



College of
Policing

Evaluation of the Advanced Practitioner Pilot Final report summary

[Contents](#) →

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Key points	1
Introduction	2
Diagram 1: The domains of the advanced practitioner role	2
The evaluation	3
Findings	3
Diagram 2: Advanced Practitioner Pilot participants	4
Diagram 3: Advanced Practitioners who performed the role for less than one year	5
Diagram 4: Advanced Practitioners who performed the role for one year or more	5
Support for lateral career progression	6
Perceived benefits of the role	6
AP case studies	7
Challenges to performing the role	8
Lessons for establishing the AP constable role	9
Case studies	10
Case study 1	11
Case study 2	12
Case study 3	13
Case study 4	14
Case study 5	15
Case study 6	16

- Seventy-three police constables across seven police forces (forming six pilot sites) were selected as pilot Advanced Practitioners (APs) by March 2017. Four more APs were recruited later. The six pilot sites were allowed some flexibility in how the AP role was introduced in their force, which enabled the evaluation to explore how the role could be developed and successfully implemented.
- There appeared to be strong support for a lateral career progression opportunity among the pilot APs.
- Some APs disengaged with the role before the pilot end in August 2018. Out of 52 APs who responded to an end of pilot survey, 16 left within a year and 11 said they never got started. Twenty five remained for more than a year.
- Benefits of the role reported by many of the 25 longer serving APs included increased job satisfaction, personal development and development of others. Case studies show examples of APs supporting demand reduction, increasing arrests and contributing to changing force strategies and practices.
- Key challenges that influenced ability to perform as an AP were:
 - time pressures
 - lack of management support and senior management engagement
 - difficulties gaining influence within the rank structure.
- Lessons for how to introduce an AP role in forces include:
 - appointment of APs in areas of practice that fit with priorities and where the contribution of APs is clear, in order to ensure management backing
 - rigorous and transparent selection criteria and processes that reflect the leadership skills and abilities of successfully performing APs; and
 - clear communications about the role.

Evaluation of the Advanced Practitioner Pilot

Introduction

One of the College of Policing's 2015 review of police leadership¹ recommendations was that forces provide opportunities for career development outside of rank or grade progression. The role of AP was developed to provide greater recognition of professional knowledge, skills and expertise independent of seniority.

The AP role was piloted for police constables in seven forces² from March 2017 to August 2018. The pilot forces were allowed some flexibility in how they introduced the role to suit their local needs, but APs were not awarded additional pay for performing the role during the pilot.

The College set out a preliminary description of the role at the start of the pilot and then the role definition was refined in response to feedback during the pilot. The revised definition set out three domains in which APs should be active:

- Performing their primary policing role at an enhanced level.
- Developing others.
- Furthering practice.

¹ College of Policing 2015 Leadership Review

² The police forces that participated in the pilot were South Yorkshire and Humberside (combined as one pilot site), Cheshire, Lancashire, MPS, Thames Valley and West Yorkshire.

Diagram 1 sets out the three domains and that there can be overlap between these three elements of the role.

Diagram 1: The domains of the advanced practitioner role



Evaluation of the Advanced Practitioner Pilot

The evaluation

The pilot evaluation aimed to explore the feasibility of establishing APs in policing and to inform the development of the role and the most suitable model for introducing APs in forces. The evaluation mainly focused on the implementation of the scheme, and in particular it set out to:

- Explore possible benefits that could result from performing the AP role.
- Identify factors supporting successful performance in the AP role and challenges experienced by APs.
- Draw lessons to inform the pilot as it progresses and decisions about potential roll out.
- The research methods included:
 - Surveys of APs, applicants and potential applicants³ to the role.
 - Interviews and focus groups with APs and pilot leads within forces.
 - Reflective journals completed by APs.
 - In-depth research on six selected case study APs.

The evaluation did not test the impact of the proposed AP model on policing outcomes, partly because the pilot allowed forces to introduce the role in different ways. Therefore there

³Two surveys were issued: one to applicants to the role (67 responses), and one to police constables in the pilot forces who were eligible to apply but did not do so (149 responses of which 136 were from one force).

was not one model that could be tested. The aim of the evaluation was also to inform the ongoing development of a model for advanced practitioners for policing during the pilot and identify implementation requirements for any potential roll out. As such, this evaluation report provides lessons that can inform how any future roll out of APs in policing should be implemented. It does not provide strong evidence of impact to inform recommendations relating to the benefits to policing of introducing the AP role more widely.⁴

Findings

Seventy-three selected APs began performing the role by March 2017. Four additional APs were recruited later on. In total, 52 of the 77 APs responded to an end of pilot survey in August 2018 (see Figure 1). There was variation in the length of time APs performed the pilot role. Twenty-five of the AP respondents remained on the pilot for over one year, 16 left within a year and 11 reported that they never started.

Reasons given by those who performed the role for less than one year included needing more support, for example, from management (13 responses) or needing more time to perform the role (12). Four respondents said they had moved to another role at constable rank and four had gained a promotion.

⁴A full report of the evaluation is available at: whatworks.college.police.uk/Research/Documents/AP_evaluation_final.pdf.

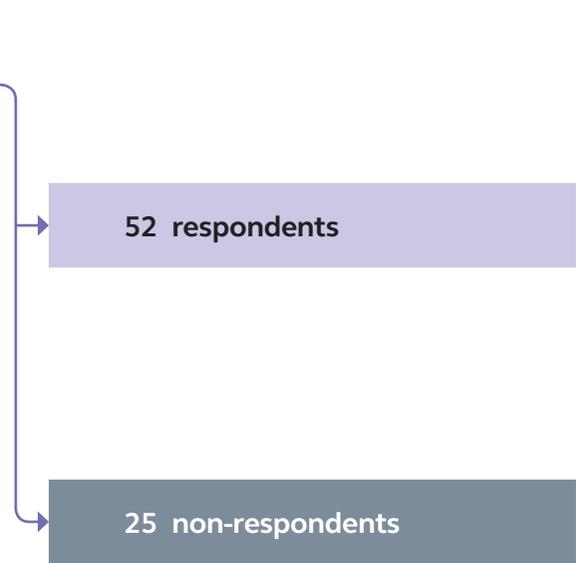
Evaluation of the Advanced Practitioner Pilot

Diagram 2: Advanced Practitioner Pilot participants

Number of APs on pilot



Respondents to final survey



Length of time as an AP



Evaluation of the Advanced Practitioner Pilot

Diagram 3: Advanced practioners who performed the role for less than one year

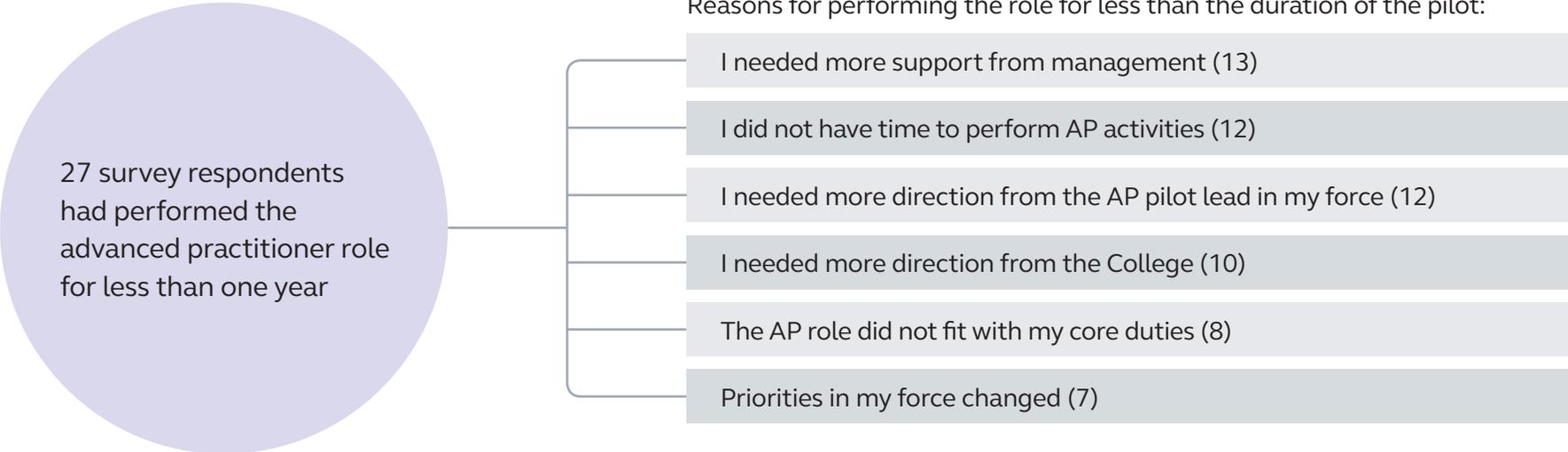
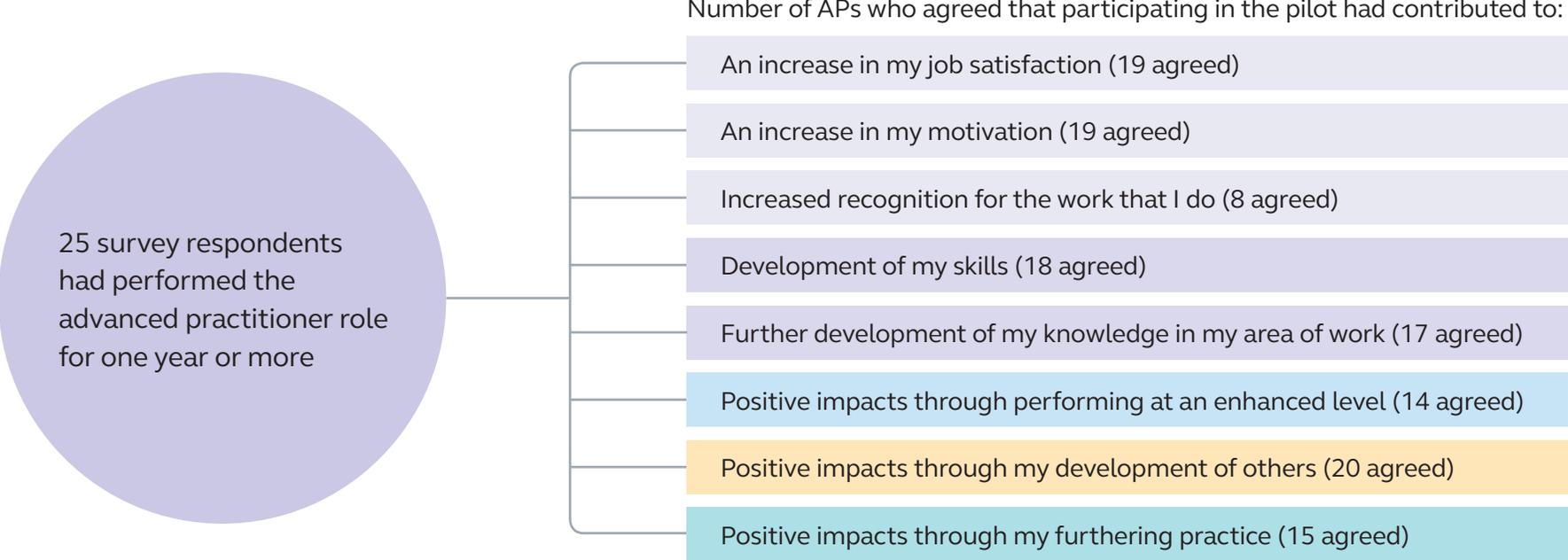


Diagram 4: Advanced practioners who performed the role for one year or more



Support for lateral career progression

There appears to be strong support for a lateral career progression opportunity among the pilot APs. Almost three quarters (49 out of 67) of police constables responding to surveys on the recruitment and selection process at the start of the pilot agreed that there was a lack of opportunity to develop their career laterally in rank. There was also strong support for the role among APs interviewed at the early stages of the pilot. In addition, a national College survey conducted in 2017⁵ included a question about career opportunities in policing without moving rank. Only 17.7 per cent of 6,214 officers in constable rank who responded to this question agreed that there are sufficient opportunities to develop their career without moving rank. Fifty-five percent of these constable respondents disagreed with this statement, and 27.3 per cent said they neither agreed nor disagreed.

⁵ The College undertook a survey of the policing workforce during November and December 2017 to gather views on College activity, initiatives and areas of interest to the College.

Perceived benefits of the role

A number of benefits were reported by many of the 25 APs who performed in their role for over a year, including⁶:

- Increased job satisfaction and motivation – 19 of the 25 APs reported an increase in both job satisfaction and motivation. Reasons given in the case studies for these increases included the role allowing them to extend their influence; pursue a specialist interest; and receive recognition for their work. However, fewer (eight) of the 25 APs who performed the role for over a year agreed that the pilot had contributed to increased recognition for their work.
- Development of skills and knowledge – 17 APs felt their skills and knowledge had developed whilst participating in the pilot.
- Positive impact on developing others – 20 APs felt their work had contributed to developing others. Examples provided by APs included supporting others to develop skills or improve other officers' wellbeing. As for the other two elements of the AP role, 15 of the 25 APs reported positive impacts on operational policing through furthering practice as an AP, and 14 of the 25 agreed that performing their primary role at an enhanced level had led to additional benefits for policing.

⁶ Respondents were asked whether they agreed/disagreed/neither to statements such as 'I feel that participating in the Advanced Practitioner Pilot has contributed to an increase in my job satisfaction'. The evaluation findings relating to perceived changes such as job satisfaction and motivation would have been strengthened by asking questions at the beginning and end of the pilot, rather than just at the end. As such, findings here should be treated with some caution.

Evaluation of the Advanced Practitioner Pilot

In addition, a number of force leads and supervisors felt the AP role allowed them to retain experts and make best use of their skills and experience.

AP case studies

Although the evaluation did not look at overall impact of the pilot on policing outcomes, a number of case study examples, which draw on interviews with the APs, force lead and a supervisor, were identified and are published alongside this summary. These case studies include APs in a wide range of PC and DC roles. While many of these APs described how they were ‘a go-to person’ in their area of practice, there was also some variation in terms of how they performed the role and the relative weight of the three domains. Examples of benefits of the role set out in the case studies include reducing demand on police resources, improving support to victims of crime and contributing to changing force strategies and practices.

Additionally, the pilot gave some APs recognition for work they were already doing, and therefore they felt it was difficult to attribute additional policing outcomes to the pilot AP role.

Challenges to performing the role

APs also identified a number of areas they felt influenced the extent to which they were able to perform successfully in their role. These challenges included:

Time and workload – this was generally the most frequently mentioned challenge. Around half of the 31 who submitted the first reflective journal raised this as an issue. It was also a reason for not remaining as an AP for the full length of the pilot for 12 of the 27 APs who performed the role for less than a year. Lack of time and heavy workloads were also highlighted as problematic in interviews with both APs and force leads. APs felt that time and workload demands were influenced by two main factors: (1) their primary policing role and the degree to which they were able to integrate the AP role into their main duties; and (2) the level of support they received in defining their role and managing their time. Findings from the focus groups suggested response officers tended to find managing time and workload more challenging. The reasons for this included shift working, emergency priorities and low levels of staffing on their teams.

Support from managers and senior engagement – where APs had been able to integrate the AP role into their main duties, get agreement with managers that time could be protected, or receive

management backing to further practice, the time and workload challenges could be managed. Most of those interviewed commented that more genuine support from senior leadership was needed to increase the role's credibility, and improve buy-in across the force. Where APs had received support from senior officers, this tended to be where the area of practice they were involved in was a priority for the force.

Rank structure - APs mentioned challenges associated with rank structure. Where the role was not widely understood, they felt it was particularly difficult being heard. Case study APs felt they were able to overcome the challenges associated with rank, either through effective negotiating and influencing skills or through the advocacy and support of managers or the force lead.

Skills and behaviours of APs – case study APs, who were effective in the role and able to overcome some of the challenges, displayed common characteristics, expertise and leadership skills. This included traits such as passion, tenacity, confidence, subject knowledge, critical thinking, the setting of high standards and being able to challenge and influence others.

Lessons for establishing the AP constable role

One of the aims of the evaluation was to identify lessons for any possible further roll out of the AP constable role in forces.

Key lessons for roll out decisions are:

- There appears to be strong support for a lateral career progression opportunity among the pilot APs.
- Qualitative evidence suggests there are potential benefits for and arising from APs who successfully perform in the role.
- The number of APs in the pilot who successfully performed the role was relatively small. This may limit the potential for the AP role to provide extensive lateral career opportunities at a large scale, at least initially, and also highlights the importance of support measures that need to be in place to facilitate effective performance.

Key implementation lessons from the pilot for establishing APs in forces are:

- Areas of practice in which to recruit APs should be carefully selected and reflect force priorities. Recruiting APs in these areas should help to ensure they receive support within the force from, for example, managers and senior leaders and are given the capacity to perform the role.
- APs in response roles may need extra support to allow them to perform the role.

Evaluation of the Advanced Practitioner Pilot

- Selection processes for the AP role need to be rigorous to select APs with the required skills and abilities (for example those listed above) to successfully perform the role. Recruitment processes also need to be open, fair and transparent and the equity of access to the role and diversity of APs monitored in order to guard against perceptions of unfairness and any further disproportionate representation of groups already under-represented in policing, such as BME officers.
- Appointing force leads and gaining senior level buy-in to support the APs.
- Clear and effective communications about the role.
- Transparent decision-making from forces on where to appoint APs. Performance review processes for APs will be especially important if the role is rewarded through additional pay.

Advanced Practitioner Pilot

Case studies

Advanced Practitioner Pilot case study 1

Role: **Police constable**

Area of practice: **Emergency response**

Factors for success

Support and context within the force

- Backing from chief inspector when applying.
- Dedicated time to focus on the tutoring aspect of the role.

AP's personal skills and abilities

- Interest in developing own CPD.
- Extensive experience across a range of policing roles.
- Empathy and listening skills.
- Setting of high standards.
- Passion to develop others.

'Golden hour' operational leadership

'I turned up at five terraced houses that were on fire. We're talking evacuation plans, I was considering whether to declare it a major incident. I'm already onto the control room saying "Right, I need a contingency plan because we're going to need to re-home five families, get onto the local authority, because that will form the definition of a major incident. Here's the access and egress routes for all the fire engines because I cleared the street. I've got road closures...to make sure". And then 25 minutes later, the sergeant turns up and takes over from me and sort of looking at me going "You've pretty much done everything I was going to do."' **(AP)**

Performing primary policing role at enhanced level

- Capability to work with autonomy and 'get on with the job', trusted by sergeants to work independently with minimal supervision.
- Ability to take control at incidents, showing operational leadership by directing other officers and staff.

'That level of experience that he has, that golden hour response policing, and the example he sets, and the experience he's got...[he] can pass on to younger officers and demonstrate what to do.'

(Superintendent)

'A lot of them were getting quite stressed with workloads, increasing workloads and stuff, and [he] was just the right man to help them get through that.'

(Superintendent)

Furthering practice

- Developed a framework to help response officers with their decision making when attending incidents.
- Promotes good practice within the local unit, improving the way individuals undertake their response role.

Developing others

- Addressed a need within the force to provide support to inexperienced officers.
- Developed constables who are struggling or require additional support, through tutoring, coaching and mentoring.

Outcomes

For self

- Networking with other APs.

For force and policing

- Improved the practice, wellbeing and performance of officers who were struggling, thereby supporting the resource capability of response teams.

'What [he] did was, he came up with a structure whereby he would continue to tutor and develop from a distance, work with those officers... and support their development.'

(Pilot force lead)

'I just look at certain individuals where he's had an influence and I definitely saw a marked improvement and development in them.'

(Superintendent)

Advanced Practitioner Pilot case study 2

Role: **Police constable**

Area of practice: **Local policing, police liaison co-ordinator**

'I also look at welfare of the PLOs, impact of working hours, impact of working with certain protest groups, and if needs be I will step in and I will put procedures in place to protect the PLOs. I work with their first line supervisors because I become their supervisor in absence of their own line management.' **(AP)**

Example of AP achievement:

The AP has formalised the Police Liaison Officer (PLO) function and the way PLOs are deployed in force. This has involved creating a selection procedure and accreditation process to ensure that the right people are recruited to the role. She has also written a standard operating procedure for the PLO role to ensure that the role is undertaken consistently. This has helped the AP advise a new silver commander of the process for utilising and deploying a PLO for high profile protests. She has also introduced a recording system (CLIO) that has assisted the running of operations and provided accurate information. The function of PLOs in force have now been recognised both regionally and nationally.

'I think again, [the AP] has worked on promoting that role nationally and the importance of that role and what people need to be aware of if they're undertaking that role, or the skills that are needed as well for the role. I think she's really changed the role beyond all recognition.' **(Pilot force lead)**

Factors for success

Support and context within the force

- Network of peer support from other APs and colleagues.
- Has undertaken work off duty in order to manage time and workload.

Performing primary policing role at enhanced level

- Performs forward liaison with protest groups pre-event – making contacts, building information packages for gold and silver commanders that feed into threat and risk assessment.
- Manages PLO resourcing for operations and decides who is suitable for certain protests.
- Responsible for the welfare of officers, putting procedures in place to protect them and producing records of engagement.

Furthering practice

- Has worked closely with neighbouring forces to build their PLO capability, including sharing of practice, resources and expertise.
- Influences the policing of unfamiliar protests in a nearby force by mentoring the PLO, providing advice and guidance.
- Has learned from other forces who face different protests to inform own practice.

Developing others

- Ensures CPD is in place for PLOs who are being deployed.
- Organises formal debriefing for PLOs – this ensures mistakes are not repeated and improvements for future deployment can be made.
- Has established links with Public Order Training in the force to provide one-to-one mentoring for PLOs to support their ongoing development.

AP's personal skills and abilities

- Takes initiative and works independently.
- Passion, vision and enthusiasm.
- Recognises knowledge and skills of others and delegates.

'I've been able to leave now two operations where they have been run effectively without me having to have any involvement because of the process of training with the technology that we've got now to record protest activity. It's a system called CLIO that they are updating automatically themselves without any involvement from me.' **(AP)**

Outcomes

For self

- Increased confidence in public speaking.
- Now holds the rank of temporary sergeant.

For force and policing

- Operations able to run smoothly in AP's absence.
- Standardised procedures have led to consistent practice, regardless of personnel on duty.
- Provided accurate liaison contact data for FOI requests.

'She's spent a lot of time going out, speaking with other forces, with other SPOCs, a PLO in neighbouring forces, but not just neighbouring, she's been down in London. She's really, really seeking to tap into best practice wherever she can find it.'

(Police sergeant)

Advanced Practitioner Pilot case study 3

Role: **Detective constable**

Area of practice: **Investigation, disclosure**

Factors for success

Support and context within the force

- Has been given time to perform role.
- Has received support from senior leaders and managers to overcome barriers.

AP's personal skills and abilities

- Communication.
- Knowledge in subject area.
- Methodical in approach.
- Determination, enthusiasm and passion.

'But from my point of view, as far as highlighting to the organisation and keeping everybody informed, everybody is aware that [he] is the expert in that area, the go-to person.' **(Pilot force lead)**

Example of AP achievement:

The AP has worked with the training department to update and revise current training in relation to disclosure. This has led to the creation and delivery of new learning products and enhanced training packages in force. This training is informed by national best practice, drawn from the different groups that he attends and the College of Policing, and is for those working on a serious and complex level.

'And the feedback from people who've had the training's been positive so, yeah, I think that's probably the biggest achievement so far, that training.' **(AP)**

Performing primary policing role at enhanced level

- Involved in feeding into number of national working groups such as the Disclosure Working Group and for the HOLMES computer system, as well as bringing back good practice to his force.
- Makes himself available as the go-to person and offers advice on any issues colleagues may have with investigations.

'Yes, well I think he's obviously very passionate about his area of work and this is like, I suppose characteristics that I can see across all our Advanced Practitioners, is that they are passionate about their particular area of work.' **(Pilot force lead)**

Furthering practice

- Contributes to work done by other forces in response to the national disclosure plan.
- Created an information sharing template for use with the Crown Prosecution Service (CPS), which has provided a solution to the production of disclosure management documents.

Developing others

- Circulates learning from national working groups in force and proactively shares knowledge around disclosure on force intranet.
- Involved in revising training in area of practice, including development and delivery.
- Develops officers' skills and knowledge around specific areas of disclosure.

Outcomes

For self

- Increased job satisfaction and motivation.
- Confidence in developing and delivering training.
- Learnt about the College and its benefits.

For force and policing

- Improving awareness and practice around getting disclosure 'right'.

'Then also, what we've done in relation to the disclosure management document that now has to be produced by the Crown Prosecution Service, [The AP] has looked and offered up solutions as to how we can give the information that CPS need to produce their disclosure management document.' **(Detective superintendent)**

Advanced Practitioner Pilot case study 4

Role: **Police constable**

Area of practice: **Local policing, licensing – policing the night time economy**

Factors for success

Support and context within the force

- Management support.
- Scope to manage own time to perform the AP role.
- Area of practice a force priority (violent crime).

AP's personal skills and abilities

- Passion and drive to solve problems; self starter.
- In-depth subject knowledge and niche area of expertise.
- Leadership, presentation and training delivery skills.
- Ability to build reputation using AP job title.

'I actively take part in the management of our Nightsafe operation both developing the operational strategy, briefing officers and performing a bronze role whereby I control the operation via the CCTV suite.' **(AP)**

Example of AP achievement:

Using expertise he had developed in one local police area, the AP's role has become much more diverse since becoming an AP. He now supports local police areas across his force to reduce night time economy related crime and disorder through use of the Licensing Act and working in partnership with businesses and local authorities. For example, the AP has provided support and advice which has led to successfully tackling a crime and disorder problem occurring regularly at 5/6am in another town.

'Within 3 to 4 weeks I was able to make an immediate impact by proactively using enforcement to close down a problem premises and restrict the operation of another. There is still further work to be done in the area but very few incidents now occur beyond 3-4am, saving both time and resources.' **(AP)**

Performing primary policing role at enhanced level

- Provides advice and disseminates information across the force on use of licensing to reduce crime and disorder.
- Develops strategy and leads police operations to tackle night time economy related disorders.
- Continuing development of own knowledge of licensing.

'Most of it is down to his enthusiasm for the role and ... the support he gets from the police area around his role. I put licensing very much at the centre of our demand reduction in [the town].'
(Area commander)

'[The AP] is able to do the national lead bits and pieces, which if we had a dedicated licensing inspector they would quite probably do. He is vital for me.'
(Force local policing lead)

Furthering practice

Informs force strategy, national standards and legislation on licensing through:

- development of a framework of measures on policing night time economy in the force
- representation on NPCC working group.

Developing others

- Develops and delivers training within the force and informs the content of national training on licensing and policing the night time economy.
- Mentors other local policing teams to develop their expertise in use of licensing and partnership work to reduce crime and disorder.

Outcomes

For self

- Job satisfaction.
- Personal development (working towards licensing qualification).

For force and policing

- Reduced demand on force resources.
- Building consistent practice across force.
- Influenced force and national strategy.

'The work he's doing wider is reducing the need for our resources to be drawn away... it's supporting some force-wide initiatives around demand reduction, so it's having a real big impact.' **(Area commander)**

Advanced Practitioner Pilot case study 5

Role: **Detective constable**

Area of practice: **Public protection**

Example of AP achievement:

The AP has been pivotal in creating a multi-agency unit in his force to improve the management of stalking perpetrators by agencies and the support provided to victims. He took a leading role in drafting the successful bid to the Police Transformation Fund, effectively co-ordinating different stakeholders. This resulted in £4.1m being secured to fund the unit and similar units in two other forces. The unit builds on the AP's work and data gathering when running multi-agency clinics. The unit has furthered policing practice by creating a fully integrated, co-located unit which seeks to address the root causes of stalking behaviour through an understanding of the psychology of perpetrators. Coupled with widespread training of officers to raise awareness of stalking, the whole approach to managing risk and supporting stalking victims in the force has been radically changed.

Factors for success

Support and context within the force

- Backing from senior officers to establish stalking clinics.

AP's personal skills and abilities

- Critical thinking, analytical skills.
- Extensive subject knowledge informed by research.
- Tenacity and passion to improve outcomes for victims.
- Self motivated and autonomous in managing workload.
- Confidence to challenge others.

Performing primary policing role at enhanced level

- Acts as an advisor to peers on stalking cases and to senior officers' strategic approaches.
- Works collaboratively with partners.
- Continually furthers knowledge by keeping up to date with subject matter research.

Furthering practice

- Championing a new approach to the way stalking and harassment is policed across the force.
- Uses data and evidence to inform decisions around managing risk.
- Advises on national steering groups.

Developing others

- Written and delivered training to police officers and other professions.
- Consistently acts as a point of contact and supports officers on domestic abuse and stalking cases.
- Provided written guidance for frontline officers to raise awareness of stalking.

'When you hear [him] speak, the passion comes out of him. You get sucked in by his knowledge, and you want to know more. So it's his character, his passion for the subject, his desire to make a difference. And his constant development of himself in terms of worldwide learning.' **(Chief inspector)**

'His approach is really innovative in terms of understanding the psychology, why people do things, and let's look at doing things differently.' **(Chief inspector)**

'Police officers who have attended training have a greater understanding of what stalking is, and are much more confident 'criming' [recording] offences for stalking as they have that knowledge now.' **(Forensic psychologist)**

Outcomes

For self

- Recognition and endorsement of the high level of expertise held.
- Increased profile within force and nationally.

For force and policing

- Increased understanding of coercive and controlling behaviours.
- Retention of expertise.
- Improving the approach to managing stalking perpetrators and supporting victims.

Advanced Practitioner Pilot case study 6

Role: **Police constable**

Area of practice: **Emergency response**

'Her primary focus is to get the job done well, to deliver a service to the public, but actually to admit that we're not the be all and end all, and she's got a level of humility to go out and say, "What are other people doing?" which I think is really valuable.' **(Pilot force lead)**

Example of AP achievement:

The AP has established a new and original development programme for trainee police officers in the Military Police to gain experience of response policing in the force. Establishing this programme has involved partnership working with the Ministry of Defence and required the AP to influence senior leadership within the force, including the Chief Constable, in order to gain approval. The programme has benefited the force by providing additional officers that can be deployed alongside response teams. It has also developed the skills of Military Police officers in response policing, contributing towards the diploma in policing that they are studying for.

'...she has been seen very visibly to professionalise that role, so rather than just general policing, it's a definitive response role...it's made us think about the qualities that role requires.' **(Area commander)**

Factors for success

Support and context within the force

- Support from force lead, sergeants, inspector, area commander and ACC.
- Permission to try new ideas.
- Time to perform the AP role.
- Mutual support from response APs in other forces.

Performing primary policing role at enhanced level

- Recognised for good, quick operational decision making by senior officers.
- Continually develops own skills and knowledge across a range of areas, through formal training and development opportunities.
- Collaborated internally and externally with other response officers to identify and share good practice.

Furthering practice

- Assessed working practices of other forces and developed recommendations to improve the content and delivery of daily briefings.
- Contributed to work within force that identified the skills required for response.

Developing others

- Established a development programme with Ministry of Defence to develop the response policing skills of officers in the Military Police.
- Offers advice and coaching support to an increasing number of probation officers on support plans in the force.
- Aimed to establish first aid training for response officers.

AP's personal skills and abilities

- Passion, enthusiasm and dedication to response policing.
- Confident in own abilities.
- Seeing the bigger picture and having a long term vision.
- Interest in developing others.

'Her enthusiasm for the role and her willingness to do extra work, identify the issues that she's going to concentrate on and the support that she gets to do it.' **(Area commander)**

'By bringing across these officers from another area – we get two students and a sergeant – it just boosts our numbers...we're going to have more bodies and they're going to have the opportunity.' **(AP)**

Outcomes

For self

- Enhanced excitement of primary policing role.
- Enhanced own CPD through training for leadership and development, coaching and mentoring, and project management.

For force and policing

- Enhanced capabilities of trainee/probation officers.
- Increased staffing levels on response teams.

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.

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