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Programme Specification

Award and title: BA (Hons) Degree in Professional Policing

School:	York Business School
Subject area:	Policing, within Policing and Law Department
Entry from academic year:	2026-27
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):	Subject Benchmark Statement: Policing (March 2022)
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
Opt-in YSJU Placement Year opportunity:	No

Introduction

The BA (Hons) Degree in Professional Policing (DPP) will equip you with the pre-join qualification to apply to become a police constable in England and Wales. The degree programme is licensed by the College of Policing and meets all the requirements of their optimised National Policing Curriculum. Joining the police is a diverse and highly rewarding career. It will enable you to make a difference to the public through investigation, prosecution, and crime reduction, making people feel safer.

Policing is a career requiring resilience and tenacity, you will sometimes be exposed to a fast-paced environment and will need to remain calm under pressure. You must act within the law and procedural constraints. You will need to be sensitive to the needs of victims, witnesses, and suspects. Studying on this programme will allow you to hone your problem solving and communication skills. You will explore evidence based "best practice" on how to undertake investigations and make sound decisions, utilising the National Decision-Making Model and police powers.

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

You will examine why and how crime occurs and the practicalities of applying relevant law to given situations. You will examine a myriad of crime types and contemporary issues that both affect and impact on crime, such as domestic abuse, digital crime, covert policing, terrorism, neighbourhood policing, the importance of diversity, identifying vulnerability, child protection issues, major incident investigations, the detention of suspects and their rights under the Police and Criminal Evidence Act (PACE) 1984. You will explore victimology and offending behaviour, as well as police partnership working with other agencies including social services, the courts, and the Crown Prosecution Service (CPS). If you choose to apply to become a police officer, you will then have opportunities to rise through the ranks and/or enter specialist areas of policing.

There are a number of unique selling points that you will benefit from by studying the BA (Hons) Degree in Professional Policing at York St John University. Firstly, our staff are a valuable blend of police practitioners and academics from highly specialised backgrounds including investigative skills, cold cases, detective specialisms such as public protection, managing major incidents, terrorism and policing protests. Secondly, we inject a practical focus into the teaching, devising simulation days in conjunction with the fire service and ambulance service in order to make the training as authentic as possible. We utilise a mock up 'crime scene' house which contributes to that realism. Thirdly, we undertake field trips to Northern police forces, prisons, the Leeds police museum and courts, for you to better comprehend the criminal justice environment. Fourth, we have established links with North Yorkshire police to support students volunteering as Special Constables to ensure that students 'learn on the job' at an early stage. Therefore, your employability is at the heart of our work. At level 6 we invest time in mentoring you around CV writing, skills audit and preparing for police interviews. We are keen to ensure you maximise on your potential. Thus, providing a practical focus on the degree and giving you the best chance of employability are our key objectives.

Our alumni have gone on to join the police in both Northern and Southern forces, they have attained employment in police call handling (communications), the Ministry of Defence (MOD), specialising in mental health, employment in local authorities or pursuing further Masters' or other professional studies. However, there are also opportunities to consider other professions which value the skills you bring through this qualification. This includes the prison service or probation, the courts/judiciary, UK Borders Agency, National Crime Agency, British Transport Police, intelligence analyst, crime scene examiner, custody detention officer, social work, working with charities in the third sector supporting victims or perpetrators.

York St John University offers a range of facilities to aid your academic and personal journey whilst you study here. The library services offer a wide range of books, journals and other essential items such as "Box of Broadcasts". You can also log onto "Police Insight" through your university email. Our dedicated Academic Liaison Librarian 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 with a range of classes available. Alongside this our students can take an active part in other clubs and societies at YSJ, such as mountaineering and notably our *Policing Society* which is run for students, by students.

Special Features:

- You are taught by staff with specialised skills, blending police practitioner experience and academic expertise.

- We equip you with invaluable practitioner skills, such as applying police powers to live situations, conducting house searches and stop search of vehicles etc.

- We have visiting guest speakers of varied ranks, specialising in issues such as Probation, Criminal Justice, the Hillsborough enquiry, or providing invaluable insights into victimology and trauma.

- Opportunities to participate in extra-curricular activities, which may include field trips to police forces, at no cost to the student, and simulation days across the three years to broaden your experiences.

- We mentor students in the recruitment and selection process at level 6.

- We have established effective links with North Yorkshire, Greater Manchester Police (GMP) and West Yorkshire forces.

- We actively encourage 'specials' recruitment.

Additional requirements for recruitment to the Police Service of England and Wales

- Please note that there are no guarantees of entry to a police force post-completion of the BA (Hons) Degree in Professional Policing (DPP). The recruitment process for joining police forces in England and Wales is separate and each police force specifies its own entry requirements. Before applying to a specific force, we advise that you check your eligibility to become a police constable. Visit the College of Policing website to find out more about entry requirements:

  Joining the police as a new police constable (PC) | College of Policing and
  Want to become a police officer? | Join The Police (joiningthepolice.co.uk)

- If you wish to use this DPP as your entry route to the police service, you must apply to join a police force within five years of your graduation.
- A successful recruit to the police service via this route will be subject to a two-year probationary period post-join, as specified in Police Regulations. This is comparable to those without a degree, some of whom must obtain a degree and undertake a three-year probationary period. Some information is outlined in the section 'Post-join arrangements' within the College of Policing PEQF Professional Policing Degree (PPD) *National Programme Specification* (2023).

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.

Programme Aim(s)

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

1. Acquire knowledge and understanding of relevant law, policies, procedures, and practices relating to policing and Criminal Justice in England and Wales

2. Develop a range of skills, behaviours, and attitudes to equip you for employment within the Criminal Justice arena. Notably, students become critical thinkers and effective decision makers, employing reflective practice, and recognising the importance of professional and ethical standards in a public office.
3. Obtain a range of transferable skills to assist students in employability, such as: Effective communication, digital literacy, reflective practice, presentational skills, problem solving and solution focused responses, research skills, project management, a collaborative team worker.

4. Attain the pre-join professional qualification in policing that allows application to the police service in England and Wales.

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 policing models, theories, strategies, and perspectives concerned with policing and the criminal justice system.

4.2 Demonstrate knowledge and understanding of relevant law, police powers, policies, procedures, partnership working and systems relating to policing in England and Wales.

4.3 Present and evaluate different forms of information, evidence, data, and artefacts appropriate to the study of policing.

4.4 Demonstrate a range of key transferable skills, such as: Presentational skills, digital literacy, problem-solving, teamwork, reflective practice, all appropriate for further study and personal development.

4.5 Communicate effectively, both written and orally, using a range of skills appropriate to the audience and purpose.

Level 5

5.1 Apply relevant law, police powers, policies and procedures, theories, strategies, perspectives, and concepts to a range of issues relevant to policing and the Criminal Justice system.

5.2 Explore research methods and methodologies relevant and applicable to social sciences and policing.

5.3 Explore, evaluate and apply theories, practices, and concepts to a wide range of policing issues, reaching reasoned judgements based on critical thinking and sound analyses of information, as well as an understanding of different value positions.

5.4 Build on key transferable skills, such as: Research Skills, digital literacy, problem-solving, decision making, reflective practice; all appropriate for further study and personal development.

5.5 Communicate ideas and arguments effectively, both written and orally, to specialist and non-specialist audiences.

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 Acquire, organise, interpret and communicate information, ideas and complex arguments, showing an understanding of the significance and limitations of knowledge in the policing field.

6.3 Critically explore, evaluate and apply criminological theories, practices and concepts to a range of issues, reaching reasoned judgements based on critical thinking and sound analyses of information, as well as an understanding of different value positions.

6.4 Extend key transferable skills, such as: Project management, time management, problem-solving, decision making, research skills, reflective practice, digital literacy, presentational skills; all appropriate for further study and personal development.

6.5 Apply skills, concepts, theoretical and empirical knowledge, research methods and methodologies appropriate to the study of policing to initiate, design, plan and execute an independent piece of policing research.

6.6 Communicate information, ideas, problems and solutions effectively, both written and orally, to both specialist and non-specialist audiences.

Programme structure

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensable (NC) or compensable (X)
DPP4015M	4	1	Introduction to Policing	20	C	NC
DPP4016M	4	1	Criminological Theories, models and prevention	20	C	NC
DPP4017M	4	1	Introduction to Study Skills	20	C	NC
DPP4018M	4	2	Criminal Justice	20	C	NC
DPP4021M	4	2	Policing Diverse Communities and Problem Solving	20	C	NC
DPP4022M	4	2	Criminal Law and Policing	20	C	NC

DPP5015M	5	1	Response Policing	20	C	NC
DPP5016M	5	1	Vulnerability and Risk	20	C	NC
DPP5017M	5	1	Intelligence and Information	20	C	NC
DPP5018M	5	2	Policing the Roads	20	C	NC
DPP5019M	5	2	Designing Police Research	20	C	NC
DPP5020M	5	2	Investigation	20	C	NC

DPP6025M	6	1&2	Policing Research Dissertation	40	C	NC
DPP6026M	6	1	Public Protection	20	C	NC
DPP6028M	6	1	Counter Terrorism	20	C	NC
DPP6027M	6	2	Decision Making and Discretion	20	C	NC
DPP6029M	6	2	Digital Policing	20	C	NC

Please refer to Appendix B to see how the YSJ Programme Learning Outcomes and Modules map to the National Policing Curriculum for the Degree in Professional Policing.

Any modules that must be passed for progression or award are indicated in the table above as non-compensable. A non-compensable module is one that must be passed at the relevant level (with a mark of 40) in order to progress.

Learning, teaching and assessment

We provide a positive learning environment in which you will experience a range of teaching styles and settings. Many of the teaching team, as well as having formal teaching qualifications, have taught on a wide range of police training and higher educational programmes, both theoretical and operational. Classes will generally involve a tutor-led input interspersed with student activities. Our Unique Selling Point (USP) at York St John is our small cohort sizes, which means we know students by name and are actively invested in your development.

We recognise that there are differences in the way that people perceive, learn about and interact with the world and that difference brings about unique strengths and challenges for individuals. We therefore adopt a compassionate approach to teaching and learning, inclusivity and student support

which enables all students to thrive. This means that the diversity within our student cohorts is recognised, welcomed and accepted, creating a sense of belonging for all our students. This compassionate approach is foremost within all aspects of our programme design and wider university support services. Our tutors will work with you to overcome any barriers to learning and developing knowledge skills and behaviours for future practise.
Lectures are mainly tutor led and primarily involve PowerPoint presentations, or guest speakers, providing core information about the topic under consideration. There will always be opportunities to ask questions. In most cases lecture slides will be provided in advance of the sessions, so that you are able to print off material before the lecture occurs. In the main, unless sessions are particularly sensitive, lectures will be recorded and placed on Moodle under the relevant teaching week. By contrast, although the tutor will facilitate the seminar, there is a clear expectation that you will interact within the seminar session. Seminar activities involve a variety of methods including:
small group work; directed reading followed by interactive class discussions, often assisted by prompt questions; providing you with a task to research and present within the session; interactive quizzes; exploring scenarios (problem solving); watching relevant broadcast material; practical sessions; field trips; guest speakers from policing and academia. Seminar materials are not always provided before the session, but often provided directly after the session.

As this is degree level study, there is an emphasis on independent study outside formalised teaching sessions. Each module's Virtual Learning Environment (VLE) on 'Moodle' provides a wealth of resources to support your learning such as key and additional reading lists, containing links to articles, grey literature (government reports) and academic texts, as well as useful videos which act as the initial 'springboard' to greater learning. Policing is a rich and varied discipline and, as such, you must be able and willing to explore the depth and breadth of subject knowledge at your disposal. This is not a distanced learning degree, so much of the consolidation and understanding comes from accessing the readings independently in the first instance. This will require you to undertake in depth study and some reflective practice. The range of resources are designed to enable you to read, and then in the seminar work collaboratively with peers and build your knowledge beyond guided reading so that you can engage around key debates within policing.

Informal workshop 'drop ins' are an opportunity for you to receive formative feedback on your assignment plan and an excerpt of your assignment piece. There is also time at the end of lectures and seminars to speak on a one-to-one basis with your tutor and receive such feedback. The module tutor also has weekly 'office hours' in which you are able to drop by to discuss any queries you have about the module with the tutor.

Module guides are produced for every module you undertake and are available week 1 of every module. The module guides provide:

- A timetable of activities for lectures and seminars across the module
- Details of the assessment design, weighting, deadline dates and specific guidance to support students
- Academic regulations such as extensions, late submission and resits
- Advice on Wellbeing and Learning Support Plans
- The Generic Assessment Descriptor (the criteria used to mark your work)

The assessment diet across the course is varied. We test your knowledge and understanding through the following assessment methods:

- Essay
- E-portfolio
- Group or individual presentations (PowerPoint), live or pre-recorded
- Written report
- Self-reflection
- Exams (MCQ and scenario based)
- Professional discussion (VIVA)

These assessment methods will develop your knowledge and understanding of policing and crime and enhance your key transferable skills. As potential police officers working in the public sector, we are keen to ensure we develop your communication and presentation skills in readiness for the role. When

you enter the policing environment you will be expected to communicate effectively with victims, witnesses and suspects; effectively evaluate information and critically appraise senior officers as to crime investigations or within senior leadership meetings. A presentation is intended to help you develop key transferable skills that you will need for the workplace, this includes confidence in public speaking, ability to synthesise material and clearly present an argument to an audience in an engaging and professional manner. 'Group' presentations also assist in developing your collaborative abilities to work effectively as a 'team'. We are also acutely aware that students have varied learning styles, so having a varied assessment diet will greatly benefit all students.

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-compensable.

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.

Appendices

- Appendix A: York St John University Degree in Professional Policing (DPP): Assessment plan, schedule and rationale
- Appendix B: National Policing Curriculum for the Degree in Professional Policing

Internal and external reference points

This programme specification was formulated with reference to:

- University mission and values
- University 2026 Strategy
- QAA subject benchmark statements
- Frameworks for Higher Education Qualifications
- Freedom of Speech Code of Practice
- The University's Approach to Dignity and Respect

Appendix A: York St John University Degree in Professional Policing (DPP): Assessment plan, schedule and rationale

Module Code	Module Title (Credits)	Assessment (words/time/weighting/week)	Level and Semester	YSJ PLOs	Rationale
DPP4015M	Introduction to Policing (20 credits)	1. Portfolio, which may include creative artefacts, written work and reflections (100%) (wk 13)	4/1	4.1 4.2 4.3 4.4 4.5	Students are expected to develop an understanding of ethical and professional standards of conduct that need to be maintained in the police force. There is contrasting content around the structure and role of the police, police legitimacy, police professional standards; police corruption; ethics, role of College of Policing; role of the Independent Office for Police Conduct (IOPC) which is met through the portfolio design.
DPP4016M	Criminological Theories, Models and Prevention (20 credits)	1. Group presentation (5 minutes per student) Individual mark (100%) (wk 12)	4/1	4.1 4.3 4.4 4.5	This module assists in explaining why and how crime occurs. In developing a group presentation, students will explore a variety of crime theories that align well with specific crime types. They will also explore the benefits and limitations of certain models, as well as prevention policing under administrative criminology.
DPP4017M	Introduction to Study Skills (20 credits)	1. 1000 word written critique (50%) (wk 9) 2. 1000-word self-reflection (50%) (wk 14)	4/1	4.1 4.3 4.4 4.5	This module is designed to provide students with foundational knowledge and skills Through both assessments, students will develop skills in critical writing, developing lines of argument as well as presentational skills. They will learn how to cite and reference; the value of sourcing reliable texts and how to evaluate these effectively. They will also start to employ reflective practice.
DPP4018M	Criminal Justice (20 credits)	1. Portfolio which may include creative artefacts, written work and reflections. (100%) (wk 13)	4/2	4.1 4.2 4.3 4.4 4.5	Students will develop a clear understanding of the various stages of the criminal justice process (working with CJS agents; custody procedures; pre-trial processes; court processes) 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.

DPP4021M	Policing Diverse Communities and Problem Solving (20 credits)	1. 2000-word report (100%) (wk 12)	4/2	4.1 4.2 4.3 4.4 4.5	Students will need to understand the nature of the problem and apply a model(s) in arriving at appropriate interventions that tackle that issue. They will need to research and identify 'what works' in terms of best practice; as well as realising that community policing also means involving other agencies in referrals and providing appropriate support those impacted by the problem.
DPP4022M	Criminal Law and Policing (20 credits)	1. Open book exam (1.5 hour) covering Criminal Law (50%) (wk 7) 2. 1500-word essay assignment on policing diverse publics (50%) (wk 14)	4/2	4.1 4.2 4.3 4.4 4.5	This assessment tests knowledge of legislation, definitions of criminal offences, police powers, evidence and procedures. Students will develop an understanding of the five strands of diversity to ensure policing is underpinned by recognising difference and promoting inclusion.
DPP5015M	Response Policing (20 credits)	1. A 3000-word report (100%) (wk 14)	5/1	5.1 5.3 5.4 5.5	Students will assess the efficacy of the policing response, in terms of policies and procedures, social, legal, ethical and cultural issues, so they can identify appropriate and less than adequate behaviours or practices.
DPP5016M	Vulnerability and Risk (20 credits)	1. 3000-word report (100%) (wk 13)	5/1	5.1 5.3 5.4 5.5	This assessment has a practical and real-world focus in asking students to problem solve and apply legislative and procedural considerations, as well as assess the risks in two different safeguarding scenarios. Realistic documents will be used to add authenticity, as if the student were responding to a live incident.
DPP5017M	Intelligence & Information (20 credits)	1. Exam (school Organised) 2.5 hr online unseen multiple-choice exam of approx. (100%) (wk 12)	5/1	5.1 5.3 5.4 5.5	This is an unseen examination. The content across this module is vast and broad and therefore Multiple-Choice Questions (MCQs) give students an opportunity to be tested across a broad spectrum of topics. The second part of the exam will test student learning through 10-12 longer answer questions in the creation of "scenarios". This enables students to explore and critically apply their learning around, for example, handling codes, intelligence reports, terrorism, Surveillance and Covert Human Intelligence Sources (CHIS) authorities etc.
DPP5018M	Policing the Roads (20 credits)	1. Multiple Choice Question (MCQ) open book examination (1 hour) 30% (wk 7)	5/2	5.1 5.3 5.4	There is broad and complex content on this module that students are expected to grasp, such as road traffic legislation, procedures and commercial vehicle

		2. Pre-recorded individual PowerPoint presentation (10 minutes) 70% (wk 12)		5.5	weight restrictions. Throughout the module students are given a series of quizzes to better prepare them for the assessment. For the presentation, students are expected to research a harm reduction initiative affecting roads policing specific to a particular police force, focusing on one issue from a choice (i.e. drink driving, using module phones whilst driving etc).
DPP5019M	Designing Police Research (20 credits)	1. 3000-word Designing Police Research proposal (100%) (wk 14)	5/2	5.2 5.3 5.4 5.5	In designing the proposal students will comprehend the benefits and limitations of research methods, understand research philosophies which fit well with certain topics, set out their hypothesis or research question and the basis for it, as well as understand ethical considerations associated with undertaking primary research. A written report, which threads together the design, is the most effective means of illustrating student understanding of varied research skills and ethical considerations.
DPP5020M	Investigation (20 credits)	1.3000-word review of investigative strategies within one case study (100%) (wk 13)	5/2	5.1 5.3 5.4 5.5	This assessment provides students with the opportunity to evaluate one real live case study of a major incident and critically reflect on the efficacy and challenges arising from the application of certain strategies by the Senior investigating Officer (SIO). This assessment aids in students sharpening their problem solving/decision making skills. Students can choose which strategies to explore.
DPP6025M	Policing Research Dissertation (40 credits)	1.9000-word Independent Policing Research Dissertation (100%) (wk 9)	6/2	6.1 6.2 6.3 6.4 6.5 6.6	Students are required to initiate, plan and execute an independent piece of research related to the discipline of policing, applying skills, empirical knowledge and appropriate methodologies. They can choose their own topic area. Students are expected to draw on a wide range of source materials, synthesising complex arguments based on critical thinking and sound analyses of information. Compiling this extended piece of written work so that it answers the focused research question, and sub-questions will demand effective organisational and time management skills.

DPP6026M	Public Protection (20 credits)	1. 4000-word Public Protection critical review (100%) (wk 12)	6/1	6.1 6.2 6.3 6.6	Students are asked to choose two specific questions from two separate areas of public protection (i.e. child neglect; sex offender management; policing rape, county lines, CSE etc). The areas examine the challenges of policing these crime types, what 'best practice' looks like; managing the psychology of victims, the difficulty of policing certain serious crimes, along with the role other public bodies play in safeguarding.
DPP6027M	Decision Making & Discretion (20 credits)	1. A Viva Voce professional discussion based on a choice of 3 cases (30 mins) (100%) (wk 13)	6/2	6.1 6.2 6.3 6.4 6.6	Given that decision making is a complex phenomenon and that coming to "decisions" is affected by a number of factors (ethics, values, biases, organisational culture(s), procedures, legislation, application of models (i.e. National Decision Model)), the most appropriate means of testing the student's "rationale" for decisions is through a targeted professional 'viva voce' discussion.
DPP6028M	Counter Terrorism (20 credits)	A 4000-word written report (100%) (wk 12)	6/1	6.1 6.2 6.3 6.6	Through this assessment, students will 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. They will examine policing powers, the UK terrorist strategy and existing legislation. They will apply a case study to identify the effectiveness of the policing response to UK terrorist incidents.
DPP6029M	Digital Policing (20 credits)	1. Pre-recorded PowerPoint Presentation (15 minutes) (100%) (wk 13)	6/2	6.1 6.2 6.3 6.4 6.6	The assessment involves students understanding, preventing, and responding to digital crimes. By incorporating the IIMARCH briefing model (Information, Intention, Method, Administration, Risk assessment, Communication, and Human rights and legal issues) as the framework for this digital crime assessment, students are provided with an opportunity to synthesise theoretical concepts and knowledge gleaned from the module into real-world implications.

College of Policing

Professional Policing Degree (PPD)			
Learning Outcomes	**Content**	**PPD (Module)**	**PPD (Learning outcome)**
The Police Constable role and professional standards			
1 Explain the purpose and responsibilities associated with delivering a professional service	1.1 Types of roles and functions of the police service e.g., uniform / specialist (and importance of the investigative role) and how these work together to deliver fair and effective policing	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
	1.2 The policing mission, including Peelian principles and modern policing		
	1.3 What it means to be a police constable, including Police Covenant and regulations (including Reg 13)		
	1.4 Roles and responsibilities of those charged with ensuring that the police deliver a professional service		
	1.5 How the police service works with other law enforcement agencies to provide an effective regional, national and international service		
	1.6 How the College supports policing		
2 Examine the role of police constable	2.1 Importance of police constables to combine core knowledge with being multi-competent / multi-functional	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
3 Explain the concept and principles of 'policing by consent'	3.1 Key concepts and principles associated with policing by consent	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
4 Analyse the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public	4.1 Role of IOPC / HMICFRS in relation to police accountability, including when they would act as the lead investigative body and post-incident management by IOPC	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
5 Understand relevant governance roles and responsibilities and the necessity for maintaining professional standards in policing	5.1 Roles, responsibilities and governance associated with delivering a fair, ethical and unbiased police service	L4 Introduction to Policing; L6 Decision Making and Discretion (5.1-5.3)	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5 PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
	5.2 Professional standards required in professional and personal life ensuring operating with integrity and accountability		
	5.3 Importance of transparency in policing, including candour / being candid when things have gone wrong		
	5.4 Reforms to the police complaints system		
	5.5 Police Barred List and how it works		
6 Explain the influence of Police and Crime plans on the local police service	6.1 How local Police and Crime Plans impact on the police service	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
7 Examine data protection principles and their impact on professional policing	7.1 Data protection in policing, including: • Storage, processing, use and sharing of police data, including retention periods • Data quality, including the impact of holding incorrect, inaccurate or out-of-date information and how to 'weed out' these • Considerations for partnership / multi-agency working e.g., data protection, data sharing / quality, privacy, risk management • Legal obligations associated with data protection	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
	7.1a Potential impacts of data protection, and associated regulations on policing: • Legal and organisational implications of inappropriate disclosure of information • Implications of data protection regulations in policing operations • Concept of risk mitigation • Impact on the police service and reputation when data management errors occur, including costs associated with data breaches • Initial actions for potential data breaches • Use of Privacy Impact Assessments with any held data • Importance of risk assessments when using data from other agencies	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5

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8 Understand police powers and how to apply them	8.1 Powers applicable to different policing roles e.g., PCSO, Specials, police staff and how these are regulated 8.2 Legal and statutory requirements associated with police powers, and maintaining the balance between the effect of applying powers and benefits being sought 8.3 Examples of police powers and how they may be used, for example: • Safeguard potential victims and move them to a place of safety • Stopping and checking vehicles, including seizing or recovery • Roadside tests and entering premises following a 'fail to stop' • Entry, search and seizure (including legal privilege) • Arrest and warrants • Those relating to specific areas of policing, e.g., investigations, counter terrorism	L4 Introduction to Policing; (8.1,8.2) L4 Criminal Law and Policing (8.2-8.3) L5 Response Policing (8.2-8.3) L5 Policing the Roads (8.2-8.3) L5 Investigations (8.2-8.3) L5 Vulnerability and Risk (8.2-8.3) L6 Counter terrorism (8.2, 8.3) L6 Public Protection (8.2, 8.3) L6 Digital Policing (8.2-8.3)	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5 PL05.1, PL05.3, PL05.4, PL05.5 PL06.1. PL06.2, PL06.3, PL06.6.
9 Understand the need to establish grounds and authority for carrying out lawful searches	9.1 Considerations with undertaking a search, including: • Definition of terms associated with searches, including differences between 'stop and search and 'stop and account' • Establishing whether there are grounds for a lawful search or a lawful entry and search • How to deal with young person and / or individuals with vulnerabilities or potential vulnerabilities • Importance of establishing authority before the search • Principles of reasonable suspicion or belief • Influences of search in relation to procedural justice • Post-search procedures 9.2 Importance of employing an ethical 'stop and search' process 9.3 Processes to consider when undertaking a 'search' or 'stop and search', including: • Potential impact of a 'search' or 'stop and search' on individuals and the community • Influences of conscious / unconscious bias • Identifying vulnerability during a stop search encounter • When the threshold changes based on reasonable grounds • Information that must be provided prior to a search • Limitations when carrying out a search 9.4 How to conduct a safe, lawful and effective search of person, vehicle premises and an area 9.5 Using police search when a power or authority exists and alternative positive interventions if no stop search powers exist 9.6 Potential health and safety risks related to a search or an entry and search 9.7 Recording, monitoring and public scrutiny of stop searches	L4 Criminal Law and Policing (9.1- 9.4) (s.1 s.18 s.32) L5 Response Policing (section 60 & recap of s.1 s.18,s.32) 9.1- 9.7	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5. PL05.1, PL05.3, PL05.4. PL05.5
10 Reflect upon previous instances of misconduct / malpractice and how they can influence future professional policing	10.1 Reasons why people in positions of respect or authority might act unprofessionally 10.2 Impact of police misconduct hearings being heard in public	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
11 Review the progress being made within the police service to improve professional standards	11.1 Organisational factors that have contributed to inappropriate behaviour / negative case outcomes 11.2 Perceptions of the police service having a 'blame culture' and strategies for mitigation 11.3 Reviewing improvements to the professional standards of the policing profession	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
1 Explain the process for dealing with	1.1 Role of the Independent Office for Police Conduct		PL04.1, PL04.2, PL04.3, PL04.4, PL04.5

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1 Explain the process for dealing with external complaints and expressions of dissatisfaction against members of the service	1.2 Importance of dealing with public complaints effectively and recording evidence 1.3 Instances when informal / service recovery, 'otherwise than by investigation' or investigation of a public complaint is appropriate	L4 Introduction to Policing	
2 Critically review key issues relating to the complexity and challenges of operational policing	2.1 Issues that contribute to the challenges of operational policing, including: • Police occupational culture • Police integrity and corruption • Police diversity • Cross-cultural differences within society • Policing marginalised people • Public perceptions	L4 Introduction to Policing; L4 Criminal Law and Policing (excluding corruption)	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
Leadership and team-working			
1 Evaluate key leadership principles in the workplace	1.1 Leadership and team-working models in policing 1.2 Impact of an inclusive leadership style for self, others and the team, and how to adapt approaches to meet changing circumstances / a range of situations 1.3 Key elements relating to effective team-working in a leadership and policing context, including complexities with developing team cohesion 1.4 Opportunities and strategies to contribute to the effectiveness of teams	L4 Introduction to study skills	PL04.1, PL04.3, PL04.4, PL04.5.
2 Explain the importance of self-evaluation, self-improvement and reflective practice in professional policing	2.1 Importance of reflective learning and practice and reflecting on own skills, knowledge, attitudes and behaviour 2.2 Importance of undertaking personal responsibility for continuous professional development	L4 Introduction to study skills	PL04.1, PL04.3, PL04.4, PL04.5.
3 Evaluate key responsibilities in relation to leadership for everyone	3.1 Role in adopting and promoting leadership for everyone	L4 Introduction to study skills	PL04.1, PL04.3, PL04.4, PL04.5.
4 Identify and discuss the importance of working effectively as part of a team	4.1 How to work effectively as a team and independently, and the importance of this 4.2 Strategies and processes for creating a healthy environment for team working, including ways to improve team cohesion 4.3 Considerations as to why some teams cannot function, or there is inter-personal conflict	L4 Introduction to study skills	PL04.1, PL04.3, PL04.4, PL04.5.
5 Understand the responsibilities of supervisors / mangers in challenging inappropriate behaviour / language	5.1 Role of supervisors / managers in supporting colleagues and taking action to challenge inappropriate behaviour / language	L4 Introduction to study skills	PL04.1, PL04.3, PL04.4, PL04.5.
Diversity Culture and Inclusion			
1 Understand core principles of ethics, equality, diversity and human rights in professional policing	1.1 Key terms and principles in relation to ethics, equality, diversity and human rights 1.2 Importance of an unbiased and ethical service, in all areas of policing 1.3 Importance of dealing with a person without judgement, fairly, in a manner appropriate to their needs and where they feel believed 1.4 Importance of meeting the needs of people with disabilities, including: • What is meant by neurodiversity and importance of understanding it • Adjustments that can help support individuals 1.5 Relevant recent reports that highlight issues in diversity and inclusion	L4 Introduction to Policing (1.6 only) L4 Criminal Law and Policing (1.1-1.6) L6 Decision- Making and Discretion (1.1-1.3 and 1.6)	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5 PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.

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	1.6 Importance of complying with the Code of Ethics: • Ethical Policing Principles • Guidance for Ethical and Professional Behaviour in Policing		
2 Discuss how to challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable	2.1 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	L4 Criminal Law and Policing (2.6) L4 Policing Diverse Communities and Problem Solving (2.1-2.5) L6 Public Protection (2.2; 2.6 FGM and Forced Marriage)	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5. PL06.1. PL06.2, PL06.3, PL06.6.
	2.2 Ways that being subject to bias, prejudice, discrimination or stereotyping can impact on individuals and how these experiences can influence public confidence and perceptions of police legitimacy		
	2.3 Impacts of hate and discrimination based on personal characteristics on fellow officers, including emotional impact and the potential impacts on family and friends		
	2.4 Effects of personal attitudes, stereotyping views, values and bias on policing		
	2.5 Practical professional strategies and organisational support to address bias, anti-racism, prejudice, discrimination and stereotyping		
	2.6 Cultural considerations associated with some public protection offences (e.g., female genital mutilation, hate crime, non-crime hate incidents and forced marriage)		
3 Understand internal processes within the police service to challenge and report unprofessional conduct	3.1 Importance of talking about issues such as racism, inappropriate language/behaviour and being able to challenge them accordingly	L4 Introduction to Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5
	3.2 Combatting discrimination, misogyny, harassment and bullying of any description		
	3.3 Raising and voicing concerns and challenging unprofessional conduct, including being an active bystander / upstander		
	3.4 Organisational support for those who challenge unprofessional conduct		
	3.5 Confidential reporting mechanisms		
	3.6 Protecting the informant e.g., whistleblowing		
1 Evaluate how the diversity of individuals and society impact on the criminal justice system	1.1 How the diverse nature of society impacts upon the criminal justice system; the importance of diversity and inclusion and the necessity for integrity and fairness across all criminal justice system matters	L4 Criminal Law and Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	1.2 How socio-economic, mental health, diversity issues can impact on individuals progressing through the criminal justice system		
Wellbeing and resilience			
1 Understand how operational policing can affect mental health and wellbeing	1.1 How workplace experiences and working practices can improve or impact on the psychological needs of an individual	L5 Response Policing	PL05.1, PL05.3, PL05.4. PL05.5
	1.2 Importance of reflective practice to support wellbeing		
	1.3 Strategies for self-care, for example, 'switching off' from work activity in non-work time		
	1.4 Support networks available to professionals, including first responders		
	1.5 Practical considerations when providing trauma support, including matching support provision to needs and when additional support is required		
	2.1 Importance of physical, psychological and mental wellbeing		PL05.1, PL05.3, PL05.4. PL05.5
	2.2 Importance of staying safe at home and work, including online		

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2 Understand strategies to develop personal resilience and maintain wellbeing within policing	2.3 Impacts of first response incidents, investigations etc on the individual, including own personal attitudes e.g., vulnerability cases	L5 Response Policing	
	2.4 Health and safety risks within the policing environment and the strategies and procedures to assist with these e.g. roads policing		
	2.5 Importance of managing effects of stress and / or trauma within policing, including: • Common signs and reactions of trauma • Influences on individual of compassion fatigue • Types of incident / situations that can cause stress and / or trauma • Recognising signs with colleagues and self of workplace trauma • Risk factors associated with trauma • Post-trauma interventions and support available associated with trauma		
	2.6 Impact of developing inappropriate emotional attachments to, or relationships with, individuals that police may encounter e.g., victims, vulnerable		
	2.7 Assessment of the situation, including impact on individuals and / or groups, nature of the group, risk assessment etc.		
	2.8 Coping strategies that can be applied to foster resilience and minimise stress, including those that can be applied to support others and the National Police Wellbeing Service (Oscar Kilo)		
	2.9 Positive and negative impacts of organisational culture		
3 Identify personal and organisational risks associated with using personal devices and being a member of the police service	3.1 How to manage wellbeing and safety in relation to digital devices: • Managing the security risk to self and family • What is meant by 'digital hygiene' e.g., risks with using personal devices for police business • Identifying and reporting suspicious activity	L6 Digital Policing	PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
	3.2 Considerations associated with unlawful research / examination of a device, including assuming a fake persona		
1 Understand the potential impact of organisational justice on members of the police service	1.1 Impact of organisational justice on members of the police service	L5 Response Policing	PL05.1, PL05.3, PL05.4. PL05.5
Communication skills (**Note:** Shaded content denotes learning that is covered by the Public and Personal Safety Training learning programme)			
1 Review the fundamental elements of effective communication	1.1 Importance of communication / language and how to optimise it, including when interviewing victims, witnesses and suspects:	L4 Introduction to Study Skills	PL04.1, PL04.3, PL04.4, PL04.5.
	1.1a Considerations associated with challenging / difficult conversations, including: • Delivering a death notification, or those specifically intending to provoke a response • Using assertiveness where appropriate		
	1.1b Importance of communication in relation to procedural justice		
	1.2 Purpose and structure of a communication strategy		
	1.3 Importance of adapting communications and manner to different audiences and additional support that may be required, e.g., interpreter		
	1.4 How personal vulnerabilities and situational / environmental factors may affect a person's reaction to, and communication with authority figures		
	1.5 How communication skills can assist in supporting a person who may be vulnerable (e.g., children) or have a diagnosed condition		
	1.6 Negotiating and influencing in complex response situations, including the principles of negotiation		

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	1.7 Skills, tactics and tools for exerting emotional influence		
	1.8 How to maintain order and resolve conflict, and engage in de-escalation, including online conflict, dealing with violence and assaults on officers		
2 Explain the types of situations where conflict may occur and the appropriate level of response	2.1 Potential causes, and levels of conflict, including influences of societal, cultural and personal		
	2.2 How situational factors and perceptions may cause a problem to proliferate and escalate		
	2.3 Principles of negotiation		
3 Analyse the ethical and moral implications of the police using force	3.1 Forms that 'use of force' can take		
	3.2 Implications of the Code of Ethics and Human Rights for the use of force and the use of		
	3.3 Impacts that using force can have on communities, including importance of police legitimacy and transparency		
	3.4 Importance of documenting events where force was used		
4 Identify levels of tension within a conflict situation	4.1 How to assess the subject's behaviour, including warning signs and danger signs		
	4.2 Factors that could increase the level of threat or risk		
	4.3 Recognising risk and mitigating threat		
5 Examine alternatives to using force when involved in a conflict situation	5.1 Use of communication models in conflict situations		
	5.2 Tactical considerations when dealing with conflict e.g., effective positioning		
	5.3 Strategies and communication techniques to aid de-escalation		
6 Understand how to effectively deal with the media in a policing context	6.1 Role of the press office / Corporate Communications Department	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	6.2 Framework for engaging with the media, including: • Media influences on social perceptions of policing strategy • Links between media spotlighting and changes to police strategy • How to manage the media at incidents		
Prevention and problem solving (incorporating evidence-based policing)			
1 Review the application and influence of evidence-based policing	1.1 Definition and rationale for evidence-based policing (EBP)	L5 Designing Police Research; L5 Investigations (1.6) L6 Policing Research Dissertation	PL05.1, PL05.2, PL05.3, PL05.4. PL05.5 PL06.1, PL06.2, PL06.3, PL06.4, PL6.5, PL06.6
	1.2 Sources of research and evidence that can be used for policing purposes		
	1.3 Importance of differentiating between types of evidence to inform decisions		
	1.4 'What works' in terms of policing activities: • Development of police standards • Development of national / local policy		
	1.5 Potential constraints associated with an evidence-based policing approach		

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	1.6 Evidence base behind policing approaches e.g., • PEACE interviews, including memory recall • Effective investigations • Response police • Community policing • Hotspots and problem-orientated policing		
2 Explain the principles underpinning prevention and problem-solving techniques	2.1 Principles of prevention, including: • Primary, secondary and tertiary • Situational prevention policing • Early intervention and action	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	2.2 Importance of defining a problem and assessing the effectiveness of a response		
	2.3 Use of Scanning, Analysis, Response and Assessment (SARA) in problem-solving activity		
	2.4 Application of prevention and problem solving in all areas of policing, including: •Partnership / multi-agency working and co-production in problem solving / prevention activity •Role of the public in community problem solving / prevention activity		
3 Understand how to gather, analyse and evaluate relevant information and data	3.1 Approaches to gather, analyse and evaluate information and data, including: • Information and data collection types and approaches • How to choose, implement and evaluate appropriate methods of information / data gathering • Information / data sampling, reliability and validity • Ethics to be adhered to when gathering information / data • Link to evidence-based policing	L5 Designing Police Research; L6 Policing Research Dissertation	PL05.1, PL05.2, PL05.3, PL05.4. PL05.5 PL06.1, PL06.2, PL06.3, PL06.4, PL6.5, PL06.6
4 Plan an intervention to address an identified issue / problem	4.1 Considerations to plan an intervention, including: • How to obtain best evidence • Collation of evidence and analysing to establish options • Reviewing previous interventions designed to tackle the issue / problem • Developing a proposal • Selection of the preferred, most likely option to mitigate or resolve problem • Justifying interventions and potential consequences • Developing methods to evaluate the intervention, including impact, cost benefit and end user satisfaction • Developing a proposal to assess the effectiveness of the proposed intervention • Presenting the information to an appropriate authority • Using results to inform future strategies	L5 Designing Police Research	PL05.1, PL05.2, PL05.3, PL05.4. PL05.5
5 Demonstrate skills in the use of information / data to inform reports and presentations	5.1 Essential skills to gather data and information for intelligence briefings, reports and presentations	L6 Policing Research Dissertation	PL06.1, PL06.2, PL06.3, PL06.4, PL6.5, PL06.6
	5.2 Considerations for presenting (or disseminating) information to others or appropriate authority		
6 Present and disseminate information / data on the identified issue/problem and proposals for resolutions	6.1 Writing a summary of the proposed resolution to the identified issue/problem	L6 Policing Research Dissertation	PL06.1, PL06.2, PL06.3, PL06.4, PL6.5, PL06.6
Decision-making and discretion			
1 Understand the National Decision Model (NDM) in the decision-making process	1.1 How to use the National decision Model (NDM) in decision making: • Key influences on the decision-making process, including justifying the application of discretion and the considerations (and risks) involved when discretion is used • Flexibility within the NDM • Link between the NDM, the Code of Ethics and intelligence products • Use of information and intelligence within the NDM • Influences of personal experience, bias, values etc. on ethical and professional decision making, including the role of fairness and respect • Applying the essence of the law • Recording all decisions and rationales throughout the role	L6 Decision Making and Discretion	PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.

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Protecting the public			
1 Explain key considerations associated with Public Protection and Violence against Women and Girls offences	1.1 Terms and offences associated with public protection, rape and serious sexual offences (RASSO) and violence against women and girls (VAWG)	L6 Public Protection	PL06.1. PL06.2, PL06.3, PL06.6
	1.2 Importance of challenging the myths, misconceptions and stereotypes associated with these offences		
	1.3 Data relating to the prevalence and nature of public protection offences		
2 Explain the personal aspect of vulnerability	2.1 How vulnerability applies to victims, witnesses and suspects throughout the criminal justice process	L5 Vulnerability and Risk; L6 Public Protection	PL05.1, PL05.3, PL05.4, PL05.5. PL06.1. PL06.2, PL06.3, PL06.6.
	2.2 Considerations associated with the personal aspect of vulnerability including: • Factors that can contribute to, or cause current vulnerability, including risks and limitations of those factors • Personal vulnerabilities (when combined with situational / environmental factors) that can result in harm or risk of harm • Consequences of not managing or controlling the environmental / situational factors for the vulnerable person		
	2.2a Importance of assessing resilience and capability of the person to deal with the situation without further assistance from the police or support agencies, or with support that augments their resilience and capability, including understanding how the police cannot alter those personal factors that make an individual vulnerable		
	2.3 Influences upon the vulnerable person's ability and willingness to receive support e.g., substance abuse / unwillingness / inability to leave a domestic abuse situation and options available for helping those victims		
	2.3a How a vulnerable person may be at risk of grooming or exploitation by others, to commit crimes or become radicalised		
	2.4 Considerations regarding support for the vulnerable person, including: • Professional policing drivers for dealing more effectively with vulnerable people, including ' 'Early Help' strategies • Procedures for referral • Agencies who may already be involved and providing support • Procedures for taking children into police protection (and considerations of this course of action) • Agreeing an exit strategy, including how and when to follow up		
3 How specific environment can increase vulnerability of individual(s)	3.1 Individuals who may be more vulnerable to crimes in relation to: • Online crimes • Road's environment	L6 Digital Policing (3.1); L5 Policing the Roads (3.1 and 3.2)	PL05.1, PL05.3, PL05.4, PL05.5. PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
	3.2 Key considerations in relation to vulnerability in the roads policing environment, including: • Locations leading to vulnerability • How to deal with emotionally and mentally vulnerable individuals in the road's environment		
4 Discuss key considerations associated with abuse / public protection suspects / offenders	4.1 Considerations associated with the suspects / offenders of abuse / public protection incidents: • Why incidents of abuse go under-reported and why victims find it difficult to leave abusive, exploitative, coercing or controlling relationships • Who may perpetrate an act of abuse and why they abuse others • Potential relationships between victim(s), witness(es) and abuser(s) and how these exist in many exploitative / grooming / coercive offences • Location of suspect / offender e.g., online, abroad etc. • Way victim presents is a reaction to the suspects / offenders behaviour • How suspects / offenders may exploit, groom, coerce or control victims in order to prevent detection • How suspects / offenders target or create vulnerability • Tactics suspects / offenders may use to manipulate police officers and other professionals	L6 Public Protection	PL06.1. PL06.2, PL06.3, PL06.6.

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	4.2 Importance of understanding the behaviours used by the suspect to offend against victims		
Victims and witnesses			
1 Understand best good practice when dealing with the individual needs of victims and witnesses	1.1 Best practice, and the use of the Victims' Code when working with victims and witnesses, including: • Key terms, and categories associated with victims and witnesses • Appropriate initial actions when responding to potential victims of child abuse • Ensuring victims are dealt with fairly, with respect, in an ethical and non-biased manner • Concepts of procedural justice and why it is important to victims • Victim needs assessment and considerations based on this • Accurately identifying victims and witnesses • Techniques to enable a victim or witness to give their best evidence (ABE) • Ensuring victims and witnesses understand the role of the police • Involving the victim in the decision-making process, including informing victims of their rights and options and recording their wishes • Principles of victim consent to provide data and information and the right to privacy • Importance of ongoing review of victim needs assessment • When the police may not be the most appropriate agency to deal with the situation e.g. Right Care Right Person • How a victim's or witness's vulnerability may change	L5 Vulnerability and Risk	PL05.1, PL05.3, PL05.4, PL05.5.
	1.2 Range of psychological influences that may be apparent when dealing with victim and witnesses		
	1.3 Impact of investigative activity on victims		
	1.4 impact of poly-victimisation and multi-victimisation on victims and witnesses, including when they are not dealt with appropriately from the outset of an investigation		
	1.5 Importance of explaining the investigative process and keeping victims and witnesses updated, including informing victims of out-of-court resolutions (disposals) and purpose of victim personal statements		
	1.6 Considerations for taking an initial account from victims and witnesses ensuring that concerns are taken seriously, and victims feel 'believed', including:		
	1.6a Impact of trauma / abuse on a victim, including: • How individuals respond differently to trauma • The behaviours a victim may display e.g., inconsistency in initial accounts due to memory trauma • Impact of abuse on a victim's memory		
2 Understand links between perpetration and victimisation	2.1 Importance of understanding the link between perpetration and victimisation: Cycle of Abuse	L6 Public Protection	PL06.1. PL06.2, PL06.3, PL06.6.
3 Explain key influences of public protection incidents on victims	3.1 Potential forms of abuse / harm and their influence on victims and witnesses, including: • Potential situations and locations abuse can take place in • On-line digital-related abuse	L6 Digital Policing (3.1) L6 Public Protection	PL06.1. PL06.2, PL06.3,PL06.4, PL06.6.
	3.2 Range of psychological influences that may be apparent when dealing with victim and witnesses, including reasons why a victim may choose not to report, or delay reporting		
	3.3 How early life events, including Adverse Childhood Experiences (ACE) can impact on individuals		
	4.1 The police role to take responsibility and effective action to make a person safe and triaging (signposting) victims and witnesses to specialist support, including:		PL06.1. PL06.2, PL06.3,PL06.4, PL06.6.
	4.2 Measures available to protect victims and witnesses		

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4 Understand the options available to protect and support victims and witnesses	4.3 Actions and options available to help victims, safeguard and prevent victimisation, including: • Protection orders • Referral processes (e.g., National Referral Mechanism (NRM)	L6 Public Protection; L6 Digital Policing (4.1)	
	4.4 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		
5 Understand the intricacies associated with victim and witness care during a complex investigation	5.1 How to work with victims e.g., special measures, withdrawal of support for the prosecution, retraction or partial retraction	L5 Vulnerability and Risk (5.3, 5.4) L6 Public Protection (5.1; 5.2)	PL05.1, PL05.3, PL05.4, PL05.5 PL06.1. PL06.2, PL06.3, PL06.6.
	5.2 Victim's right to review		
	5.3 Ongoing processes for witness management in complex cases		
	5.4 Dealing with a witness who becomes a suspect in complex investigations		
6 Understand the various types of justice outcomes, both judicial and non-judicial	6.1 Views of the victim and witness as to what constitutes justice and why victims and witnesses do not always seek judicial redress, including:	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
	6.2 Factors required to pursue a charge or other outcome should the victim no support the police investigation, or a prosecution		
7 Understand the importance of employing appropriate processes to manage victims through the Criminal Justice System (CJS) post-judicial proceedings	7.1 Why it is important to enhance victim and witness satisfaction in their dealings with the police and CJS (policing by consent), including the duty under the Victims Code	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
	7.2 Impact of the criminal justice system on victims and witnesses, including • Impacts on victims in relation to charging of a suspect(s) • How to manage victims (including those abroad) through the court process with other agencies • Importance of considering impacts on victims in relation to charging of a suspect(s) • The police officer's responsibilities to victims after criminal justice system outcomes e.g., relaying of information regarding the offender(s) • Roles and responsibilities of the police, throughout prison, parole and probation processes, relating to keeping victims and witnesses informed of potential d developments in a case • Purpose of Criminal Injuries Compensation Authority		
Suspect / offender management			
1 Explain why understanding the stages of offending is beneficial to policing practice	1.1 Understanding key terms associated with suspect / offender management	L5 Vulnerability and Risk	PL05.1, PL05.3, PL05.4, PL05.5
	1.2 Importance of understanding potential theories as to why a person may commit offences, including: • Motivations for offending • Early identification of offenders and early interventions • Psychology of an offender's use of position of authority to commit offences e.g., sexual offences		
	1.3 The stages of offending and their influence on policing practice		
2 Analyse the impacts of gangs or organised crime groups targeting vulnerable people, or people at risk of harm	2.1 Importance of understanding the impacts of targeted criminal activity on vulnerable individuals, or those at risk of harm, including: • Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for gangs or organised crime groups • Effect it has on the vulnerable person • Situations which the vulnerable people may be subject to or find themselves involved in • Strategies and disruption tactics that could be employed	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5
	3.1 Role of the Youth Offender Service and Youth Justice Board and other agencies in diverting young people away from crime		PL04.1, PL04.2 PL04.3 PL04.4, PL04.5. PL06.1, PL06.2, PL06.3, PL06.6

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3 Understand the importance of effective partnership working in relation to offender rehabilitation	3.2 Reducing the possibility of offending (including radicalisation), or re-offending, including: • Identifying repeat patterns/problem solving • 'What works' in tackling repeat offending, or reducing the occurrence and / or seriousness of repeat victimisation • Importance of targeted and effective situational problem solving and preventative policing	L4 Criminological Theories, models and prevention (3.2,3.3); L4 Policing Diverse Communities and Problem Solving (3.1, 3.2,3.3); L6 Counter terrorism (3.2)	
	3.3 Potential impacts of other interventions and diversions, including reparative, rehabilitative and restorative or punitive justice on re-offending		
4 Assess the role and impact of MAPPA and the use of community intelligence in managing offenders	4.1 Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders	L 5 Intelligence and Information (4.2) L6 Public Protection (4.1)	PL05.1, PL05.3, PL04.5, PL05.5 PL06.1, PL06.2, PL06.3, PL06.6
	4.2 Use of community intelligence to manage offenders		
5 Understand the procedures for managing suspects and offenders, including recording significant information	5.1 Identifying/detaining suspects, if still at scene	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	5.2 Identifying, assessing and managing of: • Perpetrators of offences • Risks posed by suspects/potential abusers		
	5.3 Processes for managing offenders and suspects, including those who are vulnerable		
6 Describe the alternative options to arrest available to a police constable, when an offence has been committed	6.1 Police service obligations and considerations relating to suspects e.g., benefits of an early arrest	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
	6.2 How to use the police caution		
	6.3 Alternatives to arrest and when these should be used		
	6.4 Examples when discretion could be used, including managing and recording use of 'out-of-court' disposals		
	6.5 Procedures for planning and making an arrest, including de-arresting a suspect		
7 Explain the processes for detaining and escorting a suspect to custody	7.1 Function of detention and custody in the criminal justice system	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
	7.2 Police roles in relation to detaining and escorting a suspect to custody, including arresting officer, custody staff etc.		
	7.3 Processes for transporting and presenting a detained person to custody, including welfare, risk and duty of care		
	7.4 Circumstances when a detainee should be transferred to another location apart from a custody suite		
	7.5 Booking-in process for a detained person		
8 Explain statutory processes relating to a person detained in police custody	8.1 Time constraints associated with detention of persons, including extensions to the detention period	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
9 Understand legal processes and authorisations associated with bail	9.1 Roles associated with bail processes, including pre-charge, authorisations etc. including setting and managing bail conditions and conferring with victims regarding these	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
	9.2 Importance of necessity and proportionality in the decision-making processes for using bail, including street bail		
	9.3 Bail periods and extensions, including processes associated with these (e.g., legal representation etc.)		
	9.4 Circulating information regarding those wanted or suspected		
10 Explain the processes associated with court warrants	10.1 Impact of absent suspects e.g., 'fail to appear', 'due to appear' etc.	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.

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1 Understand the importance of effective partnership collaboration with respect to offender rehabilitation	1.1 Importance of effective collaboration with Police and Crime Commissioners, partners and wider agencies	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
2 Evaluate influences of suspect / offender relationships	2.1 Understanding correlations in suspect / offender patterns e.g. age / offending curve 2.2 Identifying propensity to offending behaviour	L5 Vulnerability and risk	PL05.1, PL05.3, PL05.4, PL05.5.
Criminal Justice System			
1 Explain the key purpose of the criminal justice system and role of the police within it	1.1 Function and purpose of the adversarial criminal justice system and the police role within it 1.2 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	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
2 Understand the process for building effective case files and managing exhibits, including recording standards	2.1 Incident and crime recording standards 2.2 Different types of case file, their associated contents, including electronic case files and timescales / constraints associated with submitting these 2.3 Skills and documentation associated with effective case management and case files, including engagement with others to build the case file 2.4 Considerations to support 'Better Case Management' (BCM) and the national file standard, including: • Managing exhibits (including digital) • Using digital evidence as part of the case file 2.5 The procedures for the preparation of material for prosecutors in Magistrates' and Crown Court cases	L4 Criminal Justice L6 Digital Policing (2.4)	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5. PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
3 Understand all relevant procedures in relation to charging a person(s)	3.1 Importance of understanding the influences on charging 3.2 Considerations regarding the decision to charge, including setting out the charge correctly 3.3 How a prosecution is undertaken and how to work with CPS lawyers	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
4 Understand the court process, including interpretations and analysis that can be drawn from evidence given	4.1 The court process, including the types of courts, legal proceedings, hearings and their purpose 4.2 Importance of understanding the court processes, including: • Notes being used in court proceedings • Charging process • Key terminology used in a court, including trial agenda • Personnel involved, including the role of experts • How actions at the court stage can affect the prosecution 4.3 How evidence is presented to court and evaluated in a case, including: • Preparing an evidence file for prosecuting authority • Rules of evidence • Complexities associated with giving evidence, including disclosure, confidence, admissibility and credibility • Completing statements • How to use and employ expert evidence and expert witnesses • Processes to follow when giving evidence in court, including evidence being given by video feeds and CCTV evidence context 4.4 Defence tactics that may be used, including inducement defence and their potential impacts 4.5 Enhanced sentencing for hate crimes, including where there is evidence of hostility	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.

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5 Explain the processes for provision of materials for disclosure by Crown Prosecution Service (CPS)	5.1 Roles and responsibilities of those associated with the disclosure of material, including disclosure responsibilities after charge and how specialist disclosure is revealed to the prosecutor	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
	5.2 The disclosure process including: • The 'test for prosecution' • Disclosure of material to the accused • Dealing with defence statements		
Neighbourhood, community and partnership working			
1 Examine the key issues in relation to community policing and options for addressing them	*1.1 Removed by College of Policing update*	L4 Policing Diverse Communities and Problem Solving (1.0,1.2) L6 Digital Policing (1.3)	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5. PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
	1.2 Importance of community policing, including: • Understanding neighbourhoods and communities • Increasing public confidence and trust in the police service, including for women and girls • Development of, and differences between community policing in recent decades • 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 • Impact of politics on community policing • How legislation has the potential to contribute to disproportionate policing • Importance of applying the essence of the law to comply with legislation and support community relationships		
	1.2a Removed by College of Policing update *1.3 Removed by College of Policing update* *1.3 Removed by College of Policing update*		
1a Apply problem-solving approaches to reduce community tension and promote community cohesion	1a.1 Approaches to monitor and manage community tension and enhance community cohesion: • Identifying emerging issue, problem or concern faced by community • Information gathering (and analysis) from the community • Developing a hypothesis for community policing • Justification/rationale for/against further examination of issue, problem or concern • Community expectations versus partnership capabilities • Potential interventions, the key considerations related to them and their impacts • Resource allocation strategies • How results can inform community policing strategies	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	1a.2 Importance of procedural justice in terms of building trust and legitimacy in police-public interactions		
	1a.3 Role of procedural justice in managing offenders/changing offender behaviour		
2 Explain how to foster effective partnerships in community policing	2.1 Role of the police officer and others (e.g., PCSO, analyst, partners) in effective community policing	L4 Policing Diverse Communities and Problem Solving (2.1,2.2, 2.3, 2.4) L6 Counter Terrorism (2.3)	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5. PL06.1, PL06.2, PL06.3, PL06.6.
	2.2 Methods for developing and promoting effective partnerships, including: • Role and importance of partners in effective problem solving • Developing an effective communication engagement strategy, including typology and influences on community partnership • Support that partners can provide in a community context • Barriers and facilitators to working effectively with partner agencies		
	2.3 Strategies to prevent offending (including radicalisation) or re-offending and actions for safeguarding		

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	2.4 How to work with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse		
3 Explore methods to maximise communication with individuals and communities	3.1 How to maximise communication with individuals, community stakeholders and communities (including faith communities), including:	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
3a Understand the concept of 'community trauma' and the potential impacts on future relationships with policing	3a.1 The term 'community trauma' and, through lived experiences, understand the impacts on policing relationships	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	3a.2 Importance of avoiding and mitigating community trauma to improve policing relationship		
	3a.3 How the police response may add to or reduce existing community trauma		
4 Use social media as a means of informing and engaging with the community and promoting policing initiatives	4.1 Key considerations when using social media in a professional policing context	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	4.2 Effect of social media and high-profile cases resulting in major investigations and the potential impacts on the community and policing initiatives		
5 Analyse why key incidents / events have had a damaging effect on community engagement with the police	5.1 National and local incidents / emergencies/ disasters, including those which have affected the community relationship with the police, including those that have negatively impacted police and black community relationships	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
6 Review how relationships between the police and black communities can be improved	6.1 Why there is a historical mistrust of the police by some sections of society and how it can manifest itself in confrontation	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	6.2 How to improve relationships with black communities, including: • Improvements to community policing practice which have impacted positively on relationships • The need to continue to change policing practices and understanding the communities that are policed • Importance of reflecting on own knowledge, attitudes and behaviour • Role of individuals to create positive encounters to develop and build trust and confidence with black communities		
	6.3 Use of community tension indicators		
7 Review the inter-relationship between the community, prevention and other policing approaches	7.1 How prevention is influenced, by and influences community policing approaches, including different models of policing e.g., problem-oriented policing	L4 Criminological theories, Models and Prevention; L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
1a Apply problem-solving approaches to reduce community tension and promote community cohesion.	8.1 Approaches to reduce community tension and enhance community cohesion:	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
9 Examine the importance of taking a multi-agency approach to public protection incidents	9.1 Agencies who may be able to offer support and the support they can provide at public protection incidents	L6 Public Protection	PL06.1. PL06.2, PL06.3, PL06.6.
	9.2 Importance of intervening positively in a person's life to prevent future occurrences of missing episodes or public protection incidents		
	9.3 Importance of understanding thresholds for referral to internal/external partners		
	9.4 The Multi-Agency Risk Assessment Conference (MARAC) referral process and Multi-Agency Public Protection Arrangements (MAPPA)		
	9.5 Involvement of multi-agency professionals in building comprehensive victim risk/needs assessments		
10 Explain the importance of building and developing relationships with the Crown Prosecution Service and key Criminal Justice partners and stakeholders	10.1 How role of the PCC / Mayor, and the staff in the office of the Police and Crime Commissioner works and the role of the local criminal justice boards	L4 Criminal Justice	PL04.1, PL04.2, PL04.3, PL04.4, PL04.5.
	10.2 Roles of the different criminal justice partner agencies and the importance of early engagement, pre-charge advice and joint requirements for post-trial work, including (for example): • How the CPS works • Electronic monitoring as an investigative tool • Prisoner management • Responsibilities under the Probation Service Victim Contact Liaison Scheme, etc.		
	10.3 How to work with specialist support agencies and their role in supporting victims through the criminal justice system		
11 Explain the opportunities within policing to support crime prevention	11.1 Crime prevention opportunities to police, including: • Role of technology, communities and the wider public	L4 Criminological Theories, Models and Prevention; L6 Counter Terrorism;	PL04.1, PL04.3 PL04.4, PL04.5. PL06.1, PL06.2, PL06.3,PL06.4, PL06.6
	11.2 Prevention strategies involving other agencies		

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policing to support crime prevention	11.3 Importance of partnership working, including international partners	L6 Counter Terrorism; L6 Digital Policing (11.1)	
12 Evaluate the effects of crime and anti-social behaviour on local communities and appropriate police action	12.1 Importance of understanding the influences of crime and anti-social behaviour (ASB) in communities including: • ASB and vulnerability	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
1 Evaluate 'community trauma' and the potential impacts on future relationships with policing	1.1 The term 'community trauma' and, through lived experiences, understand the impacts on policing relationships	L4 Criminal Law and Policing	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	1.2 Importance of avoiding and mitigating community trauma to improve policing relationships		
2 Critically evaluate the impact upon policing of differing values, ethics and norms within diverse communities	2.1 Values, ethics and norms within diverse communities and how community demographics may change in the future	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
	2.2 Barriers that may be experienced by individuals, based upon personal characteristics, including physical, psychological or physiological barriers		
	2.3 How multi-cultural differences may affect interaction between individuals, groups and organisations and the police		
	2.4 Effective engaging, consulting and working with diverse communities		
3 Understand the support that partners and agencies can provide to specific areas of policing	3.1 Role of partner agencies that support specific areas of policing e.g. roads	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
	3.2 Approaches to investigation used by law enforcement agencies and partners		
4 Understand how to engage with the community to examine / critique the impact of policing practice	4.1 Methods used to deliver effective policing to the community, including • Understanding community problems, issues and concerns regarding policing practice • Effectiveness of early intervention/early action initiatives • Effectiveness of initiatives/approaches made by other organisations • Impact of policing resources on the community • Engagement with Faith and Policing Partnership initiatives	L4 Criminological theories, Models and prevention; L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
1 Evaluate how the levels of the National Intelligence Model (NIM) can determine local force objectives	1.1 How the NIM can determine local force objectives including: • Role of local level command structures and neighbourhood policing teams and / or local force processes • Cross-border issues and the inter-relationship and co-operation of more than one force • Serious and organised crime operating nationally and / or internationally • Role of dedicated units and other local resources dealing with these crimes and the role of intelligence in aiding them	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
2 Evaluate the impact of potential challenges to community policing and the future role of the community constable	2.1 Potential future challenges and opportunities, including the future role of community police officers and special constabulary, including impact of police resources on community policing	L4 Policing Diverse Communities and Problem Solving	PL04.1, PL04.2, PL04.3, PL04.4, PL4.5.
Response policing			
1 Review the overall scope of the response policing role	1.1 Role and responsibilities of the first responder at incidents, including: • Role as an investigator and having an investigative mind-set • Be first contact for victim and how this can shape their experience • Importance of links with other roles, e.g., control room staff and call takers	L5 Response Policing (1.1-1.3) L6 Counter Terrorism (1.4)	PL05.1, PL05.3, PL05.4. PL05.5 PL06.1, PL06.2, PL06.3, PL06.6.
	1.2 Key considerations in responding to an incident, including:		

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	1.3 Practical responses: reactive vs proactive policing, including applying pro-active principles to response policing		
	1.4 Role of first responders in relation to national counter-terrorism operations, including national threat levels		
2 Understand the practical policing skills when attending an incident as a first responder	2.1 Importance of conducting an initial assessment of the victim's needs that takes their context into account, including recording, managing and sharing of the assessment	L5 Response Policing; (2.1-2.1a,2.2, 2.3, 2.6- 2.11) L5 Policing the Roads (2.2; 2.10) L6 Digital Policing (2.4; 2.7, 2.8, 2.9) L6 Counter Terrorism (2.5) L6 Public Protection (2.2; 2.3, 2.10)	PL05.1, PL05.3, PL05.4. PL05.5 PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
	2.1a Importance of identifying, assessing and prioritising threats and risks at the scene for all individuals		
	2.2 Procedures, and considerations when responding to:		
	2.3 Additional roles and responsibilities in relation to response policing and public order incidents, including:		
	2.4 Actions that can be taken using technology and digital devices in a missing person situation		
	2.5 Indicators of radicalisation of an individual and processes for referral for safeguarding e.g., Prevent Case Management (PCM)		
	2.6 Importance of treating all incidents as a crime scene until it has been determined a crime has not been committed		
	2.7 Importance of effective briefing and debriefing of incidents using national models		
	2.8 First response protocols at a scene, including: • Identifying crime scenes, including linked crime scenes • How to recognise an incident involves a digital element and identify devices that may be involved • Conducting an initial investigation • Documentation to be completed • Identify any potential links to other activity e.g., OCG activity		
	2.8a How evidence of first or early complaint is dealt with, including specialist evidence gathering requirements e.g., Early Evidence Kit		
	2.9 Forensic considerations at a crime scene, including: • Securing, preserving and recording information at the		
	2.10 Documentation and procedures associated with: • Public protection incidents		
	2.11 Importance of recognising on-going problems and seeking resolutions prior to referral		
3 Understand how to respond appropriately to issues of vulnerability as a first responder	3.1 Importance of vulnerable people being appropriately supported by the police, including the consequences when this is not done	L5 Vulnerability and Risk; (3.1-3.2, 3.4-3.7) L6 Digital Policing (3.1a; 3.3) L6 Public Protection (3.8)	PL05.1, PL05.3, PL05.4, PL05.5. PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
	3.1a Immediate action / advice that can be given to an individual who is vulnerable to online crime		
	3.2 Importance of recognising vulnerability and supporting / managing their welfare, including possibility of hidden medical conditions or non-visible signs that		
	3.3 Digital signs at a crime scene, or home environment, that could indicate vulnerability and / or safeguarding measures, including social media posts and Apps		
	3.4 Initial action and procedures for dealing with a person who is, or may be vulnerable, including those with mental health issues		
	3.5 Appropriate procedures when dealing with someone who is 'drunk and disorderly' or 'drunk and incapacitated', including the differences between the two		
	3.6 Significance of adultification and the rights of children		
	3.7 How to identify when 'Early Help' is appropriate when dealing with vulnerable individuals and the referral processes associated with it		
	3.8 Specialist roles, partnerships and multi-agency approaches for supporting and safeguarding victims and witnesses, particularly in relation to public protection		
	4.1 Recognising 'critical' or 'major' incidents and the differences between them		PL05.1, PL05.3, PL05.4. PL05.5

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4 Understand the responsibilities as a first responder to a major and / or critical incident	4.2 Role and responsibilities of a first responder at a major / critical incident	L5 Response Policing	
	4.3 Who can declare a major incident, including the Lead Agency at a major incident		
	4.4 Recording all decisions within a major / critical incident		
5 Examine the effectiveness of joint interoperability between the emergency services at incidents	5.1 Introduction to, and principles for joint working (JESIP), including using the JDM	L5 Response Policing	PL05.1, PL05.3, PL05.4. PL05.5
	5.2 Role of police on attendance at an incident and use of Documentation Teams at Survivors Reception Centre (SuRC), including:		
	5.3 Improvements made to interoperability between the emergency services since the inception of JESIP		
6 Explain the importance of post event procedures involving personal protection equipment or restraints	6.1 Documentation to be completed when personal protection equipment is used	L5 Response Policing	PL05.1, PL05.3, PL05.4. PL05.5
	6.2 Importance of effective debriefing of a where personal protection equipment or personal or mechanical restraints are used		
	6.3 Importance of documenting actions post-incident, including post-incident-management (PIM) process should a person be killed or seriously injured following		
1 Evaluate the importance of crowd psychology on policing approaches in public order incidents	1.1 Crowd psychology and how this informs public order tactics and policing approaches	L5 Response Policing	PL05.1, PL05.3, PL05.4. PL05.5
2 Analyse the role of the police within a joint emergency services incident	2.1 Importance of applying JESIP at a joint emergency services incident	L5 Response Policing	PL05.1, PL05.3, PL05.4. PL05.5
1 Evolve strategies for how those involved in response policing can remain effective in an increasingly challenging environment	1.1 Potential impact of resourcing demands on policing	L5 Response Policing	PL05.1, PL05.3, PL05.4. PL05.5
	1.2 How response policing can deal with challenges posed by issues of resourcing		
2 Analyse the role of the police within high-profile critical, major or joint emergency services incident to establish best practice	2.1 Lessons learned from incidents and influence on future practices	L5 Response Policing; L6 Counter Terrorism	PL05.1, PL05.3, PL05.4. PL05.5 PL06.1, PL06.2, PL06.3, PL06.6
Roads policing			
1 Explain the core functions of roads policing	1.1 Core functions of roads policing, including how they relate to the wider policing function	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
	1.2 Key considerations associated with roads policing, including:		
	1.3 Importance of understanding the STATS19 reporting process, including its limitations		
2 Understand the procedures for the disposal of offences committed by drivers and other road users	2.1 Options available for disposal of driving and vehicle offences and when they are appropriate	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
1 Evaluate the impact of roads-related activity	1.1 Impact of roads-related organised crime activity at a national, regional and local level (financial and non-financial)	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
2 Content moved	2.1 Content moved		
3 Critically evaluate how effective roads policing (and associated legislation/regulation) can reduce injuries and fatalities	3.1 Role of roads policing in tackling the 'fatal four' and other road traffic offences	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
4 Analyse the contribution of roads policing to disrupting crimes enabled by	4.1 How roads policing can contribute to disrupting crimes including:	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
	4.2 Use of intelligence and other data insights in directing roads policing activity		

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policing to disrupting crimes enabled by the road network	4.3 Strategies to disrupt and reduce criminal and terrorist activity 4.4 Agencies and organisations that contribute to disrupting roads related criminality	L5 Policing the Roads	
0 Critically evaluate the challenges in reducing offences, deaths and injuries on the roads	0.1 Social acceptance of road death and injury	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
1 Evaluate the alignment of the NPCC roads policing strategy against local force strategies and initiatives	1.1 Priorities for roads policing at a national and local level and the ways forces and partnerships can contribute to achieving these	L5 Policing the Roads	PL05.1, PL05.3, PL05.4, PL05.5.
Information, intelligence and evidence			
1 Explain the importance of information and intelligence in the policing context	1.1 Importance of information and intelligence in policing, including: • Purpose of intelligence reports • How information and intelligence can be used in key areas of policing, e.g., directing roads policing activity • Reducing offending, e.g., combatting terrorism 1.2 Use of the National Intelligence Model (NIM), including key products 1.3 Key roles associated with intelligence, including specialists that may be used, responsibilities of the intelligence function within the NIM and the products specialists produce to support policing	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
2 Demonstrate an understanding of practical issues relating to the gathering and retention of information and intelligence	2.1 Sources of information, intelligence and evidence (including international sources) and the processes and authorisations that may be required 2.1a Role of databases in relation to intelligence, including: • Functionality for intelligence purposes • Requests for intelligence data from other databases • Accessing intelligence through the police system 2.2 The Intelligence Cycle and the relationship between this and the National Intelligence Model 2.3 Processes associated with handling information / intelligence, including: • How digital technology can capture best evidence e.g., body-worn video (BWV) or camera phones • Specialist support that may be required • Processes associated with transportation, storage and disposal of exhibits • Correct grading / labelling of intelligence, including systems used to 'grade' information / intelligence • How intelligence is prioritised • Ensuring intelligence is correctly risk-assessed and appropriately actioned 2.4 Process for receiving, assessing and recording incoming intelligence information, including: • Using NIM • Concepts, and management of, risk in law enforcement 2.5 How to review information and material gathered, including understanding and interpreting statistics, specialist reports and questioning test results and	L5 Intelligence and Information; L6 Digital Policing (2.3)	PL05.1, PL05.3, PL04.5, PL05.5 PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
3 Understand the processes for digital devices and CCTV retrieval / recovery	3.1 Procedures associated with: • Digital evidence / information, including extraction of material • CCTV retrieval / recovery	L6 Digital Policing	PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
1 Explain the considerations regarding gathering and handling information and intelligence in the operational policing context	1.1 Considerations regarding gathering information and intelligence to meet the needs of an operation, including: 1.2 How to handle information and intelligence in a response environment 1.3 Importance of ongoing maintenance of intelligence record management systems	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5

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2 Understand the key considerations relating to the sharing of information and intelligence	2.1 Considerations associated with sharing information, including:	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
3 Evaluate policing operations and review potential implications for future practice	3.1 Influences of policing operations on future practice, including:	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
4 Evaluate and reflect upon how information and intelligence was used to progress a given policing operation	4.1 Reflective examination of police operation(s) where information and intelligence were critical to the outcome	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
1 Understand how information and intelligence contributes to the tasking and co-ordination process	1.1 How to participate effectively in the tasking and co-ordination process, including:	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
	1.2 Types of live time/crime in action situations and the actions to take to support these in an intelligence context		
	1.3 Processes to escalate information or intelligence for further attention, including threat, risk, harm and vulnerability		
	1.4 How to process sensitive information, including Public Interest Immunity (PII) and disclosure of sensitive material		
2 Analyse the role of the NIM as a business process in shaping wider force policing objectives	2.1 How NIM can support local force policing objectives, including: • NIM as a business process • How assets inform the NIM process • Inter-relation of intelligence and analytical products in shaping objectives • Strategic tasking and co-ordination • Resourcing considerations • Tactical options menu	L5 Intelligence and Information	PL05.1, PL05.3, PL04.5, PL05.5
Conducting investigations			
1 Examine fundamental skills and principles related to conducting investigations	1.1 Principles associated with conducting investigations including:	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	1.1a Importance of a suspect focused investigation		
	1.2 Partnership and multi-agency working, including referrals to other reporting mechanisms		
2 Understand appropriate investigative actions when responding to and attending an incident	2.1 How to take control of a scene as an investigator, including managing the safety of self and others	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	2.1a Importance of keeping and maintaining accurate records, including disclosure considerations and tasking of others		
3 Examine best practice when conducting an investigation	3.1 Key considerations associated when conducting investigations, including:	L5 Investigations L6 Digital Policing (3.5)	PL05.1, PL05.3, PL05.4. PL05.5 PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
	3.1a How to identify lines of enquiry and associated investigative strategies (including financial) for evidence gathering, both domestic and international and		
	3.2 Potential overlap between one type of investigation to another (e.g., domestic abuse and assault)		
	3.3 Importance of agreeing jurisdiction when an investigation crosses force or international boundaries		
	3.4 How to undertake an evidence-led investigation / prosecution where the victim is reluctant to support or withdraws from an investigation		
	3.5 Considerations associated with the use of technology as part of an investigation, including: • ANPR / CCTV (and other digital sources) as an investigative resource • Specialists' roles / assistance that may be required where the investigation involves a digital device • How digital or physical activity may be attributed forensically to a victim, suspect or incident		
4 Understand how to conduct effective, ethical and professional interviews, ensuring compliance with legislation and the national investigative interviewing	4.1 Core principles and considerations associated with investigative interviewing, including:	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
5 Identify specific considerations when interviewing victims / witnesses	5.1 How to interview vulnerable, intimidated, significant witnesses etc, including:	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5

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6 Understand the importance of the concept of memory upon interview methods and processes	6.1 Psychological and physiological influences on memory (including impact of trauma)	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	6.2 Different methodologies for conducting an interview i.e., cognitive / enhanced cognitive		
7 Identify specific considerations when interviewing suspects	7.1 Processes associated with the interviewing of detainees, including recording a significant statement, silence or relevant comment	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	7.2 Considerations in relation to conducting suspect interviews, including:		
2 Explain the importance of applying learning from previous investigations (and / or interviewing) to future investigations	2.1 Importance of operational learning e.g., personal reflective practice and learning	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
1 Understand the additional investigative actions that may be required according to the complexity of the investigation	1.1 Additional considerations and risks where the suspect is a police officer or police staff	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	1.2 Additional investigative processes that may be required e.g., inquests		
	1.3 Impact that family court / coronial processes / parallel proceedings may have on an investigation		
	1.4 Establishing the level of involvement in an incident or joint criminal enterprise		
2 Apply guidance and processes relating to international enquiries / investigations	2.1 Key considerations associated with international enquiries/investigations, including:	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	2.2 Guidance and processes applicable to an international and / or European investigation/enquiry, including digital information	L5 Investigations L6 Digital Policing (2.2)	PL05.1, PL05.3, PL05.4. PL05.5 PL06.1, PL06.2, PL06.3, PL06.4, PL06.6.
1 Understand the additional actions in relation to specific complex investigations	1.1 Actions associated with 'serious and complex' investigations, including:	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	1.2 Case discussions prior to engaging relevant police or external specialist(s)		
	1.3 Considerations / actions associated with first-hand, delayed, third-party or anonymous reporting		
	1.4 Role of internal specialists and their differing response to volume and complex crime		
	1.5 Additional strategies that may be required to support the investigation		
	1.6 Considerations and procedures regarding recording interview(s) in complex cases		
	1.7 Covert methods and their use in an investigation		
2 Understand the importance of specialist knowledge when conducting interviews	2.1 Complexities associated with interviews and how to address these, including:	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5
	2.2 Skills and behaviours of interviewers, including how these would need to be employed, depending on the nature of the investigation		
3 Liaise with specialists in relation to complex live (or cold) cases	3.1 Types of reviews, statutory, or non-statutory, including cold case reviews	L5 Investigations	PL05.1, PL05.3, PL05.4. PL05.5

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