APPENDIX B

SERVICE DESCRIPTION

Direct Entry (Superintendent) Programme Accreditation

Contents

1   Introduction

1.1   The Winsor review contained many important proposals for change in policing. Included in these were new arrangements for managing talent in the police service. The Home Office commissioned the College of Policing to deliver the required outcomes of these new arrangements, one of which is the Direct Entry at Superintendent level.

1.2   The programme is a full-time assessed 18 month programme with a combination of College of Policing training modules and in-force operational rotations. See annex A for a copy of the high level assessment strategy

2   Purpose

2.1   The Direct Entry (Superintendent) programme supports the National Policing Vision[1] in helping to bring existing exceptional leaders into the police service to make 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 direct entry superintendents are competent in the superintendent 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 the chief officer ranks

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[1] http://www.college.police.uk/cps/rde/xchg/cop/root.xsl/20691.htm

The College has developed a full-time assessed 18 month programme and the purpose of this requirements is to identify a provider that is able to formally accredit the programme as a Postgraduate Certificate in Higher Education.

3 Background to Authority

3.1 In December 2011 the Home Secretary announced her intention to create a police professional body to increase professionalism in policing. This led to the creation of the College of Policing ("The College") which was formed as a company late in 2012. The College is the first body to focus solely on professionalising policing and acts in the public interest. It provides evidence-based services, primarily for police officers and staff.

The College is focused on the Mission of Policing, 'to prevent crime and to protect the public' and everything it does supports those aims. The College's aim is to improve policing and to work with academics and others to build a 'what works' evidence base, to be innovative and responsive, collaborating – not just within policing but also with other law enforcement agencies, academia, the private and third sectors.

The College published its Strategic Intent document in September 2013 which sets out its plans to enhance and set standards in policing, accredit educational providers, and forge closer links between policing, academics and universities to assess what really works in reducing crime. Further details can be obtained from the College website www.college.police.uk The College also provides leadership development and Continuous Professional Development (CPD) for police officers and staff.

4 Background to Requirement

4.1 The course will be mandatory for all delegates.

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4.2   The superintendent rank is a senior and high level management position within Policing. The College recognises that the successful University may require some minor amendments to the learning outcomes and assessments to ensure the programme aligns with University regulations and requirements for an award at this level. The College also recognises that it is likely to want to make minor modifications for the second cohort based on evaluations and review of the first cohort so is keen to work in partnership with the University to facilitate and shape such changes but would not anticipate any substantial or major changes to programme content which has been carefully designed to meet the professional requirements of the role of superintendent. A copy of the current course timetable for cohorts one and two is available in Annex B.

5   Programme Structure

5.1   Core learning outcomes

The learning outcomes reflect the skills, knowledge, attitudes and behaviours that a direct entry superintendent must have in order to operate safely, professionally, ethically and effectively in both operational and non-operational environments giving confidence to both the workforce and the public that we serve. The programme aims to develop a highly competent uniform superintendent who will bring new fresh perspectives into policing, demonstrating innovative practice and insight and who, after successful completion of the eighteen month development programme, will be able to operate independently across a wide range of deployments. The learning outcomes are as follows:

Knowledge and understanding

Programme members should be able to demonstrate:

- a 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
- a detailed knowledge and understanding of strategic leadership and management theory within a policing context

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- a critical awareness of new insights and evolving evidence-based approach to policing to inform future professional practice within policing
- a comprehensive knowledge of the regulations, procedures and legislation relevant to the rank of uniformed police superintendent.

Skills /application

Programme members should be able to:

- communicate effectively and persuasively to both specialist and non-specialist audiences, both verbally and in writing (including clarity of argument, capacity to analyse and critical interpretation of information)
- plan, lead and execute complex 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
- utilise established techniques of research, enquiry and evaluation to create and support evidence based policing
- apply sensitively in complex, unpredictable and diverse situations, the regulations, procedures and legislation relevant to the rank of uniformed police superintendent.

Attitudes and behaviours

Programme members will:

- have the personal qualities and attributes required to lead a modern values-based professional police service such as high ethical standards, professionalism, integrity, sound moral judgement, emotional intelligence, initiative and personal resilience
- have a self-awareness of their leadership style and will 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 strategic decision-making in policing

- possess an independent learning ability and commitment to continuing professional development.

6   Scope of Requirements

6.1   The programme is delivered and assessed by the College of Policing in partnership with participating Police forces (Further information about the programme's assessment framework can be found in Annex A, specifically Section 2 - High Level Assessment Strategy). The College is keen to work in partnership with the University to offer an outstanding programme, both academically and professionally. Therefore, whilst the College wishes to continue to deliver and assess the programme we would welcome recommendations from the University with regards to where the University may be able to offer specific academic input that would enhance the programme. One example is the research element, specifically the supervision and assessment of the action research projects with which the College would require guidance and support from the University.

6.2   The first cohort commenced the programme in November 2014. The second cohort will start in October 2015 and we would like the second cohort to be on an accredited programme. The timeframe is therefore extremely tight and we are seeking an institution with the flexibility and capacity to fast track this validation whilst maintaining a robust quality process. Unless financially or practically prohibitive the college would require retrospective accreditation for cohort one. The University should therefore specify how they would assess the viability of a retrospective accreditation of cohort one within their submission. Proposals should detail how the first cohort could achieve the award either through accredited prior learning arrangements and/or bridging work or indeed any other creative solution.

6.3   The first cohort has 9 candidates and it is anticipated that the second cohort will be approximately 15. There is scope for this programme to grow in future years and an

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annual intake is expected for at least the next 5 years. The Programme is a national programme, open to all 43 forces across England and Wales and therefore candidates could potentially complete the work-based elements (force rotations) anywhere within England and Wales, please see annex B which outlines the programme content.

6.4   We are looking for a University that has:

- A successful track record and extensive experience in collaborative partnership working.
- Clear evidence of an institutional commitment to and successful implementation of designing, delivering and assessing vocationally oriented and professionally accredited programmes at postgraduate level.
- An academic portfolio that includes programmes with a strong public service focus underpinned by a strong sense of professionalism and ethical behaviours and which emphasise reflective practice, action research and incorporate an evidence based approach to professional practice.
- Substantial expertise in work based learning within professional settings and in assessment against professional competencies.
- High quality ratings from professional, statutory and regulatory body inspection's or audits in relation to the provision of professionally qualifying/ endorsed or accredited programmes (e.g. Ofsted, NHS etc.)
- Flexible and streamlined programme approval / validation processes that have robust quality assurance mechanisms but are not overly bureaucratic and can meet the short timeframes required.
- A positive, constructive and flexible approach and policy to the use of prior and/or concurrent learning.
- A postgraduate framework for 'professionally related' programmes (e.g. professional development, professional studies, professional practice etc.) which could accommodate this programme and enable candidates to potentially progress onto a postgraduate diploma or full Masters qualification at a later date.

7 Security Arrangements

7.1 There are no specific security arrangements required for this contract

8 Performance management and SLAs

8.1 The College will measure the quality of the Supplier's delivery by:

Deliverables	Milestone Date
Provision of a detailed project plan	31st May 2015
Provision of a link tutor to work with the College to review programme specification.	31st May 2015
Mapping of programme into University documentation in draft form (e.g. programme specification)	30th June 2015
Review of cohort one programme delivery to date	31st August 2015
Approval of cohort one programme delivery requirements to ensure retrospective accreditation	30th September 2015
Formal approval of the programme as a Post Graduate Certificate of Higher Education	31st October 2015
Delivery of any agreed elements of the course	Details to be determined
Retrospective accreditation process established for cohort one	Pre 31st May 2016
Access to University learning resources (library etc.)	31st October 2015
Successful candidates to be able to attend University Graduation ceremony	Cohort One – June 2016 (subject to successful retrospective accreditation) Cohort Two – June 2017

8.2 If so required by the College, the Supplier shall produce a further version of the Plan (based on the above plan) in such further detail as the College may reasonably require. The Supplier shall ensure that each version of the Implementation Plan is

subject to approval. The Supplier shall ensure that the Implementation Plan is maintained and updated on a regular basis as may be necessary to reflect the then current state of the implementation of the Services.

8.3   The College shall have the right to require the Supplier to include any reasonable changes or provisions in each version of the Implementation Plan.

8.4   The Supplier shall perform its obligations so as to achieve each Milestone by the Milestone Date.

8.5   Changes to the Milestones shall only be made in accordance with the variation procedure and provided that the Supplier shall not attempt to postpone any of the Milestones using the variation procedure or otherwise (except in the event of a College default which affects the Supplier's ability to achieve a Milestone by the relevant Milestone Date).

8.6   Payment can only be made following satisfactory delivery of pre-agreed certified products and deliverables.

8.7   Before payment can be considered, each invoice must include a detailed elemental breakdown of work completed and the associated costs.

9   Programme Milestones

9.1   Please refer to Annex C for programme milestones.

10   Payment Process

9.1   The payment process outlined below is included as a guide only. The final payment process will be agreed in consultation with the selected provider.

Programme Validation		
Payment Stage	**Milestone Date**	**Payment Date**
Mapping of programme into University documentation in	30th June 2015	30th June 2015

draft form (e.g. programme specification)		
Formal approval of the programme as a Post Graduate Certificate of Higher Education	31st October 2015	31st October 2015
Retrospective accreditation process established for cohort one	Pre 31st May 2016	30 days from completion
Programme Delivery		
Payment Stage	**Payment Date**	
Payment per Candidate	0.5 at Programme Start 0.5 at Programme mid-point	
Payment per Delivery	0.5 at Programme Start 0.5 at Programme Mid-Point	

Annex A

Direct Entry (Superintendent) Programme - High Level Assessment Strategy V1.2

1   Purpose

This paper outlines the overarching assessment strategy for the Direct Entry (Superintendent) programme. The purpose of the strategy is to ensure candidates are assessed in a fair, valid and transparent manner, which enables them to demonstrate the knowledge, skills and understanding required to perform at the rank of Superintendent throughout the programme.

2   High Level Assessment Strategy

The assessment strategy consists of three methodologies: work-based assessment, action research and a knowledge-based examination.

2.1   Work-Based Assessment

Throughout the programme, candidates will be expected to provide evidence of competence against set criteria, to ensure that they are on track to become a fully competent Superintendent within the 18 month programme. The criteria encompass knowledge, understanding and application of 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 Superintendent, as defined in the Police Professional Framework.

The standards for the assessments will be set and quality-assured by the College. It is the responsibility of each participating force to ensure assessors are appointed to assess and record the candidate's achievement against the criteria. Force staff undertaking the roles of assessor must meet the College standard[2] and complete any training prescribed by the College in relation to the programme. The force must also implement an approach to standardising and internally verifying all assessment practice in accordance with the national assessment strategy.

Knowledge and understanding may be assessed in a classroom setting, but the application elements must be assessed in the workplace (i.e. 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, it is recommended

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[2]Occupationally competent and meet requirements set out in College of Policing 'Police Sector Standard for the Training of Assessors'

that, wherever possible, units are assessed holistically, enabling more than one unit to be accredited by a single assessment event.

There is no minimum percentage pass mark; it is essential that a candidate evidences competence against all assessment criteria. Candidate instructions, including assessment criteria, were issued in January 2015 and due for completion by the end of May 2016.

2.2   Action Research Project Assignments
Candidates are required to successfully complete two action research projects during the programme: a Community Partnership project which enables the candidate to see policing through the eyes of the local community; and a Business Improvement project designed to develop understanding of strategic priorities and act as a source of direction for both strategic and cultural change. Candidates must achieve a pass in both projects. The College will set pass/fail thresholds, determine appropriate marking criteria, and take responsibility for the assessment of candidate submissions.

One project will be assessed via a written report of approximately 6,000 words and the other will be assessed via a presentation and Q&A session with a panel. Candidates can choose which project to present as a written report and which one is presented verbally. Further information, including candidate instructions, assessment criteria, pass fail thresholds and resit/resubmission arrangements will be issued in February 2015. Both projects are due for completion by the end of February 2016.

2.3   Knowledge examination
Candidates are required to successfully pass a multiple-choice examination to assess their knowledge and understanding of relevant law and procedure in relation to the role of a Superintendent. The exam will be managed and facilitated by the College and is scheduled to take place in November 2015. Further information including candidate instructions, assessment criteria and pass fail thresholds will be issued in due course.

The pass mark for the Direct Entry Superintendent Examination is an absolute standard of 65% (52 correct answers out of 80 questions). Those candidates who achieve a score equal to or above the pass mark will be awarded a pass. Unsuccessful candidates will have one opportunity to re-sit the examination approximately 4 months after the original examination date.

To ensure programme members are on track to achieve successful completion of all assessment components, a series of progress reviews will be scheduled throughout the programme (envisaged to take place after the first six months, post examination and post assessment completion). The reviews will focus on the programme members performance and progress on the learning and development programme, operational placements and assessment components. These sessions will be attended by the programme member, their line manager and the College programme lead. Any concerns regarding their performance or progress will be addressed as part of their personal

development plan, but consistent failure to meet the required standard may result in the programme member exiting the programme.

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 dispense with the officer in accordance with regulation 13 of the Police Regulations 2003. A single appeals process will be in place to review decisions of this nature. Further details on this process will be issued in due course.

Programme members are required to successfully complete all three assessment components within their probationary period, which are equally weighted, to meet the required standard for the programme. Failure in any one component will result in them exiting the programme, although the opportunity to lengthen the probation period may be considered under regulation 12 of the Police Regulations 2003 if appropriate.

Annex B

Direct Entry (Superintendent) Programme Content (Draft)

The programme content summary below shows the timetable for both Cohort One and Cohort Two of the Direct Entry (Superintendents) Programme. Dates for both cohorts are subject to minimal changes. Phases One through Five are designed and delivered by the College of Policing and run at available College sites.

Date	Activity	Content Overview
	Pre-join	**College** ▪ Assessment Centre Feedback ▪ Psychometric assessments and 1:1 feedback session ▪ Meet the College evening **In your force** Forces may offer activities such as: ▪ Meeting a Chief Officer and superintendents ▪ Shadowing opportunities Completion of Vetting and Medical and Fitness Testing
Cohort 2 12–30/10/15 **Cohort 1** 10/11/14 – 05/12/14	Force Induction	• To set the context for the programme • Opportunity to begin integration into force and exposure to role of superintendent • Gain an understanding of force structure, vision and values • You will spend time with a superintendent and get exposure to all ranks. • Introduction to professional network in force i.e. Finance, HR • Undertake officer safety training, first aid and any other force specific training required. • Collect Uniform • Access and induction to IT systems. The timetable will be set by the force, however the following will be covered: • Introduction to mentors • Constable shadowing, including observation of arrest, custody process and statement taking • Access to PNLD & NCALT • Comms. Control room visit

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		• Attendance at Tactical Tasking Co-ordinating Group Meeting (TTCG).
Cohort 2 26–28/10/15 **Cohort 1** 24-26/11/14	College Leadership Activities	2 day leadership programme with the Royal Military Police. This will begin to build the cohort and give you and understanding of your leadership style and behaviours when out of your comfort zone.
Cohort 2 02/11/15 – 23/12/15 **Cohort 1** 08-23/12/14	College Induction Part 1	This first module will include the skills and knowledge input required prior to the constable rotation. There will also be a Leadership in a Policing Context input – this will include personal leadership, Code of Ethics, integrity, equality, diversity and human rights. During this module there will be an emphasis on building the cohort, this will be an important support network throughout the 18 months and beyond. There will also be an opportunity to work on your personal development plans which will guide your progress through the programme and beyond.
Cohort 2 24/12/15 – 03/01/16 **Cohort 1** 23/12/14 – 01/01/15	Christmas Period	• Annual leave or private study – to be arranged with your force • In-Force New Year's Eve Operation by Force agreement
Cohort 2 04–15/01/16 **Cohort 1** 02–30/01/15	College Induction Part 2	Continuation of part 1 above
Cohort 2 15/01/16 **Cohort 1** 30/01/15	Action Research Projects Induction	As part of your ongoing assessment you will be required to complete two action research projects, a Community Partnership project; which enables the candidate to see policing through the eyes of the local community, and a Business Improvement project; designed to develop understanding of strategic priorities and act as a source of direction for both strategic and cultural change. This session will provide you with further information and instructions, including

		assessment criteria and pass/fail thresholds. Both projects are due for completion by the end of February 2017 for cohort one and February 2018 for cohort two.
Cohort 2 18/01/16 – 01/04/16 **Cohort 1** 02/02/15 – 17/04/15	Force Constable Rotation Work Based Assessment	During this period in force you will work with a constable who will be your work place coach/tutor. You will carry out the role of a constable and gain exposure to neighbourhood and response policing.
Cohort 2 29/02/16 – 04/03/16 **Cohort 1** 23–27/03/15	Community Partnership Module One	Throughout the programme you will be provided with opportunities to work with the local communities you serve. This will include input from key stakeholders and community contacts. These may be provided centrally by the College or locally in force and may support your work on the Community Partnership Project.
Cohort 2 04–29/04/16 **Cohort 1** 20/04/15 – 08/05/15 15–21/05/15	College Module	This module will include the skills and knowledge input required prior to the sergeant/inspector rotation. There will also be a Leadership in a Policing Context input, focussing on Business skills.
Cohort 2 29/04/16 **Cohort 1** 08/05/15	Agree Action Research Project proposals.	
Cohort 2 01/05/16 - 19/08/16 **Cohort 1** 11/05/15 - 28/08/15	Force – Sergeant / Inspector Rotation Work Based Assessment	During this period in force you will work with a sergeant who will be your work place coach/tutor. You will carry out the role of a sergeant. You will then move on to the role of an inspector and work with an inspector work place coach/tutor.
Cohort 2 15–19/08/16 **Cohort 1** 17–21/08/15	Community Partnership Module Two	
Cohort 2 22/08/16 – 16/09/16 **Cohort 1** 01–23/09/15	College Module	This module will include the skills and knowledge input required prior to the superintendent rotation. Superintendent's Association Annual

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		Conference Cohort 2 – dates TBC Cohort 1 – 7-9/09/15 There will also be a Leadership in a Policing Context input, focussing on Professional Policing Skills and media training.
Cohort 2 19/09/16 – 16/12/16 **Cohort 1** 21/09/15 – 08/01/16	Force Superintendent Rotation Work Based Assessment	During this period in force you will work with a superintendent who will be your work place coach/tutor.
Cohort 2 Nov 2016 – Date TBC **Cohort 1** Nov 2015 – Date TBC	Knowledge Examination	You are required to successfully pass a multiple-choice examination to assess your knowledge and understanding of relevant law and procedure in relation to the role of a superintendent.
Cohort 2 16–19/12/16 **Cohort 1** 11–15/01/16	Community Partnership Module Three	
Cohort 2 19/12/17 – 13/01/17 **Cohort 1** 18/01/16 – 19/02/16	College Module	This module will include a further skills and knowledge input. There will also be a Leadership in a Policing Context input, focussing on Partnership working. This will include an attachment to a partner agency appropriate for your force.
Cohort 2 Feb 2017 -Date TBC **Cohort 1** Feb 2016 -Date TBC	Submission of Action Research Projects	
Cohort 2 16/01/17 - 07/04/17 **Cohort 1** 22/02/16 - 13/05/16	Force – Supt Command with support Work Based Assessment	During this final period of the programme in force you will take a superintendent command with the support of work place superintendent coach.
Cohort 2 03–07/04/17 **Cohort 1** 16–20/05/16	Community Partnership Module Four	
Cohort 2 10-13/04/17	College Module	Final module to consolidate learning and programme.

Cohort 1 23-27/05/16		
Cohort 2 17–21/04/17 **Cohort 1** 31/05/16 – 03/06/16	Sign-off by Chief/Commissioner and College. Career Development Plan.	At the end of the programme a review will be conducted of all elements of the programme member's formal assessment results before final sign-off is given by your chief constable or commissioner. This will be done in agreement with the College. Once signed off you will graduate from the programme, pass your probation period and take up post in force. Any feedback received from this review should form part of your future career development plan.

Annex C

Direct Entry (Superintendent) Programme Milestones (Draft)

The draft programme milestones use those associated with Cohort Two of the Direct Entry (Superintendents) Programme and are subject to minimal change.

Direct Entry (Superintendents) Programme - Cohort Two Milestones (Draft)

Programme Stage	Dates	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16
		5 12 19 26	2 9 16 23 30	7 14 21 28	4 11 18 25	1 8 15 22 29	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	4 11 18 25
Programme Start	12/10/2015										
In-Force Induction (3 Weeks)	12/10/2015 - 30/10/2015	● ● ●									
College of Policing - Phase One (9 Weeks)	02/11/2015 - 15/01/2016		● ● ● ●	● ● ● ●	● ●						
Constable Rotation (11 Weeks)	18/01/2016 - 01/04/2016				● ●	● ● ● ●	● ● ● ● ●				
College of Policing - Phase Two (4 Weeks)	04/04/2016 - 29/04/2016							● ● ● ●			
Sergeant/Inspector Rotation (16 Weeks)	01/05/2016 - 19/08/2016								● ● ● ●	● ● ● ●	● ● ● ●

Programme Stage	Dates	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17
		1 8 15 22 29	5 12 19 26	3 10 17 24 31	7 14 21 28	5 12 19 26	2 9 16 23 30	6 13 20 27	6 13 20 27	3 10 17 24
Sergeant/Inspector Rotation Continued (16 Weeks)	01/05/2016 - 19/08/2016	● ● ●								
College of Policing - Phase Three (3.6 Weeks)	22/08/2016 - 16/09/2016		● ● ● ●							
Superintendents Exam	Oct/Nov 2016 TBC									
Superintendent Rotation (13 Weeks)	19/09/2016 - 16/12/2016			● ● ● ● ●	● ● ● ●	● ● ● ●				
College of Policing - Phase Four (3 Weeks)	19/12/2016 - 13/01/2017					●	● ●			
Superintendent Command with Support (12 Weeks)	16/01/2017 - 07/04/2017						● ● ● ●	● ● ● ●	● ● ● ●	
Final Sign Off	W/C 17/04/2017									●