



College of
Policing

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Direct Entry Inspector programme handbook

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for **BetterPolicing**

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Aims of the Direct Entry

1 Inspector programme

The Direct Entry Inspector programme, enabled by **The Police (Amendment) Regulations 2014**, supports the **National Policing Vision** in helping to bring existing, exceptional leaders into the police service. This will have an immediate impact on culture, efficiency and effectiveness by:

- opening up entry to the service to individuals who will bring new perspectives and diverse backgrounds to support the continuous development of policing
- providing a development programme that will ensure that Direct Entry inspectors are competent in the inspector role and inspire confidence in officers, staff and the public
- creating a cohort that has the potential to further develop and acquire the skills and experience to progress to higher ranks in the service.

As part of recognising the professional nature of this role, the College of Policing has worked with a partner, Teesside University, to accredit the programme as a postgraduate qualification. Therefore, Teesside University will award programme members a Postgraduate Certificate Direct Entry Inspector Programme on successfully completing the programme. Full information relating to the qualification and support available from the university is shown in **appendix D** of this handbook.

2 Quality assurance

As the body responsible for setting professional standards for policing, the College has set national minimum requirements that forces must adhere to in implementing and delivering the programme. These requirements have been agreed by the Fast Track and Direct Entry (FTDE) Quality Assurance and Evaluation Steering Group, a sub-group of the Professional Reference Group (PRG). The national minimum requirements are an integral part of the programme and are incorporated throughout this document. The requirements are listed in full in **appendix A** for ease of reference.

The College's single points of contact (SPOCs) provide guidance on the national minimum requirements and can explain why they are seen as critical. The document used to support the quality assurance of the scheme will be the Fast Track and Direct Entry Planning and Implementation Tool. This will be used by force and College SPOCs to track and improve implementation across forces.

This should be reviewed regularly to ensure that the National Minimum Requirements are being met. It also supports forward planning, ensuring that measures are in place to meet significant events such as the application process.

The Planning and Implementation Tool should also be used when inducting a new force SPOC to the role.

Teesside University will undertake quality assurance and annual monitoring and enhancement as outlined in **appendix D**, in line with the Quality Code for Higher Education.

3 Governance roles and responsibilities

The Professional Reference Group

The Direct Entry Inspector programme is one of five programmes managed by the PRG. The other four are the High Potential Development Scheme (HPDS), the Fast Track (Constable to Inspector) programme, the Direct Entry Superintendent programme and the Direct Entry Chief Constable programme. More information on these programmes can be found on the College's **HPDS** and **Fast Track and Direct Entry** web pages and its **LeadBeyond** microsite.

The College of Policing

The College has appointed an FTDE programme lead who is responsible for the national implementation of the FTDE programmes. This responsibility includes acting as a link between the PRG and forces and liaising with all other national senior stakeholders for the programmes on behalf of the College. To assist in this, the FTDE programme lead has appointed a Direct Entry project lead who acts as the overall College national SPOC for participating forces and programme members. The national SPOC coordinates a team of delivery leads who work with nominated force SPOCs to successfully implement the Direct Entry programme within forces.

Forces

Participating forces are required to nominate a member of the chief officer/ executive team to have overall responsibility for successfully implementing the programme in force and for ensuring compliance with any national regulations, policies and guidance (national minimum requirement A1 – **appendix A**). Forces are also required to designate a senior member of staff as a SPOC to work closely with the College SPOC and to have primary responsibility for managing the programme's implementation, delivery and end-to-end quality assurance. The force SPOC is responsible for ensuring the currency of the programme management in force on a day-to-day basis (national minimum requirement A1 – appendix A).

The force SPOC is also responsible for ensuring that an approach to communication exists that informs all relevant stakeholders of all relevant local, national and programme regulations, policies, procedures and guidance. Relevant stakeholders include:

- programme members
- line managers
- trainers
- assessors
- mentors
- workplace coaches
- local staff associations (notably, the Police Federation).

More information on programme governance can be found in **appendix E**.

4 Monitoring and evaluation

The police service is committed to attracting, developing, progressing and retaining highly talented officers who are members of underrepresented groups so that the service can reflect the community it serves. In implementing the programme, forces and the College have a statutory duty to comply with the provisions of the Equality Act 2010 and must, in particular, give due regard to the public sector equality duty which came into force on 5 April 2011 (national minimum requirement B1 – **appendix A**).

They must also ensure compliance with the Data Protection Act 1998 regarding information gathered, stored or used in the programme. To do this and to assist with the national monitoring and evaluation of the programme, forces are expected to set out a monitoring and evaluation strategy that corresponds to that being led by the College (national minimum requirement C1 – **appendix A**). The College must also meet its annual reporting requirements to its stakeholders on how well the programme has been implemented and begin establishing an evidence base on what the programme has delivered.

5 Eligibility

Forces

All Home Office forces in England and Wales are eligible to take part in the Direct Entry Inspector programme. Other recognised forces can also take part in the programme. Non-Home Office forces should contact the FTDE team at talent@college.pnn.police.uk if they would like to participate in the programmes. This is subject to agreement with the College about the service to be provided, College capacity and payment in line with the arrangements determined under the College policy on charging. All forces which indicate they would like to participate in the programme must confirm the number of places they would like on the programme within the timescales set by the College.

Applicants

Applicants must meet the police recruitment eligibility requirements criteria for entry to their host force. Applicants must also satisfy the eligibility requirements for the programme. More information about recruitment eligibility can be found at the College's Direct Entry Lead Beyond site, <https://leadbeyond.police.uk/inspectors/eligibility>

6 Attraction

Forces must be able to participate in local recruitment advertising campaigns. They may choose to do so individually or collaboratively with other forces. In marketing the programme, each force should use College marketing and attraction guidance. They should use strategies to attract candidates from academic and/or professional backgrounds to deliver against any future force business and leadership requirements, and to attract candidates from groups which are disproportionately underrepresented within the force and by rank (national minimum requirements D1 and D2 – **appendix A**).

7 The application process

Potential applicants for the programme should review the information in the About the Role section on the Direct Entry Inspector programme web pages and the competencies set out in the **Policing Professional Framework** document to determine their suitability for the programme before applying. They should also complete the **Interactive Self Selection Questionnaire** which contains pre-application questions for Direct Entry inspectors.

Suitable applicants are directed to apply for the programme using the national application form available via the FTDE web pages. All applicants should check their force website for local criteria and direction. The national application form is provided via an online system. Participating forces and the College of Policing manage the sift and selection process, with candidates able to express force preferences from those forces taking part. The national assessment centre is managed centrally by the College of Policing.

8 The national assessment centre

The College delivers the national assessment centre. It is held annually where sufficient demand exists. It is administered in line with the specific policies and processes set out in the Direct Entry National Assessment Centre Rules and Procedures. This and any other details and guidance related to the assessment centre, including the College policy on **Accommodations and Reasonable Adjustments for Candidates** for candidates with particular requirements, are available through the College's **Direct Entry National Assessment Centre** web page. The selection process may vary from year to year and is based on three specific criteria:

- the ability to perform competently in the rank of inspector following the two-year programme
- the potential and motivation to reach the rank of superintendent and above during their service
- the ability to bring new ways of thinking and different perspectives into the police service and to effectively influence the way that policing operates.

The College will notify forces of the assessment centre results within the predefined timescales. Only candidates who meet the standard at the assessment centre are eligible to join the programme.

The Direct Entry Inspector programme initially allows candidates to attend the assessment centre twice. Should the candidate fail at the assessment centre on two occasions, they will be barred from attending the assessment centre for a period of five years, in order to develop themselves professionally. After a period of five years, the candidate may re-apply to the programme. If successful at the application stage, the candidate may re-attend the assessment centre.

If a candidate is unable to complete the assessment centre due to unforeseen and exceptional circumstances, such as serious illness, their application may be carried forward to the assessment centre in the following year without it counting as one of their two attempts. This is subject to the decision made by the Reports and Disqualification Panel outlined in the rules and procedures.

A candidate who has successfully completed the Direct Entry Inspector/Superintendent national assessment centre and has not secured a posting with a force may defer their pass until the next recruitment process at the relevant rank, or for 18 months, whichever is sooner. A candidate may also request a deferral in exceptional circumstances. The FTDE programme lead will consider the circumstances of the request and make a decision on a case-by-case basis.

Candidates will receive feedback on their performance to help them better understand their performance at the assessment centre and begin to identify their strengths and areas for development. Successful candidates who will be joining the programme are encouraged to reflect on this feedback and incorporate the results into their personal development plan (PDP). Forces are encouraged to also use this feedback to better place the candidate in roles and to support the candidate's specific development.

9 Final candidate selection

Once the College has advised forces which candidates have met the required national standards and are, therefore, eligible to join the programme, forces may conduct final interviews to select who they want to enter the programme. Forces make their final selection in line with local workforce requirements. Providing candidates meet the national standard, forces are expected to take their pre-specified required number. If a force finds it has more candidates who met the standard than the number of vacancies it nominated, it may request additional places on the programme. The College may allow this, subject to overall cohort numbers and capacity to service the programme.

If a force does not gain its required number of candidates, it may take candidates who meet the national standard but are surplus to another force's requirements, through a clearing process. The College will design and assist with any clearing mechanism between forces, but this is subject to College agreement in view of overall cohort numbers and capacity to service the programme. The size of a cohort needs to have a degree of flexibility as it will be determined in line with local workforce requirements and College capacity. See [appendix B](#) for the assessment centre results and clearing process.

10 Status on appointment and during the programme

For the purpose of promotion regulations and other policies, Direct Entry inspectors are considered to be programme members on appointment and until they complete, defer or exit from the programme. They are warranted police officers and hold the rank and powers of an inspector and wear the insignia of inspector from day one of the programme. For the duration of the programme, these officers are on a period of probation and will only be made substantive in the rank on successfully completing the programme and sign-off by their chief constable or assistant commissioner in the case of the Metropolitan Police Service (MPS) or City of London Police (COLP).

There are some police powers that make reference to 'the senior officer present'. On some occasions while in their probationary period, Direct Entry inspectors may find themselves in situations where they are the 'senior officer present' by virtue of their rank. In these circumstances, they should, at all times, take sound advice from their workplace coach or seek assistance from a more senior ranking officer before exercising such powers.

11 Programme structure

Core learning outcomes

The programme aims to develop a highly competent uniformed inspector who will bring new and fresh perspectives into policing, demonstrating innovative practice and insight. After successfully completing the 24-month development programme, they will be able to operate independently across a wide range of deployments.

Direct Entry inspectors must be able to operate safely, professionally, ethically and effectively in operational and non-operational environments. This will give confidence to the workforce and the public. The learning outcomes set out below reflect the skills, knowledge, attitudes and behaviours that a Direct Entry inspector needs to operate in this way.

Knowledge and understanding

Programme members should be able to demonstrate:

- systematic knowledge and understanding of the broad policing and public policy challenges and contending perspectives, discourses and conceptual debates within policing, law enforcement and criminal justice
- critical awareness of new insights and an evolving, evidence-based approach to policing to inform future professional policing practice
- comprehensive knowledge of the regulations, procedures and legislation relevant to the rank of uniformed police inspector.

Skills application

Programme members should be able to:

- communicate effectively and persuasively to specialist and non-specialist audiences, verbally and in writing (including presenting clear arguments, capacity to analyse, and ability to critically interpret information)
- plan, lead and execute projects requiring cross-disciplinary communications, partnership working and high-level resource management skills

- critically evaluate current research and advanced scholarship (from a broad range of disciplines) to inform decisions and to develop and advance the boundaries of professional policing knowledge
- use established research, enquiry and evaluation techniques to create and support evidence-based policing
- apply the regulations, procedures and legislation relevant to the rank of uniformed police inspector sensitively in complex, unpredictable and diverse situations.

Attitudes and behaviours

Programme members should:

- have the personal qualities and attributes required to lead in a modern, values-based professional police service, such as high ethical standards, professionalism, integrity, sound moral judgement, emotional intelligence, initiative and personal resilience
- have self-awareness of their leadership style and implement effective leadership strategies to create a motivated, empowered and high-performing workforce
- consistently assess and evaluate the key ethical considerations underpinning policy formulation and decision making in policing
- possess an independent learning ability and a commitment to continuing professional development (CPD).

Programme structure

The programme follows a core curriculum, the content of which is set by the College. See **appendix C** for the programme content and delivery timetable. Delivery follows a blended learning approach of classroom inputs by the College during residential modules, reinforced by extensive operational exposure and experiential learning on an incremental journey through the ranks by forces during rotations at every level from constable to inspector. Where a force provides elements of the programme, it must ensure that they reflect the national core curriculum (national minimum requirement F1 – **appendix A**).

It is the responsibility of the force chief officer lead to ensure that programme members are released as required to attend mandatory parts of the College programme. They should help facilitate the opportunity for programme members to gain skills and abilities in an operational context, as specified by the College, protecting them from unnecessary or unproductive abstraction from operational exposure.

Although the College sets out specific roles that must be included in the force rotation period, such as custody sergeant and duty inspector placements, there is flexibility in the programme for forces to include development opportunities or training not specified by the College. In doing so, however, the force must ensure that this is clearly supported by identified, specific requirements of the force or programme member's PDP (national minimum requirement G3 – **appendix A**).

Forces should discuss any specific needs with the College. There is no current plan to include any specialist detective training and accreditation into the core development programme. There will be opportunities for officers to undertake lateral transfer to an investigative role, however, once confirmed in the same way as other substantive inspectors.

The assessment strategy

The purpose of the assessment strategy is to ensure that programme members are assessed in a fair, valid and transparent manner. Direct Entry inspectors will be continually assessed to ensure that they have the knowledge, understanding, skills, abilities and behaviours embedded to achieve the high standards of performance expected of a competent inspector and in order to progress through and remain on the programme.

The assessment strategy is led by the College but the assessments are carried out by the College and the home force. The standards for in-force assessments are set and quality assured by the College. With regard to the programme delivery and assessment, force staff undertaking the roles of trainer, assessor and verifier must be skilled to the level of the College standards for these roles (national minimum requirements F1 and F2 – **appendix A**). Those standards are as follows:

- **Police Sector Standard for the Training of Trainers**
- **Police Sector Standard for Training of Assessors**
- **Police Sector Standard for the Training of Internal Verifiers.**

In relation to all assessments, the force must also implement an approach to standardise and internally verify all assessment practice in accordance with the national assessment strategy (national minimum requirement C1 – **appendix A**).

The assessment strategy consists of three methodologies: work-based assessment (WBA), action research project assignment, and a knowledge-based examination.

Work-based assessment

In order to ensure that they are on track to become a fully competent inspector within the two-year programme, programme members are expected to provide evidence of competence against set criteria which have been identified in the following eight assessment units:

- Unit 1 Apply Professional Standards in Policing
- Unit 2 Providing an Initial Police Response
- Unit 3 Investigation and Interviewing
- Unit 4 Provide Protection to the Public
- Unit 5 Criminal Law and Offences
- Unit 6 Apply a Preventative Policing Approach
- Unit 7 Managing Information and Intelligence
- Unit 8 Policing Management and Operations
- Unit 9 Policing Management and Operations 2.

During the police constable and sergeant rotations, the WBA is bespoke to the Direct Entry Inspector programme. The criteria encompass knowledge, understanding and applying learning and are directly linked to the curriculum for the programme and the role profile, national occupational standards and personal qualities associated with the role of inspector, as defined in the **Policing Professional Framework**. On successfully completing the WBA constable rotation and sign-off by their line manager, programme members are deemed fit for independent patrol and have achieved independent patrol status.

The College sets and quality assures the assessment standards and provides training and support to all in-force assessors. It is, however, the responsibility of each participating force to assess and record the programme member's achievement against the criteria. Knowledge and understanding may be assessed in a classroom setting, but the application elements must be assessed in the workplace (ie, operational placements). Simulation may be used for some of the assessment requirements if there are difficulties in finding suitable opportunities for direct observation, or if it is able to provide a more consistent demonstration of competence. Given the timeframe of the programme, units should be assessed holistically, wherever possible, enabling more than one unit to be accredited by a single assessment event.

Operational competence

Each operational rotation is undertaken with close mentor supervision, with the exception of post phase 4 when the programme member is given a command role within their target rank. The College recommendation is that officers do not progress to the next rotation or work independently unless all elements of the bespoke WBA have been signed off, as this demonstrates that the level of competency needed to move on has been met.

This is a pass/fail component with no minimum percentage pass mark. Programme members must show competence in all assessment criteria. In completing the action research project, programme members could generate evidence that can be used for the WBA, so assessors and programme members should discuss the action research projects to identify any crossover.

NPPF Step 4 work-based assessment and Policing Management and Operations bespoke work-based assessment

Following the College of Policing's Phase 3, Direct Entry inspectors will return to force and begin their inspector rotation. During this rotation and beyond, programme members will be required to complete bespoke WBA components (completion of Units 8 & 9) alongside completion of the NPPF Step 4 process and associated level 5 qualification.

The purpose of NPPF step 4 is to:

- provide candidates with an opportunity to demonstrate competence in the rank to which they aspire.

- assess existing candidates against the Regulated Qualifications Framework (RQF) assessment units.

Direct Entrants should be managed through the NPPF Step 4 process like any other inspector, albeit they will not be on temporary promotion. There should be no delay in evidence being considered simply because Direct Entrants are under the tutelage of a colleague for the first few months. Whilst it is accepted that programme members are unlikely to demonstrate competence on day 1, they could tackle some of the knowledge based elements of both WBA and NPPF learning outcomes. As such it is anticipated that Direct Entrants will be demonstrating autonomous competence in some areas from early in their rotation. Direct Entrants will quickly develop and grow in the role and home forces should support and guide them to ensure that submissions meet the standards of the NPPF process.

Home forces retain responsibility for ensuring programme members are registered with an external awarding body for accrediting and certifying the relevant RQF units. Further information about the NPPF can be found in the **National Police Promotion Framework Guidance**.

In addition, programme members' ability to manage critical incidents and public order is assessed through a bespoke WBA, accompanied by a 2,000 word reflective account. This aims to ensure that candidates are assessed for competence as well as theory. A pass mark of at least 50 per cent must be achieved for the critical incident reflective account. This will be in addition to the NPPF Step 4 process, and will run parallel to it.

Action research project

Programme members are required to complete an action research project during the programme, which will focus on community policing. A focus on the communities served by the police is a thread that runs throughout the programme. The community policing project will enable the programme member to see policing through the eyes of the local community. The project should be negotiated between the programme member and force to reflect the needs of the local community and the force (national minimum requirement F4 – **appendix A**).

The action research project must be approved by Teesside University's ethics board.

Programme members must achieve a pass mark of at least 50 per cent in the action research project. The project will be assessed via a written report of

approximately 4,000 words. Instructions, assessment criteria, pass/fail thresholds and completion/re-sit dates can be found in the Direct Entry assessment handbook.

Knowledge-based examination

Programme members will undertake the NPPF Step 2 knowledge-based examination in line with the national process for those seeking promotion to the rank of inspector. The examination will be taken by programme members during the October of the year after joining the programme. Programme members are required to pass this multiple-choice examination, which assesses their knowledge and understanding of relevant law and procedure. The pass mark is an absolute standard of 65 per cent. Programme members who achieve a score equal to or above the pass mark are awarded a pass. Those who are unsuccessful will have an opportunity to re-sit the examination, once the following year, on a date to be determined by the national NPPF Step 2 process.

Programme members are required to successfully complete all assessment components, which are equally weighted, to meet the required standard for the programme. Failure in any one component will result in them exiting the programme. A force may consider the opportunity to lengthen the probation period under regulation 12 of Police Regulations 2003 if a programme member has failed to meet all the assessment requirements within the designated 24-month period.

Should a programme member fail to meet the required standard at the NPPF Step 2 knowledge-based examination, forces should initiate Regulation 12 to ensure probation is extended by 6 months. This is a requirement to ensure that the results from the re-sit are released prior to probation ending.

Qualification award

On successfully completing all programme elements to the required standard, Direct Entry inspectors will be awarded a Postgraduate Certificate Direct Entry Inspector Programme. Failure to achieve any element of the programme will mean the qualification will not be awarded. As the qualification can only be awarded in its entirety, individual components cannot be used towards completing any other higher education qualification.

Further information on the qualification can be found in **appendix D**.

12

Managing and supporting programme members

Being new in any role can be daunting and even more so when entering a profession such as policing as a direct entrant. The College trainers will be available as 'out-of-force' mentors to the cohort members throughout the programme. They will also have in-force mentors appointed (see below).

Support for programme members is at the core of the programme. National delivery offers many advantages in terms of building peer support and learning but also requires many members to live away from home for certain periods. The timetable will be structured to be as flexible as is feasible and allow programme members to have the best work-life balance and as much time at home as possible. In practice, this means ensuring a late start at the beginning of the week and an early finish at the end to enable programme members to maximise their time at the weekends. An early mid-week finish also enables programme members to travel home if desired.

Programme members have different learning styles and needs and the trainers will make every effort to recognise this and adapt and vary training delivery methods accordingly.

Any programme member who requires reasonable adjustments should make these known to the lead trainer, who will work with the programme member and make such adjustments as are reasonable. This information may need to be shared with other trainers and line managers, but only with the programme member's consent.

Continuous review of the programme structure will ensure that, wherever possible, it caters for the needs of all programme members. Individual needs will be discussed and dealt with on a case-by-case basis.

Managing programme members

Progress reviews

To ensure that programme members are on track to successfully complete all assessment components, a series of progress reviews will be scheduled throughout the programme (envisaged to take place during the first module, after the first six months, post-examination and during months thirteen and twenty). The reviews will focus on the programme member's performance and progress on the learning and development programme, operational placements and assessment components. Any concerns regarding their performance or progress will be addressed as part of their PDP, but consistent failure to meet the required standard will result in the programme member exiting the programme.

Line management

Each programme member should be line managed by an officer of the next or same rank of seniority to them during the programme. The line manager should work with the force SPOC to facilitate a network of force contacts at the strategic level to assist with the development of the programme member (national minimum requirement G1 – **appendix A**). If deemed appropriate, force staff undertaking the role of line manager must refer to any guidance and/or complete any training required by the College in relation to this programme (national minimum requirement G1 – **appendix A**).

Performance management

All programme members are expected to have a quarterly performance review using the national performance development review (PDR) system or force equivalent (national minimum requirement G2 – **appendix A**). Direct Entry inspectors must demonstrate appropriate levels of performance and ongoing potential to reach chief officer rank throughout the programme. To assist with this, line managers should use the programme assessments, PDRs and PDPs to inform more frequent performance reviews with the programme member, as well as the principles and standards set out in the **Code of Ethics**.

The College delivery team also supports this process by providing ongoing support to programme members through periodic meetings while they are on force rotations and when they are attending the College modules.

Programme members must be given early notification of any concerns about their performance or behaviour, given a fair and reasonable opportunity to rectify the matter and be permitted to make representations as part of any process. Where evidence indicates that a programme member is not likely to become an efficient and well-conducted officer, a chief officer has the ability to discharge with the officer in accordance with regulation 13 of the Police Regulations 2003. This has an inbuilt appeals process to be administered within forces. Programme members cannot appeal to the College against any regulation 13 decisions.

Personal development plan

Programme members should produce and maintain a PDP with the appropriate person in force as part of their CPD. Their PDP should be based on their feedback from the national assessment centre, their performance in the programme assessments and their individual experience. This should also be agreed by the force chief officer lead.

The PDP should:

- cover the programme period and post-programme intentions
- reflect current development needs
- set specific development goals
- define the level of support required
- be reviewed regularly (at least at the beginning of each rank rotation).

The line manager should ensure that the PDP is used to place the programme member in roles that will directly support their specific development goals (national minimum requirement G3 – **appendix A**).

Supporting programme members

Coaching support

For each of the force rotations (constable, sergeant and inspector), the force SPOC assigns programme members a workplace coach who is an officer at the rotation rank and who is skilled and competent at that rank (national minimum requirement G1 – **appendix A**). They are responsible for the training and development of the programme member and for ensuring that they receive the necessary level of operational exposure to maximise varied experience in order to meet programme aims within the specified timescale. The workplace coach's role should be seen as a positive one and also as a part of that officer's own development. In some cases, the coach's role may be undertaken by the programme member's line manager.

Mentoring support

Mentors play an important role in supporting Direct Entry inspectors while they are on the programme and beyond. Force mentors should come from outside the force or be external to policing, as well as coming from within the service. This helps sustain the different perspectives the programme members bring with them and ensures that they engage with a broad base of experiences and diverse perspectives.

At the start of the programme, the force SPOC should provide the programme member with two mentors. One of these should be at inspector rank and one at superintendent rank (national minimum requirement G1 – **appendix A**). Force staff undertaking the role of mentor must refer to any guidance and/or complete any training required by the College in relation to this programme (national minimum requirement G2 – **appendix A**).

Teesside University support

As a student of Teesside University programme members have access to a range of support to help them complete the programme and associated postgraduate certificate.

Programme members will be given access to Teesside University learning resources, the majority of which will be available via the university virtual learning environment. This will include assessment information and contact details of specific academic staff who are able to offer support with the academic elements of the programme, including guidance on ethics, academic writing, action research and the structure of their written submission.

During College phases, students will have an opportunity to receive feedback on their planned action research project plan. This will be followed by continued academic support from the university.

Further information on the support available can be found in **appendix D**.

Post-programme career management and promotion

The programme aims to ensure that its members have the capacity and capability to manage their own professional development successfully as they move beyond the programme and into more senior roles. This involves further development of the career management skills and self-awareness established earlier in the programme, and linking programme members with other appropriate development and training opportunities provided by the College, forces and other partners.

As part of the final College module, the College will provide details of any additional training not in the core curriculum that is recommended for programme members to complete post-programme or when made substantive in rank. It is for the individual and the force to ensure that this is followed and facilitated. The College will, however, continue to monitor the programme member's progression throughout their career. This will be recorded on the College Fast Track and Direct Entry database and be part of the periodic programme evaluation and reporting to stakeholders.

Direct Entry inspectors are only eligible to apply for promotion following successful completion of the programme and confirmation of their substantive rank of inspector.

13

Deferral from the programme

If there are unforeseen and exceptional personal circumstances in which a programme member wishes to defer from the programme, a decision will be made on a case-by-case basis and in agreement with the force chief officer lead and the College FTDE programme lead. Exceptional personal circumstances may include, but are not limited to, the ill-health of the officer or a family member, maternity, paternity/maternity support or adoption leave, or other significant personal matters.

14 Exit from the programme

Programme member requests

Where a Direct Entry inspector is considering leaving the programme, they should inform their line manager, chief officer lead and the College FTDE programme lead of their intention and discuss it with them. This is to ensure that any decision to withdraw is in their best interests and that they are fully aware of the consequences of withdrawal, and that they have considered alternatives, including a period of deferral. Should they still wish to proceed with withdrawal from the programme, they should tender their resignation to their force.

Force requests

Any decision to remove a member from the programme is the responsibility of the force chief officer lead, but the College SPOC and other programme staff will be available to offer advice and guidance. Due to the entry process and programme structure, there is no option to consider any reduction in rank and remain on the Direct Entry programme. Therefore, the consequence of removal from the programme will be termination of service, under either regulation 13 or due to dismissal following force misconduct procedures. The College must be informed in writing of any decision and the reasons for any removal from the programme which must be evidenced and recorded (national minimum requirement G4 – **appendix A**).

College of Policing requests

If programme members do not participate in any part of the programme or fail to meet the standards set by the College, the College will raise these matters with the force chief officer lead. They will consider addressing the failings or, ultimately, removing the member from the programme and the service via regulation 13.

Exit interviews

An exit interview is mandatory for anyone leaving the programme. The College is responsible for conducting the exit interview, using the College exit interview template. This is to support the implementation of the national monitoring and evaluation strategy. This does not, however, preclude forces from conducting their own exit interview.

15 Appeals

This guidance is intended to chronologically encompass all stages of the formal appeals process available to a candidate applying to join the Direct Entry Inspector programme or a programme member.

National and local recruitment window opens

National eligibility criteria apply to this process, but forces may set their own criteria depending on local requirements, including residency or other regional force eligibility requirements.

Should an applicant be barred from application, they may appeal to the in-force HR department, taking into account Home Office and College criteria regarding eligibility to apply for the programme or employment, and the Equality Act 2010.

Candidate attends the national assessment centre

If the candidate is successful at the assessment centre, they move to the next stage of the application process. If the candidate does not pass the assessment centre phase, they may appeal on two grounds: procedural flaw or extenuating circumstances. An appeal is only considered further if a candidate is 'not recommended' at the assessment centre.

Procedural flaw

A candidate may report an incident if they feel that their performance has been adversely affected by a procedural flaw (eg, incorrect timings of an exercise). If there is supporting evidence of a procedural flaw, a candidate's performance across the exercises will be analysed alongside the relative supporting evidence. Unscheduled incidents during the assessment centre, such as a fire alarm activation, are reported as a matter of course to the debrief panel. If there is supporting evidence, the candidate's performance will be checked before and after the incident.

If a candidate submits a report based upon their own assessment of their performance, it is unlikely to be considered an adequate basis for reviewing their result.

Extenuating circumstances

These are likely to be a serious event or series of events, such as the death or serious illness of a family member. Lack of preparation and/or a heavy workload prior to attending the assessment centre are not considered to be extenuating circumstances.

A candidate who is aware of extenuating circumstances prior to the assessment must advise the senior selection team in advance and decide whether or not to sit the assessment in line with the candidate declaration notice.

The results of the assessment centre are overseen by the director for senior selection assessment centres. Forces are notified of the candidates who either met or did not meet the required standard and were therefore recommended or not recommended for a place on the programme. There is no appeal at this stage.

Candidates should refer to the Fast Track and Direct Entry National Assessment Centre Rules and Procedures for further information on submitting a report and the assessment centre appeals processes.

Programme assessment appeals

The Direct Entry assessment handbook, specifically **appendix A**, provides information on programme assessment appeals procedures.

In-force appeals procedures

Forces must have an appropriate in-force appeals procedure as outlined above for programme members at each in-force step of the Direct Entry programme for those who wish to appeal against a decision. Forces must share this with programme members and the College on request. This is in addition to any in-force fairness at work or grievance procedure. This appeals procedure must be delivered centrally within the force and be independent of the candidate's line management to ensure that impartiality and create confidence in the process. Staff associations and diversity staff support associations should be involved in designing, managing and implementing the appeals procedure, but they should not be asked to adjudicate on an appeal.

Programme sign-off by chief constable or assistant commissioner and confirmation in rank

Programme completion and confirmation in the rank are two separate elements of progression towards becoming substantive in the rank. In order to complete the Direct Entry Inspector programme, members must successfully complete all Direct Entry programme assessment elements. It is anticipated that this will happen between months 20 and 23.

Confirmation in the rank as a substantive officer is subject to, but not exclusive to, passing the programme. The chief constables (or assistant commissioner in the case of the MPS or COLP) will consider any other local issues in order to sign off the probationary period or consider an extension of probation under regulation 12 of Police Regulations 2003 (as amended) prior to the end of the standard 24-month probationary period.

During the programme, the College will inform forces when assessment processes are passed or will report on progress as relevant. Should a programme member not successfully complete any elements of the programme or the probationary period, the provisions of regulation 12 or regulation 13 will apply. Once the College has confirmed all assessment elements as successfully completed, officers will graduate from the programme. This will normally coincide with confirmation in the rank unless an extension under regulation 12 is applied. They will then take up a substantive post in force.

16 Personnel arrangements

Annual leave

Annual leave entitlement is set by regulations. For Direct Entry Inspectors it will be assumed that they will start their service, for annual leave purposes only, with the equivalent of 4 years' of service – 25 days per year. This must be taken during the force rotation periods and agreed with the home force, not during College modules or assessments, as these are timetabled in advance to allow for planning.

Force transfers while on the programme

If a programme member wishes to transfer between forces while on the programme, it will be at the discretion of the receiving force. If not already doing so, the receiving force must agree to participate in the Direct Entry Inspector programme and the provisions set out in this handbook.

Fairness at work or grievance

Forces are responsible for handling any fairness at work or grievance raised by programme members in accordance with their local force policy and procedures. This includes any appeals related to the grievance.

Officer welfare and support

Forces have overall responsibility for the welfare of their officers and Direct Entry inspectors should receive appropriate welfare support from their force in accordance with local policies.

Flexible and part-time working

The College will consider requests for flexible working from programme members in conjunction with their home force. Requests are assessed on a case-by-case basis with due regard to the relevant legislation. The College aims to support officers in their request where possible.

Flexible working may take the following forms:

- part-time working – fewer hours than the standard working week
- job sharing – one full-time job divided between two or more workers
- term-time working – set periods away from work in school holidays
- working from home – completing work from home or elsewhere other than the normal place of work
- variable shift arrangements
- staggered hours – normal hours with a range of starting and ending times.

See also government guidance on flexible working.

There are a number of existing provisions under the Police Regulations that support programme members with working flexibly. These include regulation 5 (part-time service) and regulation 22 (duties/rosters). In addition to the Police Regulations, there is further legislation that applies to police officers which includes:

- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Working Time Regulations 1998.

If a programme member is considering making a request for flexible working, they should first contact the College's Direct Entry team to discuss the process.

17 Financial arrangements

Programme members' expenses

Programme members' expenses are the responsibility of their local force.

Home Office funding

Direct Entry inspectors' salaries are funded by their force. The College funds all College-delivered elements, including residential modules, psychometric assessments and College training sessions for line managers, where required.

Pay

Direct Entry Inspectors are salaried from the first day of appointment to the programme and start at pay point zero of the inspector pay scale. They will progress through the pay scale by annual increments in accordance with the agreement set out in their force.

Contact information

If the Direct Entry Inspector programme web pages or the FAQ page cannot answer your query, please contact the College's Direct Entry team by email at [**talent@college.pnn.police.uk**](mailto:talent@college.pnn.police.uk)

Appendix A – National minimum requirements

A. Governance and communication

1. Governance structure is in place at the chief officer/executive team level, supported by a senior member of staff designated as the force SPOC. The SPOC has an overview of the whole process and coordinates the various departments involved to ensure successful implementation of the programme.

B. Diversity

1. The force, in implementing the programme, has given due regard to the public sector equality duty under the Equality Act of 2010.

C. Monitoring and evaluation

1. The force, in implementing the programme, sets out a monitoring and evaluation strategy that corresponds to the national monitoring and evaluation strategy being led by the College of Policing.
2. In relation to all programme assessments, the force implements an approach to standardising assessment practice in accordance with the national assessment strategy.
3. In relation to all programme assessments, the force implements an approach to internally verifying all assessment practice in accordance with the national assessment strategy.

D. Attraction

1. External – In marketing the programme, each force includes strategies to attract candidates from academic and/or professional backgrounds to deliver against any future force business and leadership requirements.
2. In marketing the programme, each force includes strategies to attract candidates from groups who are disproportionately under-represented within the force make-up and by rank.
3. The force engages with College of Policing marketing and uses guidance provided.

4. Internal – In marketing the programme, each force includes strategies to attract highly talented candidates and engage officers from groups who are disproportionately under-represented within the force make-up and by rank.
5. The force engages with College of Policing marketing and uses guidance provided.

E. Application and selection

1. Forces must ensure that any sifting process put in place as part of initial candidate recruitment (eg, application form sift, interview, assessment centre) is objective, fair, valid and reliable. The force approach should ensure specific consideration is given to how the sifting process appropriately reflects the programme aims of identifying individuals from diverse backgrounds who will bring new perspectives. The College of Policing will provide a guidance pack to support good practice in this respect, which forces should adhere to as a minimum.

F. Programme delivery

1. College of Policing phases are designed using nationally recognised curricula that underpins delivery.

In relation to all rotations, programme members are assigned a workplace tutor who is an officer at the rotation rank and skilled and experienced at that rank.

Force staff undertaking the roles of trainer, assessor and verifier are skilled to the level of the College of Policing standards for these roles.

2. The community partnership project is negotiated between the programme member, the force and the local community to reflect the needs of the local community and the force.

G. Managing and supporting programme members

1. Before College of Policing induction, identify and appoint a line manager and two mentors for each programme member, one at inspector rank and one at superintendent rank.

Staff undertaking the role of line manager or mentor must refer to any guidance and/or complete any training required by the College in relation to this programme and/or other guidance and training provided by the College of Policing.

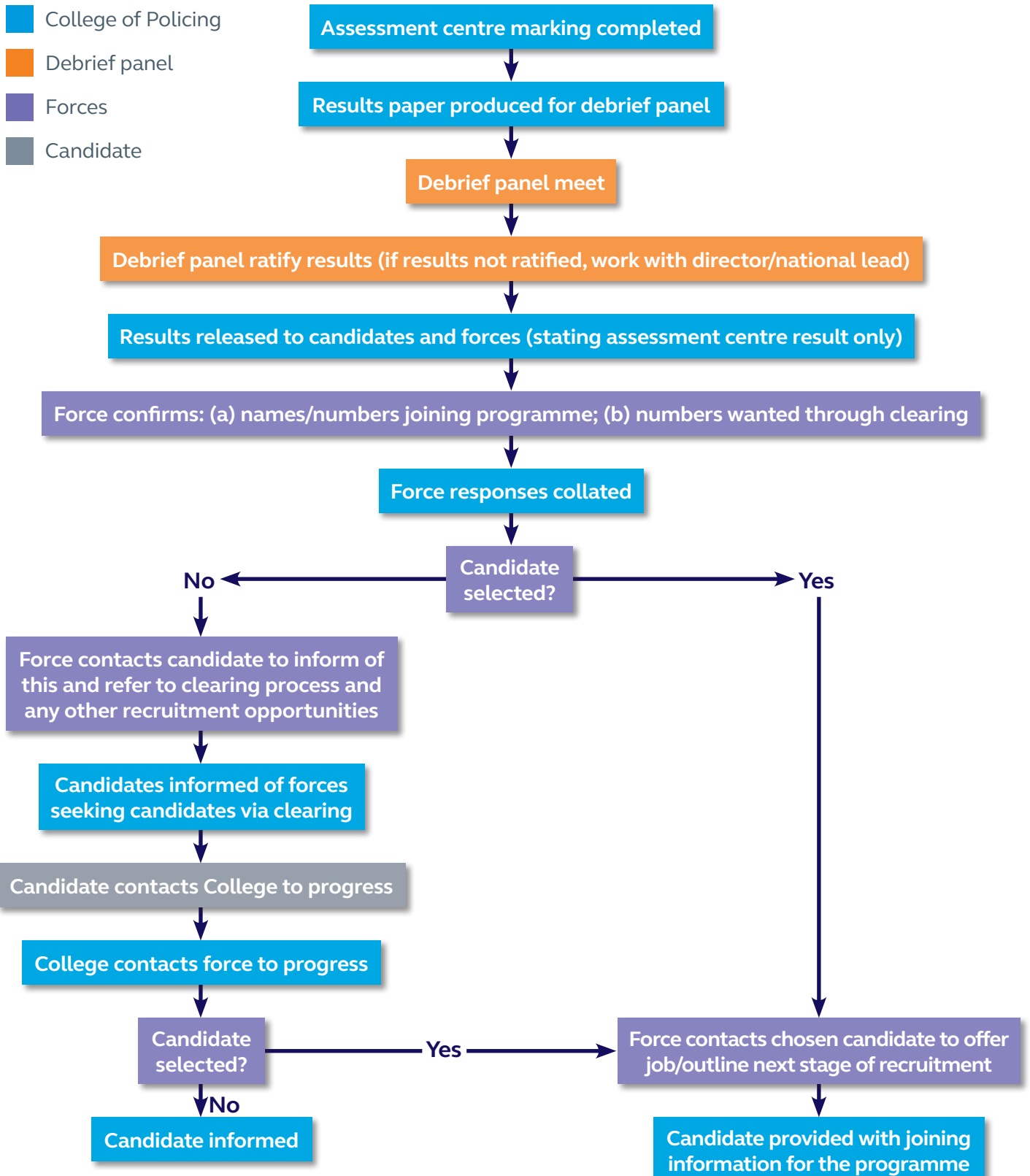
The force facilitates a network of force contacts at the strategic level to assist with developing the programme member.

2. Undertake relevant and regular performance reviews throughout the member's time on the programme to ensure ongoing support at force level and feedback to chief officer lead at least every six months.
3. Each programme member produces and maintains a PDP with the appropriate person in-force, covering the period of the programme and post-programme intentions, which reflects their current development needs, sets specific development goals, defines the level of support required and is reviewed regularly.

The PDP is used to place the programme member in roles that will directly support their specific development goals and enables programme members to gain the necessary level of operational exposure to maximise varied experience. This helps meet programme aims within timeframes specified by the College of Policing.

4. If a force removes an officer from the programme, they must provide evidence for and record this decision.

Appendix B – Assessment centre results and clearing process



Appendix C – Programme structure

College of Policing – phase 1

Phase 1 is 10 weeks, aimed at preparing programme members for their first operational rotation as a constable and is, in part, co-delivered with the superintendent programme. If this includes the Christmas break, programme members can take annual leave during this time or spend time in force. Early in Phase 1, programme members will spend an additional 2 weeks in their force for induction purposes.

PC rotation

Programme members will spend 14 weeks in force, performing the role of constable under the tutelage of an experienced work-based coach.

College of Policing – phase 2

Phase 2 is 4 weeks, aimed at preparing programme members for their operational sergeant rotation and introduces the role of inspector, partially co-delivered with the superintendent programme.

Sergeant rotation

Programme members will spend 15 weeks in force, performing the role of sergeant under the tutelage of a work-based coach.

College of Policing – phase 3

Phase 3 is 3 weeks, aimed at preparing programme members for their inspector rotation, further developing their risk management and decision-making skills.

Inspector rotation

Programme members will spend 15 weeks in force, performing the role of an inspector under the tutelage of a work-based coach. It is at this point that they commence the NPPF Step 4 process.

College of Policing – phase 4

Phase 4 is 2 weeks, aimed at developing programme members' knowledge of complaints and discipline, performance management, leadership, change management and partnership working. In addition programme members will be assessed through an additional WBA element that is specifically aimed at ensuring competence in leading the response to critical incidents.

Duty officer/critical incident manager (with support) rotation

Programme members will spend 12 weeks in force, performing the role of duty officer/critical incident manager. During this time, the programme member will take responsibility for an operational team for the first time and have access to a mentor to support development.

Programme and probation completion

Programme members will have until the end of their probationary period to complete the WBA at inspector rank. Subject to successfully completing all assessments and the agreement of the College and chief officer, the programme member exits the programme and their probation.

Appendix D – Postgraduate Certificate

Direct Entry Inspector Programme

A Postgraduate Certificate Direct Entry Inspector Programme programme from Teesside University is the qualification that programme members achieve on successfully completing of all aspects of the Direct Entry Inspector programme.

Welcome to studying the Postgraduate Certificate Direct Entry Inspector Programme with Teesside University

The Postgraduate (PG) Certificate Direct Entry Inspector Programme is one of a range of innovative programmes provided by the Law, Policing and Investigation subject group. Teesside University is also one of the few universities to offer a degree in policing which incorporates the CKP approved by the College.

At Teesside we offer flexible programmes of study suited to school leavers and mature students. Study is linked to the credit accumulation and transfer scheme, which allows learners to accumulate credits as they complete modules. These can then be transferred to other academic programmes or other institutions.

We have a dynamic Law, Policing and Investigation group, with a wide range of knowledge, skills and professional experience. We are all engaged in our own original research, with particular strengths in policing, criminal justice and crime scene investigation. Much of this research has been presented at national academic conferences and published in nationally recognised books and academic journals. Our research activities always inform our teaching practice and thus the content of your programme.

Within this innovative programme, delivered in partnership with the College, we aim to encourage you to develop your skills in research, writing and scholarship and, in particular, to help you to embrace and apply critical thinking. We hope that your time studying with Teesside University will provide you with not only the skills to make the successful transition between workplaces, but also to understand the dynamic and challenging times in which we live and work. At Teesside University, we firmly believe that you will be able to study in a friendly, supportive and enabling environment.

Good luck.

Educational aims of the PG Certificate Direct Entry Inspector Programme

The overall aims of the qualification are to:

- develop talented individuals who will bring new perspectives and diverse backgrounds to support the continuous development of policing, its management and culture
- equip individuals to perform effectively at the role of inspector
- develop a detailed knowledge of legislation, policy and procedure to perform effectively as an inspector
- provide a structured developmental process to prepare the learner to become an effective operational police inspector with the ability to inspire and engender confidence of officers, staff and the public
- support individuals' continuing development as effective learners and reflective professionals, enabling them to conduct research and critically analyse information from a range of stakeholders and sources to inform intellectual, logical and well-balanced solutions to problems that arise in the leadership and development of policing.

Learning outcomes

The programme will enable students to develop the knowledge and skills listed below. On successfully completing the programme, the student will be able to:

Personal and transferable skills	
PTS1	Work effectively as an operational police inspector with multiple teams as leader and team member
PTS2	Demonstrate understanding across a range of digital environments commensurate with academic and professional practices
PTS3	Challenge, critically analyse, evaluate and interpret information from a range of sources to make evidence-based decisions with complex academic and professional operational contexts
Research, knowledge and cognitive skills	
RKC1	Analyse and evaluate complex current research and advanced scholarship to inform decisions, advance the boundaries of professional policing knowledge and support evidence-based policing
RKC2	Demonstrate critical awareness and be able to synthesise new insights and contemporary evidence-based approaches to policing in order to articulate and inform future professional practice
Professional skills	
PS1	Operate ethically when planning, leading and executing complex projects requiring cross-disciplinary communications, partnership working and resource management skills
PS2	Act autonomously to critically assess and adapt complex ethical considerations underpinning professional practice
PS3	Use approved practice to inform the application of appropriate legislation, practice and procedure in an operational policing context
PS4	As an independent learner, autonomously evaluate and reflect on professional practice

Structure of the qualification

Study will be divided between two core modules, which must be completed and passed in order to complete the Direct Entry Inspector programme and be awarded the PG Certificate Direct Entry Inspector Programme.

The two modules are worth 30 credits each and are taught concurrently over the 24-month programme, but assessed separately.

1. Module: Policing and community practice

This module aims to provide learners with knowledge and understanding in relation to:

- professional standards expected within policing
- initial policing responses
- conducting police investigations and interviewing techniques
- public protection
- criminal law and associated offences
- considering the impact of professional policing on the wider community.

The module is assessed by a 4,000 word action research project (ECA 100 per cent) and a three-hour multiple choice examination (ICA pass/fail).

Guidance will be given in relation to the nature of the project as the module progresses.

4. Operational police management

This module aims to provide learners with the knowledge, understanding and demonstrable practice in relation to the professional standards and competencies expected within policing, with a focus on their role as a new uniformed inspector.

This will include managing police sources of information and intelligence, along with developing and implementing leadership and managing planned policing operations.

The module is assessed by a 2,000 word reflective account relating to a critical incident (ECA 100 per cent) and evidence of successful completion of work-based competencies in the workplace (ICA pass/fail).

Guidance will be given in relation to the nature of the project as the module progresses.

Programme delivery by phase and module

Phase	Programme content	Policing and community practice (inspector) module	Operational police management module
Induction	In-force induction	✓	
One	Strategy, decision making and incident management		✓
One	Assessment strategy and crime		✓
One	Investigations and suspects	✓	
One	Equality and diversity	✓	
One	Stop and search and CSI	✓	
One	Assaults, public order and arrests	✓	
One	Roads policing and firearms	✓	
One	Public protection level 1	✓	
One	Operational exposure	✓	
One	Interviewing and evidence	✓	
One	Intelligence and vulnerable persons	✓	
Operational	Constable operational rotation WBA		✓
Two	Policing in the community and managing volume crime	✓	
Two	Custody and mental ill health	✓	
Two	Critical incident management		✓
Two	Public protection level 2	✓	
Operational	Sergeant operational rotation WBA		✓
Three	Critical thinking and risk management		✓
Three	Professional policing skills (tactical)		✓
Three	Decision making		✓
Operational	Inspector operational rotation WBA		✓
Four	Managing police finances		✓
Four	Business skills		✓
Four	Professionalising policing skills		✓
Four	Leadership and performance		✓
Operational	Inspector command rotation with support		✓
Operational	Independent command and programme graduation		✓

Support while completing the programme

The PG Certificate Direct Entry Inspector Programme has been developed in conjunction with the College, and is designed to map to the Direct Entry Inspector programme. The main contacts for support will be via the College's Direct Entry team, however additional academic support will be provided by academic staff at Teesside University. The academic staff are drawn from the University Policing and Investigation team.

At the beginning of the formal programme, programme members will meet with members of the College's Direct Entry team and will be enrolled as Teesside University students.

During phase one, held at the College of Policing, learners will be introduced to academic and College of Policing tutors/coaches, along with their programme of study, the school and university. This will also include IT systems and support they may access during their studies, an introduction to studying in higher education at level 7 and Teesside academics who will support them during their postgraduate studies. Learners are allocated and introduced to their in-force mentors on commencing their rotations.

The Direct Entry team, tutors/college mentors, in-force mentors and Teesside University academic staff will provide tutorial support over the period of study, either in person (College of Policing staff/in-force mentors) or online/Skype/telephone by appointment (Teesside University). The aim is to further support and sustain programme members' initial adaptation to studying in higher education at level 7 and to get them to embrace the skills needed to cope with the practical and theoretical components of the programme, including independent learning. Such formal tutoring will encourage programme members to actively engage with personal development planning at the earliest opportunity.

The programme member's work based coach/tutor will also encourage them to actively engage with personal development planning at the earliest opportunity relating to their work-based development from new police officer to inspector. This will be further facilitated by the Direct Entry team and the Teesside University academic team, who will cooperate to provide the most appropriate support.

Contact details

Direct Entry team

Email address: talent@college.pnn.police.uk

College of Policing Direct Entry team

- Programme Lead – Superintendent Paula Light:
Paula.light@college.pnn.police.uk
07920 835559
- Direct Entry Delivery – Inspector Michelle Ryan:
Michelle.Ryan@college.pnn.police.uk
07554 778355
- Direct Entry Delivery Team – Sergeant Sarah Sharman
Sarah.Sharman@college.pnn.police.uk
07824 124422

Teesside University academic team

- Ruth McGrath
ruth.mcgrath@tees.ac.uk
01642 342318
- Sam Scott
s.scott@tees.ac.uk
01642 738468
- Helen Pepper
ruth.mcgrath@tees.ac.uk
01642 342318
- Christopher Blake
C.Blake@tees.ac.uk

Assessment

Definitions

Participants in this programme will receive formative assessment and feedback. A range of summative assessments will also be included.

Formative assessment/feedback

Formative assessments are intended to support learning, and to prepare the student for 'summative assessments'. Feedback may be provided in different formats, either verbal or written. Feedback may also be given informally in contact sessions with staff and peers.

Summative assessment/feedback

Summative assessments relate to work which is assessed and graded and which are considered in terms of overall module and course results. Feedback on these assessments will be received to assist with completing subsequent assignments.

Assessment map

Module name	Formative assessment type and phase of completion	Summative assessment type and submission
Policing and community practice (30 credits)	<p>Prior to the ICA examination, knowledge checks and revision sessions will be undertaken during each phase and students will undertake a mock MCQ, providing them with an opportunity to receive feedback on key areas of exam preparation</p> <p>During phase 2/3, students will have an opportunity to receive feedback on an action research project plan followed by continued academic and College of Policing tutor support.</p>	<p>ICA: A 3-hour multiple choice examination (pass/fail)</p> <p>ECA: A 4,000 word action research project (100%)</p>
Operational police management (30 credits)	<p>During phase 3/4, learners will have an opportunity to receive feedback on a draft of their reflective account, followed by continued academic and College of Policing tutor support.</p> <p>Continuous formative feedback will support learners in achieving their criteria for work-based competencies.</p>	<p>ICA: A 2,000 word reflective account linked to a critical incident (100%)</p> <p>ECA: Police work-based competencies (pass/fail)</p>

Assessment regulations

The University has standard regulations regarding assessment.

If difficulty is experienced in relation to completing work, there may be a need for additional assistance.

Academic misconduct is defined by the university as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is unacceptable conduct. Regulations and procedures are in place to deal with alleged academic misconduct and the penalties which may be imposed if a student is found guilty of academic misconduct. The College and University view academic misconduct seriously. A programme member found guilty of it could be withdrawn from the programme. It is the responsibility of programme members to familiarise themselves with these regulations, which can be found using the link below.

University regulations

There are a number of university regulations which you may need to refer to as you progress through this programme and the university generally. Many of these are available in the School of Social Sciences and Law Student Guide. The university has also placed these regulations on the university website.

It is your responsibility to familiarise yourself with these regulations, which cover:

- assessment review
- mitigating circumstances (taught components and programmes)
- academic misconduct (taught components and programmes)
- student attendance
- intellectual property rights in students' coursework
- students' use of university computer facilities
- conduct of proceedings before fees and charges panel
- assessment and progression for postgraduate awards.

Engagement in the course

Expectations

It is important for all participants to engage in the course and behave appropriately. The Student Protocol sets out the University's commitments to the student and explains what is expected in return. Information about this will be provided following enrolment.

Benefits of engagement

The course has been designed to provide the best opportunity for successful studies. Therefore it is important to engage with all the scheduled learning and assessment activities to optimise the learning experience.

External examiner

The PG Certificate Direct Entry Inspector Programme qualification is subject to the normal standards applied to other Teesside University postgraduate qualifications. This includes requiring an external examiner to offer an independent view as to whether the work of students on the course is of the correct standard. The external examiner samples work (eg, assignments, exam answers, portfolios), discusses the work with tutors, attends the assessment boards to endorse results and produces a report on their findings. External examiners' reports can be requested by emailing QMEResponse@tees.ac.uk.

Students are not permitted to contact external examiners directly and external examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to the Direct Entry Programme lead.

Feedback

If you think something is going wrong, let us know straight away.

1. Informal feedback

Staff delivering individual phases/subject specialisms welcome constructive feedback. In the first instance, you should deal with problems arising by bringing them to the attention of the member of staff concerned.

2. Direct Entry team

You will meet with members of the Direct Entry team on a regular basis throughout your course. You can discuss any academic or pastoral issues with them and they may refer you to other support services in the College and university.

3. Direct Entry project officer lead

As third port of call to discuss issues or problems or as first port of call in relation to course organisation, you should consult the Direct Entry project officer lead for your particular programme.

4. Direct Entry programme lead

The Direct Entry programme lead has overall responsibility for the programme and ensures that the programme team attends to the student experience rigorously and consistently.

5. Formal feedback

There are more formal ways of giving feedback on phases/modules. Each phase is reviewed after each delivery and both modules once a year. You will be asked to fill in questionnaires on both and your feedback will help inform the delivery for future phases/cohorts.

Appendix E – Programme governance

Programme sponsor

College Board

The purpose of the College Board is to secure the long-term success of the College of Policing. It sets the College's strategic direction and values. As such, the College Board is kept informed of the development of the Direct Entry Inspector programme.

Programme executive and decision maker

Leadership Review Programme Board

The Leadership Review Programme Board meets bi-monthly and provides guidance and oversight to the development of all Leadership Review recommendations. Recommendation 4 proposed introducing Direct Entry inspectors.

Programme steering and advisory bodies

Professional Reference Group

The Professional Reference Group meets every three months and advises the College on work and priorities relating to the High Potential Development Scheme, Fast Track and Direct Entry programmes. The group reports to the Leadership Review Programme Board. Members include national force representatives, the Police Federation, the Police Superintendents' Association of England and Wales, the Home Office and Teesside University.

Quality Assurance and Evaluation

The Quality Assurance and Evaluation Steering Group meets every three months and ensures the long-term success of the FTDE quality assurance and evaluation strategy and processes. Chaired by the FTDE lead, members include staff from Evidence and Evaluation, Selection and Assessment, and Learning Design Services.

Programme management

Participating forces

Participating forces' responsibilities include:

- providing programme liaison SPOC
- pre-programme vetting, fitness and medical test
- organising and delivering in-force induction
- providing line manager and appropriate mentors
- providing experienced and competent workplace coaches
- completing and verifying rotational WBA
- supporting programme member attendance at all College modules
- assessing at NPPF Step 4
- promoting self-assessment and CPD.

College FTDE team

The College FTDE team's responsibilities include:

- national marketing strategy
- managing general pre-programme enquiries
- support forces with the sift and assessment process
- managing the pre-programme clearing process
- designing and delivering all College modules
- accommodation during residential components
- designing and quality assuring WBA during PC and sergeant rotations
- overall responsibility for assessment process of individuals and the programme
- pursuing academically accredited status.

Teesside University

Teesside University's responsibilities are:

- providing academic staff for a critical read of the programme specification and programme modules
- providing guidance regarding pathway to accredited status
- providing academic staff and panel of experts to undertake formal accreditation approval event
- providing support and facilities to programme members as students of Teesside University
- supporting programme members in undertaking the action research project
- marking and verifying the action research project
- awarding the postgraduate certificate on successfully completing the programme.

About the College

We're the professional body for everyone who works for the police service in England and Wales. Our purpose is to provide those working in policing with the skills and knowledge necessary to prevent crime, protect the public and secure public trust.

college.police.uk



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