



GREATER MANCHESTER  
**POLICE**



College of  
Policing



**Police Constable  
Entry Programme (PCEP)  
Uniform and Detective Routes**

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## Overview of Greater Manchester Police

Greater Manchester Police is recognised as the fastest improving force in the country, and we **are** committed to reaching our aim of becoming the best we can be for the people of Greater Manchester. We are actively preventing crime, keeping people safe, and protecting victims by being proactive in fighting crime and working closely alongside local communities and partners to solve problems that matter to our neighbourhoods.

We are proud to serve the public and are always keen to welcome those who share our endeavour of making Greater Manchester as safe as it can be for its residents and visitors. We are one of the largest forces within the UK and are responsible for keeping almost 3 million people safe across 10 towns and cities. We are part of a vibrant and diverse region within the Northwest, and we are committed to ensure that our workforce is reflective of the communities we serve. We know that having a diverse workforce is key to helping us engage with all of our communities, so we encourage and welcome applications from all.

Recently awarded the 'most improved force in the country' after its latest police effectiveness, efficiency and legitimacy (PEEL) inspection, Greater Manchester Police remains committed to doing the basics of policing brilliantly, protecting the public, supporting victims and ensuring its workforce reflects the communities it serves.

As an equal opportunities' employer, GMP is committed to the equal treatment of all current and prospective employees and does not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

We aspire to have a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and join GMP. Policing values are enshrined in the Ethical Policing Principles (detailed below).

Should you require reasonable adjustments during the recruitment process, please let us know during the selection process.

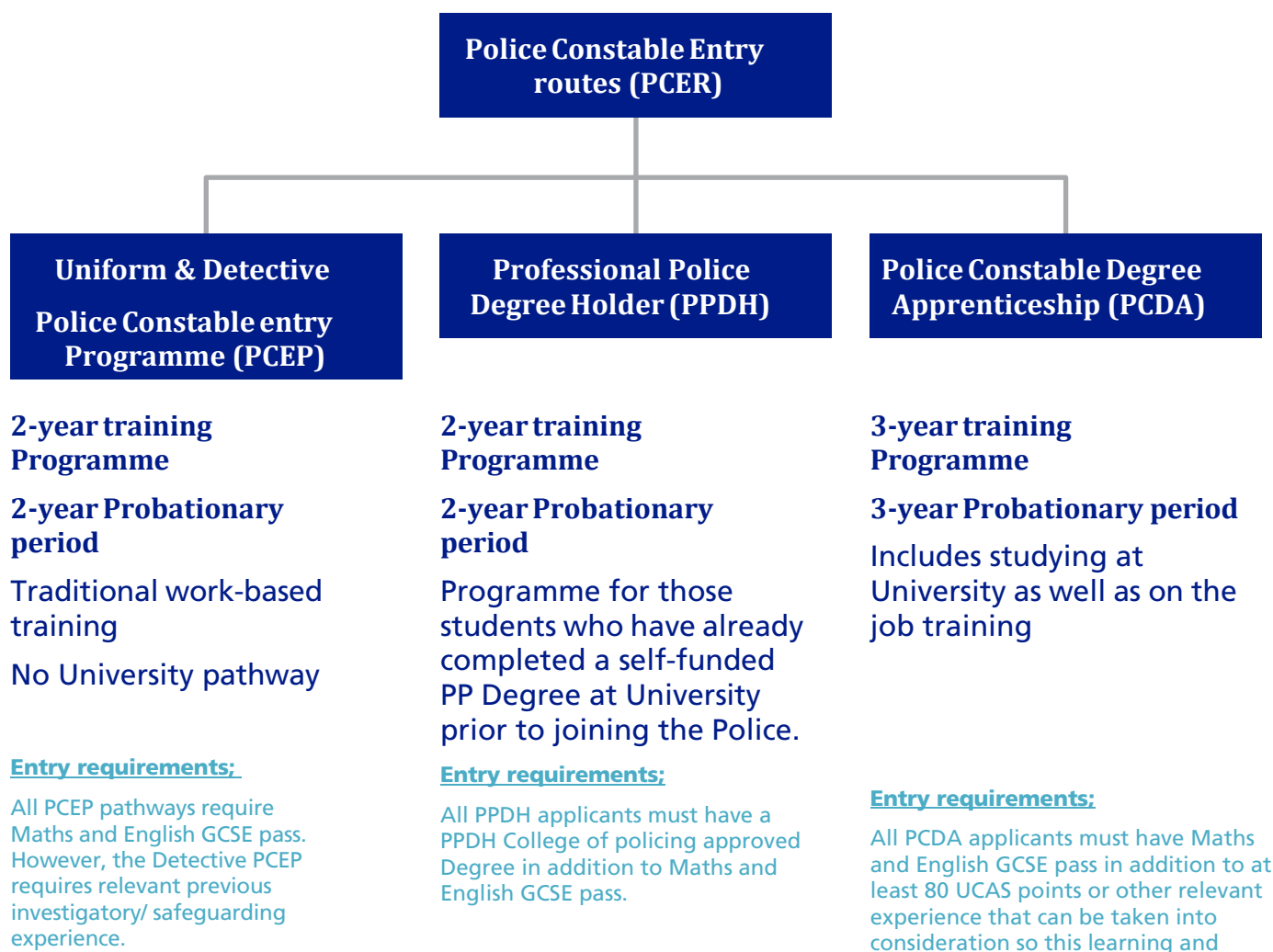
## Welcome to the Police Constable Entry Programme (PCEP)

This handbook will provide you with all the information that you will need about the Uniform and Detective PCEP and aspects of being a police officer. In addition, this handbook includes details of how your Programme relates to all other entry routes and it signposts you to the major learning blocks you will undertake during your student officer journey.

There are three entry routes into Policing that are collectively described as the Police Constable Entry routes (PCER). The similarities and differences of these Programmes are explained across the next pages.

Transferring across the three entry routes is only considered in exceptional circumstances where there are pressing welfare needs preventing candidates from continuing on the entry route they originally embarked upon. Therefore, taking time to ensure you have selected the right pathway for you is crucial.

## Entry Routes into Policing



experience can be recognised.

## Comparing and contrasting entry routes

### What's the same with all entry routes;

- ☐☐ **PCEP & PCDA** have same initial classroom learning phase
- ☐☐ **PCEP, PCDA & PPDH** all entry routes;
  - have same District Tutor phase of 5 weeks in Tutor Unit and 5 Weeks on Response
  - have same Independent patrol status (IPS) full operational competence (FOC) assessments
  - have 2 hours per week protected learning time for IPS & FOC portfolio completion.
  - have same Yr. 2 Modules of dealing with vulnerable victims & Court room skills courses.
  - have same access to Detective pathway in Year 2 once FOC is achieved
  - result in Officers operating at Level 6 equivalent at the end of all Programmes
  - have same terms, conditions, Pay, reward and remuneration and access to Part time and flexible working arrangements.

### What is different ?

- ☐☐ **PCEP & PPDH** are 2-year Programmes, **PCDA** is a 3-year Programme. Corresponding probationary periods.
- ☐☐ **PCDA** students achieve a formally accredited Level 6 Degree at the end of Yr. 3
- ☐☐ **PPDH** commence their career already formally academically qualified to Level 6
- ☐☐ **PCEP** will not gain a formal qualification at the end of their 2-year learning Programme but at

Year three will be an established practitioner operating at Level 6 upon completion of satisfactory Performance development review.

- ☐☐ **PPDH** has a bespoke pre-join assessment phase to ensure students are on the right learning programme for them due to their knowledge only PPDH qualification
- ☐☐ **PCDA;**
  - 3-Year Programmes based on both Police estate and University of Salford Campus with access to personal learning development coach and full Campus facilities
  - Develops academic research and writing skills as this entry route leads to the award of a degree.
  - Different abstractions in Yr.2 and Yr.3 for academic research & evidence-based research project

The content of your PCEP programme is detailed on the next pages. This 2-year programme is designed to equip you with the knowledge and skills to take on the demanding and rewarding role of a Police officer. However, it is important that you understand that your 2-year Programme is not an accelerated version of the PCDA. The final Year of the PCDA is focused entirely on the evidenced based research project to gain credits for the Degree, that isn't a requirement of your PCEP programme.

Your 2-year programme has been designed so that the educational and practice elements support and complement each other. Policing is a dynamic and challenging role. It requires critical thinkers and problem solvers committed to serve the diverse communities of Greater Manchester. Your training will prepare you well to take on these challenges.

## Your Learning Programme

### Aims of the PCEP Programme

- To equip student officers with the skills, knowledge and understanding so that they carry out the role of uniform and detective constable in a competent safe and lawful manner
- To facilitate the development of a range of critical, analytical and problem-solving approaches, alongside communication and interpersonal skills that can be applied in the student officers work as a Constable
- To prepare student officers for their role by providing a programme that links theory, law policy and practice to examine the complexity of modern policing, the nature of the role of the police constable and the workings of the criminal justice system
- To provide an understanding of factors that place individuals, including victims and witnesses, groups and communities at increased risk or make them potentially more vulnerable, alongside and understanding of the importance of valuing difference and inclusion in policing Greater Manchester
- To provide a stimulating learning environment where students can challenge and critically explore the accepted notions of key roles in modern policing so that student officers will understand the complexity of the issues faced in professional practice

## Year 1 for both Uniform and Detective PCEP

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52		

- Weeks 1-21 - Initial Classroom Training Phase -Working week is Monday-Friday 7am to 3pm or 8am to 4pm
- Weeks 22-31 -District Tutor Unit Phase – Following a shift pattern of earlies, afternoons & night shifts.
- Week 32 - Investigation Skills Course - Working week is Monday-Friday 7am to 3pm
- Weeks 12 & 33 – Annual leave
- Week 34 – 48 District Investigation Team attachment -Following a shift pattern earlies & afternoon shifts
- Weeks 49 – Consolidation course - Working week is Monday-Friday 7am to 3pm
- Week 50 onwards District Rotations across Neighbourhood & Response Teams - Following a shift pattern earlies, afternoons & night shifts

## Year two and beyond

Year two of your programme will consist of two blocks of learning where you return back to Sedgely Park for classroom-based learning. The first phase of your Year 2 learning will commence at weeks 12 and 13 and you will return to Sedgely Park to develop specialist skills to deal with vulnerable victims. You will then return to District to apply these skills.

Finally, we will bring you back to Sedgely in week 33 of Year 2 where we will consolidate all of the learning over your Programme.

For those following the Detective pathways you will commence your trainee detective Programme in Year 2 once you have completed your full operational competence (FOC) assessments. This will see you commence studying for your National Investigator Exam (NIE) and then complete your PIP2 Portfolio. You will be well supported by both workplace coaches and Detective Tutors and this is when your status as a trainee Detective will start to feel real.

For those students who are following the Uniform entry pathway you will have the opportunity to be considered for the Detective pathway at this same point once you have completed your full operation Competence (FOC) assessments. Therefore, if you have shown a flare for Detective work your talent will be recognised at this stage by your District DCI.

## Code of Ethics

**Ethical policing principles are embedded throughout your 2-year Programme.**

These are a series of guiding statement that should be used to help people in policing do the right thing, in the right way, for the right reasons. These include the following.

- Courage**  
 Making, communicating and being accountable for decisions, and standing against anything that could bring our profession into disrepute.
- Respect and empathy**  
 Encouraging, listening to and understanding the views of others and seeking to recognize and respond to the physical, mental and emotional challenges that we and other people may face.
- Public service**  
 Working in the public interest, fostering public trust and confidence, and taking pride in providing an excellent public service.

### Ethical policing principles



**Courage**



**Respect and empathy**



**Public service**

As policing professionals, we commit to:

making, communicating and being accountable for decisions, and standing against anything that could bring our profession into disrepute.	encouraging, listening to and understanding the views of others, and seeking to recognise and respond to the physical, mental and emotional challenges that we and other people may face.	working in the public interest, fostering public trust and confidence, and taking pride in providing an excellent service to the public.
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**Doing the right things, in the right way, for the right reasons**



## Teaching, learning and assessment methods

**Your Trainers will make use of a range of teaching, learning and assessment methods.**

We understand and recognise that you have your own unique learning style preference. Your programme will be delivered via the following methods; teaching approach.



### **Classroom**

Classroom based lessons are used as a way of providing knowledge and information on a particular topic to a large group of students at the same time. Trainers may supplement their lessons with handouts which may be made available at the end of the session or forwarded to you via Teams on your GMP issued Laptop. You may be asked to undertake preparatory work for lessons, for example background reading, listen to a podcast or research a particular topic. It is important you complete this work as it will provide a vital context for the lesson material.

### **Guest Speakers/ subject matter experts**

Guest Speakers/ subject matter experts are used as a way of consolidating information given in lessons. They are an opportunity to examine key issues and topics from lessons in more depth. A trainer will facilitate this. However, there is an emphasis on student participation and discussion.

### **eLearning**

eLearning is used to promote the skill of independent learning and set by the College of Policing. You will be required to study several specific eLearning packages relevant to your role as a police officer, current legislation and practices. The expectation is that you will take responsibility for your own learning. One of the key skills that students need to develop is planning and time management.

### **Tutorials**

Tutorials with your class trainers are used as a means of supporting your learning. Issues discussed may include guidance or your personal and professional development.

### **Skills-Development Exercises (SDE's)**

SDE's are used to teach and embed the learning experience. You will learn the basic skills of policing within the classroom, from how to carry out a 'stop search' to giving evidence in a court room, then conduct them on the training site and out in Public with role actors and assessors. Exercises are based on real life scenarios and directly related to issues discussed in the classroom.

## Support throughout your student officer journey

### Support during your training phase

From day one you will be met and supported by your Trainers, Sergeant and Inspector and they will all play a vital role in your learning journey and personal development.

From the beginning of your career as a police officer and whilst undertaking your learning, you will have access to a wide range of support mechanisms. It is up to you to initiate the appropriate support, however, if you are in doubt please ask your trainer, Sergeant, Tutor Constable, SOADC, or any police supervisor. You will be supported by officers in the following roles:

#### **Constable Trainer**

The GMP Trainers role is to support your learning both in the classroom and during practical exercises. Your GMP police trainer will deliver lessons to enable you to develop your knowledge and your understanding of that knowledge during practical scenarios and assessments. Your GMP Trainer can also support and signpost you to specific and appropriate support if necessary.

#### **Sergeant**

The PCEP sergeant's role is to support you with all aspects of your learning and will oversee the general organisation of the learning programme. The PCEP Sergeant will also oversee your practical assessments during role plays and practical scenarios. The PCEP Sergeants will also signpost you to specific and appropriate support if necessary and manage any behaviour which falls below the expected standards.

#### **Inspector**

The PCEP Inspector will maintain strategic oversight of the learning programme and manage the overall performance and assessment of students. The PCEP Inspector will deal with all risks and issues escalated to them and ensure that the progression and attainment of all students is being maximized.

### Support during your District phase of learning and development

#### **Tutor Constable**

Our Tutors are operational Constables who have been carefully selected and trained to ensure they can support your development and assess your competence to develop your confidence. Tutor constables support your development until you have evidenced the competence to patrol independently (IPS). You will meet your Tutoring Team just before your 21 weeks initial training comes to an end and they will ensure you are ready to commence 5 weeks coached patrol in company with them. For those on the Detective Programme you will be allocated a Detective Tutor Constable in the main CID office as you prepare for your NIE exam and they will support you alongside your workplace Coach to achieve PIP 2 accreditation.

#### **Student Officer Assessment & Development Coordinator (SOADC)**

Our SOADCs are experienced Constables who are also experienced assessors but have also been given additional training to quality assure the Tutors assessment decisions for IPS and further support you as your learning and development journey to help you achieve Full Operational Competency (FOC).

## Additional sources of support

**Newly appointed Student Officers** in their initial training phase may approach their class trainer or Supervisor wishing to discuss a diagnosed or suspected neuro diverse condition. The student may have identified barriers to their own learning or have been assessed many years ago but not have access to their report, be worried a diagnosis might have a negative impact on their employment, suspect that they have a neuro diverse condition and wish to access support but have never been formally assessed or were unable to fund an assessment privately.

GMP are proud to be a part of the National Police Autism Association (NPAA), valuing people for their strengths and creating a workplace environment and culture in which everyone can fulfil their potential. We aim to end the stigma, prejudice and ignorance surrounding autism, dyslexia and other hidden disabilities. NPAA are an independent body supporting UK police officers and staff who are affected by autism spectrum condition (ASC) and other 'hidden conditions' such as dyslexia, dyspraxia, ADHD and depression, either personally or as carers for family members. They welcome all officers and staff with a personal or professional interest in these conditions. Further information can be accessed on GMP intranet or on the NPAA website ([www.npaa.org.uk](http://www.npaa.org.uk))

Whilst issues regarding Dyslexia (and related conditions) are confidential, certain members of the organisation will need to be informed and have sufficient information to provide assistance in addressing your needs. Therefore, it is important that your Line Manager is involved throughout the process to offer support and ensure that policies and procedures are adhered to.

GMP are committed to assisting officers with Neuro diverse conditions within the workplace. Where necessary, reasonable adjustments will be utilised to overcome any substantial disadvantage that individual learners might experience, we will provide you with special equipment such as personal laptop with voice activated software to help record incidents and complete notes, (GMP work laptops have several features available to support all users), specialist training as appropriate to support the effective use of equipment, modifying instructions or reference manuals, providing reference material prior to learning, allowing 10% longer to complete written tests etc.

Providing you that extra support ensures that you are given all the tools you require to help you become a fully operational competent police officer.

## Staff association and other sources of support

There are many Staff Associations who can support students.



In addition, there is practical help and support available to anyone feeling their needs aren't being met particularly those students who have protected characteristic(s).

**Gender reassignment** – We can support you if you are about to/have recently gone through gender reassignment. We can support via name changes, Uniform provision for your new gender and appropriate changing and toilet facilities.

**Ex military** – We are active members of the military covenant and there is a thriving ex- military community led by our Assistant Chief Officer.

**Prayer and washing facilities** – Sedgely Park has private washing and prayer facilities for any student officers wishing to make use of them.

**Observing Religious dates** – We can support you if you need shift pattern changes/ flexibility on submission dates for assessment if needed to support you observing Sabbath, Ramadan or other important dates.

**Uniform** – Please speak to us if your Uniform needs amending to support you observing your religious and/or cultural customs and practices.

**Caring responsibilities** – We will work with you to ensure we support any requests you may have to work flexibly or part time. However, certain aspects of your two-year training Programme are difficult to deliver on a part time/flexible basis therefore all classroom learning must be completed on a full-time basis. However, your District rotations can accommodate part time and flexible working. If this is something you wish to raise with us please flag this at the earliest point in your recruitment journey to ensure we can carefully schedule this in with you from the outset of your employment with us.

Please speak with us if you wish to access any of this support.



You can access all of this support & information online at [www.gmp.police.uk](http://www.gmp.police.uk)

For any recruitment questions or queries please contact

[Recruitment.Support@gmp.police.uk](mailto:Recruitment.Support@gmp.police.uk)