Policing Professional Profiles

Force User Guide

Version 1.0
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Purpose of this Document

This document provides an introduction and guide to Police Forces to support understanding of the key drivers of, background to, purpose, use and benefits of the Policing Professional Profiles (Profiles).

What is the Professional Development Programme?

The College of Policing Professional Development Programme (PDP) aims to ensure policing is delivered by a professional workforce equipped with the skills and capabilities necessary for the new and complex challenges of policing as outlined in Policing Vision 2025.

The vision of the PDP is to improve the service to the public by providing reassurance about standards, and for policing to be recognised as a profession by everyone who interacts with, or is affected by the service. This includes partner organisations, and members of the public who come into contact with policing at many levels, serving officers and staff, those considering a career in policing.

By providing the infrastructure and tools created as part of the PDP we aim to:

- Provide clear messages to the public about standards in policing in order to improve public service outcomes
- Facilitate the service to support a cultural shift to developing and recognising professionalism
- Encourage professional development that is individually owned, driven and valued
- Equip individuals and forces to enhance performance
- Develop opportunities to be recognised as ‘highly skilled’
- Support forces in their journey to become Learning Organisations:

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1 Learning organizations are organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.
What are the key drivers for the Professional Development Programme?

The drivers for the PDP are articulated throughout a range of sources, including:

**Table 1: Key Drivers for the Professional Development Programme**

<table>
<thead>
<tr>
<th>College of Policing 5 Year Strategy Vision</th>
<th>With this in mind the college will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the College of Policing we are determined to make a difference to the way people who work in policing are supported to do their jobs. In this strategy the College outline its plans to support our future members to make the best possible decisions and gain recognition for their skills, so that they can provide the best service to the public. Supporting the professional development of those working in policing.</td>
<td>Raise standards of professionalism in policing through the education, learning and professional development we provide, license or accredit.</td>
</tr>
<tr>
<td></td>
<td>Set a framework for professional development in policing.</td>
</tr>
<tr>
<td></td>
<td>Introduce continuing professional development for everyone who works in policing, beginning with new recruits and chief officers.</td>
</tr>
<tr>
<td></td>
<td>Define the requirements for core and specialist continuing professional development across policing roles, and a development and assessment process linked to annual appraisals to ensure that officers and staff maintain their skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Leadership Review 2015</th>
<th>Recommendation 1: Existing police leaders should influence and drive the required culture change by demonstrating their own commitment to personal development and supporting the implementation of the review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2015 the College facilitated a fundamental review of leadership across policing, this identified the significant challenges for the future and made recommendations about how we need to change in several key areas, including the following recommendations which have become key drivers for the Professional Development Programme.</td>
<td>Recommendation 2: Review the rank and grading structures in policing across warranted and staff roles.</td>
</tr>
<tr>
<td></td>
<td>Recommendation 6: Create a new model of leadership and management training and development which is accessible to all within policing.</td>
</tr>
<tr>
<td></td>
<td>Recommendation 8 (Recognising Lateral Development): Develop career opportunities which allow recognition and reward for advanced practitioners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The College Membership Programme</th>
<th>Enable members to take ownership of their own career development through providing greater individual choice and opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the professional body for policing it will:</td>
<td>Support and embody practical ‘what works’ information and best practice in individual career development and continuing professional development.</td>
</tr>
<tr>
<td></td>
<td>Supporting professionalism across the whole policing community</td>
</tr>
</tbody>
</table>
What are Policing Professional Profiles?

The Policing Professional Profiles are a comprehensive set of role profiles for police officers and police specific staff roles. Profiles articulate the skills and professional standards, competencies and behaviours for policing on a national basis. They define the expectations and accountabilities of the roles. They aim to be future focused, strengths based, and concentrate on outcomes of accountabilities as oppose to tasks.

How are Policing Professional Profiles different to job descriptions?

A job description usually provides a detailed list of duties or tasks for a particular job within a Force. Policing Professional Profiles focus on the requirements, accountabilities and deliverables of the role, rather than tasks performed. It includes information on the role describing what results the employees should deliver. Policing Professional Profiles describe the outcomes of a job rather than all the activities employees need to carry out to get there. Essentially, the Profiles identify the value of the service an employee provides to the service and goes on to describe the level of performance required.

A job description on the other hand outlines the parameters of a job, for example, a summary of the job, the resources required to perform the job, the size of any budget, and the reporting structures. It may also list the responsibilities and activities the person will undertake, for example, manage people, do stock takes, compile monthly reports. The focus of a job description is activity-based. Below is a general example for a receptionist that attempts to illustrate the differences:

Table 2: Differences between Policing Professional Profiles and Job Descriptions

<table>
<thead>
<tr>
<th>Policing Professional Profile</th>
<th>Job description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May describe:</td>
<td>May describe:</td>
</tr>
<tr>
<td>• Ensuring professional communication:</td>
<td>• Works in a specific location</td>
</tr>
<tr>
<td>• Telephones are answered promptly</td>
<td>• Reports to named supervisor;</td>
</tr>
<tr>
<td>• Corporate greeting is spoken clearly</td>
<td>• Answers phones</td>
</tr>
<tr>
<td>• Callers are directed appropriately every time</td>
<td>• Takes messages;</td>
</tr>
<tr>
<td>• Messages are taken accurately and relayed promptly;</td>
<td>• Receives visitors</td>
</tr>
<tr>
<td>• No complaints are received regarding communication style or content</td>
<td></td>
</tr>
<tr>
<td>It may describe overall environment and context for the deliverables:</td>
<td>It may include:</td>
</tr>
<tr>
<td>Effective frontline service maintained, defined further as:</td>
<td>• A summary of resources required and the reporting</td>
</tr>
<tr>
<td>• Ensures professional communication</td>
<td>structures</td>
</tr>
<tr>
<td>• Facilitates professional internal liaison</td>
<td>• A list of responsibilities and activities</td>
</tr>
<tr>
<td>• Ensures effective public relations</td>
<td></td>
</tr>
<tr>
<td>It may go on to describe the level of performance considered acceptable for each of the deliverables.</td>
<td></td>
</tr>
</tbody>
</table>
What is happening to the existing Skills for Justice Policing Professional Framework (PPF)?

A significant work stream of the College of Policing PDP has been the fundamental replacement of the existing role profiles from across the service, including those from the previous Policing Professional Framework (PPF) with the new Policing Professional Profiles. This work has entailed extensive research and consultation to consolidate, update, develop and in some cases decommission profiles. The intention is to implement the Profiles approach for the police service which moves away from describing the tasks, duties and activities of every job to one that details the requirements and accountabilities of generic roles. Having a range of broader profiles will set the standards required of roles across policing, support consistency and provide a user friendly resource.

The new Profiles will replace the PPF, after a transition period and will result in the Skills for Justice PPF being decommissioned in 2018. The new Policing Professional Profiles are hosted on the new Professional Development Platform: https://profdev.college.police.uk/

How are Policing Professional Profiles commissioned and designed?

The commission for the initial set of Policing Professional Profiles for policing was approved as a key work stream within the PDP. This required the fundamental review of all the role profiles on the pre-existing Policing Professional Framework (PPF), owned by Skills for Justice. Following considerable consultation with the service and key stakeholders some role profiles in the PPF have been withdrawn and some have been amalgamated to identify the initial set of core and specialist roles.

As expected the review of the PPF also identified a considerable number of policing roles, particularly staff roles, not yet profiled. The Profiles have been designed as part of a structured research and consultation process within the remit of a College Professional Development Team. The team has consulted widely with post holders, line managers, subject matter experts, HR and Learning and Development teams in forces and National Police Chief Council (NPCC) representatives when designing the Profiles and will continue to follow the same design process for any new commissions.

How do Policing Professional Profiles link to the National Police Co-ordination Centre (NPoCC) Profiles?

NPoCC is responsible for coordinating the deployment of police officers and staff from across UK policing to support forces during large scale events, operations and in times of national crisis for example large scale flooding and civil emergencies. They maintain an up to date set of skill requirements for roles likely to be utilised in an emergency and a database of people with the right skill sets.

NPoCC have been and will continue to be consulted as a key stakeholder in the design of the professional profile, so the skill requirements of the profiles are aligned. The Policing Professional Profiles will make explicit reference to the NPoCC profile where these are relevant.
What is the Professional Development Platform?

This new public facing website managed by the College of Policing provides access to information, resources and tools for a number of strands of the College Professional Development Programme, i.e.:

- Policing Professional Profiles
- Recognition of Prior experience and Learning (RPL) opportunities, a resource that is part of the Policing Education Qualification Framework
- Competency and Values Framework (CVF), this replaces the personal qualities from the PPF

The overall vision for the PDP, but specifically the Policing Professional Profiles is to support individuals and Forces to:

- Maintain and enhance individual, team and force performance through enhanced Continuing Professional Development (CPD) resources and opportunities
- Consider and develop effective individual competencies, values and behaviours
- Support individual career goals by focusing on personal and professional development
- Develop skills and competencies for lateral or vertical progression
- Equip staff with the skills to deal with an ever-changing workplace
- Access the National Police Co-ordination Centre (NPoCC) Profiles and Competency and Values Framework (CVF) alongside the Professional Profiles

The www.profdev.college.police.uk website will be available from October 2017 and will continue to be developed.

How should Policing Professional Profiles be used?

The Policing Professional Profiles set out the minimum national standard for each police service role. The principle aim is to support professional development and achieve cross-force consistency in role standards. Forces will be able to use the Profiles as the basis for:

- Learning and development (including Continuing Professional Development)
- Performance management and review activity to a comprehensive and consistent standard
- Promotion and deployment planning
- Organisational review and development
- Learning and Development managers will be able to use the profiles to identify training needs and develop training plans.
- HR managers will be able to use the role profile to inform the basis of bespoke job descriptions and support recruitment

Use of the Profiles is not mandatory in forces, they are published on the Professional Development Platform, a public facing website so they are available to be used by any individual. There is an expected minimum 70% map from roles in forces to the available Profiles.

Profiles will enable individual to access all the information relating to their rank or role in one document. This will enable:
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- understanding of what is required as primary accountabilities, and to what standard, in their role
- knowledge of what the essential skills, experience and qualifications are for each role
- exploration of potential progression, development and educational opportunities and possible lateral and vertical career pathways
- knowledge of suggested CPD for the role, professional registration and License to Practice requirements

Additionally, Line managers will be able to use Profiles to help them to:

- objectively review an individual’s performance
- review an individuals’ potential for progression
- support an individuals’ professional development
- inform performance improvement plans, where necessary
- plan CPD activities and opportunities
- identify training needs
- consider succession planning and resource allocation
- support new to role incumbents

Profiles should be used in conjunction with the force Professional Development Review (PDR) processes and the Continuing Professional Development (CPD) Framework. Please see the CPD Framework, tool kit and PDR guidance for more information.

How are the Policing Professional Profiles organised and presented on the Professional Development Platform?

The Policing Professional Profiles on the Professional Development Platform are first categorised according to the organisational level of the role, based on the National Police Chief’s Council (NPCC) 5 level policing hierarchy, and then arranged into a Job family and specialism.

What are the Levels of Policing?

The NPCC are currently considering a proposal (2016/17) to implement a 5 level hierarchy across the police service which recognises technical expertise alongside the hierarchical structure. It is accepted that the ranks and role may not neatly fit into the 5 level hierarchy in all forces and there may be a degree of overlap. The 5 levels are used on the Professional Development Platform simply to ease navigation across the Policing Professional Profiles. The level of each role has been identified as part of the initial consultation with the senior stakeholders and existing job holders.

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2 NPCC 5 level policing hierarchy is still a draft proposal, a reference will be inserted when the final document is available.
## Table 3: Levels of Policing Roles

<table>
<thead>
<tr>
<th>Level</th>
<th>Indicative roles</th>
<th>Indicative accountability/problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service deliverer</strong></td>
<td>PCSO</td>
<td>• Solve problems by applying skills and knowledge to a range of situations, in challenging and unpredictable contexts</td>
</tr>
<tr>
<td></td>
<td>Constable</td>
<td>• Use personal judgement and initiative to respond to varying situations in the context of national guidance and local policy and procedure</td>
</tr>
<tr>
<td></td>
<td>Specialist practitioner</td>
<td>• Gather, analyse and evaluate data and research materials to make evidence based-decisions in varying contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Plan ahead for days and weeks, to resolve immediate issues or tackle more complex problems. Reflect critically to improve own professional practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participate in wider operations as part of a managed team but with autonomy to lead specific elements/casework or local initiatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Might include responsibility for others</td>
</tr>
<tr>
<td><strong>Team leader</strong></td>
<td>Sergeant</td>
<td>• Lead a service team and/or lead complex casework</td>
</tr>
<tr>
<td></td>
<td>First line manager</td>
<td>• Contribute to service improvement by feeding back on what works and what doesn’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assess how procedures can be developed and improved, make recommendations and implement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Think and plan ahead for weeks or months, with a focus on specific solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use experience and specialist knowledge to answer questions about what needs to be done and how, in specific circumstances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Deliver activities as part of broader initiatives and operations</td>
</tr>
<tr>
<td><strong>Manager/expert advisor</strong></td>
<td>Inspector</td>
<td>• Contribute to plans for the service or function</td>
</tr>
<tr>
<td></td>
<td>Chief Inspector/</td>
<td>• Develop and operate a service or function by managing a team and/or through expert professional advice</td>
</tr>
<tr>
<td></td>
<td>Specialist manager</td>
<td>• Review and evaluate systems and processes to enable service improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Think and plan for a specific area of work for the year ahead</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use expertise and experience to interpret policy and improve practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lead a strand within major initiatives and operations, coordinating delivery</td>
</tr>
<tr>
<td><strong>Service Function leader</strong></td>
<td>Superintendent</td>
<td>• Contribute to the development of force plans</td>
</tr>
<tr>
<td></td>
<td>Chief Superintendent</td>
<td>• Shape and plan the work of a major function or service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop functional or service policy within the framework of force plans and priorities and provide high level advice</td>
</tr>
<tr>
<td>Level</td>
<td>Indicative roles</td>
<td>Indicative accountability/problem solving</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Support Staff Function Leader</td>
<td>• Think and plan for the year ahead but in the context of likely longer term developments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise constructive thinking to achieve objectives and service improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lead major initiatives and operations, taking decisions which impact the force and its community</td>
</tr>
<tr>
<td>Force leader</td>
<td>Assistant Chief Constable</td>
<td>• Contribute to overall force direction and to the development of national best practice</td>
</tr>
<tr>
<td></td>
<td>Deputy Chief Constable</td>
<td>• Develop and lead the implementation of plans to deliver national and PCC priorities</td>
</tr>
<tr>
<td></td>
<td>Chief Constable, Force Executive</td>
<td>• Shape and lead a portfolio of responsibilities in one or more forces</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>• Adapt and apply national and force policy in local circumstances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Think and plan for 3-5 years ahead, making trade-offs and balancing potentially conflicting priorities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercise evaluative judgement to deal with new or changing circumstances</td>
</tr>
</tbody>
</table>
What is a Job Family?

A job family can be defined as ‘a set of roles that engage in similar tasks and require broadly similar skills and competencies, albeit at a range of levels.’

The Policing Professional Profiles sit within an over-arching structure commonly referred to as a job family framework. The job families are functions and specialisms that are related to one another and have a common policing or organisational discipline.

The job family approach aims to:

- Have a manageable number of families which do not divide the workforce along functional divisions thereby enabling the benefits of job families to be optimised
- Ensure that each job family focuses on a distinct set of similar roles
- Ensure that the future and potentially unanticipated needs are met, and that they do not just describe the past and current workforce.
- Cater for both warranted police officer roles and police specific staff roles

Following research into the multitude of existing categorisations of policing functions, and extensive consultation the following model (table 2) for Profiles has been approved. The approach has 5 broad families, similar to those used in the PPF. The job families are subdivided into specialisms aligned to areas of work, and as these are recognisable they help individuals to navigate the framework.

The core policing job family contains the generic Profiles for each police officer rank and the PCSO Policing Professional Profile. The police specific staff roles are also included, categorised into the specialist job families.

In many cases individuals will be working in jobs that are described on more than one professional profile, for example a Detective Inspector, will be working to meet the accountabilities of the:

- Core Inspector Policing Professional Profile
- Senior Investigator - Major Crime (PIP level 3) Policing Professional Profile
- and possibly a number other Policing Professional Profiles (e.g. Intelligence Manager)
**Table 4: The job family framework for policing (2017)**

<table>
<thead>
<tr>
<th>Job family</th>
<th>Core Roles</th>
<th>Community policing</th>
<th>Intelligence</th>
<th>Investigation</th>
<th>Operational support</th>
<th>Business support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Warranted Police officer rank structure</td>
<td>The provision or management of services which are continually visible to the public, such as response, local patrols, protecting vulnerable people.</td>
<td>Gathering, processing or analysing information about crime to establish patterns, in support of force planning and resourcing.</td>
<td>Technical, case or project roles which are concerned with the investigation of specific crimes and or crimes which are linked in a pattern.</td>
<td>The provision of support to the delivery of community policing, intelligence and investigation, where the roles are distinctive to police forces.</td>
<td>The provision of professional advice and corporate services similar to those in organisations in other sectors (finance, HR, communications etc.)</td>
</tr>
<tr>
<td>Job family subgroup or specialisms</td>
<td>All police officer ranks Including Police Community Support Officers and the Special Constabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Policing</td>
<td></td>
<td></td>
<td>Intelligence</td>
<td>Investigation</td>
<td>Control Centre</td>
<td>Finance</td>
</tr>
<tr>
<td>Response</td>
<td></td>
<td></td>
<td>Data Communications</td>
<td>Forensics</td>
<td>Custody</td>
<td>Human Resources</td>
</tr>
<tr>
<td>Family Liaison</td>
<td></td>
<td></td>
<td>Digital/Cybercrime</td>
<td>Public Protection</td>
<td>Public Order</td>
<td>Legal Services</td>
</tr>
<tr>
<td>Roads Policing</td>
<td></td>
<td></td>
<td>Covert operations</td>
<td>Coroner’s Office</td>
<td>Firearms</td>
<td>Marketing and Communications</td>
</tr>
<tr>
<td>Crime Reduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Specialist Operations</td>
<td>Administrative and corporate support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IT (operational) Systems</td>
<td></td>
</tr>
</tbody>
</table>
How are Policing Professional Profiles structured?

The Policing Professional Profiles are provided on the Professional Development Platform so they are easy to navigate on screen, but you can also download a printable PDF copy of each profile.

All the Profiles on the Professional Development Platform follow the same structure, as detailed in table 3.

Table 5: The Policing Professional Profile structure

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>The key function of the role</td>
</tr>
<tr>
<td>Job family</td>
<td>The job family and specialism (where applicable)</td>
</tr>
<tr>
<td>Level</td>
<td>Service deliverer, team leader, manager/expert advisor, service/function leader, force leader.</td>
</tr>
<tr>
<td>Purpose</td>
<td>An accurate and concise statement of the contribution the role makes to the organisation. A summary of the role.</td>
</tr>
<tr>
<td>Accountabilities</td>
<td>Each statement describes an area that the role</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>carries responsibilities for and should identify all key outputs. Accountability statements are not exhaustive and focus on results not tasks or activities, each statement is timeless and all relate specifically to the role.</td>
</tr>
<tr>
<td>Behaviours</td>
<td>Identifies the level of behavioural competencies required for the role, as defined by Competency and Values Framework (CVF).</td>
</tr>
<tr>
<td>Education, Qualifications, Skills and Experience:</td>
<td>Details of any educational and qualification requirements to be able to fulfil the role.</td>
</tr>
<tr>
<td>Policing Education and Qualification Framework (PEQF)</td>
<td>The level of experience required will be stated, rather than a number of years of experience.</td>
</tr>
<tr>
<td>Prior Education and experience</td>
<td>A list of skills appropriate to the level of the role.</td>
</tr>
<tr>
<td>Skills</td>
<td>Details of suggested Continuing Professional Development activities which will enable the individual to maintain and enhance competence in the role.</td>
</tr>
<tr>
<td>Continuing Professional Development (CPD)</td>
<td>Details of any ongoing registration or licensing requirements of the role.</td>
</tr>
<tr>
<td>Professional registration/licenses</td>
<td>Indicates links to NPoCC role profiles And other Professional Profiles which should be read in conjunction with this professional profile.</td>
</tr>
</tbody>
</table>

**What is the approval process for the Policing Professional Profiles?**

The Policing Professional Profiles will have been through the extensive consultation process with stakeholders, subject matter experts from across the service and where appropriate other agencies (Police Federation, Superintendents Association, Unions and other staff associations) as part of the design process. The research will have explored any studies or evidence into what works, and will have reviewed examples of existing job descriptions and role profiles. All Profiles will have been endorsed by the relevant NPCC lead prior to upload onto the Professional Development Platform.
How often will the Policing Professional Profiles be reviewed?

The Policing Professional Profiles will be published as ‘working drafts’ in batches over autumn/winter 2017, during this time the College will be actively seeking feedback from forces and individuals to ensure they are fit for purpose. From April 2018 the Profiles will be published as final versions.

Following the initial publication it is anticipated that most Profiles will require some early maintenance followed by annual review, although it is acknowledged the review cycle of some Profiles may be more acute when the area of work is very dynamic and subject to changing legislation.

Some specialist roles in policing are subject to rapid change e.g.: cyber-crime and fraud investigation, whilst other roles are in more stable business areas. It is anticipated therefore the more dynamic the environment, the shorter the review period.
References