
Recognising Prior Learning Entry Routes for Policing

POLICE EDUCATION CONSORTIUM

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Introduction

The national Police Uplift programme, with the support of the College of Policing (CoP), initiated a project to promote flexible routes as part of the wider national commitment to the recruitment, education and training of the policing workforce. Specifically the project focussed on part-time (PT) routes and the recognition of prior learning (RPL) as the vehicles for delivering flexible routes^{1/2} to access the Police Constable Degree Apprenticeship (PCDA). The project has been delivered through a collaboration between the Police Education Consortium (the Consortium), which is comprised of Middlesex, Canterbury Christ Church, Cumbria and Portsmouth universities and Surrey and Sussex Police Forces.

A key aim of the RPL strand of the project was to develop a 'toolkit' for Forces and their Higher Education Provider (HEP) to use as a reference source to support the development of their own RPL pathways into policing.

RPL is a well-established mechanism for assessing and formally recognising the prior learning and achievement of knowledge, skills, behaviours and professional competence of individuals or groups. RPL can be used to formally acknowledge prior learning that has occurred outside education or training systems, including learning through work. The assessment of prior learning could enable individuals or groups to formally gain credit towards the achievement of the PCDA to facilitate entry at later stages and thereby shorten the duration of the programme.

The establishment of RPL pathways into policing offers significant benefits for forces in the recruitment and training of police officers, including:

- Enhancing the extent to which individual forces can recruit and retain staff to reflect both the diverse communities they serve and the societal and CoP expectations regarding the commitment to equality, diversity and inclusivity
- Maximise the contribution of existing force staff to workforce strategies by building on their knowledge, skills and professional behaviours to facilitate progression to the role of Police Constable
- Contributing to national targets for police officer recruitment by expanding the potential applicant pool to include skilled and upskilled personnel both from within forces operational staffing groups as well as relevant external groups such as military service personnel

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Police Uplift Programme



POLICE EDUCATION CONSORTIUM



1. The challenges in recruiting officers that reflect communities served are varied and complex. The development of part-time / flexible routes is part of a wider range of engagement activities to meet the needs of diverse communities.

2. Government census data available via gov.uk Full & Part-Time Employment offers some insight into the population groups (including gender and ethnic groups) that demonstrate preferences for part-time employment opportunities.



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Chapter One

These objectives and working assumptions have been agreed with the national Police Uplift programme with the support of the CoP. While specific police roles have been identified as a priority, it is intended that the toolkit provides a model that can be applied to both wider police roles and non-police roles.

01. Objectives

Agreed Objectives

- To provide a consistent national basis to recognise the prior learning (RPL) of individuals wishing to undertake the Police Constable Degree Apprenticeship (PCDA)
- To provide guidance that can be used by individual police forces and Higher Education Provider (HEP) to apply to their PCDA provision in the context of their local requirements
- To establish a consistent basis for RPL that will enable individuals to access full-time (FT) and part-time (PT) PCDA routes with 'advanced standing'

Rationale and / or Points of Note

These objectives are aligned with the overall project aims and specifically relate to the RPL work strand. "Advanced Standing' is the recognition of previous successful study, reducing the number of modules needed to complete the course" (Quality Assurance Agency, Higher Education Credit Framework for England, 2021). For the purposes of this project 'advanced standing' will include the recognition of prior learning achieved through work associated with in-scope job roles.



02. Working Assumptions & Parameters

Working Assumption 1

Specific College of Policing (CoP) role descriptions within identified police role families have been agreed as being in-scope for the project. All roles are at National Level of Policing Level 1.

Police roles:

- Custody Job Family
 - **Detention Officer**
(potential to also consider Escort Officer)
- Operational Support Job Family
 - **Control Centre Officer**
- Investigations Job Family
 - **Investigation Support Officer**
- Core: Rank Profiles Job Family
 - **Police Community Support Officer (PCSO)**

Rationale and / or Points of Note

The police roles specified as in-scope reflect the national priorities specified by CoP / Uplift to:

- Promote opportunities for progression from in-scope police job roles to Police Constable
- Establish a consistent basis for progression from PCSO roles to Police Constable that appropriately recognises prior professional learning

Establishing a clear career progression route from PCSO to PCDA through RPL, in particular, has the potential to offer a non-degree route to becoming a Police Constable. This career progression opportunity may also contribute to enhanced recruitment to PCSO roles.

The progression of Special Constables to the role of Police Constable represents a more established route. It is intended that the approaches described in the toolkit can be applied to the special constable roles.

The four roles in-scope of the project can be considered as exemplars, as the toolkit approach could equally be applied to developing RPL entry routes for other roles within the police role families.

Working Assumption 2

The CoP role descriptions provide a consistent basis from which to establish the Knowledge, Skills and Behaviours (KSBs) that individuals will be required to demonstrate both on appointment and in the competent operation of their respective roles.

Rationale and / or Points of Note

While specific role descriptions for individual forces may vary, there is likely to be sufficient alignment with the role as described by CoP to form the basis of reasonable assumptions for the purposes of the project.

<https://profdev.college.police.uk/professional-profiles/profiles/job-families/>

Working Assumption 3

Military role descriptions can provide a consistent basis from which to establish the KSBs that individuals will be required to demonstrate both on appointment and in the competent operation of their respective roles.

Rationale and / or Points of Note

Example military roles need to be identified that are equivalent to CoP National Level of Policing Level 1 roles to demonstrate the operation of the RPL process.

The focus on military roles that are equivalent to CoP National Level of Policing Level 1 roles does not preclude individuals who have been employed in higher level military roles from the RPL process.

Working Assumption 4

An individual employee is deemed competent to operate within their respective job role with the capability to demonstrate the KSBs specified in the CoP role description if they have:

- Been appointed on the basis of meeting or substantially meeting the requirements of the job roles
- Successfully passed the probation period
- Been deemed to have met all the role description requirements through robust appraisal and demonstrable / associated Continuous Professional Development (CPD)
- Normally been in post for a minimum of two years to ensure KSBs are fully embedded within practice

Rationale and / or Points of Note

It is possible that individuals may not demonstrate all role description KSBs on appointment. Subsequent probation, appraisal and CPD, normally carried out within two years of appointment, provide a consistent basis to assume that individuals in role are competent. It is possible that some individuals may achieve full competence after one year of being in role and where this is deemed to be the case, appropriate exceptions can be made.

03. Design Principles

Design Principle 1

In-scope police roles must share common competencies, with the role of Police Constable, as identified in the 'Competency and Values Framework' (CVF) Level 1.

Rationale and / or Points of Note

- This commonality provides the platform for identifying prior learning by those employed within in-scope police roles with regards to the competencies required for the PCDA
- Mapping of in-scope role KSBs indicates significant potential for formally recognising prior learning to enable individuals to enter the PCDA with advanced standing

Point of Note

- The PCSO role may provide further opportunities to evidence the competencies required for Independent Patrol Status (IPS) and the potential to enter at a later stage than other in-scope police roles or military roles
- Mapping military roles would require access to military role descriptions and / or competence frameworks

Design Principle 2

The scope for RPL would be within level 4 of PCDA programmes and not levels 5 or 6.

Rationale and / or Points of Note

In-scope police roles or military roles would not provide evidence of prior learning equivalent to that required by the CoP curriculum for the PCDA at levels 5 and 6, which take place post IPS.

The professional learning required by the PCSO apprenticeship is at level 4 and does not include any level 5 or 6 learning that could be recognised.

Design Principle 3

The learning from the in-scope police job roles would not provide sufficient evidence of competence to achieve IPS as previous roles would not afford the opportunity in practice to develop some of the required competencies.

Rationale and / or Points of Note

In-scope police job roles would provide the opportunity to evidence significant competencies that could contribute towards achieving IPS and this would be a benefit for people entering from these roles through the RPL route.

[Learn more](#)



[Learn more about Role Mapping on page 36](#)



Design Principle 4

The point of entry for the RPL route must be between the start of level 4 and before the achievement of IPS.

Rationale and / or Points of Note

The point of entry must be perceived as beneficial to potential entrants with regards to reducing either the amount of time required to complete and / or reducing the number of modules needed to complete the PCDA.

Design Principle 5

The areas of the CoP curriculum that relate to the early stages of training need to be identified to operationalise RPL entry to level 4 of the PCDA with advanced standing.

Rationale and / or Points of Note

By focussing on the CoP curriculum, the approach is applicable for any police force in partnership with any Higher Education Provider (HEP) nationally.

Design Principle 6

The KSBs for in-scope police job roles aligned with the PCDA need to be mapped with the areas of the CoP curriculum that relate to the early stages of training.

- This informs the basis for an RPL advanced standing claim
- This informs the 'gap analysis' regarding areas of learning that require learning development to facilitate entry with advanced standing

Rationale and / or Points of Note

By focussing on the CoP curriculum, the approach is applicable for any police force in partnership with any provider nationally.

Design Principle 7

Three elements are required to facilitate RPL with advanced standing:

- A structured review of prior learning to support the development of a portfolio of evidence of learning for assessment and subsequent award of credit to facilitate entry with advanced standing
- Structured learning development to provide the required learning that is not available through RPL as identified in the 'gap analysis'. This could take the form of a Negotiated Learning and Development Project
- Structured learning development to support preparation for work-integrated learning at higher education level

Rationale and / or Points of Note

The three elements can be provided through the development of a module designed specifically for this purpose. An indicative module narrative including aims, learning outcomes, syllabus, learning, teaching and assessment strategies and assessment requirements, is provided as a guide for the HEP(s) and police force partners.

The approach and module would also meet the needs of military service personal also seeking to enter the PCDA through RPL with advanced standing.

04. FAQs / Considerations For Forces

The questions and answers that follow have emerged through discussions with police forces engaged in the process of the development of this toolkit. The questions highlighted are not exhaustive and individual forces may raise other questions in liaison with partner HEP(s).

Question 1

Would there be sufficient interest in an RPL option within an individual Force to justify the expenditure in time and resources to develop it?

Answer

- If sufficient management information is not already available within an individual Force, then this could be obtained via a number of existing / minimal effort pathways eg:
 - Targeted questions within existing staff surveys
 - Existing appraisal schemes
 - Exit interviews
- Forces and HEP(s) should look at the possibility of extracting useful data from the initial assessment information HEP(s) are required to collect on PCDA student officers for Education and Skills Funding Agency (ESFA) reporting purposes. This could be done at both:
 - A local Force / HEP level to more immediately support strategic decision making on the development of RPL routes
 - Nationally via a coordinated effort between CoP and the ESFA
- Over time, management information data on interest, uptake and outcomes from individual Force RPL schemes could be shared between Forces with developed or developing RPL schemes to support continued improvement of the existing RPL schemes and support Forces considering developing such a scheme

Question 2

What are the funding options / implications?

Answer

- The RPL stages, however delivered, would not be covered by the Apprenticeship funding levy and so there would be a need for Forces to consider funding options and appetite and for HEP(s) to consider these options when bidding for contracts
- The need for funding should be articulated as part of the final offering in parallel to highlighting the potential benefits that could justify / outweigh the costs including:
 - Direct benefits in workforce planning efficiencies and positive contribution to officer recruitment
 - Indirect benefits in terms of a positive impact on staff satisfaction, performance and retention

Question 3

How could a variety of potential logistical challenges in supporting an RPL route be overcome? For example:

- The viability of operating RPL cohorts
- Delivering multiple or individualised RPL routes at the same time as standard routes
- Managing multiple or individualised 'step in' points

Answer

Individual Forces should create a structured approach to RPL entry that enables the advantages of an RPL entry route to be maintained without creating an approach that requires individualised / piecemeal management of RPL applicants / student officers.

Options to consider include:

- Specifying that all successful RPL applicants will join at a single specified point in the level 4 PCDA programme
 - This potentially would also support the development of an explicit matrix of what each Force understands / expects the knowledge and skills benchmarks to mean in the context of a successful RPL submission
- Specifying a 'delayed start' contingent upon a minimum cohort number being achieved
 - Over time as Forces gain greater levels of local management data on uptake and cohort formation cycles this approach could provide valuable data to support workforce planning both from the perspective of frontline police officers and police staff teams
- Undertaking a detailed mapping of how existing cohorts are managed when on programme and using that to scenario map options including:
 - Running RPL route only cohorts
 - Running mixed (RPL and non-RPL) cohorts
 - Running mixed cohorts but with a maximum number of RPL student officers per cohort

Question 4

How can Forces and HEP(s) ensure that the assessment of RPL claims (including occupational competence) are being carried out in a valid and reliable manner?

Answer

- The assessment of RPL claims is required to meet the same standards as any other form of higher education assessment. As such, the processes for RPL assessment must be demonstrably valid and reliable. This includes ensuring that those making RPL assessments are appropriately experienced and qualified to make judgements about professional policing competence
- The KSBs for the in-scope police job roles are consistently identified at a national level. In particular, the level 1 CoP Competency and Values Framework (CVF) requirements are the same across all in-scope roles. This national level consistency is a significant aid to ensuring valid and reliable RPL assessments
- The KSBs for the PCDA provide a nationally consistent standard of competence against which RPL claims can be assessed
- Forces need to work with their HEP to establish a standardised / consistent approach to determining the forms of RPL evidence required to meet national KSB competence standards. Illustrative examples have been provided in the toolkit as a guide for Forces and HEP(s)

Learn more

Learn more about the [Forms of RPL Evidence](#) on page 22

Question 5

What are the potential benefits to a Force that underpin a decision to invest in developing RPL routes?

Answer

From the perspective of the Force, the potential benefits include:

- A positive contribution to officer recruitment
- A positive contribution to improving workforce representation across all communities
- A demonstrable investment in existing police staff with resulting retention benefits
- Establishing clear routes from in-scope police job roles to better support career progression to Police Constable
- Achieving cost reductions associated with recruiting and retaining police officers and police staff
- Cost savings associated with a reduced timeframe to train Police Constables
- Reduction in the timeframe to reach IPS and Full Operational Competence (FOC) contributing to earlier officer deployment
- The benefit of police staff progressing from in-scope job roles bringing a greater understanding of local and cultural policing contexts

Point of Note

- The toolkit provides a starting point only and a robust cost benefit analysis should be undertaken by the Force and HEP working together to consider cost and benefits through the lens of their own unique circumstances especially when considering elements involving:
 - Workforce planning strategies
 - Diversity and inclusion strategies
 - Local area demographics



05. RPL Development

Key Considerations Checklists

To maximise the potential benefits of developing and delivering an RPL scheme...



College of Policing

should be:

- Holding and promoting the guidance (toolkits and other associated and supporting materials) via CoP outlets including website, newsletter, publications and events
- Advocating nationally for the benefits of knowledge and skills based entry routes into policing (eg RPL routes) in line with the diversity, inclusivity and professional education expectations of modern society
- Collaborating with ESFA and other national level sources of workforce data to produce management information in support of Forces seeking to incorporate RPL or other flexible routes (eg part-time routes) into their workforce planning strategy



Police Chief Constables and Chief Officers

should be:

- Advocating strongly for the strategic and operational benefits of RPL in meeting workforce needs
- Promoting cross-organisational buy-in and understanding of the short, medium and longer-term benefits of RPL to ensure that appropriate individuals are identified and supported to engage with an RPL access to the PCDA
- Positioning RPL as an important part of the broader strategy for both attracting and recruiting new staff and facilitating the retention and career development of existing staff
- Considering how a designated 'Force Champion' for the RPL schemes could assist with raising the schemes profile both internally and externally



Human Resources, Workforce Planning and Learning and Development Teams

should be:

- Working closely with partner HEP(s) to benefit from their extensive experience of the development and implementation of RPL routes
- Identifying priority force roles to facilitate progression to PCDA through RPL, in line with force workforce development strategies
- Identifying, impact assessing and gaining approval within Force for the 'minimum' protected learning time provision necessary to support successful engagement with an RPL access to the PCDA
- Conducting an Equality Impact Assessment, regarding targeted roles, with clear and appropriate application of positive action as detailed in the Equalities Act
- Linking with local (internal and external) outreach teams to gauge and elevate interest in the RPL scheme and to ensure that the existence of the scheme is built into outreach and active recruitment activities



Finance Teams

should be:

- Working closely with force teams and HEP(s) to ensure any specific delivery arrangements and balance between HEP and force staff contribution to supporting an RPL access route are fully costed and agreed
- Working with the Human Resources, Workforce Planning and Learning and Development teams to ensure any protected learning time proposals for the RPL access route are fully costed
- Agreeing with partner HEP(s) how delivery of the RPL 'module' will be funded, for example:
 - Incorporated into existing contracts as funded or unfunded upskilling activity
 - Separately funded and contracted



Communication, Marketing and Recruitment Teams

should be:

- Considering how to effectively promote the RPL scheme internally to existing police staff, for example:
 - Generically to all staff
 - Targeting individuals via existing performance appraisals / career development activities
- Considering how to market the scheme externally to encompass a variety of potential audiences / potential applicant pools for example, individuals interested in a career in the police service but not yet sure if they wish to be a police officer or would prefer to establish a career in another area of policing / police staffing
- Ensuring that all awareness raising approaches take due consideration of fairness, transparency and impact on equality, diversity and inclusivity



Chapter Two

Indicative RPL Route Process & Timeline

The timeline below (from week 1 to 36) is intended to provide an indication of the likely duration of each stage of the RPL Route process. Forces and HEP(s) will need to discuss and agree detailed timelines to ensure a best fit to their specific requirements.

Weeks 1-6		1	RPL assessment against PCDA KSBs
Stage 1 Initial Assessment		2	Functional Skills assessment (NB Level 2 is required at the point of End Point Assessment (EPA) gateway)
		3	Assessment of PCDA suitability
	Weeks 7-30		1
Stage 2 Review of Professional Learning module		2	Learning and Development Plan - informed by Initial Assessment (gap analysis)
		3	Preparation for Work-integrated Learning (WIL)
		4	Negotiated Learning and Development Project (NLDP)
		5	Submission of RPL claim
		6	Submission of NLDP
	Weeks 31-35		1
Stage 3 PCDA Admission with Advanced Standing		2	Outcome of NLDP assessment (informs entry point)
		3	Formal agreement on PCDA entry point
		4	Consideration of full-time and / or part-time PCDA options
		5	PCDA enrolment and on-boarding
	Week 36		1
Stage 4 Start PCDA		2	PCDA training starts

Delivery Approach	Organisation(s) leading the activity	Role at each stage point	
Learner Management System	Higher Education Provider	Current Role	
Force Human Resources System & Process	Force		
Tripartite Review via Learner Management System	Higher Education Provider		
Online input and Tutor support	Higher Education Provider and Force		
Online input	Higher Education Provider		
Online input with appropriate Tutor / Force support			
Online assessment			
Online notification of outcome	Higher Education Provider		
Tripartite Review via Learner Management System	Higher Education Provider and Force		
Learner Management System	Higher Education Provider		
Force Human Resources System & Process	Force		Student Officer
As required by programme	Higher Education Provider and Force		



Chapter Three

Evidence

The examples that follow provide an indication of the kind of RPL evidence from the selected police roles that could demonstrate the achievement of identified PCDA KSBs. The specific police roles selected have been identified as a priority but are not intended to be exhaustive.



Detention Officer

Skill Demonstrated*

- Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed (B2)

Evidence Sources†

- Listening to Police Officers' evidence in relation to a detainee and adopting appropriate style of communication accordingly ie conversing with an individual who has been arrested for the first time or may have specific learning needs / vulnerabilities
- Responding to conflict management situations utilising a variety of communication skills when dealing with an aggressive detainee
- Communicating with colleagues in a dynamic fast paced situation ie a detainee who is experiencing a medical emergency or mental health crisis

Format of Evidence‡

- Reflective account of an activity (verified by a senior member of police staff) demonstrating how the professional learning gained within role has contributed to achieving a specified KSB



Contact Centre Officer

Knowledge Demonstrated*

- The ethics and values of professional policing, including duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity, and human rights
- Key cross-cutting and inter-dependent areas of policing, including roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk (A1)

Evidence Sources†

- Progressing Force response in line with public expectations / timescales, service level agreements, force policies and local practices
- In the deployment of resources, recognising the duty of care and risk to Police Officers' safety in line with the National Decision Model (NDM)
- Demonstrating an understanding of vulnerabilities / risks by acknowledging the role of multi agencies ie social services, fire, ambulance, council

Format of Evidence‡

- Reflective account of an activity (verified by a senior member of police staff) demonstrating how the professional learning gained within role has contributed to achieving a specified KSB



Investigation Support Officer

Behaviour Demonstrated*

- Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks (C1)

Evidence Sources†

- Acting as an Exhibits Officer, taking ownership and being accountable at the start of an investigation, including for the packaging and documenting evidence. Subsequently working closely with investigation teams and acting as the Continuity Officer at court and throughout the criminal justice process
- Gathering comprehensive witness / victim statements to support immediate and wider investigation teams contributing to successful prosecution of offenders

Format of Evidence‡

- Submission of a redacted witness statement (verified by a senior member of police staff) accompanied by a reflective account demonstrating how the professional learning gained within role has contributed to achieving a specified KSB



PCSO

Knowledge Demonstrated*

- Gather, handle, and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness (B3)

Evidence Sources†

- Through high visibility patrols identifying criminal activity of known offenders, gathering and recording intelligence leading to the arrest of wanted individuals
- Recognising the value of community engagement in the prevention of crime, responding to community issues through problem solving activities ie youth intervention schemes, increased patrols or designing of crime programmes to combat anti-social behaviour

Format of Evidence‡

- Submission of redacted intelligence gathering document(s) (verified by a senior member of police staff) accompanied by a reflective account demonstrating how the professional learning gained within role has contributed to achieving a specified KSB

*Knowledge, Skills, Behaviours (KSBs)

Example taken from PCDA

†Evidence Sources

Examples of activity that, if validated, may be used in an RPL context

‡Format of Evidence:

Examples of the form this evidence may take

Note:

Tangible evidence that could potentially be used to support an RPL claim will need to be:

- Signed off by a suitable senior team and / or line manager to confirm accuracy
- Redacted for reasons of confidentiality which will require a 'within Force' review and an additional substantiation / sign-off process to be agreed with the Higher Education Provider



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Chapter Four

Module Details

Title

Review of Professional Learning

Credit points

20 (subject to HEP regulations)

Level

4

Module Restrictions and Pre-Requisites

Pre-Requisites

Learners must be employed in roles that are at least equivalent in level of responsibility to College of Policing (CoP) level 1 'service delivery' roles: <https://profdev.college.police.uk/professional-profiles/profiles/job-families/>

(NB: non-police roles can be mapped to CoP roles to determine equivalence)

An individual learner must be deemed competent to operate within their respective job role with the capability to demonstrate the knowledge, skills and behaviours (KSBs) specified in the CoP role description. The minimum requirement for this module in respect of employee pre-requisites is that they have:

- Been appointed on the basis of meeting or substantially meeting the requirements of the job roles
- Successfully passed the probation period
- Been deemed to have met all the description requirements through robust appraisal and demonstrable / associated continuing professional development (CPD)
- Normally been in post for a minimum of two years to ensure KSBs are fully embedded within practice

Programme Restrictions

The module is specifically designed to support Advanced Standing entry to Police Constable Degree Apprenticeship (PCDA) programme(s) and not other non-policing related provision.

Level Restrictions

Entry with Advanced Standing will be between the start of level 4 of PCDA programme(s) and before the achievement of Independent Patrol Status (IPS) only. Entry to levels 5 and 6 are not supported through this module.

Other Restrictions or Requirements

If the learner fails the summative assessment, they will normally be offered one resit opportunity using the same assessment with the pass mark for this resit component to be capped at PASS.

Where the learner fails a resit, they will not be offered a further attempt and will be deemed to have failed the module. Failure of the module will mean the learner cannot use the module as part of an RPL submission for Advanced Standing entry into the PCDA programme. It will not preclude the learner from joining the PCDA without any Advanced Standing should they successfully pass all the other necessary entry criteria.

Module Aims

The aim of this module is to support the learner to transition from their current police staff role (or other non-police roles deemed equivalent), to the PCDA programme. It provides the opportunity for a learner to review and reflect on past and current learning experiences, and how this impacts on their ongoing professional development. The module will develop the learning, reflection and critical analysis skills that are necessary for a learner to engage in a process of recognising their own professional learning as the basis for successfully joining the PCDA programme with Advanced Standing.

Learning Outcomes

On successful completion of this module, the learner will be able to:

Knowledge

1. Apply an understanding of how their professional learning relates to the role of Police Constable
2. Apply an understanding of work-integrated learning to their own practice

Skills

3. Produce a reflective account of relevant selected areas of prior learning from work / practice to construct a coherent claim for the recognition of prior learning (RPL)
4. Reflectively evaluate prior learning from their own professional practice context to identify areas of professional development relevant to the role of Police Constable

Behaviours

5. Take responsibility for the evaluation of their own capabilities and development using PCDA KSBs
6. Apply an awareness of professional and ethical values relevant to the role of Police Constable of their own practice



Syllabus

The activities and KSBs that follow are intended to be indicative and HEP(s) may wish to work with force partners to agree an alternate equivalent syllabus.

Activity	Knowledge	Skills	Behaviours	Follow Up Activity
Online Initial Assessment	Own role KSBs and PCDA KSBs	Self-assessment	Personal responsibility for own learning	Reflection on learning gaps and application of functional skills
Pre-recorded 'Master-class'	The PC role, Code of Ethics and core PCDA KSBs	Reflective writing	Application of code of ethics in own practice	Short written piece reflecting on KSBs in the learners current role and the Police Constable role
Pre-recorded 'Master-class'	Learning styles, work-integrated learning - linking theory and practice	Reflective practice	Personal responsibility for own learning	Short written piece reflecting on KSBs in the learners current role and the Police Constable role
Tri-partite Review of Professional Learning	Own role KSBs and PCDA KSBs	Evaluation of professional learning development	Personal responsibility for own learning	Reflect on a particular incident or task in the learners current role and relate to the Code of Ethics
Engagement with online learning materials	Application of knowledge and understanding of own prior learning to PCDA KSBs	Application of reflective practice and navigating online learning environments	Personal responsibility for own learning	Construction of a proposal for a Negotiated Learning Development Project
Interactive session (in person or online)	Application of knowledge of project development methods	Consolidating reflective learning practice	Personal responsibility for own learning	Summative assessment

Learning and Teaching Strategies

The learning and teaching strategies employed in this module constitute a 'blended learning' approach consistent with the HEP(s) Learning, Teaching and Assessment strategy. This can include:

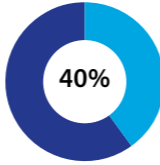
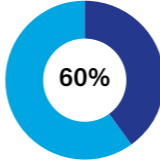


Assessment Scheme

The formative and summative assessment requirements that follow are intended to be indicative, although, it is advised that an equivalent form of summative assessment will be required to support entry with Advanced Standing.

Formative Assessment	Indicative Deadline
Online Initial Assessment in relation to PCDA KSBs and functional skills	Week 2
Short written piece reflecting on KSBs in their existing role related to required PCDA KSBs – feedback will focus on academic writing skills	Week 6
Short reflective written piece or oral account on an incident or task in their current role related to the Code of Ethics - feedback will focus on reflective practice skills	Week 10

A summary proposal for a Learning and Development Project

Summative Assessment	Learning Outcomes	Indicative Deadline	Weighting
Reflective Account 1,500 words (plus evidence) This assessment requires the learner to reflect on their professional practice and to identify and narratively 'map' selected areas of learning to the PCDA KSBs to construct a prior learning claim	1, 2, 3, 5, 6	Week 16	
Negotiated Learning and Development Project – 2,500 words Building on a 'gap analysis' informed by initial assessment and reflection, the negotiated project requires the learner to identify professional learning development that is required to 'bridge' learning to the identified entry point of the PCDA	1, 2, 4, 5, 6	Week 24	

Summative Assessment Structure

1. Reflective Account

This assessment requires the learner to reflect on their professional practice and to identify and narratively 'map' selected areas of learning to the PCDA KSBs to construct a prior learning claim.

The Reflective Account should focus on:

- The particular areas of professional learning that the learner has developed in their current role and how these provide evidence of learning that is equivalent to and / or related to the KSBs of the PCDA. Referring to projects / activities they have undertaken, responsibilities and duties they have in the context of policies, good practice guidelines and codes of practice they work within (these must be referenced). In addition, learners should specify any relevant training courses they have completed and crucially what they have learnt (attach any certificates as an appendix); what they have learnt from experienced colleagues, reflecting on the development of their own practice using reflective models such as Gibbs (see below)
- The reflective account should be constructed as a series of 'areas of learning' that are specifically related to identified relevant PCDA KSBs. Each area of learning must include evidence of learning that has taken place and be supported by a reflective account of the professional learning achieved. This is required to substantiate the claim for credit towards the PCDA to enable entry with Advanced Standing

2. Negotiated Learning Development Project

Building on a 'gap analysis' informed by initial assessment and reflection, the negotiated project requires the learner to identify professional learning development that is required to 'bridge' learning to the identified entry point of the PCDA.

The Negotiated Learning Development Project should focus on:

- The areas of professional learning that the Initial Assessment and subsequent module learning interaction have identified as requiring development to 'bridge' learning to the identified entry point of the PCDA
- Drawing on their understanding of work-integrated learning, the learner will be required to discuss, negotiate and agree (with their employer and tutor) a learning and development project, to be carried out in the workplace, that will enable the learner to develop the KSBs they need
- The project must identify the aims, objectives and intended outcomes in terms of their professional learning development relevant to the role of Police Constable including the learner's understanding of the code of ethics. The project must provide an evaluation of the professional learning achieved as a consequent of undertaking the project and specify how it relates to the PCDA KSBs

Learning Resources

Essential

Bolton, G and Delderfield, R (2018) Reflective Practice: Writing and Professional Development Fifth Edition, Sage: New York

Quality Assurance Agency for Higher Education (QAA) (2021) What is Credit: A guide for Students, QAA. Available at: <https://www.qaa.ac.uk/the-quality-code/higher-education-credit-framework-for-england>

Recommended

Gibbs, G (2013) Learning by Doing: a guide to teaching and learning methods On-line version Oxford Brookes University (first published 1998)

Moon, J A (2008) Handbook of Reflective and Experiential Learning: Theory and Practice. Routledge: Oxon

SEEC, (2021) Credit Level Descriptors for Higher Education, SEEC. Available at: <https://seec.org.uk>

Additional / alternative materials may be recommended for specific module sessions / activities

Assessment Rubric

Learning Outcomes	0-39% Fail	40-49%	50-59%	60-69%	70%+
1 Apply an understanding of how their professional learning relates to the role of Police Constable	An insufficient application of their understanding of the requirements of how their existing role and the role of Police Constable relate	A sufficient application of their understanding of the requirements of how their existing role and the role of Police Constable relate	A coherent application of their understanding of some of the key relationships between the requirements of their existing role and role of Police Constable	A substantial and coherent application of their understanding of the relationships and differences between the requirements of their existing role and the role of Police Constable	A substantial and highly-coherent application of their understanding of the inter-relationships and differences between the requirements of their existing role and the role of Police Constable
2 Apply an understanding of work-integrated learning to their own practice	An insufficient application of their understanding of how work-integrated learning applies to their own practice	A sufficient application of their understanding of how work-integrated learning applies to their own practice	A coherent application of their understanding of some of the key opportunities for work-integrated learning to their own practice	A substantial and coherent application of their understanding of opportunities for work-integrated learning to their own practice	A substantial and highly-coherent application of their understanding of a range of opportunities for work-integrated learning in relation to their own practice
3 Produce a reflective account of relevant selected areas of prior learning from work / practice to construct a coherent claim for the recognition of prior learning (RPL)	An insufficiently reflective and / or incoherent account that does not adequately support a claim for RPL	A sufficiently reflective and coherent account to support a claim for RPL	A reflective account that clearly identifies some relevant areas of prior learning to construct a coherent claim for RPL	An effective reflective account that clearly identifies relevant areas of prior learning to construct a coherent claim for RPL	A highly effective reflective account that clearly identifies relevant areas of prior learning to construct a highly-coherent claim for RPL
4 Reflectively evaluate prior learning from their own professional practice context to identify areas of professional development relevant to the role of Police Constable	An insufficiently reflective evaluation that does not adequately identify areas of professional development relevant to the role of Police Constable	A sufficiently reflective evaluation to identify some areas of professional development relevant to the role of Police Constable	A reflective evaluation of prior professional learning that clearly identifies appropriate areas of professional development relevant to the role of Police Constable	An effective reflective evaluation of prior professional learning that clearly identifies key areas of professional development relevant to the role of Police Constable	A highly effective reflective evaluation of prior professional learning that clearly supports the selection of relevant areas of professional development relevant to the role of Police Constable
5 Evidence of taking responsibility for the effective evaluation of own capabilities and development using PCDA KSBs	Insufficient responsibility taken for the evaluation of own capabilities in relation to PCDA KSBs	Sufficient responsibility taken for the evaluation of own capabilities in relation to PCDA KSBs	Evidence of taking clear responsibility for the effective evaluation of own capabilities and development using PCDA KSBs	Evidence of taking significant responsibility for the effective evaluation of own capabilities and development using PCDA KSBs	Evidence of taking full responsibility for the highly effective evaluation of own capabilities and development using PCDA KSBs
6 Apply an awareness of professional and ethical values relevant to the role of Police Constable to own practice	Insufficient application of awareness of professional and ethical values relevant to the role of Police Constable in relation to own practice	Sufficient application of awareness of professional and ethical values relevant to the role of Police Constable in relation to own practice	A coherent application of their awareness of some of the key aspects professional and ethical values relevant to the role of Police Constable in relation to own practice	An effective and coherent application of their awareness of professional and ethical values relevant to the role of Police Constable in relation to own practice	An effective and highly-coherent application of their awareness of the complexities of professional and ethical values relevant to the role of Police Constable in relation to own practice



PCSO Mapping	36–48
Contact Centre Officer Mapping	49–57
Detention Officer Mapping	58–67
Investigation Support Officer Mapping	68–77

Chapter Five

PCSO / PCDA mapping

Knowledge

Key Accountabilities

Maintain a highly visible community presence in accordance with local area needs to address issues of public concern, act as a deterrent to local crime and improve community confidence.

PCDA KSBs

The ethics and values of professional policing, including duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Key cross-cutting and inter-dependent areas of policing, including roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk. (A2)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Risk manage health and safety for self and for others. (A3)

Social behaviour and society, including their origins, development, organisation, networks, and institutions and how this relates to policing across diverse and increasingly complex communities. (A5)

Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses, and vulnerable people. (B7)

Key Accountabilities

Support ongoing Police operations undertaking community-based activities as directed to gather, handle and submit information and intelligence, acting in line with legislation, policies and guidance, to support law enforcement.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes (A3)

Social behaviour and society, including their origins, development, organisation, networks, and institutions and how this relates to policing across diverse and increasingly complex communities. (A5)

In-depth knowledge, understanding and expertise relevant to organisational / local needs, including the following operational policing contexts: response, community, intelligence, investigation, and roads / transport. (A7)

Gather, handle, and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

CoP Curriculum

Partially meets the following:

Evidence Based Policing
– *Studying Criminology 1*
L02

Maintaining Professional Standards
– *Introduction to Policing*
L01

Policing Communities
– *Community Policing 1*
L01-5

Understanding the Police Constable Role
– *Introduction to Policing*
L01, L04, L06, L07

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
L01, L02

Evidence Based Policing
– *Studying Criminology 1*
L02

Leadership and Team Working
– *Reflective Practice-Based Learning*
L02

Maintaining Professional Standards
– *Introduction to Policing*
L01

Policing Communities
– *Community Policing 1*
L01-5

Understanding the Police Constable Role
– *Introduction to Policing*
L01, L04, L06, L07

Key Accountabilities

Support Police Officers in initial front-line response to incidents enabling resolution to and / or preventing escalation of low-level offending in line with their designated powers and remit.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Risk manage health and safety for self and for others (A3)

The causes, mitigations, and prevention of crime and how this knowledge and understanding can influence and be applied to accountable decision-making in all operational policing environments. (A6)

Provide an initial, autonomous, and ongoing response to incidents, which can be complex, confrontational and life-threatening, to bring about the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encountered, that require the management and preservation of evidence and exhibits. (B6)

Key Accountabilities

Develop close working relationships with key community bodies / individuals as directed to gather and provide information, support the vulnerable, promote community cohesion, identify and tackle low-level issues such as anti-social behaviour.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Risk manage health and safety for self and for others (A3)

Social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities. (A5)

In-depth knowledge, understanding and expertise relevant to organisational / local needs, including the following operational policing contexts: response, community, intelligence, investigation, and roads / transport. (A7)

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
L01, L02

Evidence Based Policing
– *Studying Criminology 1*
L02

Leadership and Team Working
– *Reflective Practice-Based Learning*
L02

Maintaining Professional Standards
– *Introduction to Policing*
L01

Policing Communities
– *Community Policing 1*
L01-5

Response Policing
– *Operational Policing 1*
L01-4, L09, L010

Understanding the Police Constable Role
– *Introduction to Policing*
L01, L04, L06, L07

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
L01, L02

Evidence Based Policing
– *Studying Criminology 1*
L02

Maintaining Professional Standards
– *Introduction to Policing*
L01

Policing Communities
– *Community Policing 1*
L01-5

Understanding the Police Constable Role
– *Introduction to Policing*
L01, L04, L06, L07

Vulnerability and Risk
– *Vulnerability 1*
L01-12

Key Accountabilities

Develop effective relationships with individuals, including the vulnerable and at risk, across the community, providing support and guidance to identify root causes, assess needs, prevent crime, respond to concerns and build trust in policing.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Risk manage health and safety for self and for others (A3)

Social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities. (A5)

In-depth knowledge, understanding and expertise relevant to organisational / local needs, including the following operational policing contexts: response, community, intelligence, investigation, and roads / transport. (A7)

Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses, and vulnerable people. (B7)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Evidence Based Policing
– *Studying Criminology 1*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Policing Communities
– *Community Policing 1*
LO1-5

Understanding the Police Constable Role
– *Introduction to Policing*
LO1, LO4, LO6, LO7

Vulnerability and Risk
– *Vulnerability 1*
LO1-12

Key Accountabilities

Assist front line responses to more complex incidents as a first at scene responder, acting to contain, assess needs and / or provide support to ensure immediate public safety.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Effectively respond to incidents, preserving scenes and evidence when necessary
- Manage and resolve conflict safely and lawfully
- Risk manage health and safety for self and for others (A3)

Provide an initial, autonomous, and ongoing response to incidents, which can be complex, confrontational and life-threatening, to bring about the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encountered, that require the management and preservation of evidence and exhibits. (B6)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Evidence Based Policing
– *Studying Criminology 1*
LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Policing Communities
– *Community Policing 1*
LO1-5

Response Policing
– *Operational Policing 1*
LO1-4, LO9, LO10

Understanding the Police Constable Role
– *Introduction to Policing*
LO1, LO4, LO6, LO7

Key Accountabilities

Maintain awareness of potential and actual risks to individuals, escalating potential threats to public safety in line with Force guidance to support the identification and resolution of issues.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Effectively respond to incidents, preserving scenes and evidence when necessary
- Manage and resolve conflict safely and lawfully
- Risk manage health and safety for self and for others (A3)

Key Accountabilities

Support the identification and exploration of new ways of working and innovation in community policing, applying critical thinking and problem-solving methodologies to identify solutions to problems in line with evidence-based practice.

PCDA KSBs

In-depth knowledge, understanding and expertise relevant to organisational / local needs, including the following operational policing contexts: response, community, intelligence, investigation, and roads / transport. (A7)

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share, and evaluate findings to problem solve and further positive outcomes. These may relate to internal organisational practice or external social or criminal factors. (A8)

Proactively introduce new ways of working and innovation to police work where appropriate and possible and apply critical thinking across policing activities within own area of responsibility. (B12)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Evidence Based Policing
– *Studying Criminology 1*
LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Policing Communities
– *Community Policing 1*
LO1-5

Response Policing
– *Operational Policing 1*
LO1-4, LO9, LO10

Understanding the Police Constable Role
– *Introduction to Policing*
LO1, LO4, LO6, LO7

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Evidence Based Policing
– *Studying Criminology 1*
LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Policing Communities
– *Community Policing 1*
LO1-5

Problem Solving
– *Studying Criminology 1*
LO2

Understanding the Police Constable Role
– *Introduction to Policing*
LO1, LO4, LO6, LO7

Key Accountabilities

Support the implementation of problem solving and evidence based policing initiatives by championing and applying relevant methodologies and approaches to area of work.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Optimise the use of available technology (A3)

In-depth knowledge, understanding and expertise relevant to organisational / local needs, including the following operational policing contexts: response, community, intelligence, investigation, and roads / transport. (A7)

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share, and evaluate findings to problem solve and further positive outcomes. These may relate to internal organisational practice or external social or criminal factors. (A8)

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Evidence Based Policing
– *Studying Criminology 1*
LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Policing Communities
– *Community Policing 1*
LO1-5

Problem Solving
– *Studying Criminology 1*
LO2

Understanding the Police Constable Role
– *Introduction to Policing*
LO1, LO4, LO6, LO7

Skills

Key Accountabilities

Able to develop knowledge and understanding of a local community including society composition, the needs of the vulnerable and local safety issues.

PCDA KSBs

Social behaviour and society, including their origins, development, organisation, networks, and institutions and how this relates to policing across diverse and increasingly complex communities. (A5)

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

Emotionally astute

- Treat others with respect, tolerance, and compassion
- Acknowledge and respect a range of different perspectives, values, and beliefs within the remit of the law
- Understand the value that diversity offers

Collaboration

- I am approachable and explain things well so that I generate a common understanding
- I take the time to get to know others and their perspective in order to build rapport
- I treat people with respect as individuals and address their specific needs and concerns

CoP Curriculum

Partially meets the following:

Evidence Based Policing
– *Studying Criminology 1*
LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Policing Communities
– *Community Policing 1*
LO1-5

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

Key Accountabilities

Good verbal communication skills with the ability to listen to others, reason and defuse situations, particularly in confrontational circumstances.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Manage and resolve conflict safely and lawfully
- Risk manage health and safety for self and for others (A3) *Partial*

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (B4)

Provide an initial, autonomous, and ongoing response to incidents, which can be complex, confrontational, and life-threatening, to bring about the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encountered, that require the management and preservation of evidence and exhibits. (B6)

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns, and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Managing Conflict
– *Reflective Practice-Based Learning 1*
LO2-8

Response Policing
– *Operational Policing 1*
LO1- LO4, LO9, LO10

Key Accountabilities

Able to proactively develop effective working relationships with colleagues, partners and other stakeholders which build rapport, trust and confidence.

PCDA KSBs

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns, and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Good team working skills demonstrating awareness of individual differences.

PCDA KSBs

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns, and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Key Accountabilities

Able to break down a straightforward problem into component parts, assess cause and effect and determine appropriate action.

PCDA KSBs

Manage and conduct effective and efficient priority and high-volume investigations. Use initiative to diligently progress investigations, identifying, evaluating, and following lines of enquiry to inform the possible initiation of criminal proceedings. Apply an investigative mind-set when decision-making. Present permissible evidence to authorities where required. (B8)

Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so. (B10)

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns, and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Key Accountabilities

Able to interpret and apply guidance to a specific activity.

PCDA KSBs

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Problem Solving
– *Studying Criminology 1*
LO2

CoP Curriculum

Partially meets the following:

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Problem Solving
– *Studying Criminology 1*
LO2

Key Accountabilities

Problem solving skills with the ability to identify cause and effect and develop a course of action designed to target root causes as well as manage impacts.

PCDA KSBs

Gather, handle, and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Provide an initial, autonomous, and ongoing response to incidents, which can be complex, confrontational, and life-threatening, to bring about the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encountered, that require the management and preservation of evidence and exhibits. (B6)

Manage and conduct effective and efficient priority and high-volume investigations. Use initiative to diligently progress investigations, identifying, evaluating and following lines of enquiry to inform the possible initiation of criminal proceedings. Apply an investigative mind-set when decision-making. Present permissible evidence to authorities where required. (B8)

Key Accountabilities

Able to write concise reports or other documents.

PCDA KSBs

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

Key Accountabilities

Able to identify potential opportunities to enhance efficiency and / or effectiveness within own area of work.

PCDA KSBs

Proactively introduce new ways of working and innovation to police work where appropriate and possible and apply critical thinking across policing activities within own area of responsibility. (B12)

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns, and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Managing Conflict
– *Reflective Practice-Based Learning 1*
LO2-8

Problem Solving
– *Studying Criminology 1*
LO2

Response Policing
– *Operational Policing 1*
LO1- LO4, LO9, LO10

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Problem Solving
– *Studying Criminology 1*
LO2

Key Accountabilities

Able to review own performance objectively and to take steps to maintain and enhance competence and professional standards appropriate to the role.

PCDA KSBs

The ethics and values of professional policing, including duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity, and human rights. (A1) Partial

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1) Partial

Professional integrity

Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes, and ethical standards are always upheld, including challenging others where appropriate. (C2) Partial

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Good time management skills with the ability to plan and prioritise own work.

PCDA KSBs

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1) Partial

Professional integrity

Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes, and ethical standards are always upheld, including challenging others where appropriate. (C2) Partial

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Skilled in the use of standard IT packages, systems and / or databases to fulfil role requirements.

PCDA KSBs

Gather, handle, and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3) Partial

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning*
LO1, LO2

Digital Policing
– *Vulnerability 1*
LO2, LO3

Information & Intelligence
– *Community Policing 1*
LO4-7

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Skilled in applying personal safety tactics and the use of equipment where applicable.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Manage and resolve conflict safely and lawfully
- Risk manage health and safety for self and for others. (A3) Partial

Key Accountabilities

Skilled in applying personal safety tactics and the use of equipment where applicable.

PCDA KSBs

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1) Partial

Behaviours

Key Accountabilities

We take ownership:

- I actively identify and respond to problems
- I approach tasks with enthusiasm, focusing on public service excellence
- I regularly seek feedback to understand the quality of my work and the impact of my behaviour
- I recognise where I can help others and willingly take on additional tasks to support them, where appropriate
- I give feedback to others that I make sure is understandable and constructive
- I take responsibility for my own actions; I fulfil my promises and do what I say I will
- I will admit if I have made a mistake and take action to rectify this
- I demonstrate pride in representing the police service
- I understand my own strengths and areas for development and take responsibility for my own learning to address gaps

PCDA KSBs

Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (B4)

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Managing Conflict
– *Reflective Practice-Based Learning*
LO2-8

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Wellbeing & Resilience
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning*
LO1, LO2

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

We analyse critically:

- I recognise the need to think critically about issues. I value the use of analysis and testing in policing
- I take in information quickly and accurately
- I am able to separate information and decide whether it is irrelevant or relevant and its importance
- I solve problems proactively by understanding the reasons behind them, using learning from evidence and my experiences to take action
- I refer to procedures and precedents as necessary before making decisions
- I weigh up the pros and cons of possible actions, thinking about potential risks and using this thinking to inform our decisions
- I recognise gaps and inconsistencies in information and think about the potential implications
- I make decisions in alignment with our mission, values and the Code of Ethics

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive. (A8)

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so. (B10)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

Professional integrity

Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate. (C2)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Decision-making and Discretion
– *Reflective Practice-Based Learning 1*
LO7

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Problem Solving
– *Studying Criminology 1*
LO2

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

Key Accountabilities

We are innovative and open-minded:

- I demonstrate an openness to changing ideas, perceptions and ways of working
- I share suggestions with colleagues, speaking up to help improve existing working methods and practices
- I constantly reflect on my own way of working and periodically review processes and procedures to make continuous improvements
- I adapt to change and am flexible as the need arises while encouraging others to do the same
- I learn from my experiences and do not let myself be unduly influenced by preconceptions

PCDA KSBs

Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility. (B12)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

Key Accountabilities

We deliver, support and inspire:

- I take on challenging tasks to help to improve the service continuously and support my colleagues
- I understand how my work contributes to the wider police service
- I understand it is part of my collective responsibility to deliver efficient services. I take personal responsibility for making sure that I am working effectively to deliver the best service, both individually and with others
- I am conscientious in my approach, working hard to provide the best service and to overcome any obstacles that could prevent or hinder delivery
- I support the efficient use of resources to create the most value and to deliver the right impact
- I keep up to date with changes in internal and external environments
- I am a role model for the behaviours I expect to see in others and I act in the best interests of the public and the police service

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively. (C5)

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

Key Accountabilities

We are collaborative:

- I work cooperatively with others to get things done, willingly giving help and support to colleagues
- I am approachable, and explain things well so that I generate a common understanding
- I take the time to get to know others and their perspective in order to build rapport
- I treat people with respect as individuals and address their specific needs and concerns
- I am open and transparent in my relationships with others
- I ensure I am clear and appropriate in my communications

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C6)

Key Accountabilities

We are emotionally aware:

- I treat others with respect, tolerance and compassion
- I acknowledge and respect a range of different perspectives, values and beliefs within the remit of the law
- I remain calm and think about how to best manage the situation when faced with provocation
- I understand my own emotions and I know which situations might affect my ability to deal with stress and pressure
- I ask for help and support when I need it
- I understand the value that diversity offers
- I communicate in clear and simple language so that I can be easily understood by others
- I seek to understand the thoughts and concerns of others even when they are unable to express themselves clearly

PCDA KSBs

Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses, and vulnerable people. (B7)

Emotionally astute

Understand and effectively manage own emotions in stressful situations, understanding motivations and underlying reasons for own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth. (C3)

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

CoP Curriculum

Partially meets the following:

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Leadership and Teamworking -
Reflective Practice-Based Learning 1
LO2, LO2

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1

A3 list:

- Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:
- Effectively respond to incidents, preserving scenes and evidence when necessary
 - Manage and resolve conflict safely and lawfully
 - Arrest, detain and report individuals safely and lawfully
 - Conduct diligent and efficient, priority and high-volume investigations
 - Effectively interview victims, witnesses and suspects
 - Systematically gather, submit and share information and intelligence to further policing-related outcomes
 - Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
 - Optimise the use of available technology
 - Risk manage health and safety for self and for others

Control Centre Officer / PCDA mapping

Knowledge

Key Accountabilities

Receive and critically assess all types of contacts including 999, 101, and other types of contacts, online or in person, from the general public, police, and other agencies, maintaining high levels of customer service, manage customer expectations and meet national and organisational service level agreements and take appropriate response action.

PCDA KSBs

The ethics and values of professional policing, including duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights.

Key cross-cutting and inter-dependent areas of policing, including roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk (A1)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Risk manage health and safety for self and for others. (A3)

Key Accountabilities

Identifies the purpose and nature of each contact by eliciting relevant and sufficient information to enable an accurate and timely assessment of appropriate means of resolution.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes (A3)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Decision-making and Discretion
– *Reflective Practice-Based Learning 1*
LO1, LO7

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Problem Solving
– *Studying Criminology 1*
LO2

Understanding the Police Constable Role
– *Introduction to Policing*
LO1, LO4

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Problem Solving
– *Studying Criminology 1*
LO2

Key Accountabilities

Assesses risk and identifies the appropriate action to resolve or determine the appropriate agency, deployment grading and priority of contacts.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Risk manage health and safety for self and for others. (A3)

Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so. (B10)

Taking accountability

- Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1)

Key Accountabilities

Manages customer expectations regarding the service that can be provided by giving advice and taking appropriate action.

PCDA KSBs

The ethics and values of professional policing, including duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Systematically gather, submit, and share information and intelligence to further policing-related outcomes (A3)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted and help others to deliver their objectives effectively. (C6)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Problem Solving
– *Studying Criminology 1*
LO2

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Problem Solving
– *Studying Criminology 1*
LO2

Key Accountabilities

Maintains accurate records of relevant information using appropriate systems to ensure an audit trail and to measure and improve performance.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to

- Systematically gather, submit and share information and intelligence to further policing-related outcomes
- Optimise the use of available technology (A3)

Key Accountabilities

Use a variety of applications and systems to maintain and update incident records, audit trails and resource availability to measure and improve performance.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Optimise the use of available technology (A3)

Key Accountabilities

Follow up contacts received to agree resolution and close down contact and file appropriately to meet organisational and national requirements.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation, and roads / transport), including how to:

- Systematically gather, submit, and share information and intelligence to further policing-related outcomes
- Optimise the use of available technology (A3)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Analyses and codes reported crimes to national guidance and files appropriate to enable accurate reporting of local crime statistics.

PCDA KSBs

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive outcomes. These may relate to internal organisational practice or external social or criminal factors. (A8)

Key Accountabilities

Act in adherence to all other legal frameworks, key working principles, policies and guidance relevant to the role.

PCDA KSBs

The ethics and values of professional policing, including duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context. (A4)

In-depth knowledge, understanding and expertise relevant to organisational / local needs, including the following operational policing contexts: response, community, intelligence, investigation, and roads / transport. (A7)

Skills

Key Accountabilities

Effective communication skills – to be able to adapt their communication style to the situation, able to listen to others and respond in a calm and reassuring manner.

PCDA KSBs

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

CoP Curriculum

Partially meets the following:

Understanding the Police Constable Role
– *Introduction to Policing*
LO1

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Key Accountabilities

Be able to manage customer expectation.

PCDA KSBs

Gather, handle, and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Provide an initial, autonomous, and ongoing response to incidents, which can be complex, confrontational, and life-threatening, to bring about the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encountered, that require the management and preservation of evidence and exhibit. (B6 in part)

Key Accountabilities

Able to produce concise reports or other documents.

PCDA KSBs

How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context. (A4)

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Key Accountabilities

Able to interpret and apply guidance to a specific activity.

PCDA KSBs

How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context. (A4)

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Key Accountabilities

Work effectively in a team to achieve shared objectives, demonstrating an awareness of individual differences and providing support as required.

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C5)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively. (C6)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

CoP Curriculum

Partially meets the following:

Decision-making and Discretion
– *Reflective Practice-Based Learning 1*
LO7

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Problem Solving
– *Studying Criminology 1*
LO1, LO2

Key Accountabilities

Able to review own performance objectively and take steps to maintain and enhance competence and professional standards appropriate to the role.

PCDA KSBs

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1)

Professional integrity

Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate. (C2)

Key Accountabilities

Able to proactively develop effective working relationships with colleagues, partners, and other stakeholders.

PCDA KSBs

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C5)

Behaviours

Key Accountabilities

We take ownership:

- I actively identify and respond to problems
- I approach tasks with enthusiasm, focusing on public service excellence
- I regularly seek feedback to understand the quality of my work and the impact of my behaviour
- I recognise where I can help others and willingly take on additional tasks to support them, where appropriate
- I give feedback to others that I make sure is understandable and constructive
- I take responsibility for my own actions; I fulfil my promises and do what I say I will
- I will admit if I have made a mistake and take action to rectify this
- I demonstrate pride in representing the police service
- I understand my own strengths and areas for development and take responsibility for my own learning to address gaps

PCDA KSBs

Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (B4)

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for

courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1)

CoP Curriculum

Partially meets the following:

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Problem Solving
– *Studying Criminology 1*
LO1, LO2

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1, LO2

Key Accountabilities

We analyse critically:

- I recognise the need to think critically about issues. I value the use of analysis and testing in policing
- I take in information quickly and accurately
- I am able to separate information and decide whether it is irrelevant or relevant and its importance
- I solve problems proactively by understanding the reasons behind them, using learning from evidence and my experiences to take action
- I refer to procedures and precedents as necessary before making decisions
- I weigh up the pros and cons of possible actions, thinking about potential risks and using this thinking to inform our decisions
- I recognise gaps and inconsistencies in information and think about the potential implications
- I make decisions in alignment with our mission, values and the Code of Ethics

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive. (A8)

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so. (B10)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

Professional integrity

Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate. (C2)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Decision-making and Discretion
– *Reflective Practice-Based Learning 1*
LO7

Maintaining Professional Standards
– *Introduction to Policing*
LO1, LO2

Problem Solving
– *Studying Criminology 1*
LO1, LO2

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1

Key Accountabilities

We are innovative and open-minded:

- I demonstrate an openness to changing ideas, perceptions and ways of working
- I share suggestions with colleagues, speaking up to help improve existing working methods and practices
- I constantly reflect on my own way of working and periodically review processes and procedures to make continuous improvements
- I adapt to change and am flexible as the need arises while encouraging others to do the same
- I learn from my experiences and do not let myself be unduly influenced by preconceptions

PCDA KSBs

Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility. (B12)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

Key Accountabilities

We deliver, support and inspire:

- I take on challenging tasks to help to improve the service continuously and support my colleagues
- I understand how my work contributes to the wider police service
- I understand it is part of my collective responsibility to deliver efficient services. I take personal responsibility for making sure that I am working effectively to deliver the best service, both individually and with others
- I am conscientious in my approach, working hard to provide the best service and to overcome any obstacles that could prevent or hinder delivery
- I support the efficient use of resources to create the most value and to deliver the right impact
- I keep up to date with changes in internal and external environments
- I am a role model for the behaviours I expect to see in others and I act in the best interests of the public and the police service

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively. (C5)

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– Reflective Practice-Based Learning
LO1, LO2

Maintaining Professional Standards
– Introduction to Policing
LO1, LO2

Valuing Diversity and Inclusion
– Introduction to Policing
LO1

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– Reflective Practice-Based Learning
LO1, LO2

Maintaining Professional Standards
– Introduction to Policing
LO1, LO2

Valuing Diversity and Inclusion
– Introduction to Policing
LO1

Key Accountabilities

We are collaborative:

- I work cooperatively with others to get things done, willingly giving help and support to colleagues
- I am approachable, and explain things well so that I generate a common understanding
- I take the time to get to know others and their perspective in order to build rapport
- I treat people with respect as individuals and address their specific needs and concerns
- I am open and transparent in my relationships with others
- I ensure I am clear and appropriate in my communications

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C6)

Key Accountabilities

We are emotionally aware:

- I treat others with respect, tolerance and compassion
- I acknowledge and respect a range of different perspectives, values and beliefs within the remit of the law
- I remain calm and think about how to best manage the situation when faced with provocation
- I understand my own emotions and I know which situations might affect my ability to deal with stress and pressure
- I ask for help and support when I need it
- I understand the value that diversity offers
- I communicate in clear and simple language so that I can be easily understood by others
- I seek to understand the thoughts and concerns of others even when they are unable to express themselves clearly

PCDA KSBs

Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses, and vulnerable people. (B7)

Emotionally astute

Understand and effectively manage own emotions in stressful situations, understanding motivations and underlying reasons for own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth. (C3)

A3 list:

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Manage and resolve conflict safely and lawfully
- Arrest, detain and report individuals safely and lawfully
- Conduct diligent and efficient, priority and high-volume investigations
- Effectively interview victims, witnesses and suspects
- Systematically gather, submit and share information and intelligence to further policing-related outcomes
- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
- Optimise the use of available technology
- Risk manage health and safety for self and for others

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– Reflective Practice-Based Learning
LO1, LO2

Maintaining Professional Standards
– Introduction to Policing
LO1, LO2

Valuing Diversity and Inclusion
– Introduction to Policing
LO1

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– Reflective Practice-Based Learning
LO1, LO2

Maintaining Professional Standards
– Introduction to Policing
LO1, LO2

Valuing Diversity and Inclusion
– Introduction to Policing
LO1

Detention Officer / PCDA Mapping

Knowledge

Key Accountabilities

Assist custody Sergeant with general admin and the running of the custody suite, as directed. Including the completion of mandatory aspects of the booking-in procedure for detainees, making best use of Force and national IT systems: searching, securing of property, taking of fingerprints, photographs, and DNA samples, if necessary by force in accordance with relevant legislation and Force policy.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Systematically gather, submit and share information and intelligence to further policing-related outcomes
- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
- Optimise the use of available technology
- Risk manage health and safety for self and for others. (A3)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Key Accountabilities

Recognise and review all factors relating to the dignity and wellbeing of detainees to ensure these issues are given due consideration at all stages of their detention and release or transfer.

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
- Optimise the use of available technology
- Risk manage health and safety for self and for others. (A3)

CoP Curriculum

Partially meets the following:

Communication Skills
- *Reflective Practice-Based Learning 1*
LO1

Criminal Justice
- *Operational Policing 1*
LO1-3, LO6-10

Decision-making and Discretion
- *Reflective Practice-Based Learning 1*
LO7

Leadership and Team Working
- *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
- *Introduction to Policing*
LO1

Managing Conflict
- *Reflective Practice-Based Learning 1*
LO2-5

Vulnerability and Risk
- *Vulnerability 1*
LO1-12

CoP Curriculum

Partially meets the following:

Communication Skills
- *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
- *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
- *Introduction to Policing*
LO1, LO2

Vulnerability and Risk
- *Vulnerability 1*
LO1-12

Key Accountabilities

Prepare and serve all food and drinks, as required, for detained persons and other items as requested ensuring compliance with food hygiene regulations and maintaining the welfare and decency of the detainee.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Risk manage health and safety for self and for others. (A3)

Key Accountabilities

Monitor the custody suite environment, reporting issues, to ensure the general cleanliness and hygiene of the custody facility.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Risk manage health and safety for self and for others. (A3)

Key Accountabilities

Undertake searches or assist with searches of detained persons and cells to maintain a safe custody facility.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
- Risk manage health and safety for self and for others. (A3)

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

CoP Curriculum

Partially meets the following:

Communication Skills
- *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
- *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
- *Introduction to Policing*
LO1, LO2

Vulnerability and Risk
- *Vulnerability 1*
LO1-12

CoP Curriculum

Partially meets the following:

Communication Skills
- *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
- *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
- *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
- *Introduction to Policing*
LO1

Managing Conflict
- *Reflective Practice-Based Learning 1*
LO2-8

Valuing Diversity and Inclusion
- *Introduction to Policing*
LO1, LO2

Vulnerability and Risk
- *Vulnerability 1*
LO1-12

Key Accountabilities

Undertake the gathering of biometric samples from detainees in line with legislative requirements and national and local guidance to ensure their evidential value.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Systematically gather, submit and share information and intelligence to further policing-related outcomes. (A3)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Key Accountabilities

Perform regular scheduled checks on detained persons in cells and notify the Custody Sergeant of any changes in behaviour or well-being of detainees so that any welfare concerns are identified.

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Risk manage health and safety for self and for others. (A3)

Key Accountabilities

Undertake constant monitoring of detainees, either in person or via CCTV as required by applicable legislation, to ensure the health and wellbeing of those detained.

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Optimise the use of available technology
- Risk manage health and safety for self and for others. (A3)

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Maintaining Professional Standards
– Introduction to Policing
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Maintaining Professional Standards
– Introduction to Policing
LO1

Vulnerability and Risk
– Vulnerability 1
LO1-12

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Maintaining Professional Standards
– Introduction to Policing
LO1

Valuing Diversity and Inclusion
– Introduction to Policing
LO1, LO2

Vulnerability and Risk
– Vulnerability 1
LO1-12

Key Accountabilities

Support representatives from other areas such as legal advisors, healthcare or liaison and diversion to ensure the movement and care of detainees are met and comply with legislative and national and local procedures.

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Key Accountabilities

Receive, record, care and store detainees and evidential property in compliance with force policy and data protection legislation to ensure the accurate return and / or transfer of property.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Systematically gather, submit and share information and intelligence to further policing-related outcomes. (A3)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Key Accountabilities

Receive, record, care and store detainees and evidential property in compliance with force policy and data protection legislation to ensure the accurate return and / or transfer of property.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Systematically gather, submit and share information and intelligence to further policing-related outcomes. (A3)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Maintaining Professional Standards
– Introduction to Policing
LO1

Valuing Diversity and Inclusion
– Introduction to Policing
LO1, LO2

Vulnerability and Risk
– Vulnerability 1
LO1-12

CoP Curriculum

Partially meets the following:

Conducting Investigations
– Operational Policing 1
LO5, LO6

Maintaining Professional Standards
– Introduction to Policing
LO1

CoP Curriculum

Partially meets the following:

Conducting Investigations
– Operational Policing 1
LO5, LO6

Maintaining Professional Standards
– Introduction to Policing
LO1

Key Accountabilities

Assist police officers in the execution of their duties and / or restrain detainees, as directed, to ensure the safety and security of those within the facility.

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
- Risk manage health and safety for self and for others. (A3)

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

Skills

Key Accountabilities

Good communication skills with the ability to listen to others.

PCDA KSBs

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

Key Accountabilities

Skilled in the use of standard IT packages, systems and / or databases to fulfil role requirements.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Optimise the use of available technology (A3)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Managing Conflict
– *Reflective Practice-Based Learning 1*
LO2-8

Vulnerability and Risk
– *Vulnerability 1*
LO1-12

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Digital Policing
– *Vulnerability 1*
LO2, LO3

Information & Intelligence
– *Community Policing 1*
LO4-7

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Able to break down a straightforward problem into component parts and determine appropriate action.

PCDA KSBs

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility. (B12)

Key Accountabilities

Able to interpret and apply guidance to a specific activity.

PCDA KSBs

How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context. (A4)

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Key Accountabilities

Able to work effectively in a team to achieve shared objectives, demonstrating awareness of individual differences and providing support as required.

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C5)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively. (C6)

CoP Curriculum

Partially meets the following:

Information & Intelligence
– *Community Policing 1*
LO1, LO2

Problem Solving
– *Studying Criminology 1*
LO2

CoP Curriculum

Partially meets the following:

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Problem Solving
– *Studying Criminology 1*
LO2

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Able to proactively develop effective working relationships with colleagues, partners and other stakeholders.

PCDA KSBs

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C5)

Behaviours

Key Accountabilities

We take ownership:

- I actively identify and respond to problems
- I approach tasks with enthusiasm, focusing on public service excellence
- I regularly seek feedback to understand the quality of my work and the impact of my behaviour
- I recognise where I can help others and willingly take on additional tasks to support them, where appropriate
- I give feedback to others that I make sure is understandable and constructive
- I take responsibility for my own actions, I fulfil my promises and do what I say I will
- I will admit if I have made a mistake and take action to rectify this
- I demonstrate pride in representing the police service
- I understand my own strengths and areas for development and take responsibility for my own learning to address gaps

PCDA KSBs

Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (B4)

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1, LO2

Key Accountabilities

We analyse critically:

- I recognise the need to think critically about issues. I value the use of analysis and testing in policing
- I take in information quickly and accurately
- I am able to separate information and decide whether it is irrelevant or relevant and its importance
- I solve problems proactively by understanding the reasons behind them, using learning from evidence and my experiences to take action
- I refer to procedures and precedents as necessary before making decisions
- I weigh up the pros and cons of possible actions, thinking about potential risks and using this thinking to inform our decisions
- I recognise gaps and inconsistencies in information and think about the potential implications
- I make decisions in alignment with our mission, values and the Code of Ethics

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive. (A8)

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so. (B10)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

Professional integrity

Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate. (C2)

CoP Curriculum

Partially meets the following:

Communication Skills –
Reflective Practice-Based Learning 1
LO1

Problem Solving –
Studying Criminology 1
LO1, LO2

Key Accountabilities

We are innovative and open-minded:

- I demonstrate an openness to changing ideas, perceptions and ways of working
- I share suggestions with colleagues, speaking up to help improve existing working methods and practices
- I constantly reflect on my own way of working and periodically review processes and procedures to make continuous improvements
- I adapt to change and am flexible as the need arises while encouraging others to do the same
- I learn from my experiences and do not let myself be unduly influenced by preconceptions

PCDA KSBs

Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility. (B12)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

CoP Curriculum

Partially meets the following:

Leadership and Team Working – *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards –
Introduction to Policing
LO1

Valuing Diversity and Inclusion – *Introduction to Policing*
LO1

Key Accountabilities

We deliver, support and inspire:

- I take on challenging tasks to help to improve the service continuously and support my colleagues
- I understand how my work contributes to the wider police service
- I understand it is part of my collective responsibility to deliver efficient services. I take personal responsibility for making sure that I am working effectively to deliver the best service, both individually and with others
- I am conscientious in my approach, working hard to provide the best service and to overcome any obstacles that could prevent or hinder delivery
- I support the efficient use of resources to create the most value and to deliver the right impact
- I keep up to date with changes in internal and external environments
- I am a role model for the behaviours I expect to see in others and I act in the best interests of the public and the police service

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively. (C5)

CoP Curriculum

Partially meets the following:

Leadership and Team Working – *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards – *Introduction to Policing*
LO1

Valuing Diversity and Inclusion – *Introduction to Policing*
LO1

Key Accountabilities

We are collaborative:

- I work cooperatively with others to get things done, willingly giving help and support to colleagues
- I am approachable, and explain things well so that I generate a common understanding
- I take the time to get to know others and their perspective in order to build rapport
- I treat people with respect as individuals and address their specific needs and concerns
- I am open and transparent in my relationships with others
- I ensure I am clear and appropriate in my communications

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C6)

CoP Curriculum

Partially meets the following:

Leadership and Team Working – *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards – *Introduction to Policing*
LO1

Valuing Diversity and Inclusion – *Introduction to Policing*
LO1

Key Accountabilities

We are emotionally aware:

- I treat others with respect, tolerance and compassion
- I acknowledge and respect a range of different perspectives, values and beliefs within the remit of the law
- I remain calm and think about how to best manage the situation when faced with provocation
- I understand my own emotions and I know which situations might affect my ability to deal with stress and pressure
- I ask for help and support when I need it
- I understand the value that diversity offers
- I communicate in clear and simple language so that I can be easily understood by others
- I seek to understand the thoughts and concerns of others even when they are unable to express themselves clearly

PCDA KSBs

Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people. (B7)

Emotionally astute

Understand and effectively manage own emotions in stressful situations, understanding motivations and underlying reasons for own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth. (C3)

CoP Curriculum

Partially meets the following:

Leadership and Team Working – *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards – *Introduction to Policing*
LO1

Valuing Diversity and Inclusion – *Introduction to Policing*
LO1

A3 list:

- Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:
 - Effectively respond to incidents, preserving scenes and evidence when necessary
 - Manage and resolve conflict safely and lawfully
 - Arrest, detain and report individuals safely and lawfully
- Conduct diligent and efficient, priority and high-volume investigations
- Effectively interview victims, witnesses and suspects
- Systematically gather, submit and share information and intelligence to further policing-related outcomes
- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
- Optimise the use of available technology
- Risk manage health and safety for self and for others

Investigation Support Officer / PCDA Mapping

Knowledge

Key Accountabilities

To actively support the investigation team by undertaking a wide range of evidence gathering activities as directed by the SIO / OIC in accordance with legislation, regulations, processes and procedures.

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Systematically gather, submit and share information and intelligence to further policing-related outcomes
- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces¹
- Risk manage health and safety for self and for others. (A3)

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive (A8)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility. (B12)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Conducting Investigations
– *Operational Policing 1*
LO1, LO3, LO5, LO6, LO10

Evidence Based Policing
– *Studying Criminology 1*
LO1, LO3, LO4

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1, LO2

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

Key Accountabilities

To assist investigating officers by carrying out non-contentious, for example, 'losers / property loss' statements or continuity witness statements.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Effectively interview victims, witnesses and suspects (A3)

Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (B4)

Key Accountabilities

Provide administrative support to investigating officers by maintaining records and systems, and submitting documents, files and forms.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Systematically gather, submit and share information and intelligence to further policing-related outcomes
- Optimise the use of available technology(A3)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Manage and conduct effective and efficient priority and high volume investigations. Use initiative to diligently progress investigations, identifying, evaluating and following lines of enquiry to inform the possible initiation of criminal proceedings. Apply an investigative mind-set when decision-making. Present permissible evidence to authorities where required. (B8)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Conducting Investigations
– *Operational Policing 1*
LO5, LO8, LO10

Criminal Justice
– *Operational Policing 1*
LO1, LO2, LO11, LO12

Digital Policing
– *Vulnerability 1*
LO3

Information & Intelligence
– *Community Policing 1*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Victims and Witnesses
– *Studying Criminology 1*
LO1-4

Vulnerability and Risk
– *Vulnerability 1*
LO1, LO2

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Conducting Investigations
– *Operational Policing 1*
LO5

Criminal Justice
– *Operational Policing 1*
LO1, LO2

Information & Intelligence
– *Community Policing 1*
LO2, LO3

Maintaining Professional Standards
– *Introduction to Policing*
LO1

1. Unclear within role profiles if this activity is undertaken by Investigation Support Officers

Key Accountabilities

Liaise with other police forces and external agencies and partners in order gather evidence and to support investigative objectives.

PCDA KSBs

Key cross-cutting and inter-dependent areas of policing, including: roles and responsibilities, criminal justice, counter terrorism, vulnerability (including public protection and mental health) and risk. (A2)

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Systematically gather, submit and share information and intelligence to further policing-related outcomes (A3)

Key Accountabilities

Maintain the continuity of evidence and exhibits, where appropriate ensuring correct handling and storage, in order to adhere to relevant procedures and policies.

PCDA KSBs

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

Key Accountabilities

When required, provide an evidential statement and / or attend Court to give evidence in relation to evidential matters.

PCDA KSBs

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Maintaining Professional Standards
– Introduction to Policing
LO1

CoP Curriculum

Partially meets the following:

Conducting Investigations
– Operational Policing 1
LO5, LO6

Maintaining Professional Standards
– Introduction to Policing
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Criminal Justice
– Operational Policing 1
LO1, LO2, LO11

Maintaining Professional Standards
– Introduction to Policing
LO1

Skills

Key Accountabilities

Good communication skills with the ability to listen to others.

PCDA KSBs

Communicate effectively, in accordance with the varied needs of differing situations, individuals, groups and communities. Use own communication skills to manage planned and uncertain situations, and to persuade / lead others as needed. (B2)

Key Accountabilities

Able to use IT packages, systems and / or databases relevant to the role.

PCDA KSBs

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Optimise the use of available technology (A3)

Key Accountabilities

Ability to work effectively in a team to achieve shared objectives, demonstrating awareness of individual differences and providing support and advice as required.

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C5)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively. (C6)

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Maintaining Professional Standards
– Introduction to Policing
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Information & Intelligence
– Community Policing 1
LO4-7

Maintaining Professional Standards
– Introduction to Policing
LO1

Digital Policing
– Vulnerability 1
LO2, LO3

CoP Curriculum

Partially meets the following:

Communication Skills
– Reflective Practice-Based Learning 1
LO1

Leadership and Team Working
– Reflective Practice-Based Learning
LO2

Maintaining Professional Standards
– Introduction to Policing
LO1

Key Accountabilities

Able to review own performance objectively and to develop and follow an appropriate development plan.

PCDA KSBs

Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility. (B12)

Key Accountabilities

Able to appropriately prioritise and plan own work.

PCDA KSBs

Manage and conduct effective and efficient priority and high volume investigations. Use initiative to diligently progress investigations, identifying, evaluating and following lines of enquiry to inform the possible initiation of criminal proceedings. Apply an investigative mind-set when decision-making. Present permissible evidence to authorities where required. (B8)

Key Accountabilities

Able to proactively develop effective working relationships with colleagues, partners and other stakeholders.

PCDA KSBs

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C5)

Key Accountabilities

Able to produce clear and concise reports and other documents within best practice documents.

PCDA KSBs

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Key Accountabilities

Effective interview skills for interviewing victims and witnesses.

PCDA KSBs

Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (B4)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1, LO2

Vulnerability and Risk
– *Vulnerability 1*
LO1, LO2

Behaviours

Key Accountabilities

We take ownership:

- I actively identify and respond to problems
- I approach tasks with enthusiasm, focusing on public service excellence
- I regularly seek feedback to understand the quality of my work and the impact of my behaviour
- I recognise where I can help others and willingly take on additional tasks to support them, where appropriate
- I give feedback to others that I make sure is understandable and constructive
- I take responsibility for my own actions, I fulfil my promises and do what I say I will
- I will admit if I have made a mistake and take action to rectify this
- I demonstrate pride in representing the police service
- I understand my own strengths and areas for development and take responsibility for my own learning to address gaps

PCDA KSBs

Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range of behaviours and incidents, taking personal accountability for the use of proportionate and justifiable responses and actions. (B4)

Manage effective and ethical searches for evidence and information in differing environments. Take responsibility for courses of action required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law. (B5)

Taking accountability

Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks. (C1)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1, LO2

Key Accountabilities

We analyse critically:

- I recognise the need to think critically about issues. I value the use of analysis and testing in policing
- I take in information quickly and accurately
- I am able to separate information and decide whether it is irrelevant or relevant and its importance
- I solve problems proactively by understanding the reasons behind them, using learning from evidence and my experiences to take action
- I refer to procedures and precedents as necessary before making decisions
- I weigh up the pros and cons of possible actions, thinking about potential risks and using this thinking to inform our decisions
- I recognise gaps and inconsistencies in information and think about the potential implications
- I make decisions in alignment with our mission, values and the Code of Ethics

PCDA KSBs

The ethics and values of professional policing, including: duty of care, service delivery, employment practice, efficiency, effectiveness and value for money, Code of Ethics, professional standards, and equality, diversity and human rights. (A1)

Different approaches to systematic evidence-based preventative policing, including how to critically analyse, interpret, implement, share and evaluate findings to problem solve and further positive. (A8)

Apply Authorised Professional Practice and any local policy applicable to the operational policing context. (B1)

Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness. (B3)

Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate initiatives and their outcomes, including the impact of differing actions and methods, in accordance with the policing national decision-making model and evidence-based principles. Take account of the best available evidence from a wide array of sources, including research & analysis, when making decisions. Apply justified discretion when appropriate and it is in the public interest to do so. (B10)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

Professional integrity

Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral codes and ethical standards are always upheld, including challenging others where appropriate. (C2)

CoP Curriculum

Partially meets the following:

Communication Skills
– *Reflective Practice-Based Learning 1*
LO1

Decision-making and Discretion
– *Reflective Practice-Based Learning 1*
LO7

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Problem Solving
– *Studying Criminology 1*
LO1, LO2

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1

Key Accountabilities

We are innovative and open-minded:

- I demonstrate an openness to changing ideas, perceptions and ways of working
- I share suggestions with colleagues, speaking up to help improve existing working methods and practices
- I constantly reflect on my own way of working and periodically review processes and procedures to make continuous improvements
- I adapt to change and am flexible as the need arises while encouraging others to do the same
- I learn from my experiences and do not let myself be unduly influenced by preconceptions

PCDA KSBs

Proactively introduce new ways of working and innovation to police work where appropriate and possible, and apply critical thinking across policing activities within own area of responsibility. (B12)

Curious and innovative

Have an inquisitive and outward-looking nature, searching for new information to understand alternative sources of best practice and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from success and mistakes, to continuously review and adapt approach. (C4)

Key Accountabilities

We deliver, support and inspire:

- I take on challenging tasks to help to improve the service continuously and support my colleagues
- I understand how my work contributes to the wider police service
- I understand it is part of my collective responsibility to deliver efficient services. I take personal responsibility for making sure that I am working effectively to deliver the best service, both individually and with others
- I am conscientious in my approach, working hard to provide the best service and to overcome any obstacles that could prevent or hinder delivery
- I support the efficient use of resources to create the most value and to deliver the right impact
- I keep up to date with changes in internal and external environments
- I am a role model for the behaviours I expect to see in others and I act in the best interests of the public and the police service

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Supportive and inspirational leading

Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and stakeholders. Consider how the wider organisation and others are impacted, and help others to deliver their objectives effectively. (C5)

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1

Key Accountabilities

We are collaborative:

- I work cooperatively with others to get things done, willingly giving help and support to colleagues.
- I am approachable, and explain things well so that I generate a common understanding
- I take the time to get to know others and their perspective in order to build rapport
- I treat people with respect as individuals and address their specific needs and concerns
- I am open and transparent in my relationships with others
- I ensure I am clear and appropriate in my communications

PCDA KSBs

Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a multi-disciplinary team to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities. Provide supportive leadership to community groups, making informed decisions that encourage the delivery of localised strategies. (B13)

Collaborative

Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results. (C6)

Key Accountabilities

We are collaborative:

- I treat others with respect, tolerance and compassion
- I acknowledge and respect a range of different perspectives, values and beliefs within the remit of the law
- I remain calm and think about how to best manage the situation when faced with provocation
- I understand my own emotions and I know which situations might affect my ability to deal with stress and pressure
- I ask for help and support when I need it
- I understand the value that diversity offers
- I communicate in clear and simple language so that I can be easily understood by others
- I seek to understand the thoughts and concerns of others even when they are unable to express themselves clearly

PCDA KSBs

Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people. (B7)

Emotionally astute

Understand and effectively manage own emotions in stressful situations, understanding motivations and underlying reasons for own behaviour and that of others, including colleagues. Value diversity and difference in approaches to work, thinking and background, and treat people with sensitivity, compassion and warmth. (C3)

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1

CoP Curriculum

Partially meets the following:

Leadership and Team Working
– *Reflective Practice-Based Learning*
LO1, LO2

Maintaining Professional Standards
– *Introduction to Policing*
LO1

Valuing Diversity and Inclusion
– *Introduction to Policing*
LO1

A3 list:

Applicable aspects of Authorised Professional Practice (the official source of policing professional practice), legal and organisational requirements relating to the operational policing context (response, community, intelligence, investigation and roads / transport), including how to:

- Effectively respond to incidents, preserving scenes and evidence when necessary
- Manage and resolve conflict safely and lawfully
- Arrest, detain and report individuals safely and lawfully
- Conduct diligent and efficient, priority and high-volume investigations
- Effectively interview victims, witnesses and suspects
- Systematically gather, submit and share information and intelligence to further policing-related outcomes
- Meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces
- Optimise the use of available technology
- Risk manage health and safety for self and for others



Appendix

Glossary of Terms

CoP	College of Policing
CPD	Continuous Professional Development
CVF	Competency and Values Framework
DHEP	Degree Holder Entry Programme
EPA	End Point Assessment
FOC	Full Operational Competence
HEP	Higher Education Provider
IPS	Independent Patrol Status
KSBs	Knowledge, Skills and Behaviours
LO(s)	Learning Outcome(s)
NLDP	Negotiated Learning and Development Project
PCDA	Police Constable Degree Apprenticeship
PCSO	Police Community Support Officer
PDP	Personal Development Plan / Planning
PEQF	Policing Education Qualifications Framework
PPPs	Policing Professional Profiles
QAA	Quality Assurance Agency for Higher Education
RPL	Recognition of Prior Learning (including experiential learning)
WIL	Work Integrated Learning

Police Uplift Programme



POLICE EDUCATION CONSORTIUM



Contact

W www.college.police.uk

E contactus@college.police.uk

T 0800 496 3322