition of the terms 'coaching' and 'mentoring'	DPP6020M - Professionalising the Police Service	6.2, 6.3, 6.4
		Coaching and mentoring theories and their relevance to a policing context		
		How mentoring can be an aid to learning, development and performance		
		How coaching and mentoring may enable individuals to meet personal, professional and organisational goals		
		Considerations when planning or participating in a coaching and/or mentoring session		
		Support networks for coaching and mentoring		
		How learning achieved through coaching/mentoring can be transferred into the workplace		
		Benefits of workplace learning and secondments as part of the		
		The concept of work-based assessment		
		Forms of assessment e.g. formative/summative		
		Roles and responsibilities of the assessor		
		Key stages of the assessment process		
		Providing and receiving feedback		
		How competence is achieved		
		Post-assessment progression		
		Developing a consistent approach to assessment and assessment processes		
		Standardisation processes used in police assessments		
		Creating a robust quality assurance process		

		Criminology and Crime Prevention		
1 Critically evaluate crime prevention theories and strategies	Principles of and theories of crime prevention National crime prevention strategies and tools Models of policing Evidence-based policing and 'what works' in criminology and crime prevention Crime prevention initiatives	Police, policing and social control	DPP6021M - Preventative Measures and Investigation	6.1, 6.2, 6.3, 6.4
		Politics, accountability and governance of the police		
		Police powers and their regulation		
		The role of different agencies in the policing landscape and criminal justice system		
		Principles of crime prevention		
		Situational, biological, sociological and psychological theories on crime and their relevance to policing		
		Relevant national strategies and tools:		
		• National Policing Crime Prevention Strategy 2015 • Home Office Modern Crime Prevention Strategy 2016 • National Intelligence Model		
		Models of policing:		
		• Hot spots policing • Problem oriented policing • Intelligence-led policing • Rapid response and reactive patrol • Community policing • Predictive policing • Procedural justice		
		Evidence-based policing and 'what works', including:		
		• Rational Choice Theory • Routine Activity Theory • Situational Crime Prevention		
		Improved research capabilities in a specialised field		
		Confidence to challenge pre-determined concepts e.g. policing models		
		Ability to think 'outside the box' when considering solutions		
		Ability to justify decisions based on a sound understanding of the problem		
		Kirkholt Burglary Prevention project		
		Jill Dando Institute		
		Designing out crime - 'Crime Prevention Through Environmental Design' (Newman et al)		
		How effective crime prevention initiatives can have a positive effect on resources		

		Vulnerability and Risk		
1 Critically assess risk factors associated with victimisation 2 Critically review strategies for tackling victimisation 3 Explore strategies for dealing with offenders and repeat offending	Events and influences that may lead to victimisation Strategies to prevent repeat victimisation: Common risk factors Identifying and dealing with offenders Tackling repeat offending Psychology of a vulnerable person or person at risk of harm Strategies and disruption tactics when dealing with offenders	The impact of early life events and the link to poly-victimisation, including Adverse Childhood Experiences (ACE)	DPP6021M - Preventative Measures and Investigation	6.1, 6.2, 6.3, 6.4, 6.6
		The effect of multiple adversities		
		Stockholm Syndrome		
		Troubled Families initiative		
		Strategies to prevent repeat victimisation		
		Victimisation and perpetration: common risk factors that may be present		
		How victimisation may lead to future perpetration (Cycle of Abuse theory)		
		Risk factors associated with multi-victimisation		
		Motivations for offending:		
		• Early life events		
		Understanding the age/offending curve		
		Identifying propensity to offending behaviour		
		Early identification of offenders and early intervention		
		Dealing with potential offenders		
		Strategies to prevent offending (including radicalisation) or re-offending		
		(See also under 'Counter Terrorism', module DPP6022M Evaluation of Operational Policing Areas)		
		What works from the Early Intervention Foundation website		

		Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse		
		Identifying repeat patterns/problem solving: • Multi-agency working • Risk assessments that look at data from all agencies		
		What works in tackling or reducing the occurrence and/or seriousness of repeat victimisation (the frequency of): • Domestic abuse • Missing from home		
		What works in tackling repeat offending: • The impact of tackling youth gangs • Early Intervention Foundation (EIF) tackling gangs and youth violence		
		Importance of targeted and effective situational problem solving and crime prevention		
		Recent high profile cases e.g. Breck BEDNAR (2014)		
		Independent Office for Police Conduct (IOPC) Bulletin – 'Learning the Lessons'		
		Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014)		
		Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for youth gangs		
		The effect it has on the vulnerable person		
		Situations which vulnerable people may be subject to or find themselves involved in		
		Strategies and disruption tactics that could be employed		

Public Protection

1 Critically assess the impact of abuse upon victims 2 Critically review the links between Serious and Organised Crime Groups and public protection issues 3 Critically assess police strategies for dealing with public protection incidents	Potential effects of abuse upon the victim Offenders: conviction rates Multi-Agency Public Protection Arrangements (MAPPA) Disruption and detection strategies Links between Serious and Organised Crime Groups (OCGs) and public protection issues Media influence upon perceptions of policing strategies	Link between abuse, depression, self-blame and behavioural changes	DPP6021M - Preventative Measures and Investigation	6.1, 6.2, 6.3, 6.4, 6.6
		How perpetrators may exploit victims in order to prevent detection		
		Link between abuse and the long-term effects on a victim's health, education and social standing		
		Approaches used by law enforcement agencies and partners		
		Data on conviction rates for offenders		
		Consideration of thematic reports		
		Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders		
		The Multi-Agency Risk Assessment Conference (MARAC) referral process and Multi-Agency Public Protection Arrangements (MAPPA)		
		Use of community intelligence to manage offenders		
		Serious and organised crime definitions e.g. Organised Crime Groups (OCGs)		
		Links between serious and organised crime and public protection issues e.g. sexual offences, modern slavery, sex work and prostitution, child abuse		
		Disruption and detection strategies		
		IPCC Report: The Use of Police Powers to Perpetrate Sexual Violence (2012)		
		Psychology of an offender's use of position of authority to commit sexual offences **(See also under 'Maintaining Professional Standards', module DPP6020M Professionalising the Police Service)**		
		Media influences upon social perceptions of policing strategy		
		Effect of high-profile cases resulting in major investigations e.g. Operation Yew Tree		
		Link between media spotlighting and changes to police strategy		

Digital Policing

1 Demonstrate a critical understanding of how to investigate complex internet-related crimes and the impact of such crimes 2 Understand procedures for obtaining and processing digital evidence in a policing context 3 Understand the local force digital policing strategy	Complex internet-dependent crime Impacts of internet-related crime Internet, intelligence and investigation Digital evidence opportunities Specialists in digital data recovery/ information requests Digital capability/local force strategy	How criminals engage in complex internet-dependent crime and the impact of such criminality: • Hacking • Malware • Phishing • Denial of service • Browser hi-jacking • Ransomware • Data manipulation • Cryptocurrency and CryptoLocker offences	DPP6022M - Evaluation of Operational Policing Areas (FOC linked to red text in column A)	6.1, 6.2, 6.6
		Impact of complex internet-related crime on individuals and businesses		
		Investigatory procedures in relation to the internet, intelligence and investigations: • Relevant legislation for internet investigations, including IPA 2016 (RIPA 2000) and CPIA 1996) • Internet searching (simple and advanced, attributable/non-attributable) • Data sources (including data capture from devices and ditigal media) • Tasking and objective setting • Attribution • Passive data generators • Images (e.g. reverse image search, metadata) • Cryptocurrency		
		How to process digital evidence opportunities: • Assessing digital evidence, including CPIA 1996, IPA 2016, ACPO Good Practice Guide for Digital Evidence 2012 • Disclosure • Seizing and analysing digital evidence • Case file preparation		
		Specialists who may assist in the recovery of digital data or request information from a service provider: • 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		
		Procedure to be followed when requesting information from a telecoms operator		
		Local force policing strategy in relation to digital policing		

Counter Terrorism

1 Understand and explain the national counter terrorism structure 2 Review and understand the insider threat in relation to counter terrorism	National counter terrorism structure Insider threat	National Counter Terrorism Policing HQ (NCTPHQ)	DPP6022M - Evaluation of Operational Policing Areas	6.1, 6.2
		National Counter Terrorism Policing Operations Centre (NCTPOC)		
		Counter Terrorism Command (CTC)		
		Counter Terrorism Unit (CTU)		
		Counter Terrorism Intelligence Unit (CTIU)		
		Special Branch		
		Security Service		
		National Counter Terrorism Security Office (NaCTSO)		
		Methods of funding/enabling terrorism, including: • Money laundering • Fraud • Identity theft		
		Definition of the 'insider threat'		
		The common causes of an 'insider threat' scenario e.g. data loss, disaffection, duress		
		Signs that a person could be vulnerable to an 'insider threat'		
		Impact on the organisation of the 'insider threat'		

		Methods to prevent, detect or deter individuals who might be vulnerable		

Criminal Justice				
1 Critically assess the impact of options available to reduce re-offending	The individual and society: impact on the criminal justice system	How the diverse nature of society impacts upon the criminal justice system; the importance of valuing diversity and inclusion	DPP6021M - Preventative Measures and Investigation	6.1, 6.2, 6.6
		How socio-economic, mental health, diversity issues can impact on individuals progressing through the criminal justice system		
	Youth Offender Service	The role of the Youth Offender Service in diverting young people away from crime		
	Reducing re-offending	Reducing the possibility of re-offending by:		
		• Integrated offender management • Rehabilitation		
		The importance of effective partnership collaboration		

Response Policing				
1 Critically evaluate public perceptions of response policing	Public perceptions of policing in a response context	Theories of the psychology of human behaviour	DPP6022M - Evaluation of Operational Policing Areas	6.1, 6.2, 6.3
		Crowd psychology		
2 Critically evaluate response policing in the context of dealing with critical and major incidents	Critical incidents: roles and responsibilities	Negotiating and influencing in complex response situations	(FOC linked to red text in column A)	
		Skills, tactics and tools for exerting emotional influence		
	Impact of incidents on individuals and/or groups	Police occupational culture		
3 Review importance of managing trauma and mental wellbeing in policing		Police integrity and corruption		
		Police diversity		
	Mental wellbeing in policing	Cross-cultural differences within society		
4 Understand and apply appropriate legislation to drone or unmanned aircraft incidents	Dealing with major incidents	Policing marginalised people		
	JESIP in an operational policing context	Public perceptions:		
		• Fear of crime and perceptions of safety • Satisfaction and confidence • Procedural justice • Legitimacy		
	Dealing with drones or small unmanned aircraft	Types of incident/situations that can cause trauma		
		Importance of managing effects of trauma		
		Common signs and reactions of trauma		
		Support available to individuals and groups by the Emergency Services		
		How workplace experiences can improve or impact on the psychological needs of an individual e.g.:		
		• Autonomy - feel able to act and make choices that reflect one's personal beliefs and values • Relatedness - feel sense of belonging, part of a team where feel respected and valued • Competence - feel skilful, effective and being able to make a contribution		
		Impacts that policing can have on emotional energy levels e.g. shift patterns, rest day cancellations		
		Methods to help mental wellbeing, for example, ability to 'switch off' from work activity in non-work time		
		Importance of recognising the need for support to manage mental wellbeing		
		Role and responsibilities of the first responder at a critical incident		
		Recording all decisions within a critical incident		
		Debriefing a critical incident		
		High profile examples of critical and major incidents		
		Lessons learned from these incidents		
		How this affects joint interoperability in future similar incidents		
		Use of emotional intelligence		
		Instances when JESIP comes into operation e.g. a major incident		
		The primacy rule at a major incident		
		Lessons learned from previous joint operations		
		Future developments e.g. joint command structures/joint command centres		
		Definition of what is meant by a drone or small unmanned aircraft (SUA) and the terms that they may be referred as e.g. Unmanned Aerial Vehicle (UAV), Remotely Piloted Aerial System (RPAS)		
		Legislative requirements for flying drones or small unmanned aircraft (SUA), including age of the flyer, weight, camera use etc.		
		The role of the Civil Aviation Authority (CAA) in relation to drones and small unmanned aircraft (SUA) and associated CAA permissions		
		Police powers available when responding to an incident involving a drone or SUA (currently awaiting Royal Assent – anticipated early 2021)		
		Air Navigation Order 2016 offences that are most likely to be encountered during a response (currently awaiting Royal Assent – anticipated early 2021)		
		Procedures to follow when dealing with an incident involving a drone or small unmanned aircraft		

Policing Communities				
1 Understand and employ relevant strategies and initiatives to deliver effective community policing	Incidents and cases that have affected the community relationship with the police	National and local incidents	DPP6022M - Evaluation of Operational Policing Areas	6.1, 6.2, 6.3, 6.4, 6.6
		High profile cases which have affected the community relationship with the police		
	Methodology of effective community policing	Rationale for negative outcomes	(FOC linked to red text in column A)	
		Balancing key causation factors		
	Tension indicators and improving trust	Methods currently employed to deliver effective policing to the community:		
		• Use of Community Impact Assessments • Trigger points/trigger incidents • Use of evidenced-based policing approaches/methods		
	Community engagement strategies	Understanding community problems, issues and concerns regarding policing practice		
		Areas of policing where evidence-based research may benefit the level of service provided to the community		
		Impact of policing resources on community policing		
		Effectiveness of early intervention/early action initiatives		
		Methods of adapting policing style to police minority groups		
		Engagement with Faith and Policing Partnership initiatives		
		Effectiveness of initiatives/approaches made by other organisations (statutory and voluntary)		
		Why there is a historical mistrust of the police by some sections of society		
		How historical mistrust can manifest itself in confrontations		
		High profile cases where such confrontations have taken place		
		Measures to reduce tension and improve trust		
		Use of community tension indicators		
		Impact of community engagement on police legitimacy		
		Impact of engagement on community confidence		
		Identification of key stakeholders:		
		• Partner organisations • Groups • Individuals • Police		
		Typology and influences on community partnerships		
		How to develop an effective community engagement strategy:		
		• Aim and benefit(s) of community engagement • Pros and cons of different methods of engagement • Using community engagement to identify and prioritise problem-solving activity • Role of social media, including communication/marketing methods • Importance and value of information provision/sharing		

Policing the Roads				

1 Understand and demonstrate knowledge of legislation and regulations relating to vehicles/drivers 2 Critically explore how criminal activity facilitated by the road network can be disrupted	Commercial vehicle legislation and regulations Driver rules and regulations Criminal activity on the road network Stopping a vehicle using PACE powers Targeting and disrupting crime on the road network	Legislation and regulations relating to commercial vehicles and drivers of commercial vehicles: • Road Vehicles (Construction and Use) Regulations 1986	DPP6022M - Evaluation of Operational Policing Areas (FOC linked to red text in column A)	6.1, 6.2, 6.3, 6.4, 6.6
		Legal documentation required by vehicles: • Passenger Carrying Vehicles (PCV) and Large Goods Vehicles (LGV), including operators		

		Driver hours, rules and regulations:
		
		• Rules and regulations that govern driver hours, how they are recorded and how these can be breached
		• Regulations relating to:
		  - Dangerous goods and hazardous materials
		  - Weight of vehicles and abnormal indivisible loads		

		Criminal activity facilitated by the road network: • Drug smuggling • Human trafficking • Child sexual exploitation • Counterfeit goods • Organised crime groups		
		Methods of gathering intelligence and information		
		Stopping a vehicle and performing relevant checks, using the powers provided by Section 4 of Police and Criminal Evidence Act (PACE) 1984		
		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		
		Impact of organised crime activity at a national, regional and local level		
		How criminal activity on the road can be targeted		
		How to prevent and disrupt high-level crime on the road network		

Information and Intelligence

1 Critically review information and intelligence gathering, and the tasking and co-ordination process 2 Critically explore the sources of information and intelligence available and processes for evaluating, analysing and presenting data 3 Demonstrate an understanding of the Professional Profile requirements for intelligence roles	Information and intelligence gathering Sources of information Concepts of risk in relation to intelligence Information and intelligence: analysis and evaluation Tasking and co-ordination Presenting information Professional profiles	Relevant intelligence professional profiles for the role, including key accountabilities and behaviours	DPP6022M - Evaluation of Operational Policing Areas	6.1, 6.2, 6.3, 6.4, 6.5, 6.6
		Policing purposes for which information and intelligence may be gathered		
		Sources of information and/or intelligence appropriate to a policing operation: • Europol (Five Eyes)/Interpol (I-24/7) • ACRO • SIS (Schengen) (via PNC) • Home Office Immigration Enforcement • Regional Organised Crime Units (ROCUs) • Regional Organised Crime Units (ROCUs) • National Crime Agency (NCA) • MAPPA – Multi-Agency Public Protection Arrangement • National and Local Government Agency Intelligence Network (GAIN) • Community intelligence - Neighbourhood watch • Local police forces • Agencies and border control, including: - Her Majesty's Revenue and Customs (HMRC) - UK Prison and Probation Service (UKPPS) - National Border Targeting Centre (NBTC) within Border Force - Border police command • Specialist agencies and departments • Prison Intelligence Officers (PIO) • Other sources		
		Considerations regarding gathering information and intelligence to meet the needs of an operation, including: • Legislation and correct use and application of search warrants • Methods of gathering information and intelligence • Data integrity • Intelligence product(s) required		
		How intelligence moves between Regional Organised Crime Units (ROCUs), National Crime Agency (NCA), forces and other agencies		
		Process for receiving, assessing and recording incoming information		
		Use of the National Intelligence Model (NIM)		
		Concepts of risk: • Actionable intelligence • Developmental intelligence		
		Management of risk in law enforcement		
		Methods of analysis and evaluation of information and intelligence		
		Purpose of research and analysis in intelligence		
		Sources of appropriate quantitative and qualitative data for intelligence		
		Suitability of data for intelligence purposes, for example:		
		How to analyse and evaluate suitable data and information for analytical products and intelligence collection plans and analytical products		
		How to identify significant features, gaps and unexpected results in the intelligence data		
		Ongoing maintenance of intelligence record management systems		
		Possible contents of an intelligence collection plan, including: • Terms of reference • Identification of intelligence gaps and how these could be overcome • Identification and assessed threat, risk and harm		
		Role and functions of specialists e.g. analyst, researcher, intelligence manager, financial investigator		
		Benefits of the analyst function		
		Functions and products that a data analyst can provide		
		Analytical techniques used by the analyst		
		How to effectively task an analyst/researcher		
		Importance of ensuring that operations and investigations are effectively reviewed within the analysis, in particular post-operations		
		How to participate effectively in the tasking and co-ordination process		
		Levels of tasking and co-ordination according to the organisation		
		How to develop intelligence to meet tasking and co-ordination group requirements		
		How to prepare evidence for the tasking and co-ordination group meeting		
		Presenting evidence at the tasking and co-ordination group meeting		
		Types of live-time/crime in action situations in intelligence: • Pre-planned and spontaneous events • Firearms operation • Warrants		
		Actions to take in order to support live-time/crime in action situations in intelligence		

		Considerations for presenting (or disseminating) intelligence products, including: • Products that may be presented/disseminated e.g. intelligence briefings • Events where intelligence products can be presented/disseminated e.g. Daily Intelligence Meetings (DIMs), Court • Styles for presenting/disseminating intelligence information e.g. written, visual, verbal • Content considerations e.g. nature of the problem, audience etc Processes to escalate information or intelligence for further attention, including threat, risk, harm and vulnerability: • National and local force requirements regarding protection of sources, disclosure, sensitive information and confidential briefings • Appropriate protection of documents and audit trails		
Conducting Investigations				
1 Demonstrate a comprehensive understanding of 'volume and priority' crime and 'serious and complex' investigations 2 Evolve professional strategies to deal with the impact of personal attitudes and values upon the investigation process	Definitions of 'volume and priority' crime and 'serious and complex' investigations Specific considerations for particular types of investigation Strategies to deal with impact of personal attitudes upon the investigation process Specialists used in complex investigations Cognitive/enhanced interviewing De-briefing European Investigation Orders	Define 'volume and priority' crime and 'serious and complex' investigations Specific considerations to be taken into account when dealing with the following investigations: • Anti-social behaviour and disputes • Hate crime (including the importance of proving hostility) • Public protection (including modern slavery, human trafficking and domestic abuse) • Death and serious injury on the roads • Public order • Firearms • Extremism • Terrorism Escalation routes: • Specialists to be involved Gathering information/intelligence e.g. reports or referrals from other local/international agencies (See also under 'Information and Intelligence') Role of specialists in retrieving information/intelligence or evidence from devices (See also under 'Digital Policing') How to understand and interpret results of specialist reports Psychological and physiological influences on memory Different methodologies for conducting an interview i.e. cognitive/enhanced cognitive The evidence base associated with interview methodologies and memory recall Effects of personal attitudes, stereotyping views, values and bias on the investigation process Strategies for dealing with the potential impact of such attitudes, stereotyping views, values or bias Instances when a fast-track interview should be used/not used PACE requirements when a fast-track interview is used Procedures for dealing with a 'no comment' interview Methods of probing the initial account and detail provided Importance of operational learning e.g. lessons learnt Effective de-briefing Reflections and lessons learnt Key legislation and processes applicable to international, European enquiries/investigations: • European Convention on Mutual Legal Assistance 1959 Impacts of the UK exit from the EU on cross border investigations 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') Services available to an investigation from ACPO Criminal Records Office (ACRO) and other partner agencies e.g. ICCC, NCA etc. Letters of request both domestic and international Approvals and procedures to be adhered to when required to deploy overseas Extradition and international arrest warrants The range of tactical options that can be used at a border in a manhunt	DPP6022M - Evaluation of Operational Policing Areas (FOC linked to red text in column A)	6.1, 6.2, 6.3, 6.4, 6.6

High-level Learning Outcomes	Learning Content Heading	Minimum Content Coverage	Degree-Holder Entry Programme Consolidated Learning (Module)	Degree-Holder Entry Programme Consolidated Learning (Learning Outcome)
		Note: Learning, development and professional practice should only be undertaken in one of the following areas Only Conducting Investigations learning is applied within the investigation entry routes programmes.		

Red text denotes a practical application and thus alignment with FOC

Curriculum update record:

Updated as part of PEQF updates April 2022

		Response Policing		
1 Critically assess the challenges to response policing, and evolve strategies for effective policing in challenging environments	Specific response policing challenges: • street gangs • knife crime • firearms incidents Social and political change Analysing and reporting in a response policing context Resourcing demands on response policing Strategies to ensure personal wellbeing and resilience in relation to response policing	1.1 Street gang culture and their power within communities 1.2 Reducing knife crime 1.3 Circumstances constituting a firearms incident 1.4 Role of the NDM in firearms incidents 1.5 Building trust - how the police can build trust with the vulnerable e.g. homeless people, missing persons 1.6 The 'pack mentality' and the actions of organised low-level crime syndicates e.g. shoplifting teams, pick pockets 1.7 Recording police action on social media 1.8 How to increase police visibility and accessibility to the public 1.9 Impact of social and political change upon response policing 1.10 How response policing has adapted to a reduction in police numbers and growing financial constraints 1.11 Analysing and reporting on issues such as: • Current policing awareness of social/community issues • Cultural/socio-political influences and change 1.12 PEEL reports into police effectiveness 1.13 Reforms required to enable the police service to fulfil its primary functions 1.14 Potential impact of resourcing demands on policing: • Doing more with less money and fewer officers • Increasing and different demands e.g. mental health and social issues, technical/digital crime, extremism • Staffing levels, abstractions and availability • Maintaining morale when faced with extent and pace of change 1.15 How response policing can deal with challenges posed by issues of resourcing 1.16 How personal pressures generated by response policing can be alleviated: • Personal time management - balancing efficiency and effectiveness with professionalism and stress levels • Personal coping strategies, including formal channels of support (See also under 'Wellbeing and Resilience')	DPP6023M - Specialist Research Study (FOC linked to LO1)	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

		Policing Communities		
1 Critically evaluate a range of interventions that can be employed to promote community engagement	Community policing: intervention options Evaluating community engagement strategies Community policing: future challenges and opportunities	1.1 Information gathering and analysis: • Community intelligence • Community tension indicators • Monitoring communities 1.2 How to develop a hypothesis for community policing, based on information 1.3 Options for interventions: • Problem analysis and solving techniques 1.4 Potential impacts of police interventions upon community confidence, and achieving a reduction in crime and disorder 1.5 Resource allocation strategies: • Crime prevention and reduction strategies • Strategies for defusing tension 1.6 Reflective practice 1.7 How results can be used to inform future community policing strategies 1.8 Based on ongoing community engagement: • Identification of emerging issues, problems or concerns faced by the community • Impact on community/service • Encouraging community ownership of a community issue 1.9 Community expectations versus partnership capabilities 1.10 Justification/rationale for/against further examination of issue, problem or concern 1.11 Key considerations related to possible intervention e.g.: • Community layout • Timing(s) of intervention • Resources • Contingencies • Cost 1.12 Potential future challenges and opportunities: • Financial constraints • Competing priorities • Resourcing challenges/expectations • Ability to continue to deliver community policing in its present form • Advances in technology 1.13 Future role of community police officers and special constabulary: • Evolving knowledge and skills requirements • Adaptability to changing needs and priorities	DPP6023M - Specialist Research Study	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

		Policing the Roads		
1 Review the evidence base for dealing with serious roads policing incidents	Evidence-base for the causes of serious roads policing incidents Strategies for reducing road collisions	1.1 Evidence-base associated with serious road policing offences, including: • Behaviour of young drivers • Causes of death in road-related incidents • Social acceptance of serious road traffic offences compared to other serious offences 1.2 Common causes of road collisions and how they can be reduced: • Content of a STATS19 report • Importance of interpreting the guidance set out in the STATS20 manual • The priorities set out in the current National Police Chiefs Council (NPCC) strategy for policing the roads • Local strategies and initiatives in place to reduce the number of collisions	DPP6023M - Specialist Research Study	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

		Information and Intelligence		
1 Critically review the role and importance of cross-border co-operation in relation to information and intelligence 2 Analyse the effectiveness of the National Intelligence Model 3 Critically analyse the effectiveness of information and intelligence in policing operations 4 Critically review the specialist support available to support complex investigations 5 Evaluate how intelligence roles support complex investigations 6 Critically evaluate processes for effective briefing and debriefing and	Local force structures Cross-border co-operation NIM as a business process Information and intelligence tactical options Specialist support available Intelligence support on complex investigations Methods of evaluation: pre-, during and post- operation Using lessons learned to influence policing strategies	1.1 Role of local level command structures and neighbourhood policing teams and/or local force processes 1.2 Cross-border issues and the inter-relationship and co-operation of more than one force: • National level guidance • Regional guidance • Local force guidance 1.3 Serious and organised crime operating nationally and/or internationally 1.4 Role of dedicated units and other local resources dealing with these crimes and the role of intelligence in aiding them 2.1 NIM as a business process 2.2 How assets inform the NIM process: • Types of assets 2.3 Inter-relation of intelligence and analytical products in shaping objectives 2.4 Strategic tasking and co-ordination 2.5 Resourcing considerations	DPP6023M - Specialist Research Study	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

		2.6 Tactical options menu: • Prevention • Intelligence • Enforcement • Reassurance		
...effective briefing and debriefing and applying lessons learned		3.1 Reflective examination of police operation(s) where information and intelligence was critical to the outcome: • Areas of good practice • Areas of development		
		Please note the following content is also contained in the Conducting Investigations specialism		
		4.1 Role of internal specialists: • Crime Scene Investigator • Digital or traditional forensics • Digital Media Investigator • Financial Investigator • Senior Investigating Officer		
		4.2 Understanding reports obtained from professionals supporting or advising the investigation, including forensic specialists		
		5.1 Relevant legislation in relation to complex investigations		
		5.2 Covert methods and their use in an investigation		
		5.3 Authorities required for obtaining information e.g. RIPA		
		5.4 How to process sensitive information		
		5.5 Public Interest Immunity (PII) and disclosure of sensitive material		
		5.6 Organisational memory and the role it plays in strategic thinking		
		6.1 Methods of evaluation: pre-, during and post-operation		
		6.2 Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)		
		6.3 List of sources to draw outcomes from: • Debriefing records • Authority reviews • Impact assessments • Audit trails • Operational intelligence assessments • Results analysis		
		6.4 Organisational learning regarding handling, and use of, information and intelligence		
		6.5 Strategic impacts of data breaches on police forces		
		6.6 Feeding results back into policing strategies		

Conducting Investigations

1 Understand and explain the processes employed in complex investigations 2 Apply appropriate fast-track actions in an investigation 3 Understand and engage with specialists who can contribute to a complex investigation 4 Understand the complexities of disclosure in an investigation 5 Understand and provide support for victims, witnesses and offenders (where appropriate) in complex investigations 6 Understand and apply appropriate interviewing techniques in complex investigations 7 Understand the complexities of cold cases reviews	Additional investigative strategies for complex investigations Briefing and de-briefing models in complex investigations Fast-track actions Covert methods in investigations Specialist roles and support available in complex investigations Disclosure in complex or major investigations, including sensitive material Victims and witnesses in complex investigations Interviewing in complex investigations Cold case reviews	1.1 Relevant legislation in relation to complex investigations	DPP6023M - Specialist Research Study (FOC linked to LO2, LO3, LO5 and LO6)	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
		1.2 Types of offending that will be serious and complex e.g. offences which: • Involve the use of violence, including weapons and firearms • Are sexual assaults • Can result in substantial financial gain • Cause substantial financial loss to the victim • Are conducted by a large number of persons in pursuit of a common purpose • Involve death or serious injury on the roads		
		1.3 Initial assessment and management of potential vulnerabilities of victim(s)/witness(es)/suspect(s)		
		1.4 Additional strategies that may be required to support the investigation (e.g. use of media, mass DNA screening etc.)		
		1.5 Community considerations, including community engagement, impact assessment and use of Independent Advisory Groups		
		1.6 Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)		
		1.7 Recording the tasking of others, including experts or tactical advisors		
		1.8 Additional investigative processes that may be required e.g. inquests		
		1.9 Impact that family court/parallel proceedings may have on an investigation, including: • Sharing information under the Children's Act 1989 (duty to safeguard and promote welfare of children) • Why partners may need access to the information `irrespective of investigation needs • Specialist advice available, including the 2013 Protocol and Good Practice Model • Civil vs criminal law; private vs public		
		1.10 Establishing the level of involvement in an incident or joint criminal enterprise		
		1.11 Other warrants, civil orders or injunctions that may be required e.g. production orders		
		1.12 Role of coroner		
		1.13 Welfare of self and others during an investigation		
		1.14 Issues/actions associated with first-hand, delayed, third-party or anonymous reporting		
		1.15 Procedures for dealing with fatal and non-fatal offences		
		1.16 Threat, risk, harm and vulnerability of serious and complex offending		
		1.17 Role of the CPS, early engagement and pre-trial case		
		1.18 Case discussions prior to engaging a specialist e.g. Forensic Medical Examiner		
		1.19 Logistics of disclosure during complex or major investigations e.g. case management systems and databases (e.g. MIRSAP/HOLMES)		
		2.1 Fast-track actions, including specialists that need to be involved e.g. crime scene investigators or forensic collision investigators		
		2.2 Conducting, prioritising and recording fast-track responses in an auditable and retrievable format		
		3.1 Role of internal specialists, including: • Crime Scene Investigator • Digital or traditional forensics specialists • Area specialists e.g. modern slavery single point of contact (SPOC) • Digital Media Investigator • Financial Investigator • Senior Investigating Officer		
		3.2 Understanding reports obtained from professionals supporting or advising the investigation, including forensic specialists		
		3.3 Covert methods and their use in an investigation		
		4.1 Authorities required for obtaining information e.g. RIPA		
		4.2 How to process sensitive information		
		4.3 Public Interest Immunity (PII) and disclosure of sensitive material		
		5.1 Impact of trauma on victim(s) and witnesses involved in complex and serious offending		
		5.2 Support required for victims, including therapeutic support, consent issues and maintaining on-going support throughout the investigation and compliance with the Victims Code of Practice		
		5.3 Professional support that may be involved		
		5.4 The role of Multi-Agency Public Protection Arrangements (MAPPA) (See also under 'Public Protection')		
		5.5 How to work with victims e.g. special measures, withdrawal of support for the prosecution, retraction or partial retraction		
		5.6 Victim's right to review		
		6.1 Skills and behaviours of interviewers, including how these would need to be employed, depending on the nature of the investigation		
		6.2 Specialists who may need to be involved in complex interviews, including: • Medical advisor (as to fitness for interview) • Interpreter • Appropriate adult • Legal advisor • Witness intermediary • Interview Advisor		

		6.3 Liaison with Specialist Investigative Interviewers and/or the Interview Advisor in the context of:
		
		  • Interviewees with complex needs
		  • Serious and complex crime investigations		

		6.4 Considerations and procedures regarding recording interview(s) in complex cases		
		6.5 Methods of exploration of a young witness' understanding of the concept of truthfulness		
		6.6 How to manage inconsistent accounts, allegations		
		6.7 Ongoing processes for witness management in complex cases		
		6.8 Dealing with a witness who becomes a suspect in complex investigations		
		7.1 Types of reviews, statutory or non-statutory, including cold case reviews		