Programme Specification

BA (Hons) Degree in Professional Policing

School:	York Business School
Subject area:	Social Sciences
Entry from academic year:	2024-25
in the month(s) of:	September
Awarding institution:	York St John University
Teaching institution:	York St John University
Delivery location:	York St John University
Programme/s accredited by:	College of Policing
Exit awards:	Certificate of Higher Education Policing Studies Diploma of Higher Education Policing Studies BA (Ord) Degree in Policing Studies
UCAS code / GTTR / other:	L4L9
Joint Honours combinations:	Not applicable
QAA subject benchmark statement(s):	Criminology (2014)
Mode/s of study:	Undergraduate periods of study[1] for full-time
Language of study:	English
Paired with foundation year	Yes
Study abroad opportunities:	No
Placement year opportunity:	No

Introduction and special features

The BA (Hons) Degree in Professional Policing provides an opportunity for you to obtain the national pre-join qualification for policing in England and Wales. It will support you to apply to join the police service in England and Wales as a Police Constable. It will introduce you to the role of policing through the study of law, policy and procedure, as well as criminal justice, and crime & deviance relevant to policing in England and Wales. It will also allow you to consider global policing issues.

The pre-join degree 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.

Your studies foreground policing but also draw upon criminological perspectives. You will consider aspects of Criminology relating to crime and deviance; modules will examine how crime, policy, social inequalities and divisions impact upon an understanding of policing. A core theme running through the entire programme will be Evidenced-based Policing (EBP). The police service sees EBP as an important link between policing and education and there are modules dedicated to developing EBP skills and carrying out research projects.

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[1] The standard period of study will apply unless otherwise stated

The University wants you to do well and our aim is to enhance your employment potential. The pre-join degree may also be of interest or benefit to you if you are considering a career in other roles within policing, for seeking to understand how society is policed, if you have an interest in law enforcement or if you want to enter the wider justice sector. In encouraging you to enhance your future employability, volunteering in a range of settings is encouraged and both the school and the University will support you in this. Relationships have been developed with police forces in the Yorkshire and Humberside area, as well as organisations that work alongside the police service. These organisations cover restorative justice, domestic abuse and support for victims of sexual assault, victim's charities and agencies supporting vulnerable people in society. These will not only provide work related experience, but will also support your studies.

York St John University offers a range of facilities to aid in your academic and personal journey whilst you study here. The library services offer a wide range of books, journals and other materials, and dedicated Academic Liaison Librarians can provide additional support dependent upon your needs. Fitness and health are important for the role of a police officer and the University has a gym on the main campus and a range of classes are available. Alongside this are the large number of sports clubs and societies that students can take an active part in. The University also considers that your wellbeing is paramount and 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

In summary, this is an exciting opportunity to gain the national pre-join professional qualification to be able to apply for the role of a Police Constable in England and Wales. You will develop a detailed and critical knowledge and insights into policing issues. It also allows you to enhance your future employability within a vibrant and growing department.

Special Features
- Experienced current and ex-police officers and police staff from highly specialised backgrounds will deliver all modules

- Police lectures are specialised in the following areas; Operational Policing, Evidenced-based Policing, Investigation & Interviewing, Crime Scenes, Community Policing, Counter-Terrorism, Mental Health, Firearms, Crime Science, Custody & the Police and Criminal Evidence Act 1984;

- Supported by academics from Criminology and Sociology

- Guest speakers from policing organisations and other support agencies

- Enhanced employment potential as a police officer, police staff or working within the wider criminal justice sector

Admissions criteria

You must meet the University's general entry criteria for [undergraduate](#) study.

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/).

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

York St John welcomes applicants from all types of backgrounds. If you are unsure about your suitability to join the programme please contact [admissions](#) for further information.

Additional requirements for recruitment to the Police Service of England and Wales
In addition, you must have:

- Whilst it is not a criterion for entry onto the programme, if you are looking to join the police service in England and Wales, you should ensure that you will meet the necessary criteria. Information is available via the link; http://www.policecouldyou.co.uk/police-officer/am-i-eligible/detailed-eligibility-req/index.html

- Under the requirements of the licence from the College of Policing, it is important to understand that successful completion of the programme does not guarantee you a position as a police officer. You will need to apply to your chosen police force, meet the general criteria and go through the full national application and selection processes, as well as any additional local requirements.

- If you wish to use a pre-join degree as your entry route to the police service, you must apply to join a police force within five years of your graduation.

Programme aim(s)

The BA (Hons) Degree in Professional Policing aims to enable students to:

1. Obtain a detailed knowledge and understanding of police law, policy and procedure relating to policing in England and Wales

2. To achieve the pre-join professional qualification in policing that allows application to the police service in England and Wales without the requirement to undertake further study on recruitment

3. Obtain a range of skills relating to the collection, interpretation, analysis and communication of policing data focused in an area of Evidenced-Based Policing

4. Develop a range of skills, behaviours and attitudes to equip them for employment in the police service

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 4
4.1 Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content and theoretical perspectives associated with studying policing

4.2 Effectively explain different policing perspectives

4.3 Demonstrate a detailed knowledge of police law, policy and procedure relating to policing in England and Wales

4.4 Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances appropriate to the study of policing

4.5 Communicate effectively using a range of skills, both written and oral appropriate for the audience and purpose

4.6 Demonstrate a range of key transferable skills, including, use of computer software, presentation, problem-solving and discussion appropriate for further study and personal development.

Level 5

5.1   Apply police law, policy and procedures, theoretical perspectives and concepts to a range of issues relevant to the fields of policing

5.2   Demonstrate a critical awareness of research strategies that are relevant to the study of policing

5.3   Critically analyse data and information relevant to the study of policing

5.4   Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences

5.5   Apply knowledge and skills in communication effectively in decision-making in the context of growing maturity as an independent learner

Level 6

6.1   Apply methods and techniques learned to review, consolidate, extend and apply knowledge of policing theories and principles in the analysis and solution of complex problems

6.2   Critically evaluate research strategies associated with police studies

6.3   Communicate information, ideas, problems and solutions relating to the evaluation of qualitative and quantitative data relevant to the study of policing

6.4   Acquire, organise and communicate information, ideas and arguments, showing an understanding of the significance and limitations of knowledge in the field of police studies

6.5   Critically evaluate and apply policing theory, practice and principles to a range of issues

6.6   Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to the study of policing to initiate, design, plan and execute evidence-based policing research

6.7   Reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions

6.8   Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

Programme structure

Code	Level	Semester	Title	Credits	Module status compulsory or optional to take **C or O**	non-compensatable or compensatable **NC or X**
DPP4014M	4	1	Introduction to Policing	20	C	NC
DPP4006M	4	1	Criminology and Crime Prevention	20	C	NC
DPP4003M	4	1	Study and Employability Skills	20	C	NC
DPP4004M	4	2	Criminal Justice	20	C	NC
DPP4005M	4	2	Policing Communities and Problem Solving	20	C	NC
DPP4013M	4	2	Criminal Law and Diversity	20	C	NC
DPP5001M	5	1	Designing Evidence-based Policing Research	20	C	NC
DPP5002M	5	1	Response Policing	20	C	NC
DPP5003M	5	1	Vulnerability and Risk	20	C	NC
DPP5004M	5	2	Policing the Roads	20	C	NC
DPP5005M	5	2	Intelligence and Information	20	C	NC
DPP5006M	5	2	Investigation	20	C	NC
DPP6001M	6	1&2	Evidenced-based Policing Dissertation	40	C	NC
DPP6002M	6	1	Public Protection	20	C	NC
DPP6003M	6	1	Decision Making and Discretion	20	C	NC
DPP6004M	6	2	Counter Terrorism	20	C	NC
DPP6005M	6	2	Digital Policing	20	C	NC

(Refer to Appendix A to see how the YSJ Programme Learning Outcomes and Modules map to the National Policing Curriculum for the Pre-join Degree in Professional Policing)

Learning, teaching and assessment

We provide a positive learning environment in which you will experience a range of teaching styles and settings and a variety of approaches to learning. Many of the teaching team have taught on a wide range of police training and educational programmes, both theoretical and operational. Classes will generally involve tutor-led input interspersed with student activities.

Activities may include small group work, discussions, guided reading and library-based research leading to feedback alongside seminars (small groups of students with a tutor) and tutorials (one-to-one meetings with a tutor). In addition, there is an emphasis on independent study outside of formal teaching sessions. This 'Supported Open Learning' (SOL) will include directed reading tasks, student-based project work, engaging with the online virtual learning environment (VLE) and the Learning Centre and encouragement to attend guest lectures and research seminars.

The range of resources are designed to enable you to work collaboratively and build your knowledge beyond guided reading so that you are able to engage with key debates within the approaches to theory and practice. Policing is a rich and varied discipline and, as such, you must be able and willing to explore the depth of knowledge and experience at your disposal. You will study challenging issues and cases, as

well as police law, policy and procedure from the National Police Curriculum. This will require you to undertake in depth study and reflective learning.

Although learning about the discipline of policing is important, the development of academic skills are not overlooked and there will be various activities which are aimed at making you more effective in the work that you produce whilst on the course. As part of this, skills which are valued by employers, such as communication, presentational and organisational skills are intrinsic to assignments. You will find further support in relation to the development of academic skills on the programme's Moodle site.

York St John University adopts the position that students are co-producers of knowledge rather than just recipients of it. We see students as an important aspect of a student-centred approach. As such there will be opportunities for you to engage in research in different ways; such as through the Research Assistant scheme. This provides students with the opportunity to take part in research projects being carried out by staff. York St John University is committed to seeing students as co-creators of knowledge and we aim to ensure that you have opportunities to engage in the study of Policing rather than just hear about how knowledge is produced.

Transferable skills and competencies as evident within graduate attributes will be achieved through the tiered learning progression. As such, Level 4 and 5 have increased contact time to ensure that you have a sound grounding in the subject area in key modules; this is reduced in Level 6 to develop your autonomy, whilst still providing a supportive environment. In Level 6, you will be expected to engage in critical enquiry-based learning to develop your individual autonomous reasoning, analytical and research skills to a high standard. Throughout your studies you will have an opportunity to undertake learning that is related to the career that you wish to pursue in the future. Across the levels you will study specialist modules that will allow you to reflect upon a range of possible future careers. Guest speakers from the police service, former police officers/staff and people from partnership agencies will provide relevant learning experiences. You will also be encouraged to undertake volunteering activities to enhance your future employability. You will be assigned an academic tutor in addition to module tutors. The role of the academic tutor is to provide additional support with your studies where necessary. In addition to this support the University provides extensive support in a range of academic skills, such as writing assignments and the use of the library for locating relevant information.

York St John University is committed to embedding formative assessment activities as part of its approach to teaching, learning and assessment. These are activities which develop your understanding of how assessed work is marked and how you might produce work to a higher standard, as well as developing you as a person. The intention is to ensure that you receive on-going feedback relating to your learning and development which will assist you in being successful in your studies and your future career aspirations. You will encounter a range of assessment approaches which are designed to enable you to develop a range of skills and meet the learning outcomes detailed earlier. Formative and summative assessment will be by a variety of methods appropriate to the specified Programme Learning Outcomes (PLOs) for the programme, the level, and the specific module including written work, group work, presentations and exams.

The assessment methods that you will encounter will reflect the requirements of the police service, such as; operational planning, report writing, case studies and reviews, police recruit style examination, practical elements, presentation and employability skills and research. As part of your academic development, assignments will foster critical and original thinking through structured activities and study.

(Refer to Appendix B for an overview of the assessment plan and rationale)

Progression and graduation requirements

The University's general regulations for undergraduate awards apply to this programme.

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

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

- Students must pass 360 credits to be eligible for the award of BA (Hons) Degree in Professional Policing.

Internal and external reference points

This programme specification was formulated with reference to:
- University Mission Statement [see page two]
- Strategic Plan 2015-20 [see page four]
- QAA subject benchmark statements
- Frameworks for Higher Education Qualifications
- Licensing requirements to run the Degree in Professional Policing from the College of Policing

Date written / revised: 21/02/19
Programme originally approved: 10/05/19

Appendices

See the attached appendices for:

- Appendix A – Mapping of National Policing Curriculum for the Pre-join Degree in Professional Policing to YSJ Programme Learning Outcomes and Modules

- Appendix B - Assessment plan, Schedule and Rationale

Pre-join Degree in Professional Policing

To assist with the various mapping processes undertaken by HEIs, where content is removed the outcome/content number has remained but is signified by 'content removed'. New content is signified by a letter e.g. 2.3a to avoid adverse impacts on numbering. These

Learning Outcomes	Minimum Content Coverage	Pre-join Degree in Professional Policing (Module)	Pre-join Degree in Professional Policing (Learning Outcome)	
		Understanding the Police Constable Role		Key: where more than one module is listed, the primary module where the content is explicitly delivered in is in black font. Some of the content will also be covered in the other modules listed in green font.
1 Explain the purpose of professional policing and the responsibilities for delivering a professional service	1.1 Peelian principles and modern policing	L4 - Introduction to Policing	L4.1 - L4.6	
	1.2 The policing mission			
	1.3 What it means to be a police constable e.g. constabulary independence, crown servant, absence of employment law (Office of Constable), including Police Covenant			
	1.4 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) • Chief Constables • College of Policing • Staff Associations • Police Federation of England and Wales • Trade Unions • Professional standards			
	1.5 How Police and Crime Plans impact on the police service			
	1.6 How the College supports policing: • Authorised Professional Practice (APP) • What Works Centre • Policing Education Qualifications Framework (PEQF) • National Centre for Police Leadership (NCPL) • Oscar Kilo and the National Police Wellbeing Service • Partnership with UK Police Memorial (digital.ukpolicememorial.org)			
2 Review the role of law enforcement agencies and how a police constable can support these agencies to deliver a safer UK	2.1 Regional and national collaboration between forces	L4 - Introduction to Policing	L4.1 - L4.6	
	2.2 How the police service works with other law enforcement agencies to provide an effective national and international service, including (where applicable): • National Crime Agency (NCA), multi facets including UK International Crime Bureau (UKICB), NCA International, Modern Slavery & Human Trafficking Unit (MSHTU), Cyber Crime Unit, UK Financial Intelligence Unit (UKFIU) • Special Branch • National Counter Terrorism Policing (including National Border Targeting Centre (NBTC)) • Interpol • Europol • International Crime Coordination Centre (ICCC) • Border Force • ACPO Criminal Records Office (ACRO) • Immigration enforcement			
	2.3 Level of input and advice that can be provided by specialist agencies			
	2.4 Role of the constable in supporting these agencies			
3 Explain the concepts and principles of 'policing by consent'	3.1 Social and historical context of 'policing by consent'	L4 - Introduction to Policing	L4.1 - L4.6	
	3.2 Constitutional position of the police			
	3.3 The concept of, and evidence, for, police legitimacy			
	3.4 The concept of 'procedural justice'			
	3.5 Role and importance of the public in policing (e.g. reporting crime, intelligence, informal social control, compliance)			
	3.6 Risks to maintaining public consent and their consequences (e.g. riots, lack of co-operation, lack of community cohesion)			
	3.7 Local accountability			
4 Explain the structure, function and key roles of the police service	4.1 Police officers; Special Constabulary; PCSOs; other police staff	L4 - Introduction to Policing	L4.1 - L4.6	
	4.2 Types of roles and functions performed: • Uniformed roles and functions • Specialist roles and functions			
	4.3 How these roles and functions can work together to deliver fair and effective policing			
5 Understand the extent of police powers and how these powers are regulated	5.1 Extent of powers applicable to: • Police officers • Special Constabulary • PCSOs • Police staff	L4 - Introduction to Policing	L4.1 - L4.6	
	5.2 How police powers are regulated: • Legislation • Professional standards			
6 Understand how to exercise police powers and procedures fairly and without bias	6.1 Legal requirement to use the least level of power necessary to achieve a proportionate, legal, accountable and necessary aim: • Human Rights Act 1998 • Mnemonic PLANE	L4 - Criminal Law and Diversity, L5 - Response Policing, L5 - Policing the Roads L5 - Vulnerability and Risk, L6 - Public Protection, L5 - Investigation	L4.1 - L4.6, L5.1, L5.3, L5.4 L5.5, L6.4, L6.7, L6.8	
	6.2 Statutory responsibilities where police need to provide an explanation to an individual prior to applying police powers e.g. reasons for arrest			
	6.3 Balance between the effect (and the implications) of using police powers and the benefits being sought			
	6.4 Specific legislation applicable when dealing with typical policing incidents: • 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 • Criminal Procedure and Investigations Act (CPIA) 1996 • 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 • Police, Crime, Sentencing and Courts Act 2022 • Other legislation as relevant to local force area e.g. Wildlife and Countryside Act 1981			
7 Understand and evaluate the overall strategic context of policing	7.1 Police reform	L4 - Introduction to Policing	L4.1 - L4.6	
	7.2 The Strategic Policing Requirement			
	7.3 Policing Vision 2025 and Policing Futures 2040			
	7.4 Workforce Transformation in the Police Service 2018			
8 Explain what is meant by the term 'profession'	8.1 Common features of a profession: • A specialist knowledge base • A distinct ethical dimension • CPD requirements • Standards of education	L4 - Introduction to Policing	L4.1 - L4.6	
	8.2 How development and ownership of an evidence-base can define the police profession			
	8.3 What is a 'professional body'			
		Valuing Diversity and Inclusion		
1 Understand the core principles of ethics, equality, diversity and human rights in professional policing	1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights', 'inclusion' and 'equity'	L4 Criminal Law and Diversity	L4.1 - L4.6	
	1.2 Relevant legislation, regulations and guidance in a policing context: • Human Rights Act 1998 • Equality Act 2010 and the Public Sector Equality Duty			
	1.2a Relevant recent reports that highlight issues in diversity and inclusion, including (but not limited to): • Investigative reports e.g. IOPC Operation Hotton learning report • Strategies e.g. NPCC Diversity and Equality Inclusion Strategy 2018-25 • Inquiries and reviews e.g. Macpherson Report: Twenty-two years on (2021)			
	1.3 Code of Ethics			
2 Understand how to challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable	2.1 Understand the terms 'bias', including: • unconscious bias • 'prejudice' • 'discrimination' (direct and indirect) • 'stereotyping' • 'personal identification biases' and how to identify them • micro-aggression (covert and overt)	L4 - Criminal Law and Diversity	L4.1 - L4.6	

	2.2 Diversity, and Inclusion (DEI) considerations, including:
	• Equality Act 2010 and the Public Sector Equality Duty
	• Protected characteristics
	  - Age
	  - Disability (including neurodiversity and mental health)
	  - Gender reassignment
	  - Marriage and civil partnership
	  - Pregnancy and maternity
	  - Race and ethnicity
	  - Religion or belief
	  - Sex
	  - Sexual orientation
	• Intersectionality
	• Valuing difference
	• How historical events have influenced the relationship between police and black people e.g.:
	  - Windrush
	  - Brixton, Tottenham and London riots
	  - Stephen Lawrence and George Floyd murders
	  - Notting Hill and the Mangrove 9
	  - Repeal of Vagrancy Act 1824 Section 4 ('sus' law)
	• Contribution of ethnic minority communities to British culture, including black people in society
	• Racism, including institutional racism, structural racism and systematic racism
	• Bullying, harassment and victimisation
		L4 -Criminal Law and Diversity	L4.1 - L4.6	

	2.3 Ways that being a victim of bias, prejudice, discrimination or stereotyping can impact on individuals and how these experiences can influence perceptions of police legitimacy			
	2.4 Intricacies associated with 'sense of belonging' to the police family as a black person, including the impact that race may have on the behaviour of others			
	2.5 Understand the impacts of hate and racism on fellow officers, including emotional impact and the potential impacts on family and friends			

	2.6 Practical professional strategies and organisational support to address bias, anti-racism, prejudice, discrimination and stereotyping • Organisational reporting mechanisms • Organisational support, including staff networks • External sources of support • Strategies for challenging inappropriate comments or behaviour • Allyship	L4 - Criminal Law and Diversity	L4.1 - L4.6
	2.7 Role of supervisors/managers in supporting colleagues and taking action to challenge inappropriate behaviour/language, including: • Local informal resolution to issues/concerns (including participation from any potential victims) • Escalation to formal resolution, including grievance and misconduct procedures		
3 Analyse theories and concepts linked to ethics	3.1 Theories and concepts linked to an ethical approach	L4 -Criminal Law and Diversity	L4.1 - L4.6
4 Critically evaluate the impact upon policing of differing values, ethics and norms within a diverse community	4.1 Values, ethics and norms within diverse communities and how community demographics may change in the future	L4 - -Criminal Law and Diversity	L4.1 - L4.6
	4.2 Barriers experienced by individuals, based upon personal characteristics, including: • Language barriers • Physical, psychological or physiological barriers • Immigration status and access to support services (including recourse to public funds) • Knowledge of UK law		
	4.3 How multi-cultural differences may affect interaction between individuals, groups and organisations		
	4.4 Effect of multi-culturism on police ethics and values		
	4.5 Effective engaging, consulting and working with diverse communities		
	4.6 Importance of meeting the needs of people with disabilities, including: • Bias relating to mental health and race • Considerations in relation to additional support e.g. translators, interpreters and appropriate adults • What is meant by neurodiversity and importance of understanding it		
5 Explain how to apply professional approaches to policing, demonstrating fairness, ethics and integrity	5.1 Roles and responsibilities of those charged with ensuring the police deliver an unbiased, ethical and fair service, including exploration of: • Racial profiling and its impacts • Challenging racism within policies, structures, and organisational culture • Challenging bias/stereotyping in policing activities • Accountability for failings, learning the lessons and restoring public confidence	L4 - Criminal Law and Diversity	L4.1 - L4.6
	5.2 Balancing and maintaining the law versus supporting the public		
	5.3 Improving internal and external confidence, perceptions and experience of a fair and unbiased police service		
	5.4 Interpretation of the law: • Letter of the law • Essence of the law		
	5.5 Public interest and criminalisation		
	5.6 Making ethical decisions (e.g. the application of discretion) within the context of standard operating procedures, policies and procedures, accepted practice, performance standards and legislation		
	5.7 Justifying the application of discretion		
	5.8 Adopting a professional approach that values inclusivity and diversity (within the organisation, community and wider society)		
	5.9 How police actions and activities can influence public perceptions of policing, including exploration of: • Differences in members of the public's experience • The public confidence gap • Disproportionality and inequalities in policing		

		Maintaining Professional Standards		
1 Understand relevant governance roles and responsibilities and the necessity for maintaining professional standards in policing	1.1 Necessity: • Fair, ethical and unbiased delivery of policing services	L4 - Introduction to Policing	L4.1 - L4.6
	1.2 Governance: • Legislation • Professional standards • Professional Standards Department/Directorate (PSD)		
	1.3 Roles and responsibilities: • PSU • Chief Officers • Disciplinary procedures • Meetings/hearings • Role of the IOPC (formerly IPCC), in serious cases		
	1.4 Professional standards: • Police Reform Act (2002) • Police (Conduct) Regulations 2020 • Police Regulations 2003: Regulation 12 and 13 • Disciplinary procedures • Notifiable associations • Off-duty conduct • Avoiding corruption • Abuse of authority (for sexual purposes, financial gain etc.)		
	1.5 Code of Ethics		
	1.6 Charter for Families Bereaved through Public Tragedy (2021)	L4 - Introduction to Policing	L4.1 - L4.6
2 Content removed			
3 Explain the professional standards to be maintained as a member of the police service and how these compare to similar organisations	3.1 The level of professional standards required in both professional and personal life	L4 - Introduction to Policing	L4.1 - L4.6
	3.2 Areas where professional standards may impact upon personal life: • Use of social media, including considerations arising from Case Law in Scotland: B C and Others v Chief Constable of Police Service Scotland (2018) CSOH 104 • 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		
	3.3 Importance of transparency in policing, including candour/being candid when things have gone wrong		
	3.4 Content removed		
	3.5 Potential consequences of failing to comply with strict professional standards e.g. Police Barred List		
	3.6 Difference between 'reflective practice' and 'reflective practice review process' and when to apply, including: • Practice Requiring Improvement (PRI) • Reflective Practice Review Process (RPRP)		
4 Analyse how the police have developed policies and procedures to reduce the possibility of professional malpractice and increase community confidence	4.1 Reports detailing the thematic inspections into police force integrity: • 'Without Fear or Favour' (2011) • IOPC/IPCC reports	L4 - Introduction to Policing	L4.1 - L4.6
5 Explain the process for dealing with external complaints and expressions of dissatisfaction against members of the service	5.1 Role of the Independent Office for Police Conduct	L4 - Introduction to Policing	L4.1 - L4.6
	5.2 Recording evidence		
	5.3 Dealing with public complaints effectively		
	5.4 Instances when informal/service recovery, otherwise than by investigation (OTBI) or investigation of a public complaint is appropriate		
	5.5 Appropriate guidance relating to the complaint: • IOPC Statutory Guidance • Police Reform Act (2002) • Police (Complaints and Misconduct) Regulations (2020)		
6 Analyse the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public	6.1 Instances when IOPC/HMICFRS would act as the lead investigative body, including post-incident management by IOPC	L4 - Introduction to Policing	L4.1 - L4.6
	6.2 Advantages and disadvantages of an independent investigating body		
	6.3 Investigation processes in comparative professional contexts		
6a Analyse super-complaints and their influences on policing and policing processes	6.1a Definition of a super complaint, including the designated body who may submit them	L4 - Introduction to Policing	L4.1 - L4.6
	6.2b Police Oversight organisations that form the triage committee to investigate super complaints		
	6.3c How super-complaints can influence future policing practice and processes		
7 Examine why some people in positions of respect or authority may fail to comply with policies,	7.1 Reasons why people in positions of respect or authority might act unprofessionally	L4 - Introduction to Policing	L4.1 - L4.6
	7.2 Case studies: abuse of power/authority		
8 Review how previous instances of misconduct/malpractice can influence future	8.1 Impact of police misconduct hearings being heard in public	L4 - Introduction to Policing	L4.1 - L4.6
	8.2 Lessons learnt from past instances of misconduct/malpractice		
9 Review the progress being made within the police service to improve professional standards	9.1 Organisational factors that have contributed to inappropriate behaviour/negative case outcomes	L4 - Introduction to Policing	L4.1 - L4.6
	9.2 Perceptions of the police service as having a 'blame culture' • Strategies for mitigation		
	9.3 Reviewing improvement to the professional standards of the policing profession		

		Evidence-based Policing		
1 Explain the evidence-based policing approach and potential constraints	1.1 Definition of evidence-based policing (EBP): • Definitions of evidence-based policing • College of Policing definition - ATLAS approach • Sherman definition • Realist perspectives	L5 - Designing EBP Research,	L5.2 - L5.5,
	1.2 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'		
	1.3 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		
	1.4 Case studies exploring the impact of evidence-based policing in different areas of policing		
	1.5 Constraints of timescale		
	1.6 Instances when an evidence-based policing approach failed to meet intended targets		
	1.7 Identifying best practice and lessons learned		
2 Outcome removed			
3 Identify potential professional applications of evidence-based policing approaches	3.1 Professional contexts in which an evidence-based policing approach is appropriate: • Organisational • Community		

#	Criteria	Module	Reference
	3.2 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	L5 - Designing EBP Research, L6 - EBP Dissertation,	L5.2 - L5.5, L6.1 - L6.8
4 Know how to systematically review and critically evaluate available evidence	4.1 'What Matters' 4.2 'What Works' evidence ladder 4.3 Maryland Scale of Scientific Methods 4.4 Frameworks for evaluating the quality of qualitative research	L5 - Designing EBP Research, L6 - EBP Dissertation,	L5.2 - L5.5, L6.1 - L6.8
5 Identify potential sources of information that can be used as part of an evidence-based policing approach	5.1 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)	L5 - Designing EBP Research, L6 - EBP Dissertation,	L5.2 - L5.5, L6.1 - L6.8
6 Explain how evidence-based policing can be applied in practice	6.1 Development of police standards (e.g.evidence-based guidlines) 6.2 Development of national/local policy (e.g. funding, deployment) 6.3 How to use evidence in practice: • Professional judgement • The reflective practitioner 6.4 How to question and challenge using evidence 6.5 Ethical concerns with regards to evidence and how these concerns can be addressed	L5 - Designing EBP Research, L6 - EBP Dissertation,	L5.2 - L5.5, L6.1 - L6.8
7 Know how to optimise opportunities and options to obtain the best evidence available	7.1 Developing a range of options 7.2 Selecting the preferred, most likely option to mitigate or resolve problem 7.3 Justifying interventions and potential consequences 7.4 Preparing a presentation to an appropriate authority 7.5 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction 7.6 Feeding results back into future policing strategies	L5 - Designing EBP Research, L6 - EBP Dissertation,	L5.2 - L5.5, L6.1 - L6.8

Problem Solving

#	Criteria	Module	Reference
1 Explain the principles underpinning problem-solving techniques	1.1 Herman Goldstein's model of problem-oriented policing (POP) 1.2 Models used in problem solving and preventative policing: • SARA (Scanning, Analysis, Response & Assessment) model • Problem Analysis Triangle • Routine Activity Theory • Rational Choice Theory 1.3 Principles of problem-solving and preventative policing: • Principles of preventative policing: • Primary/secondary/tertiary prevention • Situational preventative policing: • Early intervention and action 1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing 1.5 Partnership working and co-production in problem-solving 1.6 Role of the public in community problem solving (e.g. problem identification and definition, taking action and assessing effectiveness) 1.7 Traditional versus non-traditional responses to problems 1.8 Outcomes of similar approaches in other comparable forces/organisations	L4 - Policing Communities and Problem Solving,	L4.1 - L4.6
2 Explain how to engage in effective problem solving	2.1 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	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.2 Enablers to effective problem solving	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.3 Barriers to effective problem solving	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.4 Tools for effective problem solving: • Problem Analysis Triangle • Routine Activity Theory • Problem-Orientated Policing (POP)	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.5 Impact of short-term targets versus long-term problem solving e.g. priority crime types	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
3 Carry out research to identify and understand an emerging issue or problem in a specific policing area	3.1 'Scanning' and Analysis' stages of the SARA model 3.2 Carrying out initial scoping to identify an issue/problem to research further 3.3 Reviewing previous literature on the issue or problem: • Considering different review approaches • Searching for and synthesising available evidence 3.4 Creating a sound research question, based on critical reading of appropriate literature and research 3.5 Developing a proposal for research to explore the nature, extent and causes of the issue/problem, including: • Research aims and questions • Consideration of different research designs • Strengths and weaknesses of different research methods • Project management (e.g. timescales, resources) 3.6 Carrying out the research as outlined in the proposal	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
4 Plan an intervention to tackle the identified issue/problem	4.1 'Response' stage of the SARA model 4.2 Reviewing previous interventions designed to tackle the issue/problem 4.3 Developing a proposal for an intervention to tackle the issue/problem, including: • evidence for/against the proposed approach • consideration of alternative approaches • an implementation plan 4.4 Developing a range of options 4.5 Selection of the preferred, most likely option to mitigate or resolve problem 4.6 Justifying interventions and potential consequences 4.7 Preparing a presentation to an appropriate authority 4.8 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction 4.9 Developing a proposal to assess the effectiveness of the proposed intervention	L4 - Policing Communities and Problem Solving	L4.1 - L4.6

Research Methods and Skills

#	Criteria	Module	Reference
1 Outcome removed	1.1 Content removed		
2 Outline the strengths and weaknesses of research methodologies and approaches	2.1 Qualitative, quantitative and mixed methods, including experimental design 2.2 Approaches to data collection: • Surveys • Interviews • Observation • Use of secondary sources 2.3 How to choose, implement and critically evaluate appropriate methods of research 2.4 Data sampling 2.5 Design frames and their strengths and weaknesses 2.6 Data reliability and validity 2.7 Research ethics to be adhered to 2.8 Research standards 2.9 Peer review 2.10 Use of data (qualitative and quantitative)	L5 - Designing EBP Research	L5.2 - L5.5
3 Demonstrate skills in the use of resources and primary/secondary literary sources relevant to the degree programme	3.1 Methods of searching library and internet resources 3.2 Appropriate ICT and relevant university library resources 3.3 Relevant study materials	L4 - Study and Employability Skills	L4.1 - L4.2, L4.4 - L4.5 4.6,
4 Demonstrate a structured approach to studying, writing essays and referencing content	4.1 Critical reading, thinking and writing skills 4.2 Answering problem questions 4.3 Listening and note-taking skills 4.4 Appropriate referencing 4.5 Academic misconduct (e.g. plagiarism)	L4 - Study and Employability Skills	L4.1 - L4.2, L4.4 L4.5 L4.6,
5 Review and assess literature and case law in order to develop critical arguments and draw conclusions	5.1 Academic writing 5.2 Effective reading 5.3 Research of relevant undergraduate literature 5.4 Critiquing literature 5.5 Developing critical analysis and argument 5.6 Communication and presentation skills	L4 - Study and Employability Skills	L4.1 - L4.2, L4.4 L4.5 L4.6,
6 Explain the processes for gathering and interpreting research data	6.1 Basics of numeracy and statistical information-gathering 6.2 Interpretation of data	L5 - Designing EBP Research	L5.2 - L5.5
7 Apply key concepts in relation to models of learning and reflective practice	7.1 Learning styles 7.2 Critical thinking 7.3 Models of learning 7.4 Reflective practice	L4 - Study and Employability Skills L5 - Designing EBP Research	L4.1 - L4.2, L4.4 L4.5 L4.6, L5.2 - L5.5
8 Research, analyse and evaluate relevant research publications and qualitative and quantitative data	8.1 Critiquing research literature 8.2 Research ethics 8.3 Relationship between theories and methods 8.4 Evidence-based policing	L5 - Designing EBP Research L4 - Study and Employability Skills	L5.2 - L5.5 L4.1 - L4.2, L4.4 L4.5 L4.6,
9 Demonstrate autonomy, accountability and working with others, in a study skills context	9.1 Personal responsibility 9.2 Effective independent and confident self-directed learning 9.3 Working with others, including working in teams (action learning sets)	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8
10 Demonstrate proficiency in academic writing and presentation, in accordance with ethical protocols	10.1 Academic writing 10.2 Critiquing literature 10.3 Developing critical analysis and argument 10.4 Working in teams 10.5 Communication and presentation skills 10.6 Create a sound research question, based on critical reading of appropriate literature and research 10.7 Develop a proposal for research to explore the nature, extent and causes of the issue/problem, including: • Research aims and questions • Consideration of different research designs • Strengths and weakness of different research methods • Project management details (e.g. timescales, resources)	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8

Learning Outcome	Sub-element	Module	Codes
11 Demonstrate effective referencing of a wide range of material appropriate to the subject area	11.1 Referencing and bibliography styles	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8
12 Apply quantitative and qualitative research techniques, including the interpretation of data	12.1 Analysis of quantitative and qualitative data 12.2 Numerical and statistical information gathering	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8
13 Present research on the identified issue/problem and proposals for tackling it	13.1 Writing a summary of the research project, including: • Background to the research • Previous literature • Research questions and methods • Evidence of critical analysis, argument and discussion • Conclusions and proposals arising from critical analysis	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8

Decision-making and Discretion

Learning Outcome	Sub-element	Module	Codes
1 Understand the rationale for development of the National Decision Model (NDM)	1.1 Key influences on the decision-making process 1.2 Background and key drivers for development of the National Decision Model (NDM) 1.3 Purpose and benefits of the NDM	L6 - Decision Making and Discretion L5 - Response Policing	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8 L5.1, L5.3 L5.4 L5.5,
2 Explain the stages of the National Decision Model (NDM) and the flexibility of approach it provides	2.1 The National Decision Model (NDM): • Mnemonic CIAPOAR (Code of Ethics, Information, Assessment, Powers & Policy, Options, Action and Review) 2.2 Link between the NDM, the Code of Ethics 2.3 Human rights in decision making: • Mnemonic PLANE (Proportionality, Legality, Accountability, Necessity, Ethical) 2.4 Flexibility within the NDM	L6 - Decision Making and Discretion L5 - Response Policing	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8 L5.1, L5.3 - L5.4 L5.5,
3 Examine the role of discretion in the decision-making process	3.1 Definition of the term 'discretion' 3.2 How discretion plays an important part in the decision-making process in policing 3.3 The applicability of autonomy and discretion in effective policing 3.4 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)	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
4 4 Examine barriers to effective decision making and strategies to mitigate these	4.1 Obstacles to making effective decisions 4.2 Strategies for effective decision-making 4.3 Application of discretion within the NDM 4.4 Where the use of discretion might/might not be applicable 4.5 Application of Authorised Professional Practice (APP) risk principles 4.6 Public interest 4.7 Applying the essence of the law 4.8 Risks involved when discretion is used as part of the decision-making process 4.9 Justifying the application of discretion in any decision-making process	L6 - Decision Making and Discretion L5 - Response Policing	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8 L5.1, L5.3 L5.4 L5.5,
5 Analyse the effect of bias on the decision-making process	5.1 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 5.2 Effects of personal experience, personal bias, values, cultural norms and emotions upon ethical decision-making, including: • Personal resilience • Cynicism • Empathy • Policing culture 5.3 The effect of using a 'default position' for decision-making based upon previous approaches	L6 - Decision Making and Discretion L4 - Criminal Law and Diversity	L6.1 6.2, L6.4, L6.5, L6.7, L6.8 L4.1 - L4.6,
6 Explain how to apply the National Decision Model to a given professional policing situation.	6.1 Reviewing example case studies 6.2 Recording decisions and rationale 6.3 Demonstrating flexibility within decisions 6.4 Justifying the decisions made 6.5 Reflecting upon the decisions made	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
7 Understand the significance of recording all decisions and the associated rationales	7.1 Principles underpinning decision recording, and rationale 7.2 Methods of recording decisions and rationale 7.3 Contents of records	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
8 Understand the importance of accountability in assessing risk	8.1 Allocation of correct risk to the correct person ('false-positive' and 'false-negative')	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
9 Evaluate the impact of risk aversion and risk avoidance on the ability of the police to deliver an effective service	9.1 Definition of terms 'risk', 'risk assessment', 'risk aversion' and 'risk avoidance' 9.2 The concept of 'constabulary independence' 9.3 Effect of risk avoidance and risk aversion on decision-making processes	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
10 Understand how varying circumstances can exert influence upon the decision-making process	10.1 Making decisions in 'slow time' and 'quick time' 10.2 Making decisions in complex and unpredictable circumstances	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
11 Critically review policing incidents in which ethical considerations have been crucial to the decision-making process	11.1 Review of relevant policing incidents where critical ethical decisions were made 11.2 Rationale behind decisions 11.3 Justification of decisions in the context of judicial reviews	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8

Communication Skills

Learning Outcome	Sub-element	Module	Codes
1 Review the fundamental elements of effective communication and how to optimise an exchange	1.1 Importance of communication within policing 1.2 Essential elements of communication: • Verbal • Non-verbal • Active listening skills • Open and closed questions • Empathy • Building rapport • Negotiation skills • Conflict Management Guidelines (College of Policing 2020) 1.3 Importance of perception and understanding in communication 1.4 Importance, when communicating, of understanding different viewpoints and priorities, including: • Maintaining fairness, respect and impartiality • The value of effective communication in generating public confidence and improving community relations 1.5 Risks to effective communication, including the potential influence of personal bias 1.6 Impact of effective and ineffective communication 1.6a Additional support that may be required to optimise communication skills e.g. use of an interpreter 1.7 Models of communication (e.g. voice, neutrality, trustworthiness and respect) in relation to procedural justice 1.8 How to adapt communication styles for different audiences, including: • Young adults/children • Vulnerable adults • Individuals with neurodiverse conditions • Individuals with limited English 1.9 Using assertiveness when necessary: • Taking control of a situation • Having difficult conversations (both internally and externally) • Recognising when assertiveness becomes aggression	L4 - Study and Employability Skills, L5 - Vulnerability and Risk, L6 - Public Protection L6 - Decision Making and Discretion	L4.1, L4.2, L4.4, L4.5, L4.6 L5.1, L5.2 L5.3 L5.4, L5.5 L6.1 L6.2 L6.4, L6.5, L6.7, L6.8
2 Evaluate a range of theories and practices associated with communication models	2.1 The social psychology of communication 2.2 Models used in communication: • Ego state communication • Meta talk • Emotional Intelligence • Cultural competence (ability of a person to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds)	L4 - Study and Employability Skills, L5 - Vulnerability and Risk, L6 - Public Protection L6 - Decision Making and Discretion	L4.1, L4.2, L4.4, L4.5, L4.6 L5.1, L5.2 L5.3 L5.4, L5.5 L6.1 L6.2 L6.4, L6.5, L6.7, L6.8

Leadership and Team-working

Learning Outcome	Sub-element	Module	Codes
1 Explain the professional importance of self-evaluation, self-improvement and reflective practice in professional policing	1.1 Areas of self-evaluation and potential self-improvement: • Managing emotion, conflict and personal wellbeing • Problem solving and decision making •Team-working • Leadership • Working independently • Being self-directed/sufficient 1.2 Importance of reflective learning and practice 1.3 Models that can be used for self-evaluation	L4 - Study and Employability Skills, L5 Response Policing L6 - Decision Making and Discretion	L4.1, L4.2 L4.4 L4.5, L4.6, L5.1, L5.3, L5.4, L5.5, L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
2 Understand the nature of effective team-working	2.1 Benefits of team-working in a policing context 2.2 Barriers to creating an effective environment for team-working e.g. communication, cultural 2.3 Examples of effective team-working within policing 2.4 Strategies to develop, maintain or improve relations within a team	L4 - Study and Employability Skills, L5 Response Policing L6 - Decision Making and Discretion	L4.1,L4.2 L4.4 L4.5, L4.6, L5.1, L5.3, L5.4, L5.5, L6.1, L6.2, L6.4, L6.5, L6.7, L6.8

Preventative Policing

Learning Outcome	Sub-element	Module	Codes
1 Explore key police-related prevention theories and strategies	1.1 Principles of prevention (primary, secondary, tertiary) 1.2 Situational, biological, sociological and psychological theories on crime and their relevance to policing 1.3 Relevant national strategies and tools: • Home Office Modern Crime Prevention Strategy 2016 • NPCC National Policing Prevention Strategy 2022 • National Intelligence Model	L4 - Criminology and Crime Prevention,	L4.1 L4.2 L4.4 L4.5 L4.6
2 Assess the strengths and weaknesses of different policing models in relation to crime/victimisation and the public	2.1 Models of policing: • 'Hot Spots' policing • Problem-oriented policing • Intelligence-led policing • Rapid response and reactive patrol • Community policing • Predictive policing • Procedural justice 2.1a Criminological theories associated with victimisation and prevention 2.2 Roles and responsibilities of those ensuring the police deliver an unbiased, ethical and fair service, including exploration of: • Racial profiling and its impacts • Challenging racism within policies, structures, and organisational culture • Accountability for failings, learning the lessons and restoring public confidence **(covered in Criminal Law and Diversity level 4)** 2.3 Evidence-based policing and 'what works', including: • Rational Choice Theory • Routine Activity Theory • Situational Crime Prevention	L4 - Criminology and Crime Prevention, L4 - Criminal Law and Diversity L4 - Policing communities and Problem Solving L5 - Intelligence and Information	L4.1 L4.2 L4.4 L4.5 L4.6 L5.1 L5.3 L5.4 L5.5

3 Review the inter-relationship of prevention with other policing approaches	3.1 How prevention is influenced by, and influences policing approaches, including: • Evidence-based policing • Policing communities, including partnership working • Problem solving	L4 - Criminology and Crime Prevention, L4 - Policing communities and Problem Solving	L4.1 L4.2 L4.4 L4.5 L4.6 L4.1 L4.2 L4.3 L4.4 L4.5 L4.6
4 Explore the role of technology and the public in preventative policing	4.1 How technology and the public can support preventative policing, including: • Video footage e.g. CCTV, phones, doorbells • Social media • Volunteer patrol groups e.g. street watch	L6 Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
5 Review specific initiatives relating to preventative policing	5.1 Kirkholt Burglary Prevention project		
	5.2 Jill Dando Institute		
	5.3 Designing out crime - 'Crime Prevention Through Environmental Design' (Newman et al)	L4 - Criminology and Crime Prevention	L4.1 L4.2 L4.4 L4.5 L4.6
	5.4 How effective prevention initiatives can have a positive effect on resources		

Vulnerability and Risk

1 Define 'vulnerability' in the context of operational policing	1.1 Definition of 'vulnerability':		
	1.2 Content removed		
	1.3 Content removed		
	1.4 How vulnerability applies to victims, witnesses and suspects throughout the criminal justice process	L5 - Vulnerability and Risk	L5.1 - L5.5
	1.5 Different thresholds that exist for assessing vulnerability		
	1.6 Moved to 4.9		
2 Identify the national drivers for providing a professional and ethical service to individuals who are, or may be, vulnerable, have suffered harm or be at risk of harm	2.1 National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm and/or are at risk of harm: • Independent enquiries: - National and local reviews - Super-complaints - Coroners' judgements • Making Safeguarding Personal: What might 'good' look like for the police? • 'Tackling Violence Against Women and Girls Strategy' 2021 (Home Office) • NPCC National Policing Prevention Strategy 2022 • 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 • Commissioners for: - Victims - Domestic abuse - Children - Independent anti-slavery • Continuing inspection activity by HMICFRS in relation to vulnerability-related policing	L5 - Vulnerability and Risk	L5.1 - L5.5
	2.2 Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including: • Mental Health Act 1983: Code of Practice • Children Act 1989 and 2004 • Mental Capacity Act 2005 • Safeguarding Disabled Children – Practice Guidance 2009 • Care Act 2014 • Serious Crime Act 2015 • Working Together to Safeguard Children (Department for Education, 2018) • Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (Department for Education, 2018) • Code of Practice for Victims of Crime (Ministry of Justice, 2020) • Domestic Abuse Act 2021 • Vulnerability-related risk guidelines (College of Policing, 2021) • Violence against Women and Girls: Toolkit (College of Policing, 2021) • Achieving Best Evidence in Criminal Proceedings (Ministry of Justice, 2022)		
3 Explain the personal aspect of vulnerability and trauma	3.1 Content removed		
	3.2 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		
	3.3 Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including: • Disability • Ethnicity and/or faith • Gender identity • Sexual orientation • Age • Lack of ability to understand a situation through circumstance e.g. age, mental ill-health, learning disabilities, dementia, substance misuse	L5 - Vulnerability and Risk	L5.1 - L5.5
	3.4 How the police cannot alter those personal factors that make an individual vulnerable		
	3.5 Why vulnerable people may be targeted by perpetrators		
	3.6 How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm		
	3.7 How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised		
	3.8 How individuals respond differently to trauma		
4 Understand the factors that can result in harm, or risk of harm to a vulnerable person	4.1 Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm: • Adverse family circumstances • Language barriers • Lack of support • Poverty • Isolation • Presence of an abuser		
	4.2 The relationship between the situational factors and the personal characteristics and vulnerabilities that may lead to harm/risk of harm to an individual		
	4.3 Police role in managing the factors (e.g. environment) to reduce risk		
	4.4(6.1) Limitations of risk factors and risk assessments		
	4.5(6.2) Limitations of protective factors	L5 - Vulnerability and Risk	L5.1 - L5.5
	4.6(6.3) Complexity of risk and protective factor relationships (e.g. exposure to violence) may lead to substance abuse, mental ill-health, but also a risk of being a victim of CSE		
	4.7(6.4) How risk factor weightings vary (e.g. some personal vulnerabilities and situational risk factors may pose greater risks of harm than others)		
	4.8(6.5) The difference between increased risk and actual vulnerability		
	4.9(1.6) Complex nature of vulnerability e.g. presence of some situational 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		
5 Understand concepts and theories of how a person becomes a victim	5.1 The impact of early life events and the link to poly-victimisation, including Adverse Childhood Experiences (ACE)		
	5.2 The effect of multiple adversities		
	5.3 Stockholm Syndrome		
	5.4 Troubled Families initiative	L5 - Vulnerability and Risk	L5.1 - L5.5
	5.5 Strategies to prevent repeat victimisation		
	5.6 Victimisation and perpetration: common risk factors that may be present		
	5.7 How victimisation may lead to future perpetration (Cycle of Abuse theory)		
	5.8 Risk factors associated with multi-victimisation		
6 Outcome removed	6.1 Content moved to 4.4		
	6.2 Content moved to 4.5		
	6.3 Content moved to 4.6		
	6.4 Content moved to 4.7		
	6.5 Content moved to 4.8		
7 Outline the importance of vulnerable people being appropriately supported by the police	7.1 Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies		
	7.2 Potential implications of perceived lack of support from the police		
	7.3 Recent high-profile cases where a lack of support has resulted in questions being asked of the police		
	7.4 Consequences of not managing or controlling the environmental/situational factors for the vulnerable person		
	7.5 Consequences of failure to share key information e.g.: • Fiona Pilkington • Baby P • Victoria Climbié • Daniel Pelka	L5 - Vulnerability and Risk L6 Public Protection	L5.1 - L5.5 L6.4 L6.7 L6.8
	7.6 Recent cases where a positive outcome has resulted from police involvement		
8 Explain key considerations when identifying and supporting a person who may be vulnerable	8.1 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 appropriate language and behaviour • Engaging with children and young persons		
	8.2 How trauma may impact upon a vulnerable person's ability to communicate		
	8.3 How to take an open account from a person: • Applying the investigative mind-set • Using 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		
	8.4 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 • Sharing information under schemes or within law to protect victims e.g. Domestic Violence Disclosure Scheme (DVDS), Child Sex Offender Disclosure Scheme (CSODS), common law • Multi-agency referrals	L5 - Vulnerability and Risk	L5.1 - L5.5
	8.5 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 • Making and communicating decisions that may not align to the victims' expectations • Support agencies who might provide more appropriate assistance and how these agencies may be accessed		
	8.6 Safeguarding considerations for adults and how they differ from child safeguarding		
	8.7 Importance of dealing with a person without judgement, fairly and in a manner appropriate to their needs		
9 Understand how a vulnerable person may respond to a police presence at an incident	9.1 How the combination of personal vulnerabilities and situational/environmental factors may affect a person's reaction to, and communication with authority figures e.g. people with diagnosed conditions such as autism		
	9.2 How situational factors and perceptions may cause a problem to proliferate and escalate: • Power imbalance • Coercive and controlling behaviour, including grooming • Multiple vulnerabilities • Change in seriousness of incidents • Multiple victims and poly-victimisation	L5 - Vulnerability and Risk	L5.1 - L5.5

Learning Outcome	Assessment Criteria	Module	Reference
10 Understand theories about the onset of offending	10.1 Motivations for offending: • Early life events	L5 - Vulnerability and Risk	L5.1 - L5.5
	10.2 Understanding the age/offending curve		
	10.3 Identifying propensity to offending behaviour		
	10.4 Early identification of offenders and early intervention		
	10.5 Dealing with potential offenders		
	10.6 Strategies to prevent offending (including radicalisation) or re-offending		
11 Understand the impact upon the offending curve of early intervention	11.1 What works from the Early Intervention Foundation website	L5 - Vulnerability and Risk	L5.1 - L5.5
	11.2 Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse		
12 Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm	12.1 Recent relevant high profile cases		
	12.2 Independent Office for Police Conduct (IOPC) Bulletin – 'Learning the Lessons'		
	12.3 Reports that have and continue to influence policing approaches, for example: • Analysis of serious case reviews: 2014 to 2017 • IICSA Independent Inquiry into Child Sexual Abuse		
13 Analyse the issue of youth gangs or organised crime groups targeting vulnerable people, or people at risk of harm	13.1 Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for youth gangs or organised crime groups	L5 - Vulnerability and Risk	L5.1 - L5.5
	13.2 The effect it has on the vulnerable person		
	13.3 Situations which vulnerable people may be subject to or find themselves involved in		
	13.4 Strategies and disruption tactics that could be employed		
14 Evaluate what works in relation to tackling repeat victimisation and repeat offending	14.1 Identifying repeat patterns/problem solving: • Multi-agency working • Risk assessments that look at data from all agencies	L5 - Vulnerability and Risk	L5.1 - L5.5
	14.2 What works in tackling or reducing the occurrence and/or seriousness of repeat victimisation (the frequency of): • Domestic abuse • Missing from home		
	14.3 What works in tackling repeat offending: • The impact of tackling youth gangs • Early Intervention Foundation (EIF) tackling gangs and youth violence		
	14.4 Importance of targeted and effective situational problem solving and preventative policing		

Public Protection

Learning Outcome	Assessment Criteria	Module	Reference
1 Explain key definitions, legislation and guidance associated with public protection	1.1 Legislation and guidance associated with public protection, including: • Children and Young Persons Act 1933 • Children Act 1989 • Protection from Harassment Act 1997 • Female Genital Mutilation Act 2003 • Sexual Offences Act 2003 • Domestic Violence, Crime and Victims Act 2004 • Racial and Religious Hatred Act 2006 • Forced Marriage (Civil Protection) Act 2007 • Modern Slavery Act 2015 • Serious Crime Act 2015 • Stalking Protection Act 2019 • Domestic Abuse Act 2021 • Marriage and Civil Partnership (Minimum Age) Act 2022	L6 - Public Protection L4 - Criminal Law and Diversity	L6.4, L6.7 - L6.8 L4.1 - L4.6,
	1.2 Terms and offences associated with public protection, including: • Child abuse, including neglect, child sexual abuse/exploitation (CSE), grooming (including online) • Adults at risk • Domestic abuse • Coercive control • Families with complex needs • Missing persons • Forced marriage • Honour-based abuse • Female genital mutilation (FGM) • Modern slavery and human trafficking • Sex work • Stalking or harassment • Rape and sexual offences • Managing sexual and violent offenders • Hate crime • County lines • Vulnerability to radicalisation		
	1.3 Potential overlaps between one type of public protection offence and other offences (e.g. human trafficking and sex work)		
2 Explain the breadth of abuse incidents	2.1 Potential forms of abuse/harm, including digital-related abuse (e.g. coercive control, sexting, revenge porn, on-line grooming) and those relating to other public protection offences e.g. modern slavery and human trafficking	L6 - Public Protection, L6 - Digital Policing	L6.4 - L6.7 - L6.8 L6.1, L6.4 L6.5, L6.7, L6.8
	2.2 The range of situations and locations in which abuse can take place		
	2.3 Legal definition of domestic abuse (Domestic Abuse Act 2021)		
	2.4 Prevalence of domestic abuse incidents and linked offences such as coercive control		
	2.5 How child abuse differs from other forms of abuse		
	2.6 Signs, symptoms and common myths surrounding child abuse and child sexual exploitation		
	2.7 What is meant by Adverse Childhood Experiences (ACE) and how this may impact on the individual		
	2.8 Signs and behaviours that may be displayed by victims and offenders in grooming incidents		
	2.9 Who may perpetrate an act of abuse and why they abuse others (including familial abuse, particularly with regard to sexual offences)		
	2.10 Potential relationships between victim(s) and abuser(s)		
	2.11 Cultural considerations associated with some public protection offences (e.g. female genital mutilation, hate crime and forced marriage)		
	2.12 Why incidents of abuse go under-reported and why victims find it difficult to leave an abusive partner		
	2.13 Tactics perpetrators may use to manipulate police officers and other professionals		
3 Understand the impact of abuse on a victim	3.1 Impact of abuse on victims: • Visible and invisible impact • Short, medium and long-term impacts of abuse • Cumulative effect of low-level abuse	L6 - Public Protection	L6.4, L6.7 - L6.8
	3.2 Link between abuse, depression, trauma, self-blame and behavioural changes		
	3.3 Link between abuse and the long-term effects on a victim's health, education and social standing		
	3.4 Potential effects of rape and other sexual offences on victims		
	3.4a Impact of abuse on a victim's memory		
	3.5 Poly-victimisation		
	3.6 How perpetrators may exploit victims in order to prevent detection		
	3.7 Action to safeguard and prevent victimisation		
4 Assess the role and impact of Multi-Agency Public Protection Arrangements (MAPPA) and the use of community intelligence in managing offenders	4.1 Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders	L6 - Public Protection	L6.4, L6.7 - L6.8
	4.2 Use of community intelligence to manage offenders		
5 Examine the importance of taking a multi-agency approach to public protection incidents	5.1 Importance of understanding thresholds for referral to internal/external partners, including: • Understanding the role of Multi-Agency Safeguarding Hubs (MASH) • Statutory and non-government support services	L6 - Public Protection	L6.4, L6.7 - L6.8
	5.2 Content removed		
	5.3 Agencies who may be able to offer support and the support they can provide		
	5.4 Importance of intervening positively in a person's life to prevent future occurrences of missing episodes or public protection incidents		
	5.5 Partner agency involvement in reports of domestic abuse		
	5.6 The Multi-Agency Risk Assessment Conference (MARAC) referral process and Multi-Agency Public Protection Arrangements (MAPPA)		
	5.7 Key contacts for more information, advice or support, including local partnership arrangements		
	5.8 Prevention strategies involving other agencies		
6 Analyse potential links between serious and organised crime and public protection issues	6.1 Serious and organised crime definitions e.g. Organised Crime Groups (OCGs)	L6 - Public Protection	L6.4, L6.7 - L6.8
	6.2 Links between serious and organised crime and public protection issues e.g. sexual offences, modern slavery, sex work and prostitution, child abuse		
	6.3 Disruption and detection strategies		
7 Examine instances where law enforcement personnel have misused their position of trust and police powers to commit public protection offences	7.1 Relevant strategies and reports, including: • IPCC Report: The Use of Police Powers to Perpetrate Sexual Violence (2012) • NPCC National Strategy to address the issue of police officers and staff who abuse their position for a sexual purpose (2017) • HMICFRS PEEL Spotlight report - Abuse of position for a sexual purpose (2019)	L6 - Public Protection	L6.4, L6.7 - L6.8
	7.2 Psychology of an offender's use of position of authority to commit offences, including sexual offences		
8 Evaluate the effect of media coverage on public protection policing strategy	8.1 Media influences upon social perceptions of policing strategy	L6 - Public Protection	L6.4, L6.7 - L6.8
	8.2 Effect of high-profile cases resulting in major investigations e.g. Operation Yew Tree, Sarah Everard case and other Violence Against Women and Girls cases		
	8.3 Link between media spotlighting and changes to police strategy		
9 Evaluate the effectiveness of current practices in investigating public protection incidents	9.1 Approaches used by law enforcement agencies and partners	L6 - Public Protection	L6.4, L6.7 - L6.8
	9.2 Data on conviction rates for offenders		
	9.3 Consideration of thematic reports		

Victims and Witnesses

Learning Outcome	Assessment Criteria	Module	Reference
1 Understand and be able to apply the law, policy and guidance in the treatment of victims and witnesses	1.1 Key legislation, codes of practice, guidance and policies when dealing with victims and witnesses: • Human Rights Act 1998 • The Youth Justice and Criminal Evidence Act 1999 • Data Protection Act 2018 • Achieving Best Evidence in Criminal Proceedings 2022 • Code of Practice for Victims of Crime (the Victims' Code) • The Witness Charter • Victims' Right to Review • Director of Public Prosecutions (DPP) Guidance • Criminal Procedures Rules	L5 - Vulnerability and Risk L4 - Criminal Justice	L5.1- 5.5 L4.1 - L4.6,
	1.2 Ensuring victims and witnesses are dealt with fairly, with respect and in an ethical and non-biased manner: • The Code of Ethics • Procedural justice		
	1.3 Measures available to protect victims and witnesses: • Criminal disclosures • Measures applicable to victims of domestic abuse, stalking etc.		
	1.4 Purpose of protection orders: • Domestic Violence Protection Order (DVPO) • Stalking Protection Orders (SPO) etc.		
	1.5 Impact of proceedings on victims and witnesses (or families) • Coronial processes • Family court proceedings		

Learning Outcome	Assessment Criteria / Content	Level	Codes
2 Understand how to apply good practice when dealing with the individual needs of victims and witnesses	2.1 Key terms associated with victims and witnesses • Difference between victim and complainant • Victimisation • Poly-victimisation • Repeat victimisation • Secondary victimisation • Alpha victims • Coercion • Vulnerability • Intimidation	L5 - Vulnerability and Risk L4 - Criminal Justice L6 Public Protection	L5.1 - L5.5 L4.1 - L4.6,
	2.2 Range of psychological effects on victim and witness behaviour: • Trauma, denial, detachment, anxiety, panic, irritability, minimisation, avoidance, withdrawal, loss of memory, disorientation, confusion etc.		
	2.3 Impact of re-victimisation on victims and witnesses where they are not dealt with appropriately from the outset of an investigation		
	2.4 Impacts of investigations on the investigator e.g. investigator fatigue • Empathy fatigue, mindlessness, judegment bias and stereotyping		
	2.5 Relationships between victims, witnesses and offenders • The responses and steps to manage these e.g. if victims are an ethnic minority, LGBT+, female, foreign nationals or migrants, elderly, dependent on the offender etc. • Signs and signals of how relationships between offenders and victims may subsequently develop and change • Learning that can be obtained from reviews into cases such as serious crime reviews, domestic homicide reviews and disaster reviews, regarding offender and victim relationships		
	2.6 (3.1) Different categories of victim and witness: • Crime, abuse, trauma and disaster • What to consider when dealing with different categories of victim and witness	L5 - Vulnerability and Risk L4 - Criminal Justice	L5.1 - L5.5 L4.1 - L4.6,
	2.7 (3.2) How to enable a victim or witness to give their best evidence: • Tools and techniques that can be used to build rapport and assist with the sharing of information • Involving the victim and witness in the decision-making process		
	2.8 (3.3) The choices and autonomy available to victims in pursuing an outcome and what to do should they not support, or wish to pursue, a formal criminal justice outcome		
	2.9 (3.4) Keeping the victims and witnesses updated		
	2.10 (3.5) The police role in triaging (signposting) victims and witnesses to specialist support • Safeguarding services and agencies e.g. MASH		
3 Outcome removed			
4 Understand and demonstrate appropriate behaviours and attitudes when dealing with victims and witnesses	4.1 The legitimacy of the police and policing by consent: • Victim and witness understanding of the role of the police	L5 - Vulnerability and Risk L4 - Criminal Justice	L5.1 - L5.5 L4.1 - L4.6,
	4.2 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 • Rapport • Empowerment		
	4.3 Behavioural skills that can provide additional support to victims and witnesses e.g. • Acting with compassion, empathy and kindness		
	4.4 Understanding the victim's account in terms of completeness, coherence and accuracy		
	4.5 Legal concepts of reliability, credibility, capacity, competence and consent and the impact of assumptions around vulnerability		
5 Understand how to carry out an initial assessment of a situation	5.1 Accurately identify victims and witnesses and apply early considerations around key, significant, vulnerable or intimidated victims or witnesses	L5 - Vulnerability and Risk L4 - Criminal Justice	L5.1 - L5.5 L4.1 - L4.6,
	5.2 How to conduct an early needs assessment and refer victim and/or witness to appropriate support agencies, if necessary e.g. • Women's Aid • Action Fraud, etc		
	5.3 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 • Understanding and supporting the victim needs		
	5.4 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, etc		
	5.5 Immediate actions that may be appropriate to help reduce further victimisation		
	5.6 How to ensure continuity in dealing with victims and witnesses • Risk • Safety • Protection		
6 Demonstrate appropriate ongoing victim care after first response to incidents, crimes, disasters or investigations	6.1 Specific considerations when supporting different categories of victims and witness e.g. those of: • Crime • Abuse • Trauma • Disaster	L5 - Vulnerability and Risk L4 - Criminal Justice	L5.1 - L5.5 L4.1 - L4.6,
	6.2 How a victim's or witness's vulnerability may change: • Ongoing review • Assessment of needs		
	6.3 Involvement of multi-agency professionals in building comprehensive victim risk/needs assessments e.g. where victims: • Have dependents • Are primary carers • May be the parents of further victims or witnesses		
	6.4 Impact of investigative activity on victims, including: • Expert witnesses • Managing 'difficult' messages • Managing uncooperative or hostile victims		
	6.5 Principles of victim consent and their right to privacy: • Adhering to relevant guidance • The right to withdraw consent at any time • Application of human rights and data protection law e.g. in relation to digital data extraction		
	6.6 Legitimacy of victim and witness and defence accounts, to conduct balanced, unbiased investigations in search of the truth		
	6.7 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		
7 Understand the various types of justice outcomes, both judicial and non-judicial	7.1 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 • Evidence supporting restorative approaches • Impact on victims and witnesses when offenders receive a punitive outcome or other type of outcome	L4 - Criminal Justice L5 - Vulnerability and Risk	L5.1 - L5.5 L4.1 - L4.6,
	7.2 Reasons why cases may not go to court • Impact on victims and witnesses		
	7.3 Dealing with victims who are not eligible for a formal outcome • No further action taken • Threshold not met • No reasonable lines of enquiry		
8 Employ appropriate processes to manage victims through the criminal justice system post-judicial proceedings	8.1 Impact of the criminal justice system on victims and witnesses	L4 - Criminal Justice L5 - Vulnerability and Risk	L5.1 - L5.5 L4.1- L4.6,
	8.2 Why is it important to enhance victim and witness satisfaction in their dealings with the police and CJS (policing by consent)		
	8.3 Specialist support agencies and their role in supporting victims through the criminal justice system e.g. • Witness services • Witness care units • Implementing special measures with partner agencies		
	8.4 How to use and employ expert evidence and expert witnesses		
	8.5 How to manage victims (including those abroad) through the court process with other agencies		
	8.6 How other agencies/specialists contribute to the proceedings and processes e.g. Europol, Interpol, NCA International Officers, Victim Liaison and CPS		
	8.7 The police officer's responsibilities to victims after criminal justice system outcomes e.g. relaying of information regarding the offender (s)		
	8.8 Roles and responsibilities of the police, throughout remand, prison, parole and probation processes, relating to keeping victims and witnesses informed of potential developments in a case		

Criminal Justice

Learning Outcome	Assessment Criteria / Content	Level	Codes
1 Explain the key purpose of the criminal justice system and the legislation and processes that support it	1.1 Function and purpose of the adversarial criminal justice system (CJS) and the police role within it, including: • Police impartiality (impacts of unconscious bias), right to a fair trial and the need to safeguard and support victims and witnesses throughout the criminal justice system • Importance of police to investigate, gather, manage and maintain the continuity of evidence for prosecution and court, for the purposes of a fair trial	L4 - Criminal Justice	L4.1 - L4.6
	1.2 Content moved to 7.4		
	1.3 Importance of the roles of, and police responsibilities to, key partners/stakeholders involved in the criminal justice system		
	1.4 Relevant legislation applicable to the criminal justice system, including PACE Code G		

Learning Outcome	Content	Module	Reference
	1.5 Legislation associated with criminal justice, including: • Civil Evidence Act 1995 • Criminal Procedure and Investigations Act 1996 • Youth Justice and Criminal Evidence Act 1999 • Criminal Justice Act 2003 • Policing and Crime Act 2017 • Criminal Procedure Rules 2020		
2 Understand the process for recording of policing incidents	2.1 Incident Recording Standards	L4 - Criminal Justice	L4.1 - L4.6
	2.2 Crime Recording Standards		
3 Describe the alternative options to arrest available to a police constable, including out-of-court disposals	3.1 Alternatives to arrest and when these should be used	L4 - Criminal Justice	L4.1 - L4.6
	3.2 Instances when it may be appropriate to use discretion		
	3.3 Police service obligations and considerations relating to suspects		
	3.4 Procedures associated with applying discretion		
	3.5 Government legislation and policy on 'out-of-court' disposals		
	3.6 How to identify the most appropriate type of out-of-court disposal, including: • Restorative justice • Adult and youth 'out-of-court' disposal regimes • Intervention and diversion services		
	3.7 How to manage and record the use of 'out of court' disposals		
4 Understand the legislation and functions associated with detaining and escorting a suspect to custody	4.1 Function of detention and custody in the criminal justice system	L4 - Criminal Justice	L4.1 - L4.6
	4.2 Legislative requirements for escorting persons to custody and detaining the person, including: • Police Reform Act 2002 • PACE Code of Practice		
5 Explain statutory processes relating to a person detained in police custody	5.1 Time constraints associated with detention of persons, including extensions to the detention period	L4 - Criminal Justice	L4.1 - L4.6
	5.2 Legislation associated with interviewing of detainees		
6 Understand the roles associated with pre-charge bail	6.1 Roles associated with pre-charge bail processes, including authorisations	L4 - Criminal Justice	L4.1 - L4.6
	6.2 Importance of necessity and proportionality in the decision-making processes for using bail, including street bail		
7 Understand all relevant procedures in relation to charging a person(s)	7.1 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 Joint Enterprise charging decisions 2019 • Policing and Crime Act 2017 • Director of Public Prosecutions Guidance (DPPG) on Charging • The Code for Crown Prosecutors • National File Standard	L4 - Criminal Justice	L4.1 - L4.6
	7.2 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 • Process associated with pre-charge engagement (PCE) and when it can be used • The investigative strategy, including decision making records and aspects of rebuttable presumption, in line with the likely outcomes of the investigation • Implications and disclosure requirement • Implications and disclosure requirement associated with any admission, denial or plea offered by the suspect (anticipated 'guilty' or 'not guilty')		
	7.3 The decision to charge, including: • Decisions made by the police • Decisions made by the CPS • Charging of children and young adults • Postal requisition or postal charge	L4 - Criminal Justice	L4.1 - L4.6
	7.4 How a prosecution is undertaken and how to work with lawyers in the CPS, including: • Definition of key criminal justice terms, including 'material', 'relevant', and 'disclosure' • Use of police evidence, including explaining/recording 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 • Director of Public Prosecutions Guidance (DPPG) on Charging		
	7.5 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	L4 - Criminal Justice	L4.1 - L4.6
	7.6 Importance of considering impacts on victims, including special measures • Needs assessment • Vulnerabilities • Intimidation • Victim and perpetrator dynamic for children. • Appropriate special measures required • Factors required to pursue a charge or other outcome, should the victim not support the police investigation, or a prosecution		
8 Explain the processes for provision of materials for disclosure by CPS	8.1 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	L4 - Criminal Justice	L4.1 - L4.6
	8.2 Roles associated with the disclosure of material		
	8.3 The disclosure process for recording, retention and revelation of material		
9 Explain the stages of the court process	9.1 Types of courts, legal proceedings, hearings and their purposes	L4 - Criminal Justice	L4.1 - L4.6
	9.2 The court process, including the Crown Court Sentencing Guidelines, the Sentencing Council Magistrates' Court		
	9.3 Orders and requirement options available to various courts		
	9.4 Key terminology used in a court, including trial agenda		
	9.5 Personnel involved		
	9.6 Role of experts		
	9.7 Charging process		
	9.8 Enhanced sentencing for hate crimes, including where there is evidence of hostility		
	9.9 How actions at the court stage can affect the prosecution		
10 Understand the court process, including interpretations and analysis that can be drawn from evidence given	10.1 Understand the court process, including interpretations and analysis that can be drawn from evidence given	L4 - Criminal Justice	L4.1 - L4.6
	10.2 Preparing an evidence file for prosecuting authority		
	10.3 Complexities associated with giving evidence, including disclosure, confidence admissibility and credibility		
	10.4 Defence tactics that may be used and strategies to deal with such tactics, including inducement defence		
11 Evaluate how the diversity of individuals and society impact on the criminal justice system	11.1 How the diverse nature of society impacts upon the criminal justice system; the importance of valuing diversity and inclusion and the necessity for integrity and fairness across all criminal justice system matters	L4 - Criminal Justice	L4.1 - L4.6
	11.2 How socio-economic, mental health, diversity issues can impact on individuals progressing through the criminal justice system		
12 Explain the importance of effective partnership collaboration with respect to offender rehabilitation	12.1 The role of the Youth Offender Service and Youth Justice Board in diverting young people away from crime	L4 - Criminal Justice	L4.1 - L4.6
	12.2 Reducing the possibility of re-offending by: • Interventions and diversions coupled with disposals • Integrated offender management • Rehabilitation		
	12.3 Potential impacts of other interventions an ddiversions, including reparative, rehabilitative and restorative or punative justice on re-offending		
	12.4 The importance of effective partnership collaboration with Police and Crime Commissioners, partners and wider agencies		
Digital Policing			
1 Understand the prevalence of technology and devices in modern society and their use in policing	1.1 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	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
	1.2 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		
	1.3 Supporting technology and how these support device functionality • Social networks • Apps and encrypted communications		
	1.4 Influences of technology and devices in a policing context: • Digital witnesses (Echo, Google home etc.), CCTV, digital devices etc. • Investigative opportunities (CPIA 1996, investigative mind-set) • Community engagement • Location of perpetrators and the influence on investigations		
	1.5(3.1) How digital 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		
	1.6(3.2) 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		
	1.7(3.3) Considerations associated with unlawful research/examination of a device, including assuming a fake persona		
2 Understand the personal and organisational risks associated with using personal devices and being a member of law enforcement	2.1 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		

Outcome	Content	Module	References
	2.2 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 • Keeping private life separate from work life and work identity • Risk of being traced through technology, location service data etc. • Social media association	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
	2.3 Key legislation applicable to ensure compliance and mitigate organisational risk when dealing with devices in a policing context: • Police and Criminal Evidence Act 1984 • 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 • General Data Protection Regulation (EU) 2016/679 (GDPR) • Computer Misuse Act 2018 • Data Protection Act 2018 • Police, Crime, Sentencing and Courts Act 2022		
3 Outcome removed	3.1 Content moved to 1.5		
	3.2 Content moved to 1.6		
	3.3 Content moved to 1.7		
4 Examine types of online crimes, and individuals who may be especially vulnerable	4.1 Common online crimes: • Hate crime • Extortion (e.g. sexting/revenge porn etc.) • Abuse, bullying, stalking and threats or harassment • Online fraud/cybercrime • Child sexual exploitation • Radicalisation • Financial crime • Modern slavery and human trafficking	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
	4.2 Individuals who may be more vulnerable to online crimes e.g. children, elderly, adults at risk		
	4.3 Digital signs at a crime scene, or home environment, that could indicate vulnerability and/or safeguarding measures, including social media posts and Apps		
5 Describe the specialist support available for investigations involving digital devices	5.1 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	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
6 Understand the vulnerability and risk assessment principles in a digital environment	6.1 Use of the College of Police vulnerability and risk assessment principles in a digital investigation, including: • Indicators of vulnerability-related risk • Professional curiosity in identifying and managing potential risks of harm or injury	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
	6.2 Partner agencies who are able to provide support and reduce further risk of harm or injury, including provision of digital advice, including: • Responsibilities under the Victims Code in relation to referrals to partner agencies including online access		
7 Outline the considerations in relation to digital evidence in a court	7.1 Interpretations and analysis that can be drawn from digital evidence	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
Countering Terrorism			
1 Understand key terminology/concepts in countering terrorism	1.1 Radicalisation	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.8
	1.2 Extremism, including Right Wing Terrorism (RWT) and Left Anarchist or Single Issue Terrorism (LASIT), Northern Ireland Related Terrorism (NIRT) and Islamist Terrorism (IT)		
	1.3 Interventions		
	1.4 Terrorism-related offences		
	1.5 CONTEST strategy: Pursue, Prevent, Protect and Prepare		
	1.6 Terminology and threshold matrix		
2 Explain the organisational structures and inter-relationships that exist in counter-terrorism policing	2.1 National Counter Terrorism Policing HQ (NCTPHQ)	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.8
	2.2 National Counter Terrorism Policing Operations Centre (NCTPOC)		
	2.3 Counter Terrorism Command (CTC)		
	2.4 Counter Terrorism Unit (CTU)		
	2.5 Counter Terrorism Intelligence Unit (CTIU)		
	2.6 Special Branch		
	2.7 Security Service		
	2.8 National Counter Terrorism Security Office (NaCTSO)		
	2.9 Importance of partnership working, including international partners		
3 Understand key legislation relevant to countering terrorism	3.1 Relevant legislation, including: • Terrorism Act 2000 (as amended) • Counter Terrorism and Security Act 2015	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.8
	3.2 Powers of search, arrest and detention in relation to terrorism		
4 Identify how counter-terrorism operations can impact on front-line policing	4.1 Counter-terrorism operations, past and present (including lessons learned)	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.8
	4.2 National threat levels		
5 Understand the role of policing in gathering intelligence that can combat terrorism	5.1 Intelligence in counter-terrorism operations: • Local • Regional • National	L6 - Counter Terrorism L4 - Policing Communities and Problem Solving, L5 - Intelligence and Information	L6.2, L6.4, L6.5, L6.7, L6.8 L4.1 - L4.6, L5.1 L5.3 L5.4 L5.5,
	5.2 Importance of community intelligence in counter-terrorism operations: • Community engagement • Developing intelligence • Fostering co-operation		
6 Analyse the potential links between terrorism and other forms of criminal activity	6.1 Methods of funding/enabling terrorism: • Money laundering • Fraud • Identity theft	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.8
7 Understand the role of front-line policing in identifying vulnerable people in countering terrorism	7.1 Importance of recognising vulnerabilities in a counter-terrorism context	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.8
	7.2 Indicators of radicalisation of an individual: • Risk factors • Warning signs • Individual and environmental factors • Engagement, intent and capability		
	7.3 Radicalisation and the police role in the 'Prevent' strategy		
8 Assess the potential for insider threats within the police service and strategies to prevent this	8.1 Definition of the 'insider threat'	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.8
	8.2 The common causes of an 'insider threat' scenario e.g. data loss, disaffection, duress		
	8.3 Signs that a person could be vulnerable to an 'insider threat'		
	8.4 Impact on the organisation of the 'insider threat'		
	8.5 Methods to prevent, detect or deter individuals who might be vulnerable		
Response Policing			
1 Review the overall scope of the response policing role	1.1 Purpose of, and evidence base for, response policing	L5 - Response Policing,	L5.1 L5.3 L5.4 L5.5
	1.2 Relevance of the following to response policing: • The Code of Ethics • National Decision Model(NDM) • Joint Decision Model (JDM) • National Intelligence Model (NIM)		
	1.3 Role of first responders, including administrative and reporting responsibilities		
	1.4 Role of others, including call takers, control room staff, duty inspector		
	1.5 Meeting public views and expectations of police contact: • Public scrutiny and perceptions, including public inquiries • Management of community expectations, including the Charter for Families Bereaved through Public Tragedy (2021) • Maintaining professional standards • How historical events can impact on current policing relationships		
	1.6 Key considerations in response policing: • Safeguarding • Intelligence • Investigation • Variations to response approach for different environments e.g. care homes • Use of crime pattern analysis		
	1.7 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		
	1.8 Use of body-worn video, including the implications of its use		
	1.9 Potential threat/risk of harm to self and others		
	1.10 Complexities of incident-handling on the ground		
	1.11 Principles of incident management: • Taking the lead • Recognising critical or major 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		
2 Review the types of incident and crime likely to be encountered in response policing	2.1 The police's role to protect the public: duty of care	L5 - Response Policing L4 - Introduction to Policing	L5.1 L5.3 L5.4 L5.5 L4.1 - L4.6,
	2.2 Types of common incidents that first responders may attend: • Non crime-related, including: - civil emergencies - illness in public places - injury in non-road traffic accidents - neighbour or business-related disputes - missing persons - dangerous incidents e.g. gas leak, house fire, plane crash - situations where police powers may be required e.g. mental ill health • Crime-related, including: - anti-social behaviour (can also be non-crime related) - burglary - theft - assault - robbery - domestic abuse incidents - public order act offences drug related offences etc.	L5 - Response Policing	L5.1 L5.3 L5.4 L5.5

	2.3 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, rape, serial GBH, Organised Crime Groups (OCGs)	L5 - Response Policing, L5 Intelligence and Information L6 - Public Protection L6 Digital policing	L5.1 L5.3 L5.4 L5.5 L5.1 L5.3 L5.4 L5.5 L6.4, L6.7, L6.8 L6.1, L6.4, L6.5, L6.7, L6.8
3 Understand the legislation relevant to public order/public safety	3.1 Definition of 'public order' 3.2 Offences associated with public order/public safety 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 3.3 Role of police in public order/public safety incidents, including how a first responder fits into the command structure of a public order incident	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
4 Understand how to establish grounds and authority for carrying out a lawful search/entry and search	4.1 What is meant by the terms 'search' and 'search objectives' 4.2 Establishing whether there are grounds for a lawful entry and search 4.3 Establishing the authority for the search before starting a search 4.4 Limitations when carrying out a search	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
5 Understand appropriate powers to stop and search a person under Section 1 PACE 1984	5.1 Definition of a 'stop and search' under Section1 PACE 1984 5.2 Difference between a 'stop and account' and a 'stop and search' 5.3 Importance of employing an ethical 'stop and search' process according to the Best Use Of the Stop & Search Scheme 5.4 Potential impact of a 'search' or 'stop and search' on individuals and the community	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
6 Explain the role and responsibilities of the police at a major incident	6.1 Definition of a 'critical incident' and 'major incident' 6.2 Difference between a critical incident and a major incident 6.3 Who can declare a major incident 6.4 Command structure at a major incident 6.5 Role and responsibilities of the first responder at a major incident 6.6 Importance of effective debriefing of a major incident	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
7 Examine the effectiveness of joint interoperability between the emergency services	7.1 Introduction to, and principles for joint working (JESIP) 7.2 content deleted 2022 update 7.2 Role of police on attendance at an incident, including use of: • Major Incident Public Portal (MIPP) • Investigative Triage Form (ITF) 7.3 Role of other agencies in an incident, including: • Casualty Bureau • Hospitals • Documentation Teams at Survivors Reception Centre (SuRC) • Family and Friends Reception Centre (FFRC). 7.4 Improvements made to interoperability between the emergency services since the inception of JESIP	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
8 Critically review key issues relating to the complexity and challenges of operational policing	8.1 Police occupational culture 8.2 Police integrity and corruption 8.3 Police diversity 8.4 Cross-cultural differences within society 8.5 Policing marginalised people 8.6 Public perceptions: • Fear of crime and perceptions of safety • Satisfaction and confidence • Procedural justice • Legitimacy	L4 - Criminal Law and Diversity, L4 - Policing Communities and Problem Solving	L4.1 - L4.6,
9 Recognise the impact that police incidents can have on individual or group wellbeing and the support available to manage this impact	9.1 Types of incident/situations that can cause trauma 9.2 Importance of managing effects of trauma 9.3 Common signs and reactions of trauma 9.4 Support available to individuals and groups by the Emergency Services Trauma Intervention Programme (ESTIP)	L5 - Response Policing,	L5.1, L5.3 L5.4 L5.5
10 Understand the importance of mental wellbeing in policing	10.1 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 10.2 Impacts that policing can have on emotional energy levels e.g. shift patterns, rest day cancellations 10.3 Methods to help mental wellbeing, for example, ability to 'switch off' from work activity in non-work time 10.4 Importance of recognising the need for support to manage mental wellbeing	L5 - Response Policing,	L5.1, L5.3 L5.4 L5.5
11 Review examples of high-profile critical and major incidents to establish best policing practice	11.1 High profile examples of critical and major incidents 11.2 Lessons learned from these incidents 11.3 How this affects joint interoperability in future similar incidents 11.4 Use of emotional intelligence	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
12 Analyse the role of the police within a joint emergency services incident	12.1 Importance of applying JESIP at a joint emergency services incident e.g. road traffic collision with fire and ambulance present 12.2 Use of the Joint Decision Model at joint emergency services incidents 12.3 The primacy rule at a major incident 12.4 Lessons learned from previous joint emergency services incidents 12.5 Future developments e.g. joint command structures/joint command centres	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
13 Examine specific challenges faced by response officers in more complex response situations and contexts	13.1 Street gang culture and their power within communities 13.2 Reducing knife crime 13.3 Circumstances constituting a firearms incident 13.4 Role of the NDM in firearms incidents 13.5 Building trust - how the police can build trust with the vulnerable e.g. homeless people, missing persons 13.6 The 'pack mentality' and the actions of organised low-level crime syndicates e.g. shoplifting teams, pick pockets 13.7 Recording police action on social media 13.8 How to increase police visibility and accessibility to the public	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
14 Illustrate how theories and principles of psychology and human behaviour can be applied in various response contexts	14.1 Theories of the psychology of human behaviour 14.2 Crowd psychology 14.3 Negotiating and influencing in complex response situations 14.4 Skills, tactics and tools for exerting emotional influence	L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
15 Understand key social, political and strategic drivers impacting upon contemporary response policing	15.1 Impact of social and political change upon response policing 15.2 How response policing has adapted to a reduction in police numbers and growing financial constraints 15.3 Analysing and reporting on issues such as: • Current policing awareness of social/community issues • Cultural/socio-political influences and change	L5 - Response Policing L4 - Introduction to Policing , L4 - Policing Communities and Problem Solving	L5.1, L5.3 L5.4 L5.5 L4.1 - L4.6,
16 Apply appropriate responses when dealing with an incident involving a Unmanned Aerial Vehicle (UAV))	16.1 Definition of what is meant by the term Unmanned Aerial Vehicle (UAV) and the terms by which they may be known e.g. Drone, Remotely Piloted Aerial System (RPAS) etc. 16.2 Legislative requirements for flying drones, including weight, separation distances, operator registration, pilot qualifications etc. 16.3 The role of the Civil Aviation Authority (CAA) in relation to Unmanned Aerial Vehicles (UAVs) and associated CAA permissions and Operational Authorisations 16.4 Police powers available when responding to an incident involving drones, contained in the Air Traffic Management and Unmanned Aircraft Act 2021	L5 - Response Policing	L5.1, L5.3 L5.4, L5.5
17 Explain strategies for how those involved in response policing can remain effective in an increasingly challenging environment	17.1 PEEL reports into police effectiveness 17.2 Reforms required to enable the police service to fulfil its primary functions 17.3 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 17.4 How response policing can deal with challenges posed by issues of resourcing	L5 - Response Policing	L5.1,L5.3 L5.4 L5.5
Policing Communities			
1 Examine the function and key issues relevant to community policing	1.1 Aims of community policing: • Partnership building • Improved public perceptions (e.g. reassurance, confidence) and better future engagement • Reduced crime, anti-social behaviour and demand • Stronger communities (e.g. collective efficacy)	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	1.2 Development of, and differences between, community policing in the 1980s, 1900s, 2000s and 2010s	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	1.3 Impact of politics on community policing 1.3a How legislation has the potential to contribute to disproportionate policing including: • Road Traffic Act 1988 s163 • Criminal Justice and Public Order Act 1994 s60, including Stop and Search Powers • Serious Violence Reduction Orders • Covid legislation/fines 1.3b Importance of applying the essence of law to comply with legislation and support relationships	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	1.4 Content removed 1.5 How the police response to national emergencies/disasters and subsequent inquiries (e.g. Hillsborough) can: • Impact on public perception in relation to the honesty and trust of police arising from organisational defensiveness • Impact the current and future trust between communities and the police • Cause additional trauma to victims' families 1.6 How terror attacks (such as 9/11 (USA), 7/7 (UK), and Manchester Arena) can: • Impact on community policing • Influence current and future relationships between communities and the police • Members of the community and the police • Impact on the public perception of police	L4 - Policing Communities and Problem Solving L5 Intelligence and Information	L4.1 - L4.6 L 5.1,5.3, 5.4, 5.5
	1.7 Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing: • Duty of care and support	L4 - Policing Communities and Problem Solving L4 Introduction to Policing	L4.1 - L4.6
	1.8 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	L4 - Policing Communities and Problem Solving, L5 - Response Policing, L5 - Vulnerability and Risk	L4.1 - L4.6, L5.1-5.5

Learning Outcome	Content	Module	Units
	1.9 Key aspects of community policing: • Targeted foot patrol • Community engagement • Problem-solving (including early action and intervention) • Crime prevention	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
1c Evaluate historical events that have created community trauma for Black communities, impacting on future relationships with policing	1.1c The term 'community trauma' and, through lived experiences, understand the impacts on policing relationships 1.2c Historical events that have negatively impacted police and Black community relationships, causing community trauma, including: • Windrush • Notting Hill race riots (1958) • Mangrove Nine (1970) • Oval Four (1970s) • Brixton, Toxteth and St Pauls riots (1980s) • New Cross house fire (1981) • Broadwater Farm, including death of Cynthia Jarrett (1985) • Murder of Stephen Lawrence (1993) • Tottenham and wider London riots following Mark Duggan Shooting (2011) • Black Lives Matter protests in Britain in aftermath of George Floyd murder (2020) • Strip searching of teenagers, including Child Q (2020) 1.3c Importance of avoiding and mitigating community trauma to improve policing relationships	L4 Criminal Law and Diversity	L4.1 - L4.6
2 Explore a range of community policing contexts in which effective communication can bring particular benefits	2.1 Engaging with individuals, focus groups and communities (including faith communities)	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.2 How effective communication can encourage future co-operation from the community	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.3 How perceptions of, and confidence in, the police service are enhanced by effective communication	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.4 Communication via social/online media	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
3 Evaluate how crime and anti-social behaviour affects local communities and what constitutes effective and appropriate police action	3.1 Crime and anti-social behaviour (ASB) in communities: • Defining ASB • Patterns (long-term issues, hotspots and repeat victimisation) • Risk factors and causes	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	3.2 ASB and vulnerability	L4 - Policing Communities and Problem Solving, L5 - Vulnerability and Risk	L4.1 - L4.6, L5.1 - L5.5
	3.3 Impact of crime and ASB on victims and communities: • Pilkington case • Signal crime	L4 - Policing Communities and Problem Solving, L5 - Vulnerability and Risk	L4.1 - L4.6, L5.1 - L5.5
	3.4 Preventing and responding to crime and ASB in communities: • Investigative activity • Enforcement activity, including specific legislation • Targeted prevention activity (e.g. offender focus, hotspots, problem solving, repeats) • Partnership activity (e.g. local authorities, communities (including faith communities) • Long-term prevention activity (e.g. early interventions, families with complex needs) • Perceptual activity (e.g. control signals)	L4 - Policing Communities and Problem Solving, L5 - Police Investigation	L4.1 - L4.6, L5.1, L5.3 L5.4 L5.5
4 Describe how to foster effective partnerships in community policing	4.1 Role and importance of partner agencies in effective problem-solving: • Shared problems • Data sharing • Problem identification and analysis • Non-police responses to problems	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	4.2 Legislative framework	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	4.3 Support that partners can provide in a community context: • Statutory and voluntary agencies • Blue light partners in community strategies • Formal and informal local partnership approaches • Partnership building and networking • Use of police volunteers e.g. speed watch	L4 - Policing Communities and Problem Solving, L4- Introduction to Policing	L4.1 - L4.6
	4.4 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	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
5 Understand the purpose and value of community engagement	5.1 Aims and benefits of community engagement	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.2 Typology of community engagement		
	5.3 Strengths/weaknesses of different methods of engagement		
	5.4 Using community engagement to inform police practice (e.g. problem-solving activity)		
	5.5 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 community • Team-building for partnership working		
	5.6 Role/use of social media		
	5.7 Importance and value of information provision		
	5.8 Role and importance of the public in effective problem-solving: • Problem identification, specification and prioritisation • Co-production • Collective efficacy and community resilience/recovery		
5a Explore options to improve relationships with Black communities	5.1a Improvements to community policing practice which have impacted positively on relationships	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.2a The need to continue to change policing practices and understanding the communities that are policed		
	5.3a Importance of reflecting on own knowledge, attitudes and behaviour		
	5.4a Role of individuals to create positive encounters to develop and build trust and confidence with Black communities		
	5.5a Importance of talking about issues such as racism, inappropriate language/behaviour and being able to challenge them accordingly • Techniques to challenge inappropriate language/behaviour, including doing so as soon as possible at the time and/or after the event • Reporting on comments made by colleagues/police in social media, including Whatsapp groups		
6 Outcome removed	6.1 Content removed		
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7 Explain how engaging with the community to examine/critique current policing practice can have a positive impact on policing	7.1 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	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	7.2 Understanding community problems, issues and concerns regarding policing practice		
	7.3 Areas of policing where evidence-based research may benefit the level of service provided to the community		
	7.4 Impact of policing resources on community policing		
	7.5 Effectiveness of early intervention/early action initiatives		
	7.6 Methods of adapting policing style to police minority groups		
	7.7 Effectiveness of initiatives/approaches made by other organisations (statutory and voluntary)		
8 Evaluate the role of community policing in fostering and maintaining community cohesion	8.1 Why there is a historical mistrust of the police by some sections of society	L4 - Policing Communities and Problem Solving, L4 – Criminal Law and Diversity	L4.1 - L4.6
	8.2 How historical mistrust can manifest itself in confrontations		
	8.3 High profile cases where such confrontations have taken place		
	8.4 Measures to reduce tension and improve trust	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	8.5 Use of community tension indicators		
	8.6 Impact of community engagement on police legitimacy		
	8.7 Impact of engagement on community confidence	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
9 Understand the key principles of effective community engagement	9.1 Identification of key stakeholders: • Partner organisations • Groups • Individuals • Police	L4 - Policing Communities and Problem Solving,	L4.1 - L4.6
	9.2 Typology and influences on community partnerships	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	9.3 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	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
10 Evaluate the impact of potential challenges to community policing and the future role of the community constable	10.1 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 • Changing crime types and patterns	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	10.2 Future role of community police officers and special constabulary: • Evolving knowledge and skills requirements • Adaptability to changing needs and priorities		

Roads Policing

Learning Outcome	Content	Module	Units
1 Explain the core functions of roads policing role	1.1 How roads policing relates to the wider policing function, including: • Point of contact between police and public • Awareness of national and local force KSI (killed or seriously injured) statistics • Casualty reduction arising from enforcement activity • Potential links between road traffic offending and other forms of crime	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
	1.2 Core police functions in relation to policing the roads, including the National Police Chiefs' Council (NPCC) Roads Policing Strategy, including four pillars of 'policing our roads together' and the 'fatal four'		
	1.3 Definition of terms associated with roads policing and the broad classes of vehicles		
	1.4 Health and safety risks within the roads policing environment and the strategies and procedures to assist with these, for example (but not limited to): • Exposure to inclement weather conditions for long periods of time • Danger from other traffic when dealing with incidents • Fatigue, drowsiness and lack of driver concentration • High stress levels from attendance at traumatic incidents • Strategies and methods to mitigate health and safety risks to police officers and staff employed on roads policing duties • Post-incident procedures, including how to access health and well-being support		
	1.5 Key considerations associated with policing the motorway environment, including: • Legislation specific to traffic using motorways • Restrictions placed upon driving on motorways • Constituent parts of the motorway (e.g. junctions, slip-roads)		

	1.6 Role of partner agencies that support roads policing, including: • Local Highway Authority, National Highways, Fire and Rescue Service (FRS), Recovery Operators • Health and Safety Executive (HSE), Independent Office for Police Conduct (IOPC), Office of Rail Regulation, Motor Insurers' Bureau (MIB) • Driver and Vehicle Licensing Agency (DVLA), Driver and Vehicle Standards Agency (DVSA)		
2 Identify those who are especially vulnerable in the roads policing environment	2.1 Locations leading to vulnerability in the road environment		
	2.2 Individuals who may be more vulnerable in the roads environment		
	2.3 How to deal with emotionally and mentally vulnerable individuals in the roads environment, for example: • Importance of recognising any potential danger to officers, emergency service personnel and the public, including using extreme caution and maintaining a safe distance • Potential for medical assistance being required • Assistance offered by trained negotiators • Exercising extreme caution and maintaining a safe distance and risk of emotionally vulnerable persons using a vehicle for suicidal intentions	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
3 Identify the offences known as the 'fatal four'	3.1 Offences related to the 'fatal four': • Speeding, including legislation applicable • Drink and drug driving, including legislation and points to prove • Driving while distracted (e.g. mobile devices), including legislation and evidential requirements • Non-wearing of seat-belts, including exemptions 3.2 Key considerations where driving impairment or excess use of alcohol or drugs is suspected: • Likely indicators of driving whilst under the influence of drink or drugs e.g. driving manner, general demeanour etc. • Causing death by careless driving when under the influence of drink or drugs • Prescribed limit of alcohol in breath, blood, and urine • Drugs which have specified limits in blood • How evidence of impairment can be provided e.g. Preliminary Impairment Test (PIT) (Field Impairment Test) for alcohol and/or drugs and relevant documentation to be completed • Knowledge of the powers and processes for administering preliminary tests in accordance with relevant legislation	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
4 Explain legislation relating to the more prevalent offences committed in relation to driving/riding vehicles	4.1 Definitions of the terms 'using', 'causing' and 'permitting' and how they are central to many road traffic offences 4.2 Related offences associated with drivers' licenses and the information that must be given to a constable: • Relevant legislation, including the differences between endorsable and non-endorsable version of s87(1) RTA 1988 • Conditions when a driving licence may be revoked • Licensing requirement for foreign visitors and preventing illegal migrants from retaining a UK driving licence • Information that must be provided when requested by a constable or vehicle examiner 4.3 Additional offences associated with the roads environment, for example: • No protective headgear when driving/riding motorcycles, carrying of passengers (including defences/exemptions) • Dangerous, careless and inconsiderate driving (including close passing of cyclists etc.) • Dangerous/careless and inconsiderate cycling, including cycling under the influence of drink or drugs • Electrically assisted pedal cycles and E-Scooters	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
5 Explain investigative processes in relation to vehicle offences	5.1 Legal requirements in relation to vehicles, including: • Registration and identification of vehicles in compliance with the Vehicle Excise and Registration Act 1994 • Valid vehicle insurance and test certificate, including exemptions, open (trader's) policies, offences and appropriate legislation • Vehicle construction and use offences, including tyres, lighting etc. • Unnecessary or wilful obstruction and leaving a vehicle in a dangerous position, offences and lawful authority or excuse and powers to remove 5.2 Powers and safety considerations for stopping and checking vehicles, including increased risk on faster roads, conducting roadside tests and entering premises following a 'fail to stop' 5.3 Powers to seize or recover a vehicle on a road	L5 - Policing the Roads,	L5.1, L5.3 L5.4 L5.5
6 Explain the appropriate actions at the scene of a minor collision or other incident in the roads environment	6.1 Evaluating the scale of incidents on the road and assessing threat and risk, including considerations associated with dangerous and hazardous goods and deciding who has primacy 6.2 Securing, preserving and recording the incident scene and any potential evidence, including: •STATS 19 Gathering accurate records of the vehicle, driver etc, involved 6.3 Requirement for a driver to stop, report an accident and provide information or documents	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
7 Understand the appropriate procedures for the disposal of offences committed by drivers and other road users	7.1 Options available for disposal of driving and vehicle offences and when they are appropriate	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
8 Critically evaluate how effective roads policing (and associated legislation/regulation) can reduce injuries and fatalities	8.1 Role of roads policing in tackling the 'fatal four' and other road traffic offences		
	8.2 Importance, function and limitations of the STATS19 reporting process		
	8.3 Social acceptance of road death and injury		
	8.4 Offences contained in sections 1-3 RTA 1988 and how they deal with incidents where death or injury results	L5 - Policing the Roads,	L5.1, L5.3 L5.4 L5.5
	8.5 Contribution to road safety made by the drug drive offences in sections 4 and 5A of the RTA 1988		
	8.6 Effectiveness of the laws restricting speed, prohibiting mobile phone use and driver distraction		
9 Analyse the contribution of roads policing to disrupting crimes enabled by the road network	9.1 Links between road traffic offences and other forms of criminality		
	9.2 Role of roads policing in respect of specific offences (e.g. burglary, trafficking, County Lines)		
	9.3 Use of intelligence and other data insights in directing roads policing activity	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
	9.4 Risks and benefits associated with conducting a traffic stop (engagement, explanation, encouragement, education and enforcement)		
	9.5 Use of pursuits, training and decision making to disrupt crimes		
10 Evaluate the organised criminal activity types using the road network and how these can be countered	10.1 Operating methods of criminal gangs on the road network: • Ports of entry, including clandestine entry • Tampering with vehicle security and vehicle cloning • County lines • Insurance fraud (cash for crash) 10.2 Additional types of criminal activity that are facilitated by the road network, including: • Drug smuggling, counterfeit and stolen goods, • Human trafficking including child sexual exploitation) and Illegal immigration • Bulk theft (e.g. fuel)□ • Waste crime 10.3 Impact of roads-related organised crime activity at a national, regional and local level (financial and non-financial) 10.4 Strategies to disrupt and reduce criminal and terrorist activity on the roads, including (but not limited to): • Intelligence-led operations, including Automatic Number Plate Recognition • Targeting offenders • Initial investigation of minor offences leading to more major crime being identified • Action (ACT) and reaction (REACT reports) • Driver and Vehicle Licensing Agency (DVLA) 10.5 Agencies and organisations that contribute to disrupting roads related criminality • Government agencies e.g. British Transport Police (BTP), Harbour and Docks Police, Driver and Vehicle Licensing Agency (DVLA), Driver and Vehicle Standards Agency (DVSA), His Majesty's Revenue and Customs (HMRC) • Non-governmental agencies e.g. Motor Insurance Bureau (MIB), banking and finance industry, immigration enforcement, Highways England (HE), vehicle and trailer manufacturers etc.	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
11 Examine additional offences relating to taxis/private hire vehicles and construction and use	11.1 Relevant legislation, licencing requirements and offences associated with taxis (hackney carriages and private hire vehicles)	L5 - Policing the Roads	L5.1, L5.3 L5.4 L5.5
	11.2 Offences associated with using a motor vehicle or trailer in a dangerous condition and options for dealing with the offence		

Information and Intelligence

1 Explain the importance of information and intelligence to key areas of policing	1.1 Information versus intelligence		
	1.2 The National Intelligence Model (NIM), including coverage of its purpose		
	1.3 Intelligence roles: • National intelligence • Local intelligence • Intelligence roles within other intelligence organisations		
	1.4 Responsibilities of the intelligence function within the NIM		
	1.5 Key intelligence products in NIM and their utilisation: • Strategic and tactical assessment • Problem and subject profiles	L5 - Intelligence and Information,	L5.1, L5.3 L5.4 L5.5
	1.6 Role of intelligence briefings, including evaluation and debriefing utilising NIM		
	1.7 How information and intelligence can be used in key areas of policing: • Community policing • Response policing • Roads policing • Investigation • Countering terrorism • Public protection • Vulnerability and risk • Major policing operations		
	1.8 Potential impact on public perceptions of policing caused by both effective/ineffective use of information and intelligence		
2 Understand relevant legislation/guidance for handling information and intelligence	2.1 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)	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
	2.2 Relevant guidance, including: • Managing Information (Management of Police Information (MOPI)) • APP Information Management • Government Security Classifications (GSC) • Information Sharing Agreements (ISA)		

Learning Outcome	Content		
3 Understand the practical issues relating to the collection, retention and sharing of information and intelligence	3.1 The Intelligence Cycle: • Direction • Collection • Evaluation • Collation • Analysis • Dissemination	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
	3.2 Relationship between the National Intelligence Model (NIM) and the Intelligence Cycle		
	3.3 Use of information and intelligence within the National Decision Model (NDM)		
	3.4 Links between the NDM, the Code of Ethics and intelligence products		
	3.5 Sources of information and intelligence, including: • Open/closed sources • Internet Intelligence Investigations (III) • Police National Computer (PNC) • Police National Database (PND) • International Law Enforcement Alerts Platform (I-LEAP) • Policing registers • Other forces/agencies, including specialist agencies and departments • Covert Human Intelligence Sources (CHIS) • Social media • Community intelligence • Digital sources		
	3.6 Intelligence reports, including : • Purpose • Completion (including sanitising) • Intelligence sources • Handling codes • Intelligence evaluation • Submission • Quality Assurance		
	3.7 Importance of correct grading/labelling of intelligence		
	3.8 Systems employed to 'grade' information into intelligence		
	3.9 How intelligence is prioritised: • Rating of credibility • Threat • Risk • Harm • Opportunity		
	3.10 Uses (and challenges) of technology in information and intelligence management: • 'Golden Nominal' concept		
	3.11 Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information		
	3.12 Reasons why there is a need to share information within the police service and with other organisations		
	3.13 Potential positive and negative impact on policing outcomes of information and intelligence sharing		
	3.14 Principles of sharing police information		
	3.15 The different types of sharing: • Statutory obligation • Statutory power • Common law (Policing Purpose)		
	3.16 Appropriate, effective and legal sharing of information, including permissions that may be required and determining key points which should be shared		
	3.17 How Information Sharing Agreements (ISAs) work		
	3.18 Role of the Information Commissioner's Office (ICO)		
	3.19 Potential consequences of sending too much information versus too little to partner agencies		
	3.20 Instances when sharing information outside of the ISA may be acceptable		
	3.21 Impacts of information misuse		
	3.22 Freedom of Information and subject access requests		
4 Understand how information and intelligence held by other agencies can help police operations	4.1 The information that is held on individuals by other agencies	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
	4.2 Considerations for partnership working e.g. data protection, data sharing/quality, privacy, risk management		
	4.3 How the sharing of information can assist in single or multi-agency operations		
	4.4 How to provide feedback on information and intelligence post-operation		
5 Explain data protection regulations and their impact on professional policing	5.1 The key roles in information handling, including the Information Asset Owner (IAO)	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
	5.2 Data protection regulations associated with storage, processing, use and sharing of policing data, including: • General Data Protection Regulation (GDPR) • Data Protection Act 2018		
	5.3 Impact of holding incorrect, inaccurate or out of date information on an individual		
	5.4 Implications of data protection regulations on the use of information and intelligence in policing operations		
	5.5 Legal and organisational implications of inappropriate disclosure of information		
	5.6 Use of Privacy Impact Assessments with any held data		
	5.7 Retention periods for information		
	5.8 Data quality		
	5.9 Concept of risk mitigation		
6 Examine the issues that can arise when data management protocols are not adhered to	6.1 Impacts on the police service and the reputation of policing when data management errors occur	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
	6.2 Potential cost to the organisation and individuals when data breaches occur		
	6.3 Initial actions for dealing with data breaches and the roles of key stakeholders		
7 Review the rights of the individual in respect of information held about them	7.1 Rights of the individual and exceptions, including: • Protection of Freedoms Act 2012 • Human Rights Act 1998	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
8 Explain relevant intelligence sources appropriate to policing operations	8.1 Policing purposes for which information and intelligence may be gathered	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5

	8.2 Sources of information and/or intelligence appropriate to a policing operation:
	
	• Europol (Five Eyes)/Interpol (I-24/7)
	• ACRO
	• International Law Enforcement Alerts Platform (I-LEAP)
	• Home Office Immigration Enforcement
	• 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		

	8.3 Considerations regarding gathering information and intelligence to meet the needs of an operation, including: • Legislation and correct use of application of search warrants • Methods of gathering information and intelligence • Data integrity • Intelligence product(s) required		
	8.4 How intelligence moves between Regional Organised Crime Units (ROCUs), National Crime Agency (NCA), forces and other agencies		
9 Understand how to handle information and intelligence about vulnerable people in line with authorised practices	9.1 How data about vulnerable people is obtained and handled within the police service	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
	9.2 The role of the intelligence manager in ensuring the intelligence is correctly risk-assessed and appropriately actioned		
	9.3 Practices for ensuring that data is stored in the correct manner		
	9.4 How to ensure information is shared appropriately between the police and a range of other agencies		
	9.5 How to 'weed out' old and incorrect information and intelligence		
10 Identify relevant qualitative and quantitative intelligence data for producing intelligence/analytical reports and/or products	10.1 Purpose of research and analysis in intelligence	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5
	10.2 Sources of appropriate quantitative and qualitative data for intelligence reports/analytical reports, for example: • Internet Intelligence and Investigation (III) • Closed source • Internal/external • Confidential		
	10.3 Suitability of data for intelligence purposes, for example: • Validity • Reliability (including accuracy) • Confidentiality • Availability • Suitability		
	10.4 How to analyse and evaluate suitable data and information for analytical products and intelligence collection plans		
	10.5 How to identify significant features, gaps and unexpected results in the intelligence data		
11 Explain the contents of an intelligence collection plan	11.1 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	L5 - Intelligence and Information	L5.1, L5.3 L5.4 L5.5

Police Investigations

Learning Outcome	Content		
1 Examine fundamental principles, legislation and powers related to conducting investigations	1.1 Relevant investigative legislation, including legislation applicable in specific areas, for example: • Pace and Criminal Evidence Act (PACE) 1984 • Criminal Procedure and Investigations Act 1996 • Public Order Act 1986 (pt iii) • Crime and Disorder Act 1998 • Youth Justice and Criminal Evidence Act 1999 • Proceeds of Crime Act 2002	L5- Investigations, L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
	1.2 Powers applicable to investigations, including: • Powers of entry, search and seizure (including legal privilege) • Powers of arrest • Warrants		
	1.3 Definitions of 'criminal investigations' and 'investigator', including the importance of the investigator role as a PC		
	1.4 Ethical considerations when conducting investigations, including Evidence-based Guidance regarding effective investigations		
	1.5 Evidence base behind investigative concepts		
	1.6 Knowledge and skills required		
	1.7 Investigative mind-set		

Learning Outcome	Assessment Criteria		
	1.8 Principles of an initial investigation: • Preserve life • Preserve scenes • Secure evidence • Identify victims • Identify suspects		
	1.9 Making decisions in an investigative context in accordance with the National Decision Model		
	1.10 Potential use of the PLANE model: • Proportionality • Lawfulness • Accountability • Necessity • Ethical		
2 Understand the structure and processes in relation to conducting an investigation	2.1 Definitions of key terminology: • Investigative mind-set (impact of personal biases) • Best evidence • Material/information/intelligence/evidence • Disclosure	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	2.2 The stages of an investigation		
	2.3 How and when to develop an investigative hypothesis, and how to test hypotheses		
	2.4 Specialists who may be involved, including Crown Prosecution Service (CPS), forensic specialists, financial investigators, digital media investigators		
3 Explain the appropriate processes for gathering and managing evidence/information that may be pertinent to an investigation	3.1 What constitutes 'material', 'information', 'intelligence' or 'evidence'	L5 - Investigations, L5 - Intelligence and Information, L5 - Response Policing	L5.1, L5.3 L5.4 L5.5
	3.2 Types of evidence		
	3.3 Evidence-gathering opportunities (domestic and international): • Victims • Witnesses • Suspects • Crime scenes (including physical and digital scenes of crime) • Passive data generators e.g. CCTV (including video doorbells, dash cams), data communication sources, banking and credit card records		
	3.4 How digital technology can capture best evidence e.g. body-worn video (BWV) or camera phones		
	3.5 Use of ANPR/CCTV (and other digital sources) as an investigative resource		
	3.6 Specialist support that may be required to analyse or obtain further evidence		
	3.7 How to review information and material gathered		
	3.8 How to plan and conduct an initial investigation		
	3.9 Managing an initial investigation: • Using THRIVE • Recording a crime • Taking an initial account • Understanding the role of others • Fast-track action • Golden hour principles		
	3.10 Importance of developing potential end products from the outset of an investigation to support a fair trial (e.g. intelligence, evidence, disclosure etc., in the lead up to criminal justice outcomes) and why this is important		
	3.11 Importance of undertaking investigative and evidential evaluation throughout the investigation		
	3.12 Planning an investigation and investigative strategies that may be considered and used for evidence gathering: • Search powers and warrants • 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, Investigate, Evaluate (TIE) • Suspect identification • Multi-agency • Victim/witness • Prevention • Disruption		
4 Understand the legislation and supporting principles relating to police interviews and associated national investigative interviewing principles	4.1 Legislation to be considered during suspect interviews, including: • PACE Code C • PACE Code E - Audio Recording of Interviews • PACE Code F - Video Recording of interviews • PACE Code G - Statutory Power of Arrest by Police Officers	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	4.2 The evidence base associated with the PEACE interview structure		
	4.3 The national principles of investigative interviewing		
	4.4 The PEACE interview process: • Planning and preparation • Engage and explain • Account clarification and challenge • Closure • Evaluation		
	4.5 Individuals who may need to be involved in interview process, including: • Interpreters • Legal advisors • Intermediaries • Appropriate Adult • Interview Adviser		
	4.6 Non-verbal signals seen in interviews		
5 Understand the difference between 'volume and priority' crime and 'serious and complex' crime and the relevance to the investigative process	5.1 Define 'volume and priority' crime and 'serious and complex' investigations and identify what factors will escalate a volume and priority crime to serious and complex	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	5.2 Specific considerations to be taken into account when dealing with the following investigations: • Anti-social behaviour and disputes • Hate crime and incidents (including proportionate response and the importance of proving hostility) • Public protection (including safeguarding, multi-agency response and information sharing) • Death and serious injury on the road • Public order • Firearms • Extremism • Terrorism		
6 Understand the additional sources of intelligence that can be obtained during a complex investigation	6.1 Role of specialists in retrieving information/intelligence or evidence or material from devices	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
7 Explain how personal attitudes, values and biases can impact on a public protection investigation	7.1 Effects of personal attitudes, stereotyping views, values and bias on the investigation process		
	7.2 Strategies for dealing with the potential impact of such attitudes, stereotyping views, values or bias		
	7.3 Importance of dealing with a person without judgement, fairly and in a manner appropriate to their needs		
8 Review the roles and processes associated with conducting complex investigations	8.1 Relevant legislation in relation to complex investigations	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	8.2 Community considerations, including community engagement, impact assessment and use of Independent Advisory Groups		
	8.3 Briefing and de-briefing using recognised national formats (i.e. IIMARCH (Information, Intent, Method, Administration, Risk Assessment, Communications and Humanitarian Issues), SAFCOM, (Situation, Aim, Factors, Choices, Option, Monitoring))		
	8.4 Role of internal specialists, and their differing response to volume and complex crime, including: • Crime Scene Investigator • Digital or traditional forensics specialists • Area specialists e.g. modern slavery single points of contact (SPoC) • Digital Media Investigator • Financial Investigator • Senior Investigating Officer		
	8.5 Additional investigative processes that may be required e.g. inquests		
	8.6 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 law 'v' public law		
	8.7 Role of coroner		
8a Understand and apply guidance and processes relating to international enquiries/investigations	8.1a Key legislation and processes applicable to international enquiries/investigations: • Routine policing, custody, conviction, identity checks and specialist checks for FNOs	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	8.2a Additional investigative considerations in an international crime context, including: • Mutual Legal Assistance and Police to Police channels • Bad character • Foreign National Offender disruption • Transferring victim allegations overseas for investigation and live links • Biometric exchange mechanisms • ACRO		
	8.3a Importance of confirming the identity of offenders under investigation and methods of doing so. • Specialist support / agencies • Seizure of Identity Documents • Home Office Immigration Enforcement • ACRO request and responses • NPCC International Crime Coordination Centre		
	8.4a Situations when an officer may be required to assist in an overseas enquiry/investigation and considerations in respect of data sharing		
	8.5a Services available to an investigation for both intelligence and evidential material		
	8.6a Mutual legal assistance, letters of request and obligations for incoming and outgoing requests		
	8.7a Approvals and procedures to be adhered to when required to deploy overseas		
	8.8a Extradition processes for inbound and outbound requests		
	8.9a The range of tactical options that can be used at a border in a manhunt		
9 Understand the intricacies associated with victim and witness care during a complex investigation	9.1 Impact of trauma on victim(s) and witnesses involved in complex and serious offending	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	9.2 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		
	9.3 Professional support that may be involved		
	9.4 The role of Multi-Agency Public Protection Arrangements (MAPPA)		
	9.5 Victim's right to review		
10 Explain additional professional considerations to be taken into account when conducting complex investigations	10.1 Specific legislation applicable to complex investigations	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	10.2 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		

11 Explain the range of specialists to liaise with in relation to complex live (or cold) cases	11.1 Role of the CPS, early engagement and pre-trial case conferences	L5 - Investigations	L5.1, L5.3 L5.4 L5.5
	11.2 Types of reviews, statutory or non-statutory, including cold case reviews		
	11.3 Case discussions prior to engaging a specialist e.g. Forensic Medical Examinor		
	11.4 Logistics of disclosure during complex or major investigations e.g. case management systems and databases (e.g. MIRSAP/HOLMES)		

Module Code	Module Title(Credits)	Assessment (words/time/weighting/week)	Level/Semester	YSJU PLOs	Rationale
DPP4014M	Introduction to Policing (20)	1. A magazine article (2000 words) (E-portfolio) designed to assist new recruits in understanding police legitimacy, professional standards; the IOPC and code of ethics. (100%) (wk13)	4/1	L4.1 – L4.6	Designed to assist new recruits in understanding police legitimacy, professional standards; the IOPC and code of ethics and develop skills in portfolio building
DPP4006M	Criminology & Crime Prevention (20)	1. Group presentation (20 mins) (50%) (wk9) 2. Essay (1000) (50%) (wk14)	4/1	L4.1, 4.2, 4.4 – 4.6	Develop understanding on theory of criminology, how it relates to crime science and how to contextualise it in 'real world' policing
DPP4003M	Study and Employability Skills (20)	1. Written Critique (1000) (50%) (wk9) 2. Self-Reflection (1000) (50%) (wk12)	4/1	L4.1, 4.2, 4.4-4.6	Develop skills around team working, leadership, problem-solving, communication and presentation. Develop ability to self-reflect and action plan. Develop writing skills and academic skills.
DPP4004M	Criminal Justice (20)	1. 2000-word e portfolio demonstrating awareness of the four stages of the Criminal Justice module (100%) (wk 13)	4/2	L4.1 – L4.6	To develop a clear understanding of the various stages (such as prosecution, police detention, bail, disclosure of unused material, rehabilitation) and key partner agencies that comprise the Criminal Justice System. Central to this is PACE 1984 and practices around the treatment of victims, witnesses and offenders.

DPP4005M	Policing Communities & Problem Solving (20)	1. Report (1000) (30%) (wk5) 2. Policing plan (1500) (70%) (wk12)	4/2	L4.1 – L4.6	Develop skills in writing operational plans on POP using SARA and IIMARCH
DPP4013M	Criminal Law and Diversity (20)	1. 1.5-hour open exam (police powers and offence definitions (50%) (wk7) 2. Essay (1500) (50%) (wk13)	4/2	L4.1 – L4.6	Develop understanding of the importance of policing all communities and how to promote diversity and inclusion
DPP5001M	Designing Evidenced-Based Policing Research (20)	1. EBP research proposal (3000) (100%) (wk13)	5/1	L5.2 – 5.5	Develop understanding of research methods and EBP
DPP5002M	Response Policing (20)	1. Report (3000) (100%) (wk14)	5/1	L5.1, 5.3 – 5.5	Develop and check understanding of law, policy and procedure and how to reduce demand
DPP5003M	Vulnerability & Risk (20)	1. Essay (1500) (50%) (wk8) 2. Comparison of case studies (1500) (50%) (wk12)	5/1	L5.1 – 5.5	Develop understanding of vulnerability and risk in society and consider how to support vulnerable people and reduce risk
DPP5004M	Policing the Roads (20)	1. Multiple Choice Exam (1 hour) (30%) (wk7) 2. Policy document (2000) (70%) (wk12)	5/2	L5.1, 5.3 – 5.5	Develop harm reduction strategy and test knowledge of law and policy
DPP5005M	Intelligence & Information (20)	Online unseen Multiple Choice Question exam followed by 10-12 longer answer questions (2.5 hours) (100%) (wk14)	5/2	L5.1, 5.3 – 5.5	To develop and check understanding of the use of intelligence and information in policing
DPP5006M	Investigation (20)	Essay: Review of investigative strategies within one case study (3000 words) (100%) (wk 13)	5/2	L5.1, 5.3 – 5.5	Understand and the myriad of strategies applied in major investigations. Reflect on the strategies applied in live investigations to assess successful SIO strategies and also challenges posed within investigations.

					Recognition of Authorised Professional Practice, MIRSAP, Murder Investigation Manual and Core Investigative doctrine in developing professional policing practice
DPP6001M	Evidenced-Based Policing Dissertation (40)	1. Research Report (6500) (70%) (wk9 Semester 2) 2. Professional discussion – (Individual presentation - 15 mins) (30%) (wk14 Semester 2)	6/1+2	L6.1 – 6.8	Show an ability to design and implement an EBP project and be able to explain that at an operational level to reduce crime, incidents, demand etc.
DPP6002M	Public Protection (20)	1. Written work - Public Protection critical review (4000) (100%) (wk12)	6/1	L6.4, 6.7, 6.8	To present effective arguments and develop in depth knowledge and understanding of two areas of Public Protection. To examine the efficacy of the policing response toward these crimes and/or the effective management in mitigating risks that offenders pose
DPP6003M	Decision Making & Discretion (20)	1. Viv voce - A professional interview based on a choice of 3 cases (20 mins) (100%) (wk13)	6/1	L6.1, 6.2, 6.4, 6.5, 6.7, 6.8	Be able to critique 'real world' incidents and offer fresh ideas and solutions
DPP6004M	Counter Terrorism (20)	1. A 4000-word written report: Section 1:1500-word report covering legislation, structures and strategies. Section 2: 2500-word critical review incorporating one case study (100%)	6/2	L6.2, 6.4, 6.5, 6.7, 6.8	To develop an understanding of terrorism and how the use of intelligence and information as well as developing closer ties with communities can help prevent acts of terror. To examine policing powers, the UK terrorist strategy and existing

		(wk 12)			legislation. To utilise case studies in order to identify the effectiveness of the policing response to UK terrorist incidents.
DPP6005M	Digital Policing (20)	1. Pre-Recorded PowerPoint Presentation on policing digital crime using the IIMARCH briefing model (15 minutes) (100%) (wk 13)	6/2	L6.1, 6.4, 6.5, 6.7, 6.8	Application of the IIMARCH briefing model to an area of digital crime. Ability to convey complex concepts to senior police leaders through a PowerPoint presentation