



An introduction to our work

Our role

The College of Policing was established in 2012 as the professional body for everyone who works for the police service in England and Wales. The purpose of the College is to provide those working in policing with the skills and knowledge necessary to prevent crime, protect the public, and secure public trust.

We have three complementary functions:

- **Knowledge** – we develop the research and infrastructure for improving evidence of ‘what works’. Over time, this will ensure that policing practice and standards are based on knowledge, rather than custom and convention.
- **Education** – we support the development of individual members of the profession. We set educational requirements to assure the public of the quality and consistency of policing skills and we facilitate the academic accreditation and recognition of our members’ expertise.
- **Standards** – we draw on the best available evidence of ‘what works’ to set standards in policing for forces and individuals. Examples include our Authorised Professional Practice (APP) and peer reviews.

We will raise professional standards in policing by using the policing knowledge base, our legal powers, our influence and connection with members and our ability to set educational requirements, test new ideas and innovate.

We will have succeeded in our role when all police practitioners and decision makers are confident professionals able to operate with high levels of autonomy and accountability. There will be evidence of the public’s trust in the police. Those who work in policing will see themselves as members of a profession and adhere to the disciplines of professional practice.

This will mean the following features of professionalism will be the norm in policing:

- evidence-based decision making
- enacting the Code of Ethics
- achieving and maintaining a licence to practice
- attaining the correct level of policing educational qualifications
- working from and contributing towards the knowledge base in policing
- committing to meaningful continuing professional development.

The public has a right to expect that the decisions made and the powers used by the police are consistent, fair and undertaken by properly equipped, qualified and licensed professionals. Those who work in policing and make decisions that affect the public, including decisions that require the use of powers, should be educated, qualified and licensed to carry out their role. They should be supported by their employer and professional body and given access to the knowledge and standards required to succeed.

Less supervision and checking should be required because police professionals will exercise increased and better informed discretion, and have higher levels of personal accountability.

All employers should support and invest in their staff. In return, they can expect every professional to take personal responsibility for their continuing development and education. Employers should treat their staff as professionals who are able to influence key organisational decisions. In the College, we will develop and hold an evidence base on staff wellbeing, procedural justice and maximising discretionary contribution. This should be known and used by employers.

Our functions

Knowledge for better policing

Using knowledge and research to develop an evidence-based approach to policing is fundamental to everything that we do. We host the What Works Centre for Crime Reduction, which distils the academic research about whether or not certain interventions reduce crime into short, accessible guides that can help officers and staff to do their job. We have already identified over 300 systematic reviews covering more than 60 different crime reduction interventions. Over 35 of these are already available through our online crime reduction toolkit, on subjects such as CCTV, street lighting and prison visits to deter young offenders (often referred to as 'scared straight' programmes).

We have a coordinating role across the country, encouraging partnerships so that universities, further education colleges and police forces can work together to build the evidence base for policing and put knowledge into practice. For example, we are currently conducting five training pilots on stop and search and, subject to their results, we will consider extending the reach of this training to all forces.

We have supported trials of body-worn video (BWV) to understand whether it improves police-public contact as well as helping officers gather quality evidence. One recent pilot showed that BWV could be effective in increasing the proportion of detections that led to criminal charges.

By 2020:

- there will be more effective policing based on a research and evidence base which is informed by members, forces and the public
- there will be a measurable increase in policing practice based on research
- members will be routinely assessed in annual PDRs, and for selection for promotion or specialisms, on their application and development of evidence-based practice.

We will know that we have succeeded when there are more people, especially policing professionals, engaged in building and using the College's evidence base.

Education for better policing

We work to support the development of individual members of the profession. We set educational requirements to assure the public of the quality and consistency of policing skills, and to facilitate external academic accreditation of our members' skills.

For example, the Professionalising Investigation Programme (PIP) improves the investigative skills of all police officers and staff, and provides accredited investigators with a professional qualification which is standardised across the service.

We have also developed a new training programme to support greater consistency in crime recording across the country by ensuring that every police force crime registrar receives standard training and guidance which is subject to ongoing review and evaluation.

On cyber crime, we recently launched an updated training package which helps to ensure that officers' and police staff skills in this evolving area are constantly updated.

We have recently held a consultation on our proposals for the first Policing Education Qualifications Framework (PEQF) and will report on our findings later this year. PEQF is intended to recognise the complexity of policing roles and provide an opportunity for serving officers and staff to gain externally recognised academic qualifications through accreditation of their prior learning and experience. These proposals will include consideration of potential entry routes into the service, including a graduate qualification in policing, graduate conversion courses for graduates in other subjects and higher level apprenticeships.

By 2020:

- there will be independently validated frameworks of continuing professional development (CPD) for all in policing
- there will be clear and consistent requirements set for entry into policing and for accreditation to defined ranks and roles in the service.
- academic accreditation will support key aspects of police training and development. This will include initial entry and training, all promotion processes and areas of policing such as neighbourhood policing, detective training and response and operational policing.

We will know that we have succeeded when qualification frameworks are being used by all officers and staff, helping members gain recognition for their skills, progress their careers and fulfil their potential.

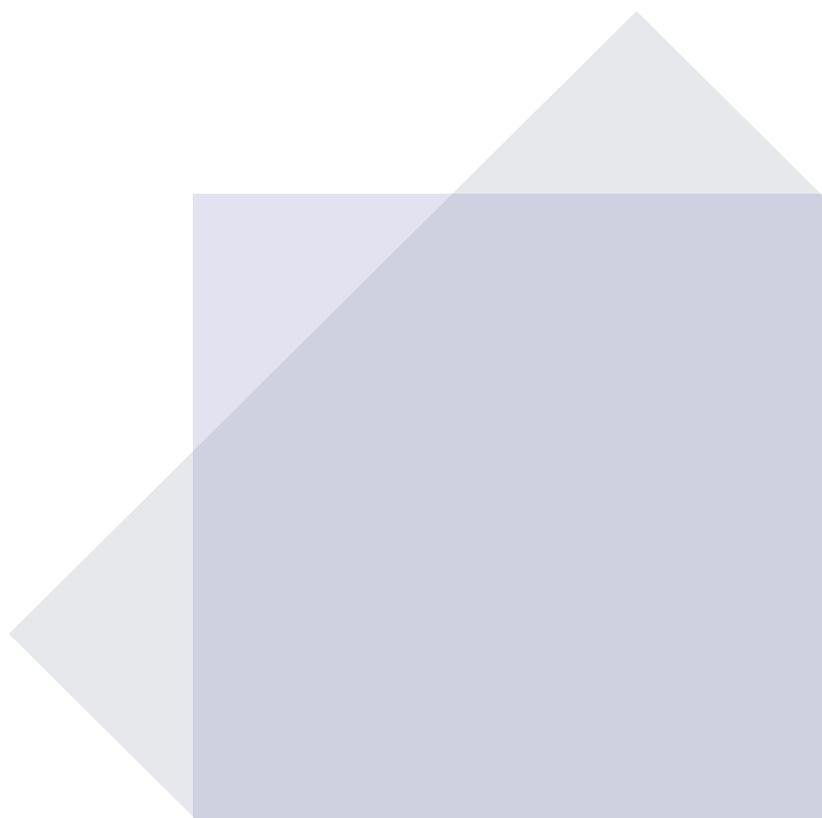
By 2020 there will also be:

- A framework for developing visible, responsive and principled leadership
 - All key leadership roles within policing will be clearly defined. There will be clarity regarding expectations, responsibilities and powers in these roles, together with an objective assessment of effective leadership.
 - A new model of management and leadership development will be available for all ranks and grades.
 - Leadership selection will be based predominantly on an assessment of values alongside competence.
 - Routes to enter, leave and re-enter policing will be clear, flexible and applied consistently across the service.

We will know that we have succeeded when the College's actions arising from the Leadership Review have been tested or adopted, and members and the public have a measurably positive view of the leadership of the police service.

- A growing professional body whose members recognise and advocate for the College of Policing
 - Membership services provided by the College will be seen as valued tools to assist officers and staff in accessing knowledge and standards and creating a record of accreditation and CPD that has equivalency in other relevant professions.
 - Members will have access to the information they need to do their jobs and develop their careers through a membership platform hosted by the College.

We will know that we have succeeded when the majority of those working in policing use the College of Policing as their primary source of professional knowledge and best practice.



Standards for better policing

We work in the public interest by setting and improving standards for policing based on evidence of what works. We take a range of approaches to setting standards, from facilitating the sharing of best practice through our secure online network (POLKA) and sharing guidance or practice between police forces, to issuing codes of practice which are laid in Parliament. Chief constables and police and crime commissioners are required to have regard to these standards in order to ensure consistency across the 43 forces in England and Wales.

For example, we have reviewed and published guidance on child sexual exploitation (CSE) twice, to take into account changes to the law and learning from high-profile cases. This guidance will underpin a consistent approach to identifying risks and safeguarding children and young people from sexual exploitation.

In another high-profile area, we have updated standards for all those involved in tackling domestic abuse, from initial call handling to those in strategic positions. We have launched a consultation on the national policing guidance for those investigating and responding to these crimes.

Our plans for 2016 include finalising new authorised professional practice (APP) on how the police respond to mental health needs and laying a code of practice on police vetting.

By 2020 there will be:

- Evidence-based practice and standards that protect the public and help those working in policing manage threat, risk and harm
 - These standards will be focused on those areas of policing where there are risks to people who are more vulnerable or involve sensitive and intrusive tactics. These include domestic abuse, CSE, mental health and undercover policing.
 - For each area there will be a comprehensive approach in place based on the best available evidence, applied learning and feedback from victims, underpinned by a range of training and development.
 - We will have established and embedded a methodology and framework to help practitioners across policing contribute towards building knowledge and standards based on evidence.

We will know that we have succeeded when our standards are used and valued by members and Her Majesty's Inspectorate of Constabulary (HMIC) inspects against them.

What difference has it made?

We have:

- created a Code of Ethics for policing in England and Wales, the written guide to the principles that every member of the policing profession is expected to uphold and the standards of behaviour that they are expected to meet
- produced a Leadership Review which identifies what might be required of policing leaders in the future, and makes recommendations to ensure policing can develop the best possible leadership to meet future challenges
- set the National Policing Curriculum (NPC), including the content of the Strategic Command Course (SCC) for the most senior leaders, and the requirements for entry to the service
- delivered direct entry schemes which are broadening the profile of new entrants to policing
- provided peer support services to forces, including a national series of CSE peer reviews to 38 forces last year
- run national centres of training excellence in specialist areas such as forensics
- developed the first methodology which enables forces to measure actual demand for their services, allowing meaningful comparisons between forces and assisting leaders to make evidence-based decisions about meeting local priorities and needs as efficiently as possible
- facilitated the sharing of good practice online through POLKA, our secure online network for policing which has over 56,000 registered users
- registered over 30,000 delegates on events and training courses in the UK last year.

How are we funded?

The majority of our funding is grant-in-aid from the Home Office budget. The rest is largely revenue generated through the provision of training and services in the UK and internationally.

How are we governed?

Our Board of Directors is led by an independent chair, Professor Dame Shirley Pearce. The board also comprises our chief executive, four independent directors from various sectors, one police and crime commissioner, one chief constable, one member of police staff, one member from the superintending ranks and one member from the federated ranks. The purpose of the College Board is to secure our long-term success.

The Government's intention is to establish the College of Policing as a statutory body, independent of government. While the necessary preparations for independence are met, we have been established as a company limited by guarantee and an arm's-length body, operationally independent of the Home Office.

Partnerships for better policing: how do we relate to other bodies?

We are not a staff association but we do work closely with the police staff associations and unions across all ranks. Our board includes members of the police associations and our stakeholder reference group helps to ensure that we are responsive to our partners across policing.

We have signed a memorandum of understanding with the Home Office and a concordat with the Independent Police Complaints Commission (IPCC) and HMIC setting out how we will work together in the public interest. For example, we use evidence to set standards and guidance and to define effective practice – where appropriate, HMIC inspects forces against these standards. If an IPCC investigation indicates the need for specific changes to police standards, guidance or training, there are established procedures for the IPCC to promptly engage with us to resolve these matters.



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