Independent review of the learning requirement for police probationer training in England and Wales

Authors

Prof. Saville Kushner (Co-Director, UWE)
Prof. John Elliott (Co-Director, UEA)
Alex Alexandrou (UWE)
Prof. John Dwyfor Davies (UWE)
Steve Wilkinson (UEA)
Barbara Zamorski (UEA)

Sponsored by the British Home Office

dsaville.kushner@uwe.ac.uk john.elliott@uea.ac.uk
Section one

The Review

This is the final version of the Learning Requirement for Police Probationer Training along with a proposed framework for a curriculum which is consistent with it. The review of the Learning Requirement was derived from values and interests both internal and external to the police service and the criminal justice system. This was not a Review internal to the police service and its immediate partners. Nor are the views and values represented in the LR those of its authors – this is not an academic review. The LR itself was generated out of:

(a) detailed analysis of official reports and policy documents (see Appendix II);
(b) subsequent consultations through deliberative processes with more than 50 interested stakeholder and constituent agencies, including ACPO and other police service representative bodies (see Appendix III for the full list of consultees),
(c) field visits to 7 forces/community areas and 3 police training centres to extend the database and to verify a draft of the LR (see Appendix IV)
(d) a presentation to the Probationer Training Programme Steering Committee (PTPSC) for verification and comment on a draft of the LR (8.9.03);
(e) a further round of Consultation Groups and consultations with individuals and groups for final verification and amendment of the LR.

The resulting LR – presented in this report in its final form - can most accurately be thought of as follows: society’s validated expectation of what a police officer needs to know, to do and be disposed to do in the 21st Century.

Our Brief and This Report

Our brief was to produce a Learning Requirement (LR) and associated recommendations for training infrastructure and organisation. In the event we extended the Learning Requirement to include a Training Requirement and an Organisational Requirement. These latter do not describe in detail what a new training estate looks like that is appropriate to the LR. Rather, they establish basic guiding principles for the elaboration of a modern training estate. Similarly, the LR does not give curriculum content – what we would call a ‘syllabus’. We were not commissioned to design the curriculum, though this report includes a section extending the LR into a broad curriculum framework and principles which should underpin curriculum design.

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1 Syllabus: pedagogical content; the information to be taught; a map of lesson content
Curriculum: the conditions and rationale within which a syllabus is developed – including organisation, roles and pedagogies. A Curriculum prescribes sequence, continuity and coherence of learning and sets out principles for the selection of content.
Formulating the Learning Requirement

Any radical change in the terms and conditions under which probationers engage in learning must cover a number of dimensions including that of learning their powers, police procedures and relevant law but are not confined to this. Far-reaching innovation and changes to training cultures require changes:

- in learning goals that reflect a reconstructed role for the police in a modern pluralistic democracy,
- in the nature of the training and learning processes, and
- in the organisational conditions that shape the learning environment.

We have as explained above divided the ‘requirement’ into two parts. The first specifies the ‘Learning Requirement’. This is structured around seven categories. Each category refers to a Core Learning Goal. They are:

1. Understanding and engaging with the community
2. Enforcing the law and following police procedures
3. Responding to human and social diversity
4. Positioning oneself in the role of a police officer inside the police organisation
5. Professional standards and ethical conduct
6. Learning to learn and creating a base for career-long learning
7. Qualities of professional judgement and decision making

The second part specifies the ‘Training and Organisational Requirements’ in the form of principles governing what trainers, training managers and the training organisation need to do in establishing conditions that are consistent with and in support of the learning requirement. Each category in this part refers to a particular training, management or organisational goal e.g. Aligning the assessment system to the forms of learning.

The statements listed under each category refer to indicators that signify the main principles that have to be met in order to realise the goal stated for the category. Their main practical function is to guide the planning of curriculum experiences, the conditions under which these are provided for by the training system, and the evaluation of curriculum programmes. These principles in the main define a set of ‘dynamic qualities’ rather than fixed benchmarks, learning encounters rather than specified learning outcomes, since:

(a) their realisation in practice can never be assumed to achieve perfection - they leave room for continuous improvement, and
(b) they cannot be assumed to be stable across all policing contexts but depend upon practical interpretation and judgement in situ.

The indicators provide a general orientation to programme planning and evaluation rather than a narrow and detailed prescription – they represent a training rationale. They therefore leave space for ‘local initiatives’ while at the same time setting limits to action and giving it direction.

Under each of the indicators listed we have organised the evidence we have reviewed and gathered at the different stages of our work. This evidence base is included in a separate document. This report has only the indicators. In the main this evidence is cited in support of the indicators. However, in our field studies we were
aiming to test the feasibility and validity of the indicators and have cited evidence that questions them where relevant. We claim, with reasonable confidence, to have ‘saturated’ the set of categories in which they are organised, inasmuch as evidence coming in at the later stages of the review repeatedly fitted one or more of them rather than requiring us to formulate additional ones.

The LR as designed is a change instrument. It does not describe skills and competencies required of a current serving officer – though these can be derived from the LR which is, itself, consistent with the NCF – it provides a rationale and a procedure for adaptation, a modern vision for policing. The indicators define forms of interaction through which the probationer, their trainer and, subsequently, a police service can uphold the law and instill community confidence but while doing so reflect critically on the interactions in the search for better and more appropriate forms of conduct. They require of the probationer that they both act competently and also learn something beyond the ingredients of immediate competence. In this sense, the LR supports a striving for professional excellence in responding to the complexity of a changing society and the changing nature of crime.
Section Two

The Learning Requirement

1. Understanding and Engaging with the Local Community

Learning to position oneself appropriately as a police officer in the local community, local community in this context including temporary residential, Gypsy and Traveller groups.

In learning to position themselves appropriately as police officers in their particular communities Probationary Officers should:

A. Learning Through Experience

1.1 engage with real policing situations, incidents and events either directly or indirectly via observational or vicarious experiences.

1.2 be able to contextualise their knowledge by engaging with a range of methods and media for representing real policing situations, in addition to direct practical experience.

B. Social Awareness and Understanding

1.3 develop their awareness and understanding of the needs of society generally, and of its most vulnerable members in particular, and how they and the service as a whole can help to meet them.

1.4 develop their understanding of the ways in which the authority, power, leadership, attitudes and behaviour of police officers may either create or undermine public trust and confidence in the police service, and thereby either improve or diminish access to knowledge of the local community. And further, help counter the effects of fear of crime by positive display of such attitudes and behaviour.

1.5 come to appreciate the significance and value of gathering community information and intelligence (in addition to criminal intelligence) for effective police practice and the quality of the service provided.

1.6 understand how the changing nature of society and community living gives rise to changing forms of crime.

1.7 develop their understanding of the complexity of community life, including that of temporary residential, Gypsy and Traveller groups, and the calls for a
multiplicity of roles and relationships that are not shaped only by the technical demands of operational policing.

1.8 develop their understanding of the community as a learning site and as the source of its own ‘learning requirements’ in addition to those which originate at the national level and from within the police organisation.

1.9 develop their awareness and understanding of the role of community support groups in mediating relationships between the police and community and the importance/significance of such groups for informing policing decisions.

1.10 deepen and extend their understanding of a range of emotional, psychological, cultural, religious and physical conditions associated with the effects of crime on a victim, and be able to devise appropriate police responses to these conditions in terms of both personal action and referral to external sources of support and advice.

C. Multi-Agency Co-operation

1.11 develop a critical understanding of the importance of co-operation and collaboration with other local services and agencies, including how those services and agencies perform their different roles and functions and work together for the benefit of the whole.

1.12 develop the ability to work effectively in multi-agency and community groups (public, private and voluntary) by focusing on the ways policing knowledge and skills can complement those of other agencies.

1.13 develop knowledge and sensitivity to the range of professional values and procedures in other agencies and how they overlap with or diverge from policing values and priorities.

1.14 become aware of key aspects of law and procedures that govern the work of others in the public, private and voluntary sectors so as to interact with them in an informed way.

D. Improving Social Cohesion

1.15 act in ways which proactively seek to improve and not undermine community cohesion, rather than reacting to situations that display diversity and social tension.

1.16 come to understand how policing practices can help to shape community cohesion rather than be shaped by its absence.

1.17 be able to create opportunities for conversation, discussion and collaboration with, and between, people from diverse groups, so as to understand how community cohesion can sustain difference.

1.18 develop the ability to communicate effectively and empathetically with people of all age groups and from different faiths, cultures and backgrounds and come to appreciate their potential as catalysts or resources for improving community cohesion.

1.19 develop the ability to conduct investigations without discrimination (for example on the grounds of age, gender, sexuality, race, health or disability) to the stage where they determine an appropriate course of action and can
justify it as such, including being aware of relevant law and procedures that govern interactions in all circumstances.

2. **Enforcing the Law and Following Police Procedures**

In learning to use the law appropriately in the context of professional judgement and learning to follow appropriate police procedures Probationary Officers should:

- **2.1** become able to demonstrate a thorough knowledge of police powers, relevant legislation, statutory instruments and regulations in relation to particular situations and to discern how they may need to be applied differently with appropriate discretion in different contexts.

- **2.2** become capable of undertaking the initial stages of a criminal investigation, understanding the concept of ‘evidence’, its use in the judicial process, and the important implications for operational policing.

- **2.3** become able to recognise the sources and characteristics, and effectively deal with, hate crime.

- **2.4** develop the capacity to empathise with the thoughts and feelings of members of the public when applying police procedures in potentially sensitive situations, e.g. 'stop and search', public order situations.

- **2.5** develop their knowledge and understanding of law and procedures that are specific to investigating crimes against children and other vulnerable groups, and become capable of using it to investigate cases that involve inter-agency collaboration.

- **2.6** become able and disposed to implement the law without bias or prejudice and thereby to avoid discriminating among victims of crime when investigating or carrying out their primary roles or duties.

- **2.7** develop their ability to write reports and complete documentation in accordance with established protocols, procedures and systems.

- **2.8** develop the confidence to address dilemmas in practice where the law/procedures may be insufficient to effecting a satisfactory resolution.

3. **Responding to Human and Social Diversity**

Learning to act appropriately in responding to human and social diversity, including but not exclusive to race, in a) the community, and b) the police family.

In learning to respond to human and social diversity in their particular communities and within the service itself Probationary Officers should:

- **3.1** Deepen and elaborate their understanding of the diversity of life styles within the community and the police service, and of the factors which shape them.
3.2 become increasingly aware of, and equally responsive to, the diverse needs of different groups and sections within both the community and the police service, and refrain from ‘problematising' particular groups.

3.3 become able to adapt investigative and incident-processing procedures where appropriate to meet the special language, social, cultural, political or personal characteristics of minority groups and individuals.

3.4 become able to distinguish between (a) acknowledgement of diversity (as a rational informed view) and (b) stereotyping of minority groups (as a personal disposition), and develop personal learning strategies to counter the latter and encourage the former.

3.5 develop their understanding of the nature, manifestations and causes of ‘social prejudice', ‘social discrimination', and ‘racism'. Enact such understandings within the police role in ways that neither condones such acts nor provokes hostile confrontation leading to a breakdown of relationships within the local community or the police family.

3.6 develop an understanding that where personal prejudice may exist this need not lead to personal bias in practice. This implies the ability to detach their personal prejudices from their actions based on an overriding commitment to professional principles.

3.7 become able to identify and understand the factors operating in the organisational and community context of policing that enhance and diminish their capacity to effectively engage with all sections of the community.

3.8 develop interpersonal skills and dispositions towards others that facilitate safe, trusting and positive relationships between themselves and their colleagues and the public in complex and sensitive situations.

3.9 develop their understanding of how the police role responds to social change and the growth of complex national and cultural identities arising out of migration, dual citizenship and different religious affiliations.

3.10 learn how to calculate and assess the risks associated with police action in relations to themselves, the police organisation and plural communities.

3.11 learn how to construct productive working partnerships with local agencies when dealing with racist crime and incidents.

3.12 develop an understanding of how to support, and handle sensitively and effectively victims of all types, including the victims of crimes arising from prejudice.

3.13 develop an understanding of how to handle effectively, and in collaboration with appropriate local community and agency support, the interviewing of sensitive witnesses, paying attention to special demands of language, culture, politics and personal identity.
4. **Positioning oneself in the Role of a Police Officer Inside the Police Organisation**

Learning to position oneself appropriately as a police officer in relation to the organisation and the occupational culture.

In learning to position themselves appropriately as police officers in relation to the organisation and the occupational culture Probationary Officers should:

4.1 become aware of national policing priorities and how these may be reflected in particular local circumstances. Where they enjoy discretion they should develop the ability to prioritise between national and local targets and to justify their judgement.

4.2 develop their awareness and understanding of policing as a cost-bearing activity and be able to demonstrate an awareness of best value in their practical decision-making and responses to policing situations and incidents.

4.3 develop the ability to identify and recognise stress in oneself and in others, and to balance their personal commitment to the police role with the preservation of their psychological and physical health to prescribed minimum standards.

4.4 become able to integrate the different components of professional learning into a holistic conception of police action e.g. knowledge of powers, law and procedures; understanding of individual behaviour and reaction; skills of communication, ICT, problem-solving, investigation, team-working; crime prevention techniques; using evidence to inform judgement.

4.5 develop their understanding of the distinctive leadership responsibilities of a police officer with respect to crime prevention and detection in a multi-agency system together with those policing skills and personal dispositions that enable them to enact these responsibilities.

4.6 develop an understanding of the distribution of responsibilities and skills across the policing family, of how to locate their own practice within that range and when it is appropriate to refer cases.

4.7 become aware of how police officers are perceived by community and collaborating agencies and be able to exercise the personal skills and dispositions to counter unproductive stereotyping of policing as a whole.

4.8 develop an understanding of where it may be legitimate and appropriate to challenge management decisions, culture and procedures.

5. **Professional Standards and Ethical Conduct**

Learning to live up to one’s service ideals and standards

In learning to live up to service ideals and standards Probationary Officers should:

5.1 become able and disposed to consistently demonstrate in practice their ability to uphold the police code of conduct and their duty of care to the public and to each other.
5.2 become able to maintain their responsibility to uphold the law, perform their police roles and duties, and follow procedures while working with the community and in multi agency environments.

5.3 deepen their understanding of the meaning and significance of police ethics, become aware of the ways in which organisational and personal ethics can sometimes diverge, and begin to develop an appropriate policing ethic of their own consistent with the police code of conduct.

6. Learning To Learn and Creating a Basis For Career Long-Life Learning

Learning to learn about one's role as a police officer in the community and the police organisation.

Learning to access, make sense of, and use appropriate information as a police officer.

In learning to learn Probationary Officers should:

6.1 develop the ability to reflect about policing problems and to self-monitor and improve the quality of their actions in relation to them on a regular basis in the light of service values, using formal and informal feedback from colleagues, supervisors and peers, and members of the public.

6.2 be evolving a personal learning agenda that enables them to seek out opportunities to develop their skills, knowledge and experience, both in the context of their initial training and throughout their careers.

6.3 develop their ability to identify their learning or support needs including when in stressful situations or predicaments.

6.4 know how to request and use guidance, help or support from supervisory, peer, social or spiritual sources as an integral part of their continuing professional development process.

6.5 become aware of the limits of formal instruction for their professional learning, and come to understand that their learning needs to emanate from a range of sources, people and contexts.

6.6 be able to assess their current levels of capability and skills and their learning needs generally, and the relationship of these to the NOS/NCF frameworks.

6.7 actively contribute to a workplace environment where learning is valued and supported.

6.8 seek out and respond to learning opportunities throughout their careers in ways that are commensurate with their role or aspirations and the needs of their organisation.

6.9 develop their ability and motivation to use ICT for learning, communication and information more effectively.
7. Qualities of Professional Judgement and Decision-Making

In learning to cultivate capacities for judgement and decision-making Probationary Officers should:

7.1 develop the ability to integrate all elements of their training - including relevant legal procedural knowledge, skills of communication, skills of detection, investigation and apprehension, using information and communication technology (ICT), problem solving, team working, crime reduction – into a form of practice which enhances the quality of professional judgement and decision-making.

7.2 demonstrate qualities of professional judgement and decision-making in upholding their responsibilities to the law when working in situations that require collaboration with other agencies.

7.3 exercise sufficient rigor and diligence (e.g. in gathering evidence and taking witness statements) during the conduct of an investigation to achieve an appropriate and defensible course of action based on sound professional judgement and decision-making.

7.4 become aware of how their authority is perceived, how it relates to other forms of authority in the police family and know how to use it effectively.

7.5 develop the ability to locate individual incidents in a context of recurring patterns.
The Training Requirement

8. Differentiating Between Core Learning Experiences and Pathways to Specialisation, and Between Pathways

In differentiating between core learning experiences and pathways to specialisation and between pathways the Training Programme should:

8.1 reflect operational requirements of police organisations that have been systematically determined.

8.2 enable Probationary Officers to reflectively develop their particular talents and capabilities.

9. Sequencing Learning Experiences

In sequencing Learning Experiences the Training Programme should:

9.1 have organised training modules in a progressive format with significant learning milestones being recognised in a formal way and life long learning opportunities clearly identified, which build upon the capabilities and talents and develop the careers of individual Probationary Officers.

9.2 enable Officers to perform duties and undertake policing roles across a wide range and variety of police environments consequent to their training.

9.3 support the development of those personal qualities associated with exercising leadership at every level of the police organisations.

9.4 progressively 'spiral back' in greater depth and breadth to deepen and extend understanding of key policing concepts, themes, and issues (the 'golden thread' approach).

10. Aligning the Assessment System to the Forms of Learning

In aligning the assessment system to the forms of learning the Training Programme should:

10.1 provide opportunities for Probationary Officers to develop and demonstrate a wide range of capabilities in a learning environment that fosters action learning rather than the passive acquisition of knowledge.

10.2 Provide training in first aid to a sufficient standard through an approach that is standardised through police training establishments and ensure that maintenance of first aid skills beyond the formal training programme.
11. Assessment for, as well as of, Learning

In considering assessment for as well as of learning, Trainers should:

11.1 on a regular basis provide Probationary Officers with detailed diagnostic feedback about their performance.

11.2 ensure that the assessment criteria reflect a broadly based national Learning Requirement that accommodates the views of relevant agencies and sectors of the community.

12. Linking Accreditation to Assessment

In linking accreditation to assessment Training Managers should:

12.1 ensure that the award of professional accreditation and qualifications accommodates the expectations of key stakeholders as well as those defined by the NCF and NOS.

12.2 be familiar with the ways professional accreditation is linked to the assessment process in other areas of professional education and training, and able to selectively deploy them to add value to the programme.

13. Assessment and Accreditation of Prior Experiential Learning

In making judgements about the value of and credit to be awarded prior learning, the training organisation should:

13.1 ensure that appropriate procedures are in place to allow for the accreditation of prior learning experience.


In arriving at a judgement regarding the extent to which Probationary Officers have demonstrated their suitability for semi-independent patrol, training managers should ensure that:

14.1 their training staff on a regular basis review and discuss with Probationary Officers evidence they have accumulated in the form of a professional development portfolio. This should be structured in terms of the learning areas and indicators specified in the 'Learning Requirements'

15. Standards and Criteria for Recruitment and Selection

In meeting the standards and criteria for selection personnel and training managers should:
15.1 ensure that candidates demonstrate their personal attributes and pre-requisite skills against a set of selection criteria that reflect the national Learning Requirement.

16. **Social Distribution**

In assuring that the police force represents an appropriate social distribution, Trainers should:

16.1 provide clear and appropriate leadership in the recruitment, training and progression of Probationary Officers from minority backgrounds.

16.2 create flexible learning environments that incorporate a range and variety of activities that match the Learning Requirement and maximise access to learning on the part of those who might otherwise be marginalised and denied appropriate learning opportunities.

16.3 seek to stimulate recruitment from local and regional communities.

17. **Acknowledgement of Difference with Respect to Talents and Abilities**

In acknowledging individual differences with respect to talents and abilities, trainers should:

17.1 create learning environments that enable Probationary Officers to express and develop their unique potentials.

17.2 provide the opportunity for accelerated progress through training.

17.3 strike an appropriate balance between directed and independent learning, paying regard to the danger of over-teaching.
The Organisational Requirement

18. Curriculum Development and Evaluation

In developing and evaluating curriculum training managers should:

18.1 provide a core curriculum that reflects common policing needs but provides sufficient flexibility to accommodate changing demands on the police service.

18.2 comply with the national learning requirement and ensure that fidelity to it is continuously monitored and maintained throughout the programme.

18.3 ensure Probationary Officers be provided with structured learning opportunities within the community that enable them to develop and demonstrate a) those personal dispositions and skills that are appropriate to good police-community relations, and b) their knowledge of the community.

18.4 develop structures, relationships, resourcing models and procedural principles that allow for training and training providers to collaborate with multiple agencies and community organisations in providing learning opportunities for Probationary Officers.

18.5 ensure Probationary Officers are provided with high quality supervision in special units and teams to develop and demonstrate appropriate a) knowledge of powers, law and procedures and b) capacities for judgement within their assigned role.

18.6 ensure that training programmes strike an appropriate balance between knowledge content (powers, law and procedures) and providing opportunities for the development of attitudes and skills that reflect the primary responsibilities of the police role.

18.7 strike an appropriate balance between directed and independent learning, paying regard to the danger of over-teaching.

18.8 ensure that practice-based learning is properly resourced in relation to multi-media training materials, venues, support roles, appropriate forms of assessment and quality assurance.

18.9 ensure that robust and effective evaluation processes are in place to determine the extent to which the learning experiences provided match the needs of the service and the communities it serves.

18.10 ensure through liaison, evaluation and compliance procedures that the training programme for which they are responsible is consistent with a national curriculum framework reflecting the broad aims and principles outlined in the Learning Requirements.
19. Community Liaison

In ensuring Community Liaison in Police Training, Training Managers should:

19.1 develop effective procedures for involving communities in the design of training programmes.

19.2 seek to optimise conditions for inter-agency collaboration in the design of professional training programmes.

20. The Role of Managers in Creating and Maintaining Worthwhile Professional Learning Environments in the Classroom, Community and Workplace

In managing worthwhile professional learning environments in the classroom, community and workplace, Training Managers should:

20.1 provide measures and procedures which ensure an emotionally safe environment in which all learners can grow in confidence to achieve their full potential.

20.2 ensure that support structures are in place for Trainers and Tutor Constables to have opportunities for sharing experiences and reflecting together about them.

20.3 ensure that training venues and settings and trainer expertise are appropriately matched to the learning processes and outcomes desired.

20.4 ensure that in terms of resourcing, assessment and esteem all aspects of training including both generic training (e.g. Legal Knowledge) and specialist training (e.g. life-saving) receive equal weight and significance and comply with the same training rationale.

20.5 ensure that training staff are appropriately qualified in sufficient numbers to create rich, multi-dimensional learning environments (that comply with the main dimensions outlined in the Learning Requirement) using a broad repertoire of teaching approaches.

20.6 ensure that Probationary Officers are in groups of no more than 18 during formal classroom training sequences.

21. Trainer Development and Performance

In personnel management training managers should:

21.1 ensure as part of an on-going process of professional development that all trainers are familiar with the national Learning Requirement and become able to continuously reflect on, account for, and develop their training practices in terms of it.
21.2 ensure that managed and properly resourced professional development is available for trainers in line with changing demands on the PDLP.

22. **Infrastructure Required to Deliver The Learning Requirement**

In providing the infrastructure to deliver the learning requirement, the training organisation should:

22.1 have an adequate infrastructure for the delivery, management and quality assurance of training with an emphasis on maintaining personnel and material resources without the threat of having these overwhelmed by competing priorities.

22.2 have authoritative structures to which training managers can appeal in their efforts to protect the integrity and coherence of the training provision including the curriculum and the training community.

22.3 ensure that training management includes a professional level of strategic management supervised by authoritative bodies with clear lines of responsibility and decision making.

22.4 create a quality system that makes training arrangements and processes transparent to stakeholders.
Section Three

A Proposed Curriculum Framework for Implementing the Learning Requirement

The seven categories around which the learning requirement indicators are organised constitute the Core Learning Goals of the programme. What follows is a framework and set of principles for planning a modular programme that is consistent with the learning goals and their quality indicators. These Core Learning Goals (CLGs) have been put into a specific sequence governing progression through 3 Stages of a training programme, which may be interpreted as gradual exposure to increasingly challenging work-based learning experiences.

Core Learning Goals

1. Understanding and engaging with the community
2. Enforcing the law and following police procedures
3. Responding to human and social diversity
4. Positioning oneself in the role of a police officer inside the police organisation
5. Professional standards and ethical conduct
6. Learning to learn and creating a base for career-long learning
7. Qualities of professional judgement and decision making

Key Stages

These are not to be equated with modules though modules should be designed to fit a particular Key Stage, e.g. community attachment and police powers modules at Key Stage 1.

KS1 (4 months) Experiential Learning without direct experience of the police role (mainly elements from CLGs 1 & 2).

KS2 (8 months) Experiential Learning with direct experience of the police role under close mentoring from Tutor Constables, mentors from other agencies and community mentors (mainly elements from CLGs 3, 4 & 5, but also including elements from 1 & 2).

KS3 (12 months) Independent Experiential Learning with direct experience of police role and regular debriefings from relevant mentors (mainly elements from CLGs 6 & 7, but also including elements from 1 - 5).
Principles for Curriculum Planning in the Light of the Learning Requirement

1. Particular learning experiences for each module should be planned to integrate elements specified by the indicators in the LR within a Core Learning Goal and sometimes to link or integrate elements from different areas.

2. Learning experiences should be sequenced within and between modules in ways that promote continuity rather than discontinuity in learning.

3. At Key Stage 1 of the programme the emphasis in module design should be on providing learning experiences that:

   (a) engage probationers with the community context of policing (e.g. through periods of plain clothes attachment to local organisations) without requiring them to exercise police powers or follow police procedures in real operational situations, e.g. matched to the majority of indicators specified in 'Understanding and being in the community';

   (b) require probationers to develop basic legal and procedural knowledge and to exercise judgements concerning its use in particular policing situations, e.g. matched to the majority of indicators in 'Legal and Procedural Knowledge'. This principle does not require probationers to have direct experience of policing situations, since it may be satisfied by the provision of observational and vicarious experience of such situations, e.g. observing tutor constables using the law in real situations or using it themselves in the context of realistically constructed scenarios.

4. At Key Stage 2 the emphasis in module design should be placed on providing learning experiences that require probationers:

   (a) to engage with diversity issues, e.g. matched to indicators in 'Responding to Diversity' and;

   (b) to learn how to position themselves as police officers in relation to the police organisation and culture, e.g. matched to indicators in 'Understanding and being in the police organisation and culture' and 'Professional standards and ethical conduct.'

5. At Key Stage 3 the emphasis in module design should be given to supporting independent learning in ways that cultivate 'qualities of judgement and decision-making' and capacities associated with 'learning to learn'.

6. At each Key Stage particular modules may be designed to reflect in the main the Learning Requirements for a particular CLA (as specified for that Stage), or some (even all) modules may be designed to link or integrate elements across the CLAs specified for that Stage.

7. Modules at each Key Stage should be designed to take account of elements of the LR previously introduced, in order to provide opportunities for 'depth' in learning and for reinforcing previous learning.
Additional notes:

- This sequencing pattern allows for reduction in training period for those Probationer Officers awarded AL or APL. For example, since much of KS1 may be classroom-based Probationer Officers may join the programme late; similarly, since KS3 is entirely work-based Probationer Officers may ‘leave’ the programme early.

- This arrangement lends itself to progressive movement into specialised study which is offered in KS3.

- The Key Stages allow for key assessment moments designed to both test out recruitment and selection in KS1 and to delay attestation.

- The proposed framework is designed to allow for a range of organisational options to be developed for the delivery of this programme. Flexibility is essential given the potential high costs of a modular system with variable pathways. Nonetheless, as shown elsewhere in this report, all options fall within a model of local delivery within a common rationale.