

## Programme Specification

# Graduate Diploma Professional Policing Practice

### POLICE EDUCATION CONSORTIUM



<b>1. Programme title</b>	Graduate Diploma Professional Policing Practice
<b>2. Awarding institution</b>	Middlesex University, Canterbury Christ Church University, University of Cumbria, University of Portsmouth
<b>3. Teaching institutions</b>	Middlesex University, Canterbury Christ Church University, University of Cumbria, University of Portsmouth, Surrey Police, Sussex Police, Hampshire Constabulary
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	College of Policing
<b>5. Final qualification / Target award</b>	Graduate Diploma Professional Policing Practice Exit award: Graduate Certificate in Policing
<b>6. Year of validation</b> <b>Year of amendment</b>	<b>2020</b>
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Blended work-integrated learning <i>(Student Officers must remain in employment with their police force employer for the duration of the programme)</i>

## **9. Criteria for admission to the programme** *(include entry criteria, selection, application and admission arrangements)*

***All Student Officers admitted to the programme will need to be employed by either Surrey Police, Sussex Police or Hampshire Constabulary. It is strongly advised that potential applicants become familiar with the recruitment requirements for the police force to which they intend to apply. Applicants need to also note that entry requirements into a career in policing are subject to individual police force recruitment processes, which includes vetting checks, application sift, assessment centre, final interview, medical and fitness. As part of the admission criteria for this Pathway, all applicants will undertake an additional stage in the recruitment process to assess their potential as a future Detective***

### **Academic entry criteria for the Graduate Diploma/Degree Holder Entry Programme (DHEP)**

Applicants for the DHEP should have successfully completed, and be able to evidence, a UK undergraduate honours degree (360 credits) in any subject. Applicants with non – UK degrees can be considered if their degree is recognised as equivalent by UK NARIC but will need to provide evidence of an acceptable English language qualification if their degree was not taught and assessed in English.

## **10. Programme Features**

The College of Policing (CoP) is the professional body for the police service in England and Wales. Since 2015, in line with the Policing Vision 2025 document set out by the National Police Chiefs Council, have been developing the Police Education Qualifications Framework (PEQF). The PEQF sets the standards, qualifications and curriculums for entry routes into policing and for development of leadership within the police service.

This programme has been co-designed and developed by a partnership of four universities Canterbury Christ Church, Cumbria, Middlesex and Portsmouth and three police forces Surrey Police, Sussex Police and Hampshire Constabulary.

The Graduate Diploma Professional Policing Practice is a co-designed and co-developed programme of study to support police officers who are just starting their policing career. It combines university study with professional practice development through operational experience while performing the role of a Detective Constable. This Graduate Diploma is part of an on-going strategy and framework that drives a wider agenda of professionalisation of the police. Policing in the twenty-first century is characterised by complexity, globalisation and new forms of threat. Police officers and police staff need to be equipped with up to date knowledge and competencies in order to meet these challenges. The range of modules contained within the programme addresses the changing nature of contemporary policing. The programme has been developed in consultation with the National Professional body for policing, College of Policing. The programme further maps against the College of Policing Degree Holder Entry Programme (DHEP) curriculum in its entirety and provides the opportunity to achieve a higher education qualification and professional competence.

As a Student Officer your employing police force works with a Consortium of four universities that deliver the DHEP. Along with your cohort, you will be assigned to one of these universities as you undertake the 2-year Graduate Diploma programme. Your Consortium university will deliver the Graduate Diploma programme working with your employing police force. On successful completion of your studies you will be awarded a Graduate Diploma Professional Policing Practice by your assigned university.

Throughout the programme, you will be taught using a range of teaching methodologies. Teaching methods will include face-to-face formal lectures, tutorials, seminars, practical exercises, role plays, directed study, work integrated learning, online learning, masterclasses and research projects. The Programme will utilise IT including a Virtual Learning Environment (VLE) to facilitate communication between University Tutors and Student Officers in their learning experience and to provide access to programme information, learning materials and relevant web links. This will be enhanced by the personal issue of a Mobile Learning Device (Apple iPad) to support your access to learning.

The programme will draw on and develop your critical thinking and analytical skills and apply these within professional policing contexts while developing the knowledge, skills and professional behaviours required to undertake the role of a police officer. Throughout this journey your learning is supported by a structured system of tutoring and on-going monitoring of your progress.

We recognise the importance evidence-based policing has in relation to contemporary professional policing practice and we have ensured that all learning on the Graduate Diploma in Professional Policing Practice programme supports an evidence-based approach. You will be encouraged to access and utilise online library and other learning resources specifically related to your programme which will include the most up-to-date professional and academic research in contemporary policing. This will enable you to develop your knowledge and understanding, skills and professional behaviours as you progress over the two years of the programme.

As a Student Officer you will be provided with suitable work-integrated learning opportunities, including a range of short professional deployments to more specialist areas of. The professional deployments will be aligned to the learning curriculum and so support the theoretical knowledge you are learning at that point in the programme. These experiences provide you with sufficient and appropriate opportunities to undertake the related learning and professional practice required for the role and will support your on-going professional development.

This Graduate Diploma has been approved as fully meeting the requirements of the national Degree Holder Entry Programme (DHEP) developed in partnership between the College of Policing, the Police service in England and Wales and representatives from Higher Education. The College of Policing as the professional body for the police service, mandate outcomes for the programme and as such has established criteria that licensed programmes must deliver.

### **DHEP National Programme**

- Understand the legal and professional responsibilities of policing as a profession, and modern policing strategies, moving forward
- Employ an ethical approach to policing, maintaining the highest professional standards in providing a service to the public
- Proactively embed equality, diversity and human rights considerations as a core function of professional practice
- Acquire and apply appropriate research skills in order to put evidence-based policing initiatives into practice
- Understand, employ and evaluate evidence-based initiatives in the context of preventative policing and problem-solving
- Make decisions, founded upon critical thinking, in complex professional situations and contexts, demonstrating appropriate knowledge and application of powers, legislation and Authorised Professional Practice

- Exercise autonomy and professional discretion, as appropriate to the role
- Acquire, use and enhance professional communication and engagement skills, including effective use of social media in policing
- Apply conflict management skills, as appropriate and required
- Acquire and demonstrate leadership, team working and partnership-working skills in a policing context
- Develop and maintain professional resilience in dealing with challenging situations
- Actively engage in continual self-reflection, evolving strategies to improve their own professional practice.
- Apply knowledge of criminology, as relevant to their professional practice, with particular emphasis upon community policing and crime prevention
- Understand and act upon the fundamental responsibility of the police service to identify and provide professional support to those who are vulnerable and at risk, whatever the context
- Proactively identify, protect and support individuals in need of public protection, and deal professionally with those who perpetrate offences against them
- Understand and engage in effective digital policing, with specific reference to cyber-enabled crime
- Understand national strategies in relation to countering terrorism and perform the front-line role of the police constable in this specific context
- Understand the criminal justice system as relevant to the role of police constable, ensuring effective performance in relation to key criminal justice procedures and processes
- Engage in lawful, safe and effective front-line policing in the specific professional areas of response policing, policing communities, policing the roads, information and intelligence, and conducting investigations
- Research, develop, implement and review practical, evidence-based initiatives to improve policing performance in these areas and, in so doing, contribute themselves to the evolving evidence base for effective policing.

The Graduate Diploma Professional Police Practice has been licenced by The College of Policing having been mapped to the National Police Curriculum. Student Officers, will be in permanent full-time professional employment, and will be learning in the workplace in a structured delivery pattern, supported by both your University and your police force employer.

### **10.1. Aims of the programme**

The programme aims to:

1. To provide students with a theoretical knowledge, understanding and practical skills necessary to be deemed operationally competent upon completion
2. To draw on existing specialised and diverse graduate skills and knowledge developed by students during previous study and contextualise these into wider policing and community safety issues
3. To enable students to develop an understanding of policing, its relationship with criminal justice partnerships and the wider social and political context

4. To build on existing critical thinking and reflective practice skills, and apply these to the ethical and professional boundaries of policing, policy, practices, ethical values and moral codes. Students will build academic knowledge and skills and in turn develop practitioner competencies
5. To enhance specialised and diverse skills and knowledge which reflect the individual students' areas of interest and career aspirations
6. To equip students to progressively develop their intellectual capacities and career management skills, allowing for the development of a range of interpersonal and transferrable skills, commensurate with role competencies as outlined in policing.

## **11. Programme outcomes\***

### **A. Knowledge and understanding**

On completion of this programme the successful Detective Constable will have knowledge and understanding of:

1. 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.
2. 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.
3. 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.
4. How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered policing situation, incident or context.
5. Social behaviour and society, including their origins, development, organisation, networks and institutions and how this relates to policing across diverse and increasingly complex communities.
6. 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.
7. In-depth knowledge, understanding and expertise relevant to organisational/local needs, including the following operational policing contexts: response, community, intelligence, investigation and roads/transport.
8. 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.

## **B. Skills**

On completion of this programme the successful Detective Constable will have the skills to be able to safely and lawfully:

1. Apply Authorised Professional Practice and any local policy applicable to the operational policing context.
2. 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.
3. Gather, handle and accurately analyse information and intelligence from a variety of sources to support law enforcement and to maximise policing effectiveness.
4. 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.
5. 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.
6. 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.
7. Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesses and vulnerable people.
8. 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.
9. Interview victims, witnesses and suspects (including those who may be non-compliant, or have been intimidated or coerced) effectively, in relation to a range of investigations, some of which may be multi-dimensional.
10. 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.
11. Use police legal powers to deal with suspects, victims and witnesses across various challenging situations, conducting all actions in a balanced, proportionate and justifiable manner.
12. 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.
13. 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.

## **C. Behaviours**

On completion of the programme the successful Detective Constable will be able to demonstrate the following behaviours:

1. **Taking accountability**  
Being accountable and taking ownership for own role and responsibilities, whilst being effective and willing to take appropriate, justifiable risks.
2. **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.
3. **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.
4. **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.
5. **Collaborative**  
Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to lead to the best possible results.
6. **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.

## **11.1 Learning, Teaching and Assessment**

### **Learning environment**

The primary site of learning for the DHEP programmes will be the workplace and the operational policing environment. The programmes have been specifically designed to deliver a work integrated approach to learning, integrating curricular learning with workplace experience, designed to maximise opportunities to combine theory and practice in a real-world work environment contexts. The workplace and operational policing environment are constituted as a source of learning development rather than merely a site for the application of learning. This approach to learning teaching and assessment is consistent with the provision of work-integrated degree (QAA Advice and Guidance: Work-based Learning (QAA, 2018). In addition, by addressing real-world professional policing issues, the programmes provide a source for ongoing innovation through the constructive challenge of existing procedures and working practices. The model of the professional police practitioner at the core of the strategy is to embed a practice of personal and professional responsibility for the continual enhancement of practice. In this way, the achievement of professional competence moves beyond the

'performance of tasks to a set standard' towards a requirement for ongoing reflection on own and others practice as a core professional attribute.

The work integrated learning experience will be supported by face to face sessions, on-line learning and masterclasses. This learning will be jointly delivered by staff from both university and police service who are expert practitioners, engaged in research and scholarly activity and at the forefront of their disciplines. Digital technology will be utilised to embed learning and skills development, as such you, as a DHEP Student Officer, will be issued with a mobile learning device (Apple iPad) where you will be able to access all necessary learning and communication applications and learning platforms. This will supplement and enhance face to face, on line and operational teaching and learning experiences.

Through the delivery partnership of the university and police force we aim to provide you with a learning environments which is an accessible, safe space for critical challenge and, where relevant, experimentation. Seeking to create a stimulating and innovative community of learning, whether encountered in a classroom, online or in the workplace. Your learning will be facilitated by staff from both the university and the police force, you will experience a learning environment that is well equipped, flexible, and stimulating.

Where you are required to undertake study in the work environment, you will be provided with suitable technology and facilities to support your learning. This protected learning environment, learning zones, will be well equipped and will also provide WiFi to allow safe connection of your iPad enabling access to your virtual learning environment.

Through these blended learning approaches and safe spaces in which to engage with your studies, we seek to offer diverse methods of teaching and learning that best suit learning styles, time demands and available resources.

### **Learning and Teaching**

Your knowledge and understanding, skills and professional behaviours will be developed collaboratively between University and police staff with Students Officers by relating them to professional policing contexts and appreciating their relevance through application in the workplace. You are encouraged to undertake self-directed study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of professional policing. You will be guided through this self-directed study by the learning materials accessible through your iPad. We understand the complex nature of policing, that you will be working shifts and studying, at times, independently. As such, we seek to create a stimulating, supported and innovative community of learning which, will give you a strong sense of cohort and peer support. Both your employing police force and designated University will be responsible for ensuring this learning environment meets the needs of your professional development.

Further to this, you will undertake police force placement opportunities, which will expose to professional development areas including investigations, neighbourhood policing, response policing and roads policing. This will enable you to develop specialist knowledge, skills and professional behaviours to support your ongoing professional development. The opportunity to potentially specialise in a specific policing area is subject to discussion and subsequent support by both employing force and your designated University. This is also dependent on you demonstrating satisfactory progression towards operational competence as determined by your police force employer.

## **Summative and Formative Assessment**

Your programme will be delivered through a number of modules each year. Each of these modules will include both formative and summative assessments to test and provide you with the opportunity to demonstrate that the level of your learning meets the specific outcomes required. Formative and summative assessments are also designed to ensure that you are appropriately challenged to encourage and support your ongoing professional development. The assessment strategy for the Graduate Diploma programme is designed to ensure that the assessment methods deployed provide appropriate and varied opportunities for learners to demonstrate the specified learning outcomes for each programme module but also that, where possible, they reflect authentic working practices relevant to professional policing.

Formative methods include individual and group feedback from University Tutors and peers through a variety of online approaches such as mediated online discussion forums, Tutor feedback on online learning activity or draft submissions. In addition, you will receive further feedback through regular (at least four times per year) Tri-partite Reviews of your individual learner progress (face to face or online through conferencing technologies) mediated and recorded through Aptem learning management system. Not only will this provide you with excellent opportunities for formative feedback on both programme learning it will also include discussion around your operational competence development.

Summative assessments for the programme are varied and will include written reports, presentations, exams and practical assessments amongst others. Further supporting the work-integrated approach, where possible assessment methods are designed to reflect the requirements of professional policing practice as an authentic assessment experience. An important part of design of the Graduate Diploma programme has been the integration of the assessment of programme and module learning outcomes and operational competence through practice-based learning. The assessment strategy has been designed to ensure that both complement each other. Where possible, assessments have been used to reflect aspects of your working environment; to identify policing interventions, problem solving opportunities, evidence-based initiatives and reflective practice.

Assessment of operational competence is an important part of the programme, whilst this will be assessed by staff within your employing force, modules have been designed to develop your reflective capabilities to support the production of evidence that contributes to and constitutes the Operational Competence Portfolio (OCP). Your progress in achieving operational competence will be monitored and supported by experienced police staff. They will work with you to achieve your first competence gateway - Independent Patrol Status (IPS). IPS is the stage of professional development at which you have demonstrated sufficient competence in role as a Police Officer to function independently, safely and lawfully in the workplace and operational environment. You will demonstrate this by completing a portfolio of evidence to demonstrate your professional competence.

Upon achieving IPS, you will be expected to take more of a lead role in operational incidents. In so doing, you will begin to acquire the evidence required to demonstrate your Full Occupational Competence (FOC) as a Police Officer. Such evidence will be recorded in your Operational Competence Portfolio (OCP).

On the Fast Track Detective Pathway, you are also required to complete a further portfolio of evidence to demonstrate competence as an Investigator. This will be contained in the PIP2 Operational Competence Portfolio, which runs alongside the FOC portfolio. It is completion of the PIP2 portfolio that will qualify you as a Detective.

## 12. Programme structure (levels, modules, credits and progression requirements)

### 12.1 Overall structure of the programme

As previously stated the programme has been co-designed so that the required knowledge, skills and professional behaviours can be developed through a blend of work-integrated learning opportunities. At the core of the programme is the philosophy to embed the learning within the work place, having initially engaged with a range of required areas of professional learning through both face to face and online activity, Student Officers undertake a 20 week 'in-company' period. Throughout this period, learning will continue in the workplace and will be supported by further face to face and online learning. This learning will include masterclasses to support key areas of professional development, engagement with structured online learning materials, reflective practice and formative and summative assessment. This approach will provide Student Officers with the opportunity to understand and use the workplace and their day-to day work activities as a vital source of learning and to see the Graduate Diploma as a fully integrated professional learning experience.

Year 1 - Graduate Diploma Professional Policing Practice			
week 1	10	30	48
<b>Policing: Law, Policy and Practice - 20 credits</b>			
<b>Policing in Context - 20 credits</b>			
<b>Communities Intelligence and Information - 20 credits</b>			
<i>In company period commences</i>		<i>Independent Patrol Status achieved</i>	

Year 2 - Graduate Diploma Professional Policing Practice			
week 1	16	32	48
<b>Ethics and the Policing Professional - 20 Credits</b>			
<b>Advanced Policing - 20 credits</b>			
<b>Policing in Practice: Investigation - 20 Credits</b>			

This structure will be afforded to all students and will allow the same opportunities to all individuals to maximise their own learning potential and progress through the programme successfully. To support progression through the programme, Student Officers will engage in different phases of learning.

Phase 1 (10 weeks) – A period of introduction and familiarisation to both your University and police force followed by an initial period of learning covering the first three programme modules. This includes a blend of face-to-face sessions, supported on-line learning and practical scenarios.

Phase 2 (20 weeks) – Working 'in-company' with an experienced officer (coach) to continue work-integrated learning supported by further face-to-face and on-line learning. This will include

masterclasses to support key areas of professional development and learning across each module. Student officers will undertake the first two phases in uniform.

Phase 3 (Week 30, Year 1 to Week 48, Year 2). Continuing work-integrated learning across all modules, supplemented by further masterclasses, supported on-line learning and relevant specialist attachments.

Starting in Phase 3, Student Officers will be posted to an investigation team a Trainee Detective. The exact team will vary due to the different structures within each force, but it will typically be in a CID (or similar core investigation teams) and Safeguarding Investigation Units (SIU). Before the end of Year 1, Student Officers will return to uniform to undertake short, practice-based learning opportunities to enhance your learning of Response and Neighbourhood policing teams.

Student Officers will then spend the remainder of Phase 3 in CID and SIU, with opportunities for other, shorter practice based attachments in other specialist teams such as intelligence units, complex abuse units, Paedophile Online Investigation Teams (POLIT), Sexual Offences Investigation Teams (SOIT), cybercrime units, and proactive investigation teams. Across this phase Student Offices will have exposure to a wide variety of investigations and opportunities for partnership working.

## 12.2 Levels and modules

Level 6		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Student Officers must take all of the following:</p> <ul style="list-style-type: none"><li>• Policing: Law, Policy and Practice</li><li>• Policing in Context</li><li>• Communities, Intelligence and Information</li><li>• Ethics and the Policing Professional</li><li>• Advanced Policing Skills</li><li>• Policing in Practice: Investigation</li></ul>	<p>This pathway contains no optional modules</p>	<p>All modules must be passed to allow completion of the award.</p> <p>Further to this:</p> <p><i>“The College of Policing is setting a benchmark of professional development to the effect that <b>police constable learners must have achieved Independent Patrol Status and successfully achieved the NIE, no later than the end of their first year of the degree-holder entry programme.</b> In other words, IPS &amp; NIE are being identified as a compulsory ‘progression gateway’ into Year 2 of the programme, alongside successful completion of the first year of study.”</i></p>

<b>12.3 Non-compensatable modules</b> (note statement in 12.2 regarding FHEQ levels)	
<b>Module level</b>	<b>Module title</b>
Level 6	Policing: Law, Policy and Practice
Level 6	Policing in Context
Level 6	Communities, Intelligence and Information
Level 6	Ethics and the Policing Professional
Level 6	Advanced Policing Skills
Level 6	Policing in Practice: Investigation

<b>13. Curriculum map</b>
See attached.

<b>14. Information about assessment regulations</b>
<p>All Consortium universities have assessment regulations and a process for agreeing special regulations to meet the requirements of specialised areas of professional practice. Providing a consistent Student Officer learning experience across all Consortium universities is at the forefront of the Consortium's priorities. To achieve this, the Consortium universities have agreed on the following approach with regards to assessment regulations for this programme;</p> <p><b>Qualifications requirements:</b></p> <p>The programme structure for the Graduate Diploma Professional Policing Practice (DHEP) Fast track Detective Pathway consists of 120 credits at Level 6.</p> <p>Student officers undertaking the Graduate Diploma Fast track Detective Pathway who are unsuccessful in achieving the NIE by the end of year 1 will be transferred to the Graduate Diploma Professional Policing Practice (DHEP)</p> <p>The additional requirement to pass the NIE exam (along with PIP 2 in year 2) will place greater demands on a student officer's commitment to studying in their own time. The College of Policing recommend that <i>'candidates spend a minimum of 14 weeks completing independent study, using the prescribed syllabus for the examination, which is the Blackstone's Investigators' Manual'</i>. Further guidance for exam preparation can be found on the CoP website here:  <a href="https://www.college.police.uk/What-we-do/Learning/Professional-Training/Investigation/Documents/Candidate%20information%20exams%20251019.pdf">https://www.college.police.uk/What-we-do/Learning/Professional-Training/Investigation/Documents/Candidate information exams 251019.pdf</a></p> <p>However, the recruitment processes to select students for this programme were designed specifically to identify the most suitable applicants. Police Forces both understand and have experience in supporting students through the NIE, therefore, extra support has been built into this programme. Student Officers will receive the Blackstone's Investigators Manual prior to commencing the programme and are encouraged to engage with this at the earliest opportunity. To check students learning progress prior to</p>

the NIE, a mock exam will be held early on during year 1, the results of which will inform the specific student support required (see support available p.20). Student officers will also be provided extra study days during an intensive short course, explicitly designed to help in preparations for the NIE.

Student Officers undertaking the Graduate Diploma programme who fail the Operational Competence requirements but pass the graded credits for programme will be entitled to a Graduate Certificate exit award and to have any credit achieved recognised.

Student Officers undertaking the Graduate Diploma programme who achieve a minimum of 60 credits at level 6 will be entitled to a Graduate Certificate exit award.

Student Officers undertaking the Graduate Diploma programme who achieve less than 60 credits at level 6 will be entitled to have any credit achieved recognised.

All awards will be conferred by the Consortium university that a Student Officer is registered with.

### **Attendance requirements:**

- Student Officers must attend all required training sessions. If attendance is not possible due to illness, the Student Officer must inform both their police force employer and the University before the session in line with the employer's sickness policy.
- Employers may authorise in advance requests from students to be absent from a University training session for the same reasons that they would authorise an employee to be absent from work. Employers must apply the same criteria and process as used when a student requests absence from any other workday.
- Student Officers will be expected to make good all learning missed as a result of such absences. Such making good will as directed by the relevant Module Leader/Tutor.

### **Assessment and progression:**

The assessment regulations set out in this programme specification form the basis of the agreed the regulations for Student Officers undertaking this programme. The assessment process will require that:

- Work submitted for assessment will be assessed and moderated by appropriately qualified staff
- Provisional marks, grades and feedback will be provided to students within 15 working days.
- No compensation is allowed
- Work submitted late for assessment will be deemed a FAIL unless valid extenuating circumstances are presented.
- The results from module assessments and award recommendations will be considered and confirmed by the Assessment Boards of your Consortium University.
- Each Consortium university will appoint External Examiners who will review samples of work to ensure that national standards are being maintained.
- Your Consortium University will publish annual assessment and reassessment schedules and Assessment Board dates to accommodate agreed programme start dates throughout the year and to provide an equitable experience for all Student Officers. The coordination of annual Assessment Board dates for all Consortium universities will be undertaken by the Programme Management Board.

### **Progression requirements**

Your Graduate Diploma programme includes one key progression point that is required by the College of Policing. You must meet the requirements of this progression point to continue your programme of studies.

<b>DHEP progression point</b>	<b>Level</b>	<b>Year</b>	<b>Week</b>
Independent Patrol Status	6	1	30 - 48
National Investigators Exam	N/A	1	48
PIP 2 Occupational Competence Portfolio	N/A	2	48

In addition to the Independent Patrol Status progression point, your on-programme progression will be regularly monitored through Tri-partite Review meetings between yourself, your Police Coach and University Work-place Tutor. Access to the Aptom Learning Management System will provide you with live information regarding your progress toward completion of the Knowledge, Skills and Professional Behaviour requirements of the programme as well as the Operational Competencies required by the police.

### **Programme Transfer**

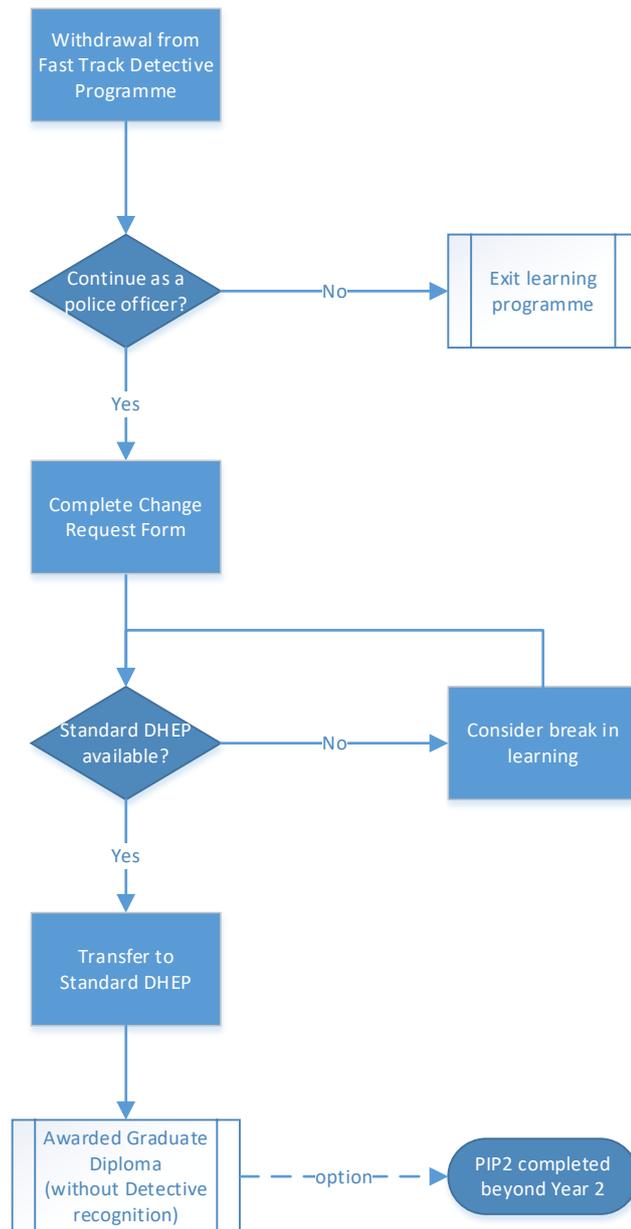
There will be occasions when it is not suitable for you to continue on the Fast Track Detective Programme. In such circumstances it may be appropriate for you to remain as a police officer, but continue on another learning programme. Typically this will be due to:

- You elect that you no longer wish to continue on this programme, but wish to continue your career as a police officer
- Your progress is such that it is no longer appropriate to continue on this programme

In either scenario, any decision will involve a tripartite discussion between you, your academic tutor and a suitable representative of your police force.

Depending on the progress of your learner journey, this will result in you transferring from the Fast Track Detective programme to a 'standard' DHEP as a uniformed officer. This will usually involve the option to complete a different advanced specialism, other than Investigation.

If you have already completed a significant amount of the learning and assessments, typically beyond week 60, you may be required to continue with the Investigation specialism in uniformed environment, and without the option to complete the PIP2 Operational Competency Portfolio. You may still be able to apply again to complete the PIP2 programme at the conclusion of your Graduate Diploma depending on the approval from your local force.



Fast Track Detective DHEP - transfer process

The timing and structure of the Year 2 learning modules in the Fast Track Detective programme differ from the standard DHEP. Therefore when considering a lateral transfer, another learning programme may not be available at that time. In these circumstances, this may require you to take a break in your learning<sup>1</sup> and a formal request to extend your two year probation period to allow you time to join a standard DHEP.

Any transfer to another learning programme may require transfer to another university. This will be in accordance with existing transfer rules of the Consortium.

<sup>1</sup> Similar to an apprenticeship programme

Any request to transfer programmes will require the completion of the consortium *Change Request Form* as detailed in the guide *Student Police Officer change guide: making and requesting changes during your learning*

Where you fail a programme module, the reassessment or deferred assessment schedule will normally be in accordance with university assessment schedules to support your progression on the programme.

### **Resit results**

- A Student Officer has the right to be reassessed once only in any module with an overall FAIL grade
- Reassessment will be taken at the next available opportunity unless that reassessment is deferred as a result of Extenuating Circumstances
- Reassessment takes the form of a Resit of the failed assessment component(s).
- This Resit opportunity does not entitle Student Officers to additional scheduled teaching but Student Officers are entitled to support in clarifying reassessment requirements.
- The Resit grade for reassessed components is capped at a PASS
- No compensation is allowed

### **Recognition of Prior Learning (RPL)**

All RPL assessment decisions will be made by the Consortium university Student Officers are registered with. However, there are consistent principles underpinning RPL assessment across all Consortium universities, including:

1. The maximum volume of credit that can be awarded through RPL is two thirds of the total credit of the qualification.
2. Credit will only be awarded that is equivalent to whole programme modules
3. Credit is awarded following the assessment of evidence of learning (not experience alone)
4. Where RPL claims are made, the College of Policing RPL Framework and National Programme Curriculum will inform the process.

The Consortium has the following mechanisms and infrastructure to assure a consistent approach to RPL decisions:

1. Consortium universities will complete an RPL Assessment Plan that will enable the Programme Management Board to monitor and review the consistency of RPL practice (see attached)
2. The Programme Management Board will receive reports on Consortium university RPL decisions and monitor consistency
3. The Programme Management Board will produce an Annual RPL Monitoring Report that will be reviewed by the Partnership Strategic Group

### **Student Voice:**

Your voice is an important way in which the Student Officer learning experience can be enhanced on a continual basis through individual Consortium university's standard mechanisms for student voice and representation. In addition, the Consortium has agreed a common approach to the provision of joint Programme Voice Groups, which will include Student Officer representatives across Surrey Police, Sussex Police and Hampshire Constabulary, on an annual basis.

*NB Student voice meetings will be at cohort programme level but feedback will be shared across the Consortium provision via regular Programme Leader meetings and the biannual programme standardisation meetings. These will be reported to the Partnership Management Board.*

**Appeals:** All Student Officers have right to appeal.

Student Officers have right to an academic appeal and all Consortium universities operate under the Office of the Independent Adjudicator (OIA) Good Practice Framework. Appeals will be subject to the appeals procedures of the Consortium university that Student Officers are registered with. For all Consortium universities there will be:

- 1) early resolution;
- 2) formal academic appeal;
- 3) opportunity to request a review before recourse to the OIA.

Student Officers who feel there has been a mistake with the mark received for a piece of work, may be able to request a review of the mark. This can usually only be done if:

- a) There has been a material and significant administrative error in the way the mark was determined - for example, where two pieces of work were submitted but only one of them was marked;

OR

- b) There has been a procedural irregularity in the assessment process as defined in the Examination and Assessment Regulations (e.g. the correct information about what was expected to do in order to pass the assessment, was not clearly given).

Requests for review of a mark simply because of a disagreement with the academic judgment of the person who gave the mark is not allowed and will be dismissed on these grounds.

**Complaints:**

All Student Officers have the right to submit a complaint or grievance and all Consortium universities operate under the OIA Good Practice Framework. Complaints will be subject to the complaints procedures of the Consortium university that Student Officers are registered with. For all Consortium universities there will be:

- 1) Stage 1 informal;
- 2) Stage 2 Formal;
- 3) opportunity to request a review before recourse to the OIA.

The Programme Management Board will receive reports on complaints related to the programmes and will review complaints to ensure that Consortium universities and police force employer complaint procedures are operating effectively.

*NB: The Programme Management Board includes representatives from the Consortium universities, Surrey Police, Sussex Police and Hampshire Constabulary and will include Student Officer representation.*

### **Academic integrity and plagiarism**

Student Officers will be subject to the academic integrity and plagiarism policies and procedures of the Consortium university at which they are registered. Taking unfair advantage over other learners in assessment is considered a serious offence by all Consortium universities. Action will be taken against any Student Officer who contravenes the regulations through negligence, foolishness or deliberate intent. Academic misconduct is a corrosive force in the academic life of the University; it jeopardises the quality of education and devalues the degrees and qualifications of universities. Academic misconduct takes several forms, in particular:

- **Plagiarism** – using extensive unacknowledged quotations from, or direct copying of, another person's work and presenting it for assessment as if it were your own effort. This includes the use of 3rd party essay writing services.
- **Collusion** – working together with other learners (without the tutor's permission) and presenting similar or identical work for assessment.
- **Infringement of Exam Room Rules** – Communication with another candidate, taking notes to your table in the exam room and/or referring to notes during the examination.
- **Self-Plagiarism** – including any material which is identical or substantially similar to material that has already been submitted by you for another assessment in the University or elsewhere.

Academic misconduct may also be a breach of the professional Code of Ethics and may be referred to your employer who may wish to instigate proceedings under Police Regulations.

## **15. Placement opportunities, requirements and support**

All Student Officers undertaking the Graduate Diploma in Professional Policing Practice will be employed by either Surrey Police, Sussex Police or Hampshire Constabulary. A key aspect of the programme is to embed the learning in the workplace and to deliver this learning at an appropriate time in the Student Officer's learner journey. The first phase (9 weeks) will be delivered in a safe learning environment within the force area. This includes face-to-face classroom based teaching and on-line material using appropriate IT resources. Throughout this period learning will be delivered in partnership, with students benefitting from both police and university teaching staff.

Continuing this approach, the next phase of the learning journey will be to move to an operational policing environment. Student Officers will work alongside an experienced officer, with a gradual exposure to more complex incidents. At the same time, they will continue to use protected learning time for further on-line study and masterclasses covering specific topics. By approximately week 30 of the programme, students will gain Independent Patrol Status. This is the stage of their professional development at which they have demonstrated sufficient competence as a police officer to function independently, safely and lawfully in the workplace and the community.

Student Officers will continue this work-integrated learning approach throughout the remainder of their course, working alongside other operational officers and will have the opportunity to develop a policing specialism and demonstrate their full operational competence as a Detective Constable.

Throughout their learning journey, students will have access to library facilities – both physical and virtual resources. They will be able to access learning material contained on the Virtual Learning Environment via a personal issue Mobile Learning Device (iPad).

Regular (every 10-12 weeks) police force employers and University Tutors Tri-partite Reviews of individual Student Officer progress, which involve ensuring that appropriate opportunities are in place for work-integrated learning.

## 16. Future careers (if applicable)

The Graduate Diploma Student Officer will be employed during the two-year programme. Employment within the police force beyond the programme is dependent on successfully completing the Graduate Diploma and demonstrating the necessary level of operational competence required.

For further information about recruitment into policing please use the following link to the College of Policing recruitment page:

<http://recruit.college.police.uk/Pages/home.aspx>

Examples of areas relating to recruitment that we would particularly encourage you to pay attention to are listed below:

- Passing medical and fitness tests
- Security checks
- National recruitment processes
- Force vetting

Students are strongly encouraged to check their eligibility against each recruiting force's website. Further information about these requirements and processes can be gathered from individual force websites and recruitment pages and from the College of Policing.

## 17. Support for learning

We provide responsive learner support that promotes Student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a Student Officer on the Graduate Diploma Professional Policing Practice programme, you will be taught by tutors and expert practitioners who facilitate learning through structured evidenced-based inquiry. You will be provided with access to high quality learning resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher. You will also learn and develop the knowledge, skills and professional behaviours required to provide the opportunity to become fully operationally competent Detective Constable.

### Head Start

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives the graduate students an opportunity to refresh their knowledge of academic skills as they prepare to return to university and help them be successful students. Activities within head start include guidance on Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

### Induction

Post offer of employment and prior to your commencement date, Student Officers will have access to an on-line provision, currently known as 'Head Start'. This feature provides guidance and exercises for students to enable them to prepare for academic study. Further Student Officers will have access to

staff details to ask any questions in advance of commencing the programme. Student Officers should then have familiarity with various on-line systems used to support learning. Once the Student Officer has started staff will complete a full induction and be able to deal with identified concerns.

At the start of each module students will be briefed with an outline of the coming study year so be able to plan and prepare for their own study. Students will also have access to Library Support and Student and Staff Services.

Further to the induction process undertaken by the university you will have a force-focused induction, undertaken by the employing force. This joint induction will take place within your force during week one of the programme.

This programme has been jointly designed by the Universities and Police Forces who are responsible for its delivery. Professional academic and operational expert staff have designed a flexible support structure surrounding the student, throughout the duration of this programme.

There are a number of key roles (listed below) specifically co-ordinated to meet differing student needs. Throughout the programme both the uniform coach and detective coach (depending on the phase of learning) will meet regularly in a tripartite review with the University work based tutor and student. This is designed to evaluate a student's progress, identify development needs and/or additional support required (e.g. NIE preparation). This process occurs regularly throughout the programme and gives a student, employer and university an opportunity to identify and address any issues or concerns.

The tripartite reviews facilitate the development of flexible and supportive personal plans, which during phase 3, involves the detective coach who is an experienced Investigator. This coach has specific expertise to support successful completion of the Professionalising Investigations Programme (PIP2).

An experienced detective mentor is also offered to all students, this mentor will usually work outside of the student's immediate operational team and provide confidential support. Outside of the student's mentor, detective coach and meetings with a work based tutor, each student is assigned a personal university tutor available for 1-2-1's and will support academic progress and/or help with any welfare issues. Please read the below roles for further information.

### **University support**

**Programme Leader** – Will have overall responsibility for your programme of study and will manage issues and concerns relating to the programme. They will also manage co delivery of your programme of study with your employing force. The programme lead should be your point of contact for programme related issues.

**Module Coordinator** – Has overall responsibility for the delivery of a module within the programme, they will manage delivery of content and assessments. As such they will be your point of contact for module related issues and concerns.

**University Tutor** – A university tutor who will be responsible for your academic development, they will be involved in the delivery of the programme content across a number of modules and will support you with your on line learning as well as face to face classes.

**Personal Tutor** – Will be support you with regard to welfare concerns or issues they will hold tutorials with you which will be more focused around your academic progression and any personal welfare issues you may have, these will complement the tri-partite review requirement.

**Work-based Tutor/Assessor** - will provide specific support regarding your progression on the programme and the regarding the development of your operational competence at work in liaison with your police force employer. This role will also have a key responsibility for undertaking the Tri-partite Reviews, which are designed to include input and feedback from yourself as Student Officer, your employer and the University. Tri-partite Reviews will take place every 10-12 weeks and will include the production of a development plan to inform your progression on the programme to be reviewed at the next meeting.

### **Personal Development Planning**

From induction to completion of the programme, support will be available from the University and the police force. Tutorials will take place, which will be documented and used to address individual needs. Formative assessment will also take place to ensure students are keeping to time scales and working to a satisfactory level. Feedback will be provided and if necessary the use of Development Plans or Action Plans will be used to keep you focused and on track.

**Mobile Learning Device** – As a Student Officer you will be issued with an Apple iPad provided by the Consortium to enable you to access the full range of online learning resources that have specifically designed for the Graduate Diploma DHEP programme as well as the other online resources provided by the University. Your iPad will arrive fully configured and will automatically download all the applications you will require to undertake your studies.

**Aptem** – Information regarding your progression on the programme will be managed and provided by Aptem, which is the Consortium's learning management system. Through this system, you will be able to upload evidence that demonstrates that you have met the learning and operational competence requirements of the programme. You will be able to track your progress in liaison with and supported by your police force employer and University tutors.

### **Employer support**

**Force Trainer (Module Leader)** – Responsible for the co-delivery of certain modules alongside the university module lead. Also identifies any workplace based learning or skills needs. They have specific responsibility for any workplace based pastoral support during Phase 1 of the learning programme. They will also undertake any tri-partite reviews during this phase to inform your progression.

**Coach** – An experienced Police Officer who is responsible for developing your practical skills and abilities within an operational environment during Phase 2 ('in company' phase) and Phase 3. In Phase 2, they have key responsibility to support you to reach Independent Patrol Status, by assessing your operational competence against key skill areas. They will also undertake tri-partite reviews during this phase to inform your progression.

Your Coach in Phase 3 has similar responsibilities. However, in this phase your coach will be an experienced investigator with specific expertise to support you as part of the Professionalising Investigations Programme (PIP2).

**Mentor** – This is likely to be a more experienced senior Investigator, possibly outside of your current team, who can provide guidance, and support for the duration of the programme. This will be a more

informal arrangement, but nevertheless someone who can provide you with additional guidance when required.

**Assessor** – An experienced investigator who conducts objective assessments of your operational progress to confirm your competence in the role and attainment of Full Operational Competence and completion of PIP2. They will also provide you with additional welfare support throughout the duration of the programme. They will also undertake tri-partite reviews during this phase to inform your progression

**Line Manager** – You can expect to have several line managers throughout the course of the programme as you pass through various programme phases. They have overall responsibility for your welfare and performance, albeit day-to-day responsibility will sit with other key roles listed above. Your line manager will be the Learning and Professional Development Team Leader (Phase 1), Coaching Unit supervisor (Phase 2) and operational Sergeant once you have reached Independent Patrol Status. Your line manager may occasionally take part of any tri-partite reviews as required.

### **National Investigators Exam**

The NIE is an important Gateway for you to continue into Year 2 of this programme. The support available in the build up to this exam begins early in Phase 1 of the programme when you will be provided with on-line and hard copy study material of the Blackstone' Investigation Manual to assist you in your exam preparation. This includes revision aides and examples of exam style questions. To 'Kickstart' your learning for the NIE, you will have the opportunity to attend a briefing event which includes an overview of the NIE, guidance on study skills, sample questions and guidance from experienced officers.

About two months before the exam you will attend a 2 day crammer course run by an external company with extensive experience in preparing students for the NIE exam.

In addition to the Protected Learning Time integrated into the programme, you will also be permitted to take up to 5 days additional study leave to assist in your exam preparation.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using library searches and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading lists will be made available to you electronically.

Student Officers will be directed to the university's support service who can help support your academic skills and success throughout your programme.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university

electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

The University provides services to support you in your studies. These services include:

- Study Skills support
- Dyslexia testing and support
- Disability support
- Mental Health support
- Wellbeing advice and support
- Financial advice
- Chaplaincy support
- Accommodation advice
- Career development and employability
- Counselling

### **Wellbeing and Support.**

Policing is an exciting and rewarding career, however on occasions it has the potential to affect your wellbeing. As a Student Officer you will be working shifts, attending potentially traumatic incidents and you may, from time to time, be expected to carry a higher than normal workload. Alongside your operational commitments you will be undertaking a programme of academic studies with the university to which you have been aligned. Your force is aware of how these demands have the potential to further impact on your day-to-day life away from work. Your programme of study has been designed to offer you considerable support both from your employer and university, this includes periods of protected learning time.

Further to this police organisations promote and encourage health and wellbeing, providing the best possible environments at work in which everyone can flourish and achieve their potential. Wellbeing and resiliency are at the forefront of policing and there is a variety of support available for both you and your family, these include:

- Employee Support Helpline
- Welfare Fund
- Chaplaincy service
- specially trained individuals to debrief/defuse after a traumatic incident
- specialist groups for different protected characteristics.

All the above can help provide support for

- mental health
- emotional
- physical
- financial

- other significant life events.

The Wellbeing and Resiliency section will help you reflect on the signs and symptoms of stress and help you consider how to develop your own healthy coping strategies. The broad range of support services on offer will also be examined in more depth.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers. These opportunities will be discussed at your induction and at relevant points throughout the programme.

**18. JACS code (or other relevant coding system)**

L311

**19. Relevant QAA subject benchmark group(s)**

The Programme is mapped against the College of Policing's National Police Curriculum for the Police Constable. Whilst not directly applicable the Subject Benchmarking Statement for Criminology is generally relevant.

**20. Reference points**

- The UK Quality Code for Higher Education
  - QAA Subject Benchmark Statement for Criminology  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-criminology-14.pdf>
  - Framework for Higher Education Qualifications in England, Wales and Northern Ireland (revised in 2014) (FHEQ).
  - QAA Advice and Guidance: Work-based Learning
  - QAA Characteristics Statement: Qualifications involving more than one degree awarding body

Across the collaborative provision, there will be regular and effective quality assurance and monitoring mechanisms in place to ensure appropriate standards in all aspects of the delivery and assessment of the Graduate Diploma (see other information below).

The following will be considered when developing a collaborative approach to this:

- The Police Service Quality Assurance Framework (PSQA, specifically evaluation and performance outcomes)
- The Equality Impact Assessment (EIA) for the programme owned by the force.

All academic programmes are owned by the provider and, as such, they will remain accountable for academic quality assurance as determined by internal policy and processes, which are compliant with QAA processes and the Teaching Excellence Framework (TEF).

The Graduate Diploma programme integrates the learning outcomes required for an academic degree with those defined by employers as an occupational standard for specific (but broadly based) job roles.

## 21. Other information

### Annual Monitoring and Enhancement

*The process for annual programme monitoring*

- Module Evaluation
- Tri-partite Reviews
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Learning, Quality and Student Outcomes Committee
- Employer Surveys
- Partnership Management Group – review of Key Performance Indicators and quality enhancement opportunities
- College of Policing Quality and Standards Assessment
- Programme Validation and Revalidation

### Complaints

The Programme Management Board will receive reports on complaints related to the programmes and will review complaints to ensure that Consortium university and police force employer complaint procedures are operating effectively.

*NB: The Programme Management Board includes representatives from the Consortium universities, Surrey Police, Sussex Police and Hampshire Constabulary and will include Student Officer representation.*

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

## Curriculum map for Graduate Diploma Professional Policing Practice

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

### Programme learning outcomes

<b>Knowledge and understanding</b>	
A1	The ethics and values of professional policing, including: duty of care, service delivery, employment p value for money, Code of Ethics, professional standards, and equality, diversity and human rights.
A2	Key cross-cutting and inter-dependent areas of policing, including: roles and responsibilities, criminal (including public protection and mental health) and risk.
A3	Applicable aspects of Authorised Professional Practice (the official source of policing professional pra requirements relating to the operational policing context (response, community, intelligence, investiga to: <ul style="list-style-type: none"> <li>• effectively respond to incidents, preserving scenes and evidence when necessary</li> <li>• manage and resolve conflict safely and lawfully</li> <li>• arrest, detain and report individuals safely and lawfully</li> <li>• conduct diligent and efficient, priority and high-volume investigations</li> <li>• effectively interview victims, witnesses and suspects</li> <li>• systematically gather, submit and share information and intelligence to further policing-related out</li> <li>• meticulously and ethically search individuals, vehicles, premises and outside and virtual spaces</li> <li>• optimise the use of available technology</li> <li>• risk manage health and safety for self and for others.</li> </ul>
A4	How to interpret and apply the letter and essence of all relevant law, as it relates to any encountered
A5	Social behaviour and society, including their origins, development, organisation, networks and institut across diverse and increasingly complex communities.
A6	The causes, mitigations and prevention of crime and how this knowledge and understanding can influ decision-making in all operational policing environments.
A7	In-depth knowledge, understanding and expertise relevant to organisational/local needs, including the response, community, intelligence, investigation and roads/transport.
A8	Different approaches to systematic evidence-based preventative policing, including how to critically a evaluate findings to problem solve and further positive
<b>Skills</b>	
B1	Apply Authorised Professional Practice and any local policy applicable to the operational policing con
B2	Communicate effectively, in accordance with the varied needs of differing situations, individuals, grou communication skills to manage planned and uncertain situations, and to persuade / lead others as n
B3	Gather, handle and accurately analyse information and intelligence from a variety of sources to supp policing effectiveness.
B4	Manage dynamic conflict situations in policing through leadership, and by dealing with a wide range o personal accountability for the use of proportionate and justifiable responses and actions.
B5	Manage effective and ethical searches for evidence and information in differing environments. Take r required to follow-up on findings (within remit of own role) to maintain the peace and uphold the law.
B6	Provide an initial, autonomous and ongoing response to incidents, which can be complex, confrontati the best possible outcomes. Provide an initial, autonomous response to crime scenes, where encoun preservation of evidence and exhibits.
B7	Provide leadership to protect the public, and empathetic and appropriate support to victims, witnesse

B8	Manage and conduct effective and efficient priority and high volume investigations. Use initiative to identify, evaluating and following lines of enquiry to inform the possible initiation of criminal proceedings when decision-making. Present permissible evidence to authorities where required.
B9	Interview victims, witnesses and suspects (including those who may be non-compliant, or have been in relation to a range of investigations, some of which may be multi-dimensional).
B10	Assess risk and threats across increasingly complex policing contexts, to take decisions and evaluate the impact of differing actions and methods, in accordance with the policing national decision-making. Take account of the best available evidence from a wide array of sources, including research & analysis, and exercise justified discretion when appropriate and it is in the public interest to do so.
B11	Use police legal powers to deal with suspects, victims and witnesses across various challenging situations in a balanced, proportionate and justifiable manner.
B12	Proactively introduce new ways of working and innovation to police work where appropriate and possible across policing activities within own area of responsibility.
B13	Plan, apply and evaluate different policing approaches alongside partner organisations or as part of a wider strategy to address identified, often complex, issues, concerns and situations to reduce and prevent crime in communities and community groups, making informed decisions that encourage the delivery of localised strategies.

### Behaviours

C1	<b>Taking accountability</b> Being accountable and taking ownership for own role and responsibilities, whilst being effective and managing risks.
C2	<b>Professional integrity</b> Maintain the highest standards of professionalism and trustworthiness, making sure that values, moral principles are always upheld, including challenging others where appropriate.
C3	<b>Emotionally astute</b> Understand and effectively manage own emotions in stressful situations, understanding motivations and behaviour and that of others, including colleagues. Value diversity and difference in approaches to work and work with people with sensitivity, compassion and warmth.
C4	<b>Curious and innovative</b> Have an inquisitive and outward-looking nature, searching for new information to understand alternatives and implement creative working methods. Committed to reflecting on how own role is undertaken, learning from experience and continuously review and adapt approach.
C5	<b>Collaborative</b> Work effectively with colleagues and external partners, sharing skills, knowledge and insights as appropriate to achieve results.
C6	<b>Supportive and inspirational leading</b> Role model the police service's values in day-to-day activities, providing inspiration and clarity to colleagues and the wider organisation and others are impacted, and help others to deliver their objectives effectively.

