Policing Education Qualifications Framework

Initial entry routes

Learning to date: development and implementation, 2016 to 2019
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Contents

Foreword 4
Introduction and context 6
Why were the new entry routes created? 8
What new national entry routes have been developed? 10
How is standardisation being achieved? 14
What have we learned so far? 15
How have forces responded to the introduction of the new entry routes? 20
How will IPLDP be phased out? 23
What are the rates of abstraction and protected learning time? 25
What are the retention rates for student officers on the new programmes? 28
How much do the new entry routes cost? 29
Have the new routes affected the diversity of recruits? 32
How have student officers responded to the new entry routes? 35
What are our next steps? 37
Further information 40
Appendix: Case study by the Metropolitan Police Service 41
In 2018, the College committed to producing a ‘rear-view mirror’ report on the new PEQF initial entry routes, following at least one year of force delivery. I am pleased to present our findings here.

This report shares our learning so far, covering the early-adoption period from 2016 to 2019. It provides support for participating forces, as well as forces that are starting to introduce the new programmes. The report also sets out some of the results that we’ve observed, along with the next steps we plan to take.

Thanks to the commitment of forces and higher education partners, we have made considerable progress since 2018. The Police Constable Degree Apprenticeship (PCDA) is now live in 19 forces, while the Degree-Holder Entry Programme (DHEP) is live in seven. We have three forces live with the new Police Community Support Officer (PCSO) Apprenticeship, and 25 higher education providers have started delivering the pre-join Degree in Professional Policing. This year has also seen the development of a new, modern educational provision for the Special Constabulary. Encouragingly, student officer feedback on the new routes has suggested a positive overall experience, with benefits including a deeper knowledge and understanding of policing.

Even so, we must not be complacent. Alongside these positives, implementing the new entry routes has also posed challenges. This report explains the actions we have taken – and continue to take – to resolve these issues, including, for example, in relation to understanding abstraction and costs. We are also
working closely with the Home Office to improve diversity monitoring and assessment. The Police Uplift Programme has made widening access to police careers more urgent than ever.

To help reach the target of adding 20,000 officers to the service, we need to attract and recruit diverse applicants through the new entry routes. We need to capture any consequences in this respect, whether positive or negative, and share this learning. We need to use targeted initiatives to ensure our forces reflect the communities that we serve. And we need to ensure that our communications are clear – you do not need a degree to join the police.

I sincerely hope this report will prove useful to your force. Looking ahead, we plan to publish an updated version each year, which will include the latest implementation position. In the meantime, we will continue to support forces and providers with their transition to the new routes, and to help the service move towards the aspirations laid out in Policing Vision 2025.

Chief Constable Mike Cunningham
CEO, College of Policing
Introduction and context

Police recruitment is undergoing a major transformation, as is the professional education provided for new police constables. These changes began in 2016 and reached a key milestone in September 2018, when the first recruits joined the police via a newly-established degree apprenticeship entry route. Since then, with gathering momentum, the service has been planning for, and introducing, new initial entry routes. These new routes differ in scope, purpose and outcome from the existing national training provision, the Initial Police Learning and Development Programme (IPLDP).

This report represents a timely opportunity to review progress, now that a number of forces have introduced the new routes. Within the College of Policing we have been able to gather some initial feedback and identify ways in which we can support forces, particularly as more forces are due to implement the new routes over the next year. A further consideration has been the government’s announcement of its intention to increase the number of police officers by 20,000 by 2023. While the uplift is welcome, this will place considerable demands on force recruitment processes. Accounting for current attrition rates, the data indicates that recruitment of an additional 53,000 officers will be required to achieve a net uplift of 20,000.

The Police Uplift Programme aims not only to recruit quickly, but also to recruit well. These drivers require flexible solutions, and the new entry routes will play a key role in ensuring that we build a professional workforce equipped with the right skills, knowledge, potential, behaviours and values. In light of this, it is important for forces to have the latest information available to support their ongoing implementation plans.

This report outlines:

- the modernised curriculum underpinning the education of the police constable
- opportunities for flexible recruitment created by the new entry routes
- the current position of implementation, including recommendations to review and revise learning and development infrastructure to support the new entry routes
- the anticipated rate at which the service will transfer to the new entry routes
- the measures in place for extended use of IPLDP during the period of transition
the impact of the new programmes on the diversity of new recruits

the latest information available on programme costs, abstraction and retention rates.

At this early stage, some of the information presented is indicative only. However, trends have emerged that enable us to present some high-level findings. A wider base of implementing forces is needed to gather more comprehensive evidence of good practice and lessons learned. Our findings so far will help to inform next steps and support forces that are preparing to implement the new entry routes, as well as those that already have done so.
Why were the new entry routes created?

The IPLDP training programme, in place since 2006 and now being phased out, has not kept pace with the demands of frontline policing. A newly-recruited constable must acquire and apply high levels of professional knowledge to a range of challenging situations, across increasingly complex and diverse communities. The service has expressed concern that IPLDP does not cover all the knowledge and skills that new officers need. Other public sector organisations, that policing often works alongside, are moving to a professional footing, with learning programmes and entry requirements that reflect the level at which their personnel are required to operate.

In response to the need for change, the College of Policing, working in close partnership with police forces and other key stakeholders, has developed a suite of modern entry routes for police constables.

Crucially, taking our lead from within policing, we started by gaining an understanding of what police constables need to be able to perform the role effectively. We took the agreed requirements of the role to the education sector for independent assessment of the education level that initial education for police constables should be set at, to achieve the outcome that the police service needs. It was important to ensure that the new programmes were designed to enhance a police officer’s ability to adapt to change throughout their service. We did this by including the development of skills in problem solving, critical thinking and analysis, reflection, independent decision making and deploying effective evidence-based practice. The resulting curriculum was set at Level 6 learning and this has been ratified by other education bodies, including the Institute for Apprenticeships.

The new entry routes cover a greater breadth and depth of training and education for the police constable. They are rooted in an evidence-based approach and, notably, they reposition initial policing education within the national framework of professional education. Policing-related research within the education sector will help us to improve police learning and development, and can directly inform practical, frontline policing.

Recruits to the service via the new entry routes will be educated to Level 6 (degree level), a formal recognition of what police officers know and put into practice to perform their role effectively. Individuals educated to this level are well equipped to apply transferable skills, problem-solving strategies and personal judgement in various contexts. This approach will help us to fulfil the aspiration of Policing Vision 2025 that the police service ‘will attract and retain a workforce of confident professionals able to operate with a high degree of autonomy and accountability and will better reflect its communities’.
Recruits can still join the police service without holding a degree. The new level of education is an enabler of professional performance, not a barrier to entry, and flexibility of recruitment and education is central to the new routes. A core component is the introduction of a national apprenticeship, which provides a pathway to a professional degree qualification as part of paid employment. This route will widen entry to the service, attracting people from different backgrounds, as well as those who may not previously have considered a career in policing or attaining a higher level qualification.

At the time of this report’s compilation, 19 forces have introduced the Police Constable Degree Apprenticeship (PCDA), seven forces have gone live with the Degree Holder Entry Programme (DHEP) and 25 higher education institutions (HEIs) are currently delivering the pre-join Degree in Professional Policing. Many forces will have introduced the new programmes by the end of 2020. These necessary reforms can only be achieved through collaboration across the entire police service, working in partnership with higher education providers. We greatly appreciate the ongoing support of the service who have demonstrated hard work and commitment to implementing the new entry programmes.

The College will support forces as they initiate and, in due course, fully transition to the new education programmes. Now that forces have started to introduce the new entry routes, we will continue to share good practice and help to resolve any practical issues based on operational experience. We have adopted an operating structure that allows for continual and collective review of policy, process and guidance. The aim of the framework is to ensure that the experience of the learner is central, and that all components of the programmes enable the highest-quality outcomes.
What new national entry routes have been developed?

The entry routes for police constables

Working in partnership with the police service and the higher education sector, we have developed three new Level 6 programmes for police constable recruits: the Degree in Professional Policing, the Police Constable Degree Apprenticeship (PCDA) and the Degree-Holder Entry Programme (DHEP).

Pre-join Degree in Professional Policing (pre-join Degree)

The introduction of a pre-join degree creates a major new recruitment pathway, and gives those aspiring to become police constables an opportunity to gain the knowledge required for the role, prior to applying to join.

- Completion of a three-year knowledge-based Degree in Professional Policing, delivered by HEIs licensed by the College.
- Achieved prior to formal recruitment to the service.
- Covers all of the knowledge elements of the new modern curriculum underpinning the education of the police constable.
- Can be augmented through the HEI working with a force to provide Special Constable opportunities to achieve some practice-based operational competence.
- Practice-based operational competence is achieved once joined.
- During their probationary period, recruits are assessed against national assessment criteria to demonstrate achievement of Independent Patrol Status (IPS) and Full Operational Competence (FOC).

The following programmes entail direct recruitment into the police service.

Police Constable Degree Apprenticeship (PCDA)

- A three-year apprenticeship resulting in a Degree in Professional Policing Practice formally integrated into successful completion of the apprenticeship.
- Delivered through a formal collaboration between a police force and an education provider.
- Recruits undertake a comprehensive practice-based programme of learning and development.
As part of their professional development, recruits are assessed against national assessment criteria to demonstrate achievement of IPS and FOC.

Forces and educational providers in England can draw down levy funding for eligible candidates to recoup many of the costs of initial learning and assessment through this route.

Degree-Holder Entry Programme (DHEP)

- Two-year practice-based entry programme for degree holders (in any subject other than the Degree in Professional Policing).
- Operates as a conversion programme to the profession of policing.
- Delivered through a formal collaboration between a force and an education provider.
- As part of their professional development, recruits are assessed against national assessment criteria to demonstrate achievement of IPS and FOC.
- On successful completion, recruits achieve a Level 6 Graduate Diploma in Professional Policing Practice.

The DHEP also provides an additional and specific opportunity for targeted recruitment, enabling a police force to recruit into the police service, via this programme, for the role of detective constable. Via an ‘investigative pathway’ created within this entry route, recruits can undertake a practice-based programme weighted in favour of investigative skills, while still achieving the required level of operational competence and qualification across the full range of generic policing duties.

While each initial entry route possesses its own distinct delivery approach and programme duration, together they provide an integrated framework for the education and professional development of new police officers. The programmes are based on a common national curriculum for policing that sets a new benchmark for a comprehensive and up-to-date professional education. This curriculum emphasises core elements and responsibilities of the policing role, including the Code of Ethics, as well as valuing difference and inclusion.

New topics have also been introduced, equipping those who enter the profession to tackle the realities of modern policing. These include counter-terrorism, digital policing, vulnerability, crime prevention and criminology. Learning, development and practical support is provided to promote and support leadership potential, as well as the personal and professional wellbeing and resilience of all of those undertaking the police constable role.

Many other existing areas of policing learning and development have been enhanced, reflecting greater awareness of the complexities of the constable role. The structure of the curriculum provides opportunities to engage in detailed
learning and development, as well as practice, associated with core areas of professional policing according to the operational requirements of the local police force. These include response policing, policing communities, policing the roads, information and intelligence, and conducting investigations.

A further consideration was the need to equip police officers to be able to adapt to change throughout their service. We did this by incorporating opportunities to develop skills in critical thinking and analysis, problem-solving, independent decision making, reflection and deploying effective evidence-based practice throughout the curriculum.

We will ensure that the service always has an up-to-date national curriculum for the education of police officers, and that this curriculum is relevant to emerging challenges. To facilitate efficient programme delivery, annual maintenance updates are now scheduled to coincide with higher education programme review timescales. We will also publicise real-time updates to the curriculum, such as legislation changes, as and when necessary.

The entry routes for police community support officers (PCSOs)

The new national policing curriculum forms the basis for the initial learning for PCSO programmes and is tailored to the specific needs of the role.

The initial PCSO educational programmes reflect the knowledge and understanding that underpin the PCSO role, acknowledging the growing complexity of policing, and community policing in particular. In partnership with the police service and other key stakeholders, we have created two initial direct recruitment entry routes, with enhanced educational content bringing together the role-based learning and professional practice required.

**PCSO Apprenticeship (Level 4)**

- Enables new recruits to join the police service on a 12-month apprenticeship.
- Delivered through a formal collaboration between a police force and an education provider, or between a force and an awarding organisation.
- Recruits undertake a practice-based programme of learning and development.
- As part of their professional development, recruits are assessed against national assessment criteria to demonstrate achievement of IPS part-way through, culminating in achievement of FOC.
- On successful completion, recruits are awarded a **Level 4 qualification in Community Policing Practice**.
Forces and educational providers in England can draw down levy funding for eligible candidates to recoup the costs of initial learning and assessment through this route.

**PCSO Entry Programme (Level 4)**
- A 12-month practice-based (non-apprenticeship) entry programme for forces that do not wish, or are unable, to recoup the costs of PCSO recruitment through drawing down funding from the apprenticeship levy.
- Delivered through a formal collaboration between a police force and an education provider, or between a force and an awarding organisation.
- As part of their professional development, recruits are assessed against national assessment criteria for operational competence to demonstrate achievement of IPS and FOC.
- On successful completion, recruits are awarded a **Level 4 qualification in Community Policing Practice**.

The professional education, operational competence and Level 4 qualification in Community Policing Practice achieved via these programmes are the same. The programme content has been derived from the new national policing curriculum for the police constable role, contextualised to meet the needs of this community-based, front-facing role.

**The training for the Special Constabulary**

In partnership with the Special Constabulary (SC), we have developed a new initial learning programme for special constables, which like the PCSO programme is linked to the modern curriculum for the police constable. We have reviewed the existing and emerging requirements of the role and the likely future pressures on the SC, as well as the skills, knowledge and behaviours required to meet these challenges. The newly-developed training provision will enable the SC to continue providing effective support to their regular counterparts.

**Special Constable Learning Programme (SCLP) (Level 4)**
- A practice-based entry programme.
- As part of their professional development, recruits are assessed against national assessment criteria for operational competence, demonstrating achievement of Directed Patrol Status (DPS) and, on completion of their work-based assessment, Qualified Special Constable (QSC) status in their area(s) of policing practice.
- There is no associated qualification, but the SCLP curriculum is drawn from the relevant areas of the police constable curriculum. This will enable special constables to achieve the same professional learning as a regular constable in key areas of practice.
How is standardisation being achieved?

In response to the previous lack of standardisation of initial police learning, we have introduced measures to ensure a consistent approach. In partnership with the police service and higher education sector, we have established core requirements for each entry route. These requirements relate to essential aspects of effective initial learning, including local programme design, delivery and assessment, opportunities for practice-based learning and recognition of prior learning (RPL). As part of their collaboration, all police forces and education providers are integrating these requirements into their respective programmes.

We have also introduced a quality assurance process, the Quality Standards Assessment (QSA), for the new initial entry routes. This requires all forces and their educational partners (for pre-join, education providers only) to provide evidence, prior to delivery of the new learning programmes, demonstrating that the core requirements are met. The QSA process includes an ongoing annual monitoring phase, to ensure national standardisation across the entire programme, through continued application of the core requirements. These reviews will collect data and information, helping us to share emerging good practice and lessons learned.

To further support the implementation, development and standardisation of the new national entry routes, we have developed guidance on how to assess the operational competence of learners undertaking the new programmes. This guidance adopts an integrated approach, combining assessment of knowledge with assessment of applied skills and abilities in the operational workplace.

In recognition of the challenges being experienced by forces implementing the new entry routes, we have set up a national support team. The PEQF Implementation Team provides ongoing support to forces, helping them to understand the new programme requirements, work effectively in partnership with higher education providers, and implement new national rules and systems around apprenticeship standards, assessment and funding.

We are also undertaking an evaluation of the PCDA in seven of the forces that have already introduced the PCDA. The evaluation will compare the experiences of PCDA student officers with those on IPLDP, and run until 2023 to ensure that the first cohort of PCDA recruits can be followed into their first year as confirmed police constables. Findings from the first year of the evaluation have informed the learning presented within this report, with a more detailed evaluation report, ‘Evaluation of the Police Constable Degree Apprenticeship (PCDA): First interim report’, published separately.
What have we learned so far?

The new initial entry routes have highlighted:

- a unique opportunity for forces to support each other
- the need for forces to work closely with their HEI
- a positive experience for student officers overall, with deeper knowledge and understanding, critical thinking, time management and writing skills identified as benefits
- the importance of the role of the tutor in supporting delivery of these programmes
- the importance of strategic decision making at force level through all stages of the implementation process
- the importance of understanding the management of protected learning time and workforce planning concerns
- that the PCDA is not seen as a barrier to entry to the service.
Forces are supporting each other

As forces support each other in their preparation for the new initial entry routes, an unprecedented level of information sharing and networking is taking place. The College has taken on a change management role to coordinate activity, and we will continue to encourage and facilitate the sharing of good practice and lessons learned. This marks a different approach to implementation compared with earlier national learning programmes. This collaborative approach has been welcomed by forces and is a major contributing factor to the progress made so far.

Forces are benefiting from working with the higher education sector

Of the forces that have already introduced new initial entry routes, all have cited the need to work closely with their HEI provider. Where possible, they have co-located HEI and force personnel, nominated leads for key areas of work, such as programme development, and assigned a single force lead with overall responsibility. Co-working in these areas has resulted in strong working relationships, development of good-quality programmes and supporting information, and the ability to respond quickly to feedback from the College within the QSA process.

As programmes have been developed and delivered, it has become clear that collaborative working is essential for developing a cohesive programme. Most forces have co-designed lessons with their HEI partners, with the aim of presenting an integrated programme as a joint venture. Feedback from student officers within the early adopting forces suggests that the most relevant and successful learning is delivered when HEI and force trainers are working side by side, providing theory and practical context together.

In some areas, forces have benefited from economies of scale by joining with other forces in regional collaborations, working with a single HEI provider. If doing so, forces should consider the practicalities of delivering the same quality of learning through different methodologies, due to a lack of HEI footprint within force boundaries. There can be implications in terms of travel and subsistence costs, technical compatibility for online learning opportunities, and building individual force identities into the programme.
Student officers have had a positive experience

When considering the PCDA as a whole, encompassing force and university learning and tutorship, student officers have been positive about the experience. Benefits identified included deeper knowledge and understanding, critical thinking, time management and writing skills. Lessons with an obvious link to policing that were delivered by university experts, or by those with experience of policing, were well regarded. Students who had completed a large proportion of the tutoring phase felt ready for independent patrol and confident about being a police officer.

Students sometimes struggled with aspects of the curriculum that may initially seem less relevant to day-to-day policing, such as criminology or sociology. Greater emphasis on the reasons for including some of the academic content, as well as collaborative approaches to classroom delivery, will help students place this learning in an operational context.

Student officer wellbeing will be monitored throughout the evaluation. To ensure that the workload remains manageable, the provision of protected learning needs to be maintained beyond the first year of the programme.

It is important that student officers are supported by tutors

The tutor role is crucial in establishing core values and practice, and in supporting the transition from classroom to operational practice. Forces have stressed the importance of selecting tutors who are open-minded about the programme and can serve as advocates for the new routes. They have also identified the need to establish a supportive culture between tutors and student officers.

In recognition of the importance of the tutor role, we are developing a suite of products to support tutors and forces, including a new professional profile, a learning standard and training programme, and guidance on the role, with information on attracting and retaining the right individuals.

Strategic decision making and strong governance are essential

Strategic decision making and strong governance at local level are essential factors in progressing implementation. Both are key to ensuring that sufficient resources are invested in the implementation activity and all relevant stakeholders are involved, including HR, workforce planning, procurement, and operational and development professionals. Forces that have existing relationships with the higher education sector are already familiar with the concepts involved, and are therefore more predisposed to working with HEIs. Forces without this background might tread more carefully and take more time to work through the intricacies of contract negotiations. We will continue to
support these forces, and we will help to put them in contact with other forces that have had similar experiences.

The Metropolitan Police Service (MPS) have provided a short case study outlining their experience with the new initial entry routes, which form part of their commitment to strengthening the learning and development of their officers and staff. The case study is included as an appendix to this report.

**There needs to be a balance between maintaining frontline operations and protected learning time**

Everyone agrees that there can be no compromise on the need to provide a consistent minimum standard of frontline operations. For many forces, abstraction and workforce planning were serious concerns that needed to be understood and planned for, ahead of implementation.

Understanding and managing abstraction can be complicated by:

- the different ways in which forces measure abstraction
- levels of force maturity in workforce planning
- lack of recent experience of recruitment, due to austerity measures
- lack of consistency in how IPLDP was delivered.

We have been working with forces to develop strategies for managing abstraction levels, and for modelling recruitment cohorts and programme design to minimise the impact on frontline operations. Forces that have implemented the new programmes have found ways to manage abstraction effectively. We are sharing this collective experience with other forces as they move towards their own implementation deadlines.

**PCDA appears to be an attractive entry route**

Student officers on the PCDA have a strong desire to help people in their community, are inspired by the job and are excited by career progression opportunities within the service. According to student officers interviewed for the evaluation, undertaking rotations in different areas of policing is a particularly attractive aspect of the PCDA. There was enthusiasm about studying and gaining a qualification while serving as a police officer.

It is not yet possible to determine the extent to which a degree-level qualification is attracting people to policing who had not previously considered it as a career. We will continue to evaluate the programmes across the seven early-adopter forces. As the new routes are implemented across the service, we will also monitor and assess diversity and retention levels across all forces.
It is difficult to compare the new programmes and IPLDP

Comparison between the new learning programmes and outgoing IPLDP is difficult. The programmes differ in terms of the learning covered, as well as the level of learning delivered and assessment undertaken. This is further complicated by the inconsistent and incomplete ways in which forces assess and measure relevant programme information. Certain areas – such as diversity and inclusion, retention, and the cost of learning and development – are difficult to identify and assess, even within individual forces. Clarity on how the service is performing nationally in these areas has not proved possible to obtain.

As a consequence, there is no national baseline against which the impact of the new initial entry routes can be measured. The advent of the Police Uplift Programme has provided a timely opportunity for forces to enhance the quality of data, as part of the wider workforce transformation requirements that the uplift demands. This will help us to make assessments based on better data collection and analysis in future.
How have forces responded to the introduction of the new entry routes?

The momentum of implementation has increased since the first forces went live with the PCDA in September 2018, with almost every force making significant progress over the past 18 months. We have responded to challenges where raised, working closely with local force leads, and will continue to provide focused support as required.

Our communication strategy and partnership working has evolved alongside the development of the programmes. Implementation considerations – both anticipated and unforeseen – have been captured and used to enhance processes and supporting guidance. As the programmes and supporting information have matured, we have been able to give clearer and more comprehensive information to help forces understand the scale and implications of the change.

We have developed a number of communication channels to ensure the widest reach with the information available. However, given the size and complexity of the service as a whole, we recognise that we can always do more, particularly while the programmes are evolving.

As more forces have gone live with the programmes during 2019 and so far in 2020, the focus of implementation support has moved towards sharing good practice and lessons learned, and providing additional support to forces that have needed more help to move their implementation plans forward.

How many live PCDA and DHEP programmes are there?

Figures 1 and 2 show, for the PCDA and DHEP programmes respectively, how many forces have already gone live or will be going live over the next 12 to 15 months.

(Please note: as this report goes to press forces are dealing with the emergency situation created by the COVID-19 outbreak, which may result in delays to some force PEQF implementation plans. We will continue to monitor and support all forces throughout this period of national emergency.)
PCDA Implementation Progress as at 29 February 2020

Figure 1 – Forces with live PCDA programmes.

DHEP Implementation Progress as at 29 February 2020

Figure 2 – Forces with live DHEPs.
Table 1 shows the number of student officers currently undertaking these programmes and the PCSO Apprenticeship.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of student officers enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCDA</td>
<td>1105</td>
</tr>
<tr>
<td>DHEP</td>
<td>307</td>
</tr>
<tr>
<td>PCSO Apprenticeship (3 live forces)</td>
<td>213</td>
</tr>
</tbody>
</table>

Table 1 – The number of student officers currently undertaking the PCDA, DHEP and PCSO Apprenticeship programmes as at 29 February 2020.

**How many live pre-join Degree in Professional Policing programmes are there?**

In addition to the in-force entry routes, 25 higher education providers across England and Wales began offering the pre-join Degree in Professional Policing from September 2019. Four of those universities were also able to transition students from pre-existing policing-related degrees onto the second year of the new programme.

Table 2 indicates the number of students enrolled on the pre-join degree, showing how this entry route will grow as a recruitment pool into the service.

<table>
<thead>
<tr>
<th>Expected year of graduation from the programme</th>
<th>Number of students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>267</td>
</tr>
<tr>
<td>2022</td>
<td>961</td>
</tr>
<tr>
<td>2023</td>
<td>1340¹</td>
</tr>
</tbody>
</table>

Table 2 – The number of student officers currently enrolled on the pre-join Degree in Professional Policing.

We are expecting at least 16 additional providers to start delivering the programme in 2020, and we are regularly receiving new applications to become licensed to deliver the programme.

¹ This figure is based on estimated student enrolments for HEIs that are already licensed and delivering the programme. This is likely to be higher when all the providers currently going through the validation process are able to start the programme.
How will IPLDP be phased out?

Due to local force implementation considerations, complicated by the announced uplift in police recruitment, a number of forces have indicated that they will need to continue to use IPLDP beyond its original end date of 31 December 2019.\(^2\)

We will continue to encourage and support forces to transfer to the new programmes as soon as is practical. To help forces achieve a smooth transition to the new entry routes, we have agreed to support continued use of IPLDP within specific timescales and subject to certain conditions. In particular, continued use of IPLDP by forces can only take place alongside their transition to the new initial entry routes.

We have produced guidance to support forces when considering whether they need to continue using IPLDP. This guidance can be provided on request to PolicingEQF@college.pnn.police.uk

**Limited extended use of IPLDP**

**Short extension (January 2020 to June 2020)**

An initial extension to continue allowing registration of new recruit officers onto the IPLDP programme until June 2020 has been put in place.

Awarding organisations have agreed to continue to accredit the programme until June 2020 i.e. IPLDP starts prior to this date can be registered for the Level 3 Diploma in Policing.

This extension does not require any additional material to be delivered alongside the IPLDP programme, and forces have been made aware that the programme content will not be maintained beyond December 2019.\(^2\)

**Longer extension (July 2020 to June 2021)**

If necessary, a force may continue using IPLDP beyond June 2020. However, the programme will not be maintained from January 2020 and will not be accredited from July 2020. Continued use of IPLDP beyond June 2020 presents significant risks to forces.

To help mitigate some of this risk, we have supplemented the IPLDP curriculum to address some key elements of the new police constable curriculum.

A small number of forces are experiencing exceptional difficulties in fully

\(^2\) This includes the potential to continue programmes such as Detective Entry and existing PCSO and Special Constable programmes, which are based on IPLDP, with the same conditions.
transitoning to the new entry routes by June 2021, particularly in the context of the uplift, and would welcome more time and professional support. In recognition of local circumstances, we have approved the extended use of IPLDP, with the supplementary curriculum, as an entry route for these forces up to June 2022. This contingency measure will form part of a twin-track entry route strategy, alongside introduction of the new PEQF entry routes by these forces in 2021.

We recognise that current circumstances require flexible solutions, and we are committed to ensuring that the new entry routes help forces to achieve the recruitment uplift. However, prolonged use of IPLDP beyond June 2021 is not desirable. All forces should fully transition to the new entry routes by June 2021 if they are in a position to do so. At the time of compilation, 27 forces indicated that they will use the short extension (to June 2020) and 19 forces have indicated that they will be using the longer extension (to June 2021).
What are the rates of abstraction and protected learning time?

Key points

- Protected learning time (PLT) is essential to support student officers in meeting the demands of the new initial learning programmes.

- Implementing a combination of entry routes is key to managing the level of PLT and the impact on frontline operations.

- The level of PLT in the first year of the new programmes is comparable to the existing IPLDP.

- For most forces that have gone live with the PCDA programme, student officer abstraction is between 21% and 31% across the three years.

- For the DHEP, student officer abstraction is currently between 28% and 34% across the two years of the programme.

The new entry routes represent a major change in policing education. As such, they bring challenges that forces, with our support, are working to overcome. One such challenge is the impact on frontline services, as student officers – and tutors, for parts of the programme – are occupied in learning, coaching and assessment activity.

While many forces view this as abstraction, it is being increasingly recognised as an important and necessary investment in the development of new police officers. PLT helps to promote a healthy work-life balance and supports the student officer in successfully completing the programme and achieving full operational competence.

Forces need to develop a programme that fits their operating model, minimises the impact on frontline services and gives student officers sufficient PLT to meet the demanding requirements of the learning programmes. This is a difficult balance to achieve, and cannot properly be established until a force starts to work collaboratively with its HEI partner.

We have gathered information from live forces on an ongoing basis since late 2018, enabling us to build an increasingly accurate picture of PLT. Strategies for achieving the right balance between operational deployment and PLT have included innovative ways of delivering learning, consideration of how student officers are deployed at different stages in the programme, and recruitment via a blend of the new entry routes. As more forces implement programmes, we will continue to share good practice.
What levels of protected learning time are required?

Most forces that have introduced the new initial entry routes have designed PCDA programmes with an average PLT across the programme ranging from 21% to 31%. For the DHEP, the average ranges from 28% to 34%. Our analysis has shown that, typically, the highest levels of PLT occur in the first year.

The average percentage of PLT in PCDA year one is 43%. Where the PLT is higher in the first year of the programme, this tends to be offset by lower levels in years two and three, which have average levels of PLT at 16% and 17% respectively. The PLT average across the programme is 26%.

The average percentage of PLT in DHEP year one is slightly higher, at 47%, while the average for year two is 14%. The average across the programme is 32%.

The different levels of PLT within the programmes can be explained by a number of factors, including:

- how the individual force calculates PLT
- the percentage of operational benefit a force expects to derive from a student officer, particularly in the period before IPS is achieved
- the length of time a force deems necessary to cover learning and underpinning knowledge, and how long a student officer needs the support of a tutor.

We will continue to develop the abstraction modelling tool that helps forces better understand their abstraction levels. Through scenario planning, forces can use this to identify peaks and adjust their plans to minimise the impact on frontline operations.

How does this compare to IPLDP?

When comparing the rates of PLT within the PCDA, DHEP and IPLDP there are some important factors to consider.

- The programmes are not of the same duration. PCDA is a three-year programme, while DHEP and IPLDP are two-year programmes.
- The programmes cover a different breadth of learning. PCDA and DHEP cover subject areas that are not included in IPLDP, much of which would typically be covered in separate training events for officers during probation and beyond.
- Forces have delivered IPLDP in many different ways since its introduction in 2006, so a direct comparison is only practical at an individual force level. A general comparison can be made at a national level, based on IPLDP as it was designed.
The national specification for delivery of IPLDP has typically implied more than 50% PLT in the first year and approximately 12% in the second year, giving an approximate average PLT over the two-year programme of more than 30%.

We are encouraged that PLT is broadly comparable between the new programmes and IPLDP, although the additional programme duration for PCDA must be taken into account. When new pre-join degree graduates become available for recruitment, from 2021 onwards, it may be possible to reduce the overall collective level of abstraction, as this entry route will require much less PLT.

**What are the abstraction rates for tutors?**

Analysis of officer abstraction in forces that have implemented the new programmes must also consider the role of the tutor. As with student officers, force methodologies used to account for tutor time differed considerably. For example, different student-to-tutor ratios were used and there was variation in how and when tutors were deemed deployable.

Based on the high-level PCDA programme information provided, most forces had an average year one tutor abstraction of less than 10%. The highest average year one tutor abstraction was between 16% and 20%.

There is likely to be further abstraction in later years, depending on how forces manage the operational attachments. Most forces are still considering the detail and practicalities of this. The abstraction for tutors is expected to be less during later attachment phases, as the student officer becomes more operationally competent.

In most forces, tutors are working with a student officer on a one-to-one basis until IPS is achieved. The number of weeks that forces are programming for this varies, with 13 weeks being the average. There are also differences in the amount of operational benefit that forces are recognising from this working relationship.
What are the retention rates for student officers on the new programmes?

Key points

- Early indications are that, after taking disciplinary-related exits into account, the retention rate for the new programmes is over 95%, which is higher than estimated in our original modelling.

- There is no clear IPLDP-related baseline data to inform comparison. Where data exists, it is not consistent in how it has been measured or the level of detail captured.

Forces have raised concerns that the new learning programmes may lead to higher numbers of student officers leaving the service during their initial learning. In the context of the new entry routes, attrition is defined as a percentage rate of individuals failing to complete the full programme of learning or their probation. An overarching rate of attrition needs to be known for planning purposes, and it is helpful to understand the reasons for student officers leaving.

Across forces that have gone live with the PCDA and DHEP retention is over 95%, which is higher than estimated in the our original modelling. This does not include a number of disciplinary-related exits, which may have occurred regardless of the initial learning programme. Comparison with retention rates under IPLDP is difficult, due to the lack of consistent or comprehensive data from forces.

The challenge in the early years of the PCDA and DHEP is understanding what represents an acceptable retention rate, without any programme data on which to base judgements. Data needs to be gathered from forces and HEIs over a number of years to provide an accurate assessment of the new programmes. This will be achieved via the College’s annual monitoring process.
How much do the new entry routes cost?

**Key points**

- At this early stage, costs are broadly in line with previous estimates.
- It is not possible to compare costs of the new routes directly with those of IPLDP, due to significant differences in duration, content and delivery. The quoted cost of IPLDP also varies and does not consider apprenticeship funding.
- In line with Policing Vision 2025, the new routes are an investment in those joining the service as new officers.

Data on the cost of existing learning programmes is not consistent and is largely dependent on how forces calculate the cost of their learning and development function. To gauge the cost of the new PCDA in its first year, we worked closely with live forces to identify and agree a consistent approach.

Before we can properly assess the cost of the entry programmes, it is important to understand the professional context. Firstly, a new system of apprenticeship levy funding, with complex rules, has been introduced. This funding is only available in England, not in Wales. The Education and Skills Funding Agency oversees the administration of levy funding, setting an upper limit of £24,000 per student on the PCDA and ensuring that monies are drawn down from the fund appropriately. The funding rules were initially open to misinterpretation regarding which costs are eligible for levy funding, during the period when forces were negotiating contract terms with their HEI partners.

The need for forces to work collaboratively and under formal contract arrangements with HEIs has also had an impact on how costs are calculated and understood. This has, in turn, affected the cost of the DHEP, which has often been included in the overall negotiation. We must also consider that IPLDP is not cost-free, although a direct national comparison is not practical, given that each force calculates the cost differently.

An additional factor is the need for ongoing support for new student officers beyond the provision of directed learning interventions. There are implications here relating to tutorship, assessment, coaching and mentoring to take into account. Each force has adopted its own model of support for student officers, which again impacts the cost of the programme.
Taking these variables into account, we undertook an exercise to determine a baseline cost for the new programmes with the 11 forces who had gone live by September 2019. To simplify the process, we agreed certain parameters with all the forces, discussing the practicalities and arriving at a consistent approach.

We looked at two types of cost. Direct costs relate to actual programme delivery, such as trainers and associated subject-matter experts drafted in for particular modules within the programme. Indirect costs cover everything else, from programme administration to student support. We were able to separate costs within this category relating to tutors, assessors, coaches and mentors. Everything else was captured in an overhead cost, which was agreed as 30% of the total cost.

In the case of tutors, the cost is representative of the percentage of operational benefit that the force loses while the tutor is engaged on tutorship. Tutors are still deployed in frontline service, but take time to coach and assess the student officer, supporting reflective practice and evidence of competence as required.

So far, it has only been possible to determine costs for the first year of the programme. However, all forces agreed that indirect costs, particularly those associated with student support, would reduce in the second and third years as the student officer gains IPS, moves towards full occupational competence and gains confidence in meeting the academic requirements.

To protect commercial and cross-force sensitivities, we have only presented aggregated or average figures in this report.

**Direct costs**

The average first-year direct cost associated with the PCDA for English forces is £2,342 per student officer. This figure is calculated based on the number of hours or days of training being delivered by the force trainers or subject-matter experts that the force funds. It does not take into account any of the apprenticeship levy funding that a force would recoup from the HEI through subcontracting arrangements, which averages out to £2,970 per student officer.

However, Welsh forces are not able to draw down levy funding, so all of the costs of the PCDA and DHEP had to be funded by the service. As a result, the Welsh forces all agreed to minimise the amount they would have to pay to their HEI partner. This was achieved by undertaking more of the training and by delivering the PCDA and DHEP programmes together, with student officers on both programmes working side by side, both in the classroom and on frontline deployments.

This meant that the average first-year direct cost associated with both PCDA and DHEP for Welsh forces is £4,963 per student officer. Instead of receiving an amount of levy funding back from their HEI provider, the Welsh forces have to pay a direct cost to the provider for both PCDA and DHEP, which on average is £1,772 per student officer.
Indirect costs

Indirect costs apply mainly to support for the programmes. We agreed with forces to apportion salary costs for personnel involved in supporting student officers, including tutors, assessors, coaches and mentors. The costs vary across forces in line with programme delivery and support arrangements, and so we discussed and agreed appropriate figures with each force. The most significant cost relates to tutors, for which we were able to agree the same 50% cost with all the forces involved in the exercise.

The average first-year indirect cost for PCDA and DHEP programmes across all English and Welsh forces is **£6,426 per student officer**.

Based on the figures available so far, and due to the factors previously outlined, it is not possible to categorically state a comparison against IPLDP. We will continue to work with forces to better understand the costs of the new entry routes, particularly the costs of years two and three, to determine whether the assumed reduction in indirect costs associated with the programme is sound.
Have the new routes affected the diversity of recruits?

Key points

- Due to the lack of detailed national data, our ability to assess the impact of the entry routes on the diversity of recruits is currently limited.
- We will continue to work with forces to collect diversity data for all entry routes and review any impact.

Understanding the impact of the new entry routes on workforce diversity is imperative. In accordance with Policing Vision 2025, securing a representative workforce is a priority. We recognise that the new entry routes may influence the police service’s ability to achieve this crucial objective, and we are committed to supporting the police service to meet the requirements of the public sector equality duty. We are working to help forces ensure that equality of opportunity and inclusion are integral to police recruitment.

We have attempted two data collection exercises to understand recruitment diversity. The first exercise requested protected characteristic data from forces for all new recruits joining via the PCDA, DHEP or IPLDP. The data returned from forces was limited and did not include figures for all of the protected characteristics. As a result, we were able to produce only limited analysis in key areas, which will be published shortly in our equality impact assessment.

The issues we have had with data quality have instigated a closer look at how we collect data and what support forces might need to provide this data in future.

The second data collection exercise was carried out as part of the PCDA evaluation and conducted in seven early-adopter forces. This provided data from 181 student officers on the PCDA and 137 concurrently on IPLDP. Due to the limited feedback from the first data set, only this evaluation data has been reproduced in this report.

To parallel the Home Office diversity reporting for the police workforce, figures for age, race and sex are provided here. Figures for all of the protected characteristics and socioeconomic data are provided in the Evaluation of the Police Constable Degree Apprenticeship (PCDA): First interim report.
The PCDA evaluation data provides an early insight into the student officer demographic. However, while the evaluation achieved a high response rate, the forces involved mainly recruited from an existing pool of candidates and only the PCDA cohort initially surveyed currently falls within the scope of the evaluation. At this stage, the lack of detailed national data limits our ability to compare entry routes, as well as our ability to determine the PCDA's impact on the diversity of new recruits. We will continue to work with forces to collect diversity data for all entry routes and review any impact.

**Collaborating to improve diversity data collection**

Resolving the challenges around complete and accurate diversity data collection from forces is crucial. This data allows us to understand impact and to initiate measures that promote inclusion and equality of opportunity, for the benefit of everyone in the policing community. Acquiring data will require cooperation from forces and improved awareness within the police workforce of the significance of sharing protected characteristic information.
We are working with the National Police Chiefs’ Council (NPCC) and the Home Office to improve diversity data collection nationally. We will also use existing data collection mechanisms, such as the Home Office Police Workforce Census, to integrate entry route information. The Police Uplift Programme has provided the service with a key opportunity to increase workforce diversity. We will collaborate with the Police Uplift Programme team to ensure that widening participation is a cornerstone of recruitment, and, together with the NPCC, we will work to improve sharing protected characteristic information across the workforce.

As implementation of the new entry routes continues, more data will become available to facilitate understanding of the impact on the protected characteristics. The joiner demographic will continue to be shaped by the work of force diversity and inclusion teams and positive action teams. Relevant initiatives include community outreach, engaging and supporting potential applicants, targeted marketing and other innovations in increasing workforce diversity. Further examination, research and examples of effective practice will continue to be included in the College’s PEQF equality impact assessments.
How have student officers responded to the new entry routes?

**Key points**

- PCDA student officers have been largely positive about their experience.
- The benefits identified by PCDA student officers included deeper knowledge and understanding, critical thinking, time management and writing skills.
- While lessons with an obvious link to policing were well received by students, students did not always immediately see the relevance of learning that was less clearly linked to policing.
- The tutoring phase has built confidence and readiness for IPS. Where available, an early immersion week provided a helpful insight to the role and context for future learning.
- There was little difference in the wellbeing of students on the PCDA and IPLDP, with challenging workloads generally considered manageable during the first year.

By developing bespoke programmes in collaboration with HEI partners, forces have the opportunity to consider different student officer experiences. So far, this has been achieved through our ongoing evaluation of the PCDA, as the PCDA is live with more forces than the DHEP at present. The evaluation includes cohorts of IPLDP students to provide a direct comparison between these two programmes. Students’ views were captured through survey and interview feedback.

For most forces where the evaluation took place, the initial cohorts of PCDA student officers were drawn from an existing pool of candidates who had originally applied prior to the introduction of the PCDA. While this allowed early-adopter forces to implement quickly, this approach to recruitment is likely to have shaped some students’ views of the programme.

Reflecting on the full PCDA programme, encompassing both classroom and on-the-job learning, there has been much positive feedback. The following aspects are well regarded or cited as benefits by student officers:

- Good-quality teaching delivered by subject experts, providing a deeper knowledge and understanding of policing, as well as an appreciation of why particular actions and decisions are taken, on topics such as forensics, law and human rights.
Collaborative lesson delivery, whereby force trainers were present at university lectures, which enabled the students to understand the context in which academic learning could be applied, making the content more relevant.

Critical thinking, time management and writing skills developed through the university study elements of the programme.

Hands-on experience gained through the tutoring phase, in an environment that was largely supportive and welcoming, which built confidence and readiness for IPS.

An early immersion week helped to contextualise learning, manage expectations about the job and settle nervousness about going out on patrol. It also introduced students to, and helped them build working relationships with, future teammates.

Instances where the collaboration between HEI and force was not clearly apparent, with HEI lecturers delivering material that was not obviously grounded with corresponding real-world policing experience, were less popular. Force stakeholders also reported practical issues with technology, reducing the efficiency of online and virtual learning in isolated cases.

The evaluation study is taking the wellbeing of the student officers into special consideration, in recognition that both the PCDA and DHEP are full programmes of study being undertaken at the same time as full-time employment. There was little difference in the wellbeing of student officers on the PCDA compared with IPLDP. Although the demands of the PCDA were acknowledged to be challenging, this was typically felt to be manageable. However, some students raised concerns about combining their work and study commitments when faced with increased operational responsibility in years two and three of the programme.

We are reassured by the positive response that we have received from student officers, and we hope to see further improvements in their experience of the new entry routes.
What are our next steps?

Although not all forces have implemented the new programmes yet, there are already a number of lessons learned and positive steps forward that we can take. These include ongoing improvements that have previously been identified, as well as new initiatives to help support forces to make the transition to the new learning programmes.

1. We will ensure that all of the entry routes into policing properly support the government’s directive that the police service will increase its establishment of police officers by 20,000 over the next three years. To do so, we will:
   - continue to work in close partnership with the Police Uplift Programme
   - enable licensed higher education institutions (HEI) to offer the pre-join Degree in Professional Policing as an accelerated degree programme, completed over two years rather than three
   - bring the following into closer alignment:
     - national attraction and recruitment campaigns
     - selection and assessment processes
     - the formal programmes of education undertaken by new recruits.

2. We will continue to publicise, promote and explain the new entry routes across the service, ensuring there is greater understanding of:
   - the enhanced professional capability of the police officer due to the new curriculum, and the benefits this will bring to the service and the public
   - the opportunities for flexible recruitment provided by the new routes, particularly recognition of prior learning (RPL), and for targeted recruitment into key roles, especially detective entry routes
   - the links between the new education framework and other College-led initiatives, such as the new Professional Policing Profiles and the RPL process to support existing officers and staff to gain accredited qualifications.

3. We will consider stakeholders’ responses to the activities outlined in steps 1 and 2 above, and we will address any concerns or misunderstandings that arise. For example, existing officers and staff must not be made to feel left behind by the new educational programmes. We have a positive challenge to communicate effectively, adapting messages to different audiences. We will further develop our
communications at all levels within the service, especially the front line, and with stakeholders in policing.

4. We will take account of ongoing feedback from forces, both those that have implemented and those who are yet to do so.
   - Where possible, we will review and improve procedures and guidance, to help streamline forces’ implementation and transition to the new entry routes.
   - We will disseminate good practice and lessons learned in timely, appropriate ways, including via the new College Knowledge Hub site and networking events.

5. We will provide professional body support for all forces throughout the period of transition to the new programmes.
   - We have bolstered our implementation resources through the secondment of in-force expertise, and we will be focusing this additional resource on supporting those forces with the greatest need.
   - We will continue to work with the service to grow a shared understanding of key issues such as protected learning time, abstraction, programme costs and attrition rates.

6. We will keep diversity at the heart of the recruitment agenda by:
   - monitoring the impact on equality and diversity resulting from the introduction of the new initial entry routes
   - undertaking specific initiatives in 2020 to maximise opportunities for workforce diversity, by introducing more accessibility and flexibility into how people can join the police service
   - developing a national widening access programme, enabling those who would like to join the service, but do not yet possess the minimum educational requirements, to acquire them as part of a preparatory programme (which will itself widen public awareness of how to join)
   - working closely with forces and the Home Office to improve the quality of data collected through the Police Workforce Census, which will allow the service to understand workforce diversity on different entry routes at a national level.

7. We will continue to develop new learning programmes and related initiatives to address the needs of officers and staff.
   - Throughout 2020, we will be working in partnership with the Special Constabulary to implement a programme of education aligned to
the new curriculum and the new entry routes. This will make it easier for new special constables to apply to join the service as a regular constable, via the new entry routes, should they choose to do so.

- We will clarify and promote the professional pathways available to new recruits on successful completion of their probation, particularly in those areas of professional practice that lie at the heart of the new curriculum (response policing, community policing, investigative skills, intelligence and roads policing).

8 Through our workforce development enabling initiatives, we will develop:

- improved support for tutors during 2020/21, which will build on the new tutor profile, learning standard and programme developed in 2019/20, as we work with the Police Uplift Programme to scope out what more needs to be done to support the tutor role

- a first-line leaders toolkit for new managers.

9 We will implement annual monitoring of the provision of programmes during early 2020. This process will focus on what forces are doing to assure and maintain the quality of their programmes to provide the desired outcomes for the force and the student officers.

10 We will continue to evaluate the PCDA and follow student officers in evaluation forces as they progress through the programme, with lessons continually fed back to inform delivery. Over the next year, the evaluation will explore the student officer experience across a much larger number of student officers and will begin to determine whether any differences in attitudes, behaviours and wellbeing emerge between those on the PCDA and IPLDP.

11 We will seek to minimise risk to effective policing, by ensuring that extended use of IPLDP for new entrants beyond June 2022 (by exception only after June 2021) comes to an end. Police Regulations will change at this point so that only the new initial entry routes are formally recognised as entry routes into the service. IPLDP will be closed as an entry route after June 2022.

12 We will produce a follow-up report to this publication in 2021, to consolidate our emerging evidence base for the ongoing impact of the new entry routes.

More detailed information relating to the PCDA evaluation can be found in the Evaluation of the Police Constable Degree Apprenticeship (PCDA): First interim report.
Further information

More information about the PEQF and the new initial entry routes can be found on the College of Policing website.

You can find out more about recognition of prior learning on the College’s Professional Development site.

If you have any questions about the PEQF and the new initial entry routes, please email us at PolicingEQF@college.pnn.police.uk
Appendix: Case study by the Metropolitan Police Service

Everyone in the Met does extraordinary things on a daily basis to help keep London safe, so it’s only right that they are supported in their learning and development. This is why we are not only investing more in the continuous professional development of all our officers and staff, but also strengthening the training and development of our new recruits.

New recruit pathways

We’re getting ready to welcome the first intakes of recruits into the Met under the new PCDA and DHEP (including direct entry detectives) from September 2020. We are proud to offer these new entry pathways, which enable recruits to gain a degree-level qualification on completion of their initial learning, in formal recognition of policing as a profession.

The new pathways opened for applications in March 2020. They will be delivered in collaboration with four London-based universities – Brunel University, the University of West London, Anglia Ruskin University and the University of East London – and will be coordinated and supported by Babcock, our newly appointed learning partner.

PEQF and our partnership with HEIs present a real opportunity for us to explore more ways to accredit the skills and experience of our existing officers and staff, and to support our ambitions for a workforce that reflects the city we serve.

Our market research has shown that more formal recognition of policing as a profession, together with the opportunity to earn while learning ‘on the job’ and working towards a fully funded degree, are attractive prospects to those who want to make a difference but may not have previously considered policing as a career. The PCDA is at the centre of a strong outreach approach and young people’s campaign, which focuses on Black and minority ethnic (BAME) Londoners. We are also working to refine our wider attraction strategy.

Like other forces, the Met is currently benefitting from growing officer numbers, which makes a strengthened probationer journey more important than ever. To support this growth, and to ensure a smooth and structured transition to PEQF, we will continue to run our established IPLDP in the short term. This will be delivered by the Met’s Learning and Development Team.

This ensures that all of our recruits, no matter what entry route they come through, are fully supported to develop the knowledge, skills and attitudes needed to deliver the best possible service to London.
Enhancing the probationer journey

We have built on the changes being implemented to the recruit entry routes, to maximise opportunities to strengthen other aspects of the probationer journey.

In March 2020, we introduced a consistent street duties course across all of our frontline Basic Command Units (BCUs). This is managed by a dedicated Street Duties Team on each BCU, including dedicated tutor constables – 280 in total across the Met. The tutor constable role is a new role that we have added to our existing BCU strengths, to ensure that all of our recruits are supported by some of the Met’s most experienced officers during their transition to frontline policing duties and gaining IPS.

Our new street duties course is part of a wider, newly developed rotation model spanning the probationer’s learning journey. With phased implementation starting in May 2020, this provides a structured grounding for all our recruits through key areas of operational policing, such as investigation, violence suppression, safer neighbourhoods and emergency response. This will help them to attain operational competence and confidence, and will allow them to contribute actively to policing outcomes at the earliest opportunity.

Further investment, through the establishment of new Learning and Development Teams within each of our 12 BCUs, has started to create a new energy and focus around learning, as well as a consistent approach in building workforce capability across frontline policing. We are keen to look at expanding this model into the specialist commands.

All of this underlines the Met’s continued commitment to strengthening the learning and development that we provide across the organisation, to build and sustain the levels of operational capability required to keep London safe for everyone.

Alex Walsh
Director of Learning and SRO for MPS PEQF Programme
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.

college.police.uk