



Employer-Provider for Police Education Qualifications Framework Policy (Surrey and Sussex) (1227/2023)

Abstract

Surrey Police and Sussex Police is an employer-provider for Police Community Support Officer Apprenticeship, and a supporting provider for the Police Constable Degree Apprenticeship; Degree Holder Entry Programme and Detective Degree Holder Entry Programme. For support provider provision, Middlesex University are the lead training provider. This policy signposts policies, procedures and guidance that relate to the Police Community Support Officer Apprenticeship, as an employer-provider, and includes reference where policies, procedures and guidance cross over into the wider Police Education Qualifications Framework delivery.

Policy

1. Introduction

1.1 This policy references all the policies, procedures and guidance documents Surrey Police and Sussex Police (hereafter referred to as the Forces) require as an employer-provider, and a supporting provider, for the four accredited entry routes into Police Education Qualifications Framework (PEQF). These are:

- Level 4 Police Community Support Officer Apprenticeship (PCSOA)
- Police Constable Degree Apprenticeship (PCDA)
- Degree Holder Entry Programme (DHEP)
- Detective Degree Holder Entry Programme (DDHEP)

2. Scope

2.1 The purpose of this policy is to have a centralised place for all the policies, procedures and guidance documents needed as an employer-provider and as a supporting provider for the wider PEQF entry routes.

3. Policy Statement

3.1 The objectives of this policy are to:

Ensure regulatory and legislative requirements are met, including but not limited to, the requirements of the Department for Education and the Education Skills Funding Agency.

The aim of this policy is to provide clarity regarding key processes and referencing to current policies for the PEQF provision.

This policy will support student officers, apprentices, line managers and delivery teams to access the most current information they require.

Policies and associated guidance should inform decision making which should consider organisational values, professional judgement (on the context and circumstances of each situation) and 'policing principles'. Decisions and subsequent action taken should be proportionate, legitimate and ethical as informed by the National Decision Model.

Procedure

1. Functional Skills

1.1 Nationally all Apprentices are required to achieve a level two of English and maths set by the Education and Skills Funding Agency (ESFA) prior to successful completion of the practical element of their apprenticeship. The Forces subcontract the delivery of functional skills English and maths level two as part of the PCSO Apprenticeship programme to a specialist provider and for the Police Constable Degree Apprenticeship (PCDA) this is provided by the University. For further details refer to the Functional Skills Procedure.

2. Sub-contracting Functional Skills

2.1 The Forces will undertake a fair and transparent procurement process and once in place will carry out monitoring to ensure a reliable, high quality, value for money and professional functional skills (English and maths) training service is provided.

2.2 All subcontractors will be issued with a contract for services with commencement and termination dates. Contracts will be issued prior to commencement of delivery and will be reviewed at regular intervals, including specific contract key performance indicators. For further details refer to the Sub-contracting for ESFA Procedure.

3. Access to Fair Assessment

3.1 The Forces must have procedures in place to allow the provision of fair assessment, including reasonable adjustments, which should reflect the needs of the individual learners but also ensure that assessment continues to be valid, reliable and consistent across learning outcomes.

3.2 The Forces must also arrange for special consideration to be given to learners that experience temporary illness, injury, or legitimate absence during the assessment period. For more information including a range of reasonable adjustments refer to the Access to Fair Assessment Procedure.

4. Police Community Support Officer Apprenticeship (PCSOA) Initial Assessment

4.1 All new Police Community Support Officers (PCSOs) recruited are required to complete the PCSO Apprenticeship as a condition of their employment as an employer-provider. The Forces are committed to ensuring that our apprentices receive a thorough initial assessment of their existing abilities prior to enrolment. All prospective apprentices undertake a rigorous recruitment process to ensure they are suited to the role of a PCSO, and at relevant key points, undertake initial assessment of their suitability for the Level 4 PCSOA Standard. Eligibility is guided by the ESFA guidelines and recommendations from the Institute for Apprenticeships and Technical Education (IfATE).

Refer to the PCSOA Initial Assessment Procedure for further details and the link to the Initial Assessment Process Flowchart and Recognition of Prior Learning (RPL) Application Form.

5. PCSOA Extensions

5.1 In order to achieve a Police Community Support Officer Apprenticeship (PCSOA) nationally all apprentices need to complete all mandatory learning aims, Gateway and End Point Assessments (EPA) within set timeframes known as the period of learning. The PCSOA Extensions Procedure covers the process of applying for an extension to the period of learning.

5.2 The EPA plan Gateway timeframe is between 13 and 15 months post apprenticeship start date as documented in the Institute for Apprenticeships PCSOA EPA Plan.

5.3 Once an end date is set within the Individual Learning Record this is unable to be changed without a break in learning being applied for, for more information refer to the Break in Learning or Interruption in Learning section.

5.4 To apply for an extension to the period of learning the applicant must write to the Apprenticeship Officer, providing a clear rationale and supporting evidence where appropriate. This will be considered on an individual basis and the outcome will be provided in writing. Should an application not be accepted, the applicant has the right to appeal this decision, in writing, to the Governance Manager. The Governance Manager decision is final and no further appeals can be submitted.

6. Police Education Qualifications Framework (PEQF) Break in Learning or Interruption in Learning

6.1 The ESFA regulations apply to apprenticeship programmes however, for consistency, The Forces will apply the same principles as apprenticeships to both the DHEP and DDHEP programmes and refer to the 'Break in Learning' as an 'Interruption in Learning'. The ESFA describes a 'Break in Learning' when the apprentice plans to return to the same apprenticeship programme but has a break to operational and/or academic learning that exceeds 28 continuous days to have medical treatment, parental leave or leave for other personal reasons.

6.2 Once a break / interruption in learning is applied, the apprentice / learner will not be able to undertake work towards their Independent Patrol Status or Full Operational Competency, assignments and academic qualification, functional skills (if appropriate); exams / tests required as part of their apprenticeship / learning programme; logging their 'Off the Job' / Protected Learning Time on Aptem / OneFile.

6.3 In certain circumstances, there may be the requirement for a Regulation 12, extension to probation to be applied. This will be considered on a case by case basis and will follow the Forces' established processes relating to probationary period. For more details refer to the PEQF Break in Learning Procedure.

Team: People Services Department Learning and Professional Development