



College of
Policing

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Establishing new professional standards for policing through degree apprenticeships

Kevyn Burns

PEQF Implementation & Communications Manager

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Why?

“By 2025 policing will be a profession with a more representative workforce that will align the right skills, powers and experience to meet challenging requirements”



“We will do this by:

... Setting clear and consistent requirements for entry into policing and for accreditation to defined ranks and roles in the service.

... Supporting key aspects of policing training and development through academic accreditation which recognises the skills and knowledge of our workforce...”



Policing has changed...

Level 3

apply established approaches to solving well defined problems

some self-directed activity with broad guidance and evaluation

Level 6

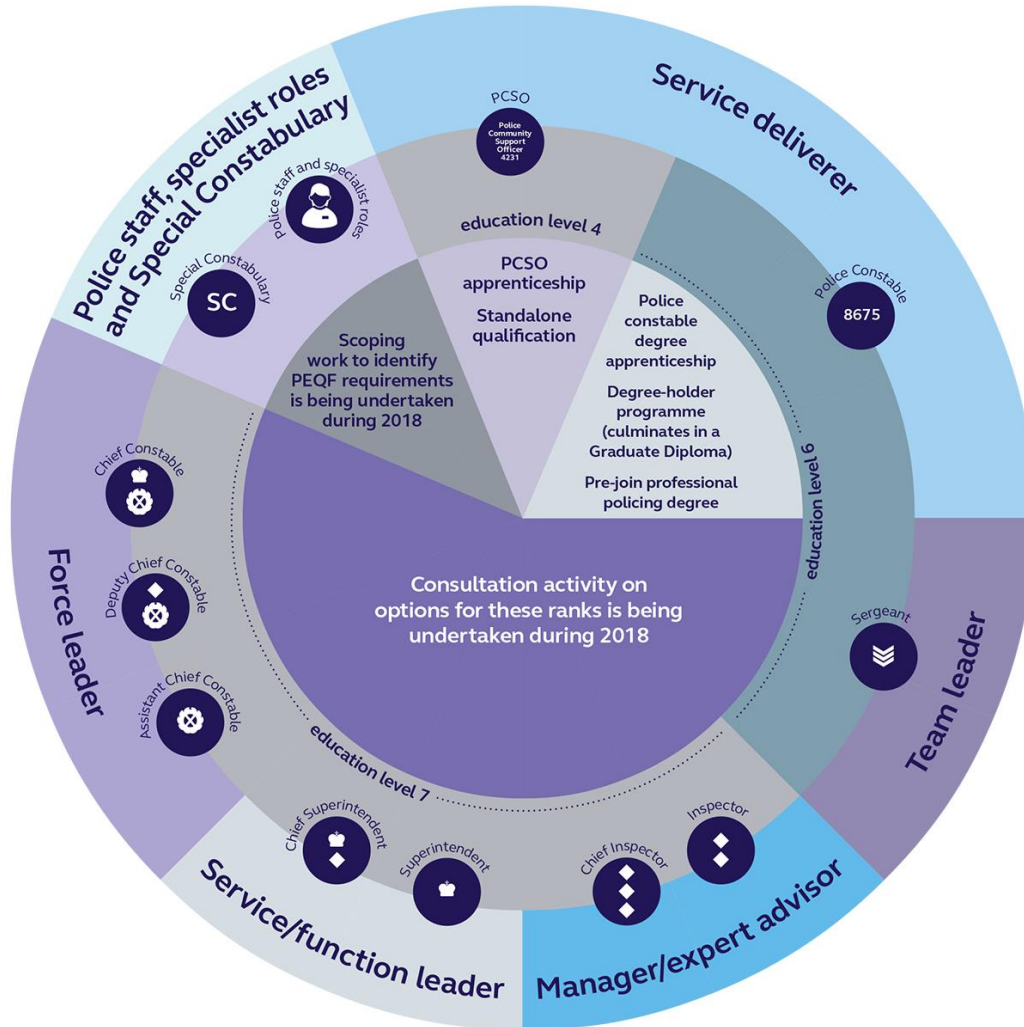
apply transferable skills and problem solving strategies to a range of situations and to solve complex problems; and exercise personal judgement in a range of situations

exercise of initiative and personal responsibility and decision-making in complex and unpredictable contexts

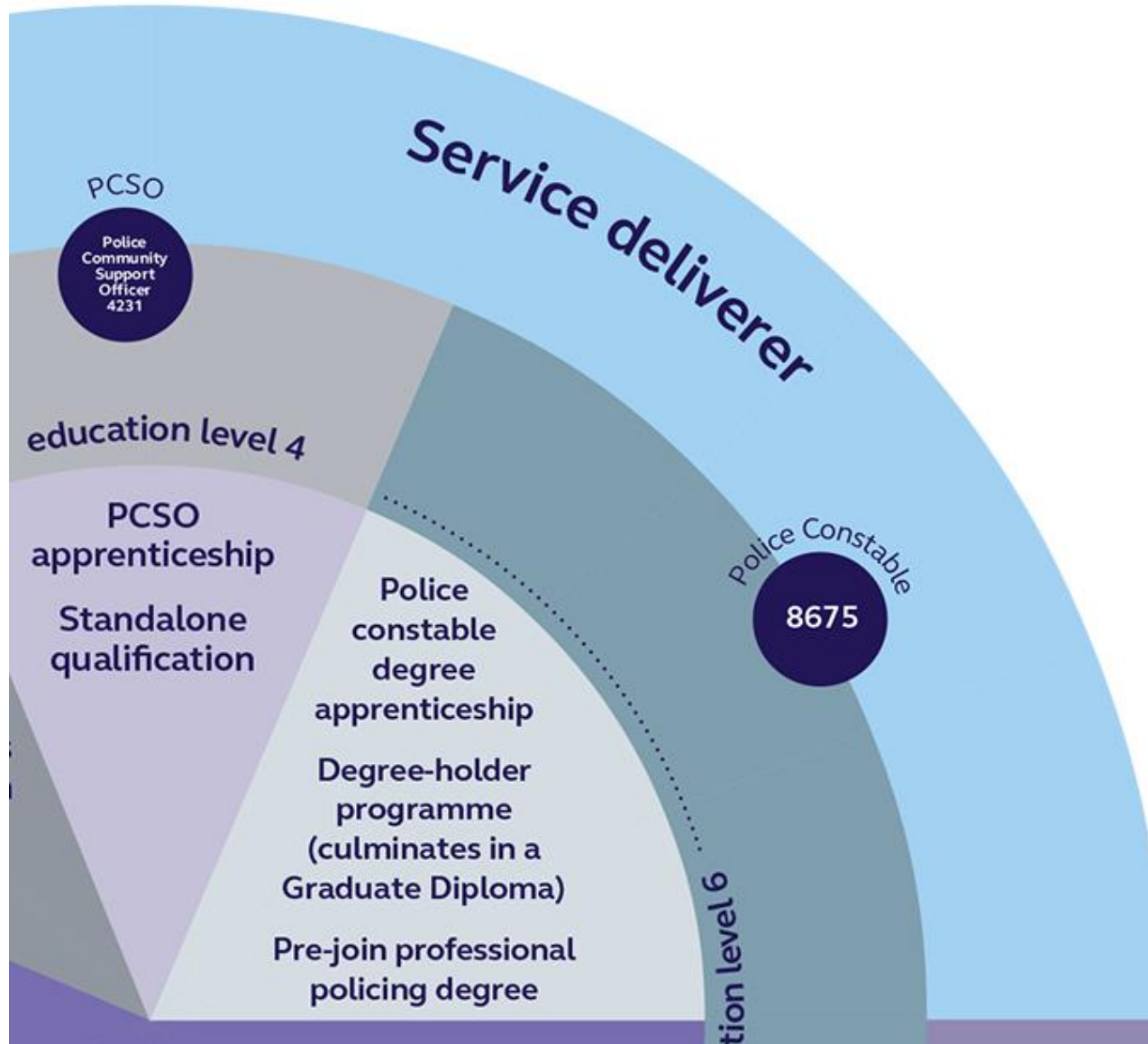
The image shows several documents and diagrams from the College of Policing. On the left is a 'Policing Professional Profile' for a 'Police Sergeant'. In the center is a 'Policing Professional Profile' for an 'Inspector', which includes a table for 'Job Family', 'Job Role', and 'Range'. On the right is a 'Policing Professional Profile' for a 'Deputy Chief Constable'. Below the documents are two circular diagrams: one with a central 'National Policing Curriculum' and another with a central 'National Policing Curriculum' surrounded by various professional standards.

The PEQF

Policing Education Qualifications Framework



Initial entry route apprenticeships



Some benefits of apprenticeships to policing...

- Diversity:
 - One of 3 new police constable entry routes
 - “You do not need a degree to join the police!”
 - Provides a progressive route to a profession
 - Early evidence suggests a positive impact on diversity
- Standardisation
- National recognition
- A new recruitment route / attraction channel
- Opportunities to access the Levy

Some challenges...

- Development timescales
- Recruit perception
- Acceptance of higher education involvement:
 - Letting go of ‘control’
 - Force flexibility and responsiveness
 - Perceptions of academia
- Off-the-job abstraction
- Procurement
- Differences between England and Wales

Emerging good practice...

- Massive change within policing...so what is the art of the possible?
- Apprenticeships – a tool to target recruits
- Attraction strategy - providing choice
- The right procured partner is critical
- Recognition of respective perspectives, strengths and weaknesses (force / HE provider)
- L&D enhancement, not competition
- Flexibility – force and HE provider
- Strong governance and communications

Emerging good practice...

- Blending academic and practical learning and assessments
- The role of the Tutor Constable – potential interface between academic and practical components
- Prior experience / different starting points
- Synergies between entry route programmes
- Cost? Opportunity? Opportunity cost?

A shameless plug...

43 Home Office forces are looking for providers to deliver an estimated 3,000+ Police Constable Degree Apprenticeships per year

Interested? Higher education provider?

Get in touch: PolicingEQF@college.pnn.police.uk

Questions?



policingeqf@college.pnn.police.uk