

apprenticeship FRAMEWORK

Degree Apprenticeship in Policing (Police Constable)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Skills for Justice (Justice, Community
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Apprenticeship Certification
Wales

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Degree Apprenticeship in Policing (Police Constable)

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Framework information

Information on the Issuing Authority for this framework:

Skills for Justice (Justice, Community Safety and Legal Services)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

Issue number: 1	This framework includes:
Framework ID: FR04077	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 01/04/2022	This framework is for use in: Wales

Short description

This new apprenticeship framework for the role of Police Constable at level 6 has been developed with the support of the four Welsh police forces and British Transport Police for a standardised pan-Wales approach.

Apprentices will work as 'student officers', and cover:

- achievement of Independent Patrol Status
- response policing
- policing communities
- policing the roads
- information and intelligence
- conducting investigations
- evidence -based policing
- leadership and team working
- decision-making
- coaching, mentoring and assessing

Contact information

Proposer of this framework

This apprenticeship framework has the full support of the Welsh Police Forces Learning and Development Joint Advisory Group (JAG) and the College of Policing Board.

A Steering Group with representatives from the four Welsh forces, British Transport Police (BTP), staff associations and other partners led on the development of the framework. It forms part of the Policing Education and Qualification Framework (PEQF) for policing and law enforcement across the UK.

Developer of this framework

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Your organisation |Skills for Justice|

Your email address: |issuing.authority@skillsforjustice.com|

Revising a framework

Why this framework is being revised

|Framework Developer to complete with relevant info|

Summary of changes made to this framework

|Framework Developer to complete with relevant info|

Qualifications removed

|Framework Developer to complete with relevant info|

Qualifications added

|Framework Developer to complete with relevant info|

Qualifications that have been extended

|Framework Developer to complete with relevant info|

Purpose of this framework

Summary of the purpose of the framework

Policing

The Police Service in Wales forms part of the wider UK Police Service. There are four forces in Wales, covering the geographical areas of South Wales, North Wales, Gwent and Dyfed Powys. In addition British Transport Police also deploy PCs in Wales. The National Police Chief's Council (NPCC) also covers Wales as part of its remit of developing policing policies. In total 5095 Police Constables are employed in Wales split across the four forces and British Transport Police as follows: (based on figures supplied to the Home Office, March 2018):

- Dyfed Powys 893
- Gwent 1351
- North Wales 963
- South Wales 1728
- British Transport Police-124

It is predicted by the above forces that their estimated annual intake of recruits is approximately 243.

Modern policing is undergoing significant transformation and highly competent Police Constables (PCs) are vital to deliver an enhanced service to the public. Being a PC is a physically and intellectually demanding occupation, requiring high levels of emotional intelligence, strong behavioural interpretation skills and an ability to analyse and resolve rapidly evolving events. PCs have a unique employment status and are servants of the crown and not employees. Every PC is a warranted officer, making autonomous lawful decisions including taking away an individual's liberty if required. PCs exercise wide-ranging powers to maintain the peace and uphold the law across complex and diverse communities. They must justify and personally account for their actions through differing legal frameworks including courts, while also under the close scrutiny of the public. Competent PCs work safely and lawfully, intelligently applying a wide range and depth of skills, knowledge and behaviours to many different and increasingly complex policing contexts, for example the management of a sensitive investigation into the sharing of sexual imagery involving vulnerable victims and witnesses, or the protection of vulnerable people, including those with mental health problems. A high level of knowledge is required to confidently respond to these complex scenarios. Increasingly PCs are individually responsible for determining, applying and evaluating practice based on the best available evidence, known as evidence-based policing. Tasks can include:

- provision of an initial autonomous response to incidents, which can be complex, confrontational and life-threatening, to bring about the best possible outcomes

- conducting risk and threat analyses across wide-ranging, multi-faceted situations
- investigating incidents and crimes, managing crime scenes and evidence, and handling suspects
- providing leadership to the public, and supporting victims, witnesses and vulnerable people developing localised strategic partnerships to problem-solve, engage with, reassure and support organisations, groups and individuals across all communities

The newly published National Police Chiefs' Council (NPCC) Police Vision 2025 sets out the plan for policing over the next 10 years and provides direction to stakeholders tasked with instigating and bringing about change:

“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.”

The vision comes from the service itself and has been drafted jointly by police and crime commissioners, chief constables and other policing bodies including the College of Policing (the professional body for police forces in England and Wales, recognised in Parliament by statute). It shapes the decisions required to transform policing to meet the increasing demands made upon it, and the increasing complexity of the modern policing task.

The communities served by Police Constables are increasingly diverse and complex, necessitating a more sophisticated response to the challenges faced both now and in the future. The vision's ambition is to make transformative change across the whole of policing.

The vision states what a police service will look like by 2025: 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.

The vision highlights the increasingly complex and diverse needs of society. It also emphasises that as the nature of crime changes so must the skills required of the workforce. Policing must be increasingly focused on proactive-preventative activity as opposed to reacting to crime once it has occurred. There is a need to add critical new skills to the service, get the right mix between officers and staff and be more representative of the communities served to achieve the vision. Forces will need to compete for the best people to create a police service better equipped to deal with changing requirements. In turn this will mean forces will be better at tackling crime and the public will have greater confidence in the police. The only way the service can address the new policing challenges with a smaller resource base, without reducing the quality of services, is by transforming its approach to policing.

The Policing Education and Qualifications Framework (PEQF) is a Home Office supported, workforce-focused component of this change that supports the Home Secretary's headline police professionalisation and reform agenda. The PEQF is for both police officers and police staff across all Home Office forces in both England and Wales and is also used by other non-Home Office forces. The first phase of implementation over the next 5 years will see

qualification requirements being set.

This includes setting the standard for Police Constables at degree level 6 as a necessity to professionalise the service and future-proof police education and training to meet the new challenges and increasing complexity of policing. It will enhance the service provided to the public and also permit the introduction of some specialist capabilities to a reformed initial learning programme, delivering the competencies required for future policing, for example new learning for the PC such as that covering social behaviour and society.

A level 6 degree aligns policing more closely to other partner professions the service closely works with and is the level of qualification generally associated with professional status. It also reflects the increasing personal responsibility, autonomy and decision-making that will be expected of PCs.

There is also a need to ensure that the expectations of communities are met in the respect that all constables are capable and competent to deliver a consistent policing response. This is particularly important when meeting the ever increasing demands from society and the need to respond appropriately to increasingly complex and sophisticated modern crime methods whilst recognising the various diverse areas in Wales.

Based on employer consultation and taking account of recent strategic reviews of police training, a new PC Higher Apprenticeship Framework at level 6 has been identified as the appropriate solution and seeks to establish a consistent approach across the Welsh forces. It also adds credibility to and supports the Police Vision 2025 aim to reinforce the police service's professional status.

Aims and objectives of this framework (Wales)

Aims:

The aim of this apprenticeship framework is to provide a standardised pan-Wales approach to student officer training, attract new people into the Police Service, particularly those from under-represented groups, and to provide progression routes into careers in police and law enforcement or into the wider justice sector.

Objectives:

The overall objective is to develop and establish an apprenticeship offer that will provide:

- increased uptake of the recognised professional pathway for progression and the formal accreditation of skills and competence
- greater standardization and collaborative working

- improved opportunity for access and progression within the Service
- improved mobility of the workforce and increased opportunities for individuals within the policing and law enforcement sector across Wales
- raised essential skill levels that suit the demands placed on the Police Service in Wales by rapidly changing communities and businesses
- a standardised programme of learning and development, incorporating transferable skills which apply across policing and the wider justice sector
- opportunities for career progression into management in policing and law enforcement or the wider justice sector
- more applicants into policing including those from under-represented groups

- support for the development of the values and behaviours of social responsibility, transparency, impartiality and integrity required in the Competency and Values Framework for Policing

Entry conditions for this framework

Entry conditions vary from force to force. Typically, a PC will be 18 or older, and is highly likely to have achieved a Level 3 qualification (or equivalent) and Level 2 in English and Mathematics (or equivalents) prior to entry.

Therefore it is advisable to check current entry conditions at the time of application.

Level 6

Title for this framework at level 6

Policing – Police Constable

Pathways for the framework at level 6:

Pathway 1: Policing – Police Constable (Wales)

Level 6, Pathway 1: Policing -Police Constable (Wales)

Description of this pathway

The requirements for Police Constable (Wales) are:

- Competence and knowledge applied degree qualification = 360 credits
- Essential Skills Wales (where not already satisfied) - 2 x 6 credits =12 credits

Entry requirements for this pathway in addition to the framework entry requirements

Entry conditions for applicants are quite comprehensive and very stringent. Applicants should check specific requirements with their chosen force.

- www.dyfed-powys.police.uk
- www.gwent.police.uk
- www.north-wales.police.uk
- www.south-wales.police.uk
- www.btp.police.uk

Or alternatively via www.homeoffice.gov.uk/police

Job title(s)	Job role(s)
Police Constable	Police Constables work in collaboration with the communities they serve to maintain law and order. Respond to incidents. Conduct investigations and provide support to victims, witnesses and vulnerable persons.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Degree in Professional Policing Practice

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	N/A	University of Wales Trinity Saint David	360	3600	X.
B1b	N/A	University of South Wales	360	3600	

Relationship between competence and knowledge qualifications

This is a combined degree qualification that delivers both the knowledge and the competence requirements with a minimum of 360 credits as set out in the *College of Policing PC Degree Specification- (the PCDA)* studied over three years.

The *College of Policing PEQF PC Degree Apprenticeship: National Policing Curriculum* provides the full curriculum for the Degree in Professional Policing Practice. The curriculum of the police constable apprenticeship curriculum is covered by three over-arching headings of professional education and practice:

- i. Learning and development applicable across a comprehensive range of policing professional situations and contexts

ii. Learning and development enhancing the capability of the police constable to perform effectively in key, specific areas of professional policing responsibility

iii. Learning and development specifically and directly relevant to professional performance in core areas of policing

The following summarises the various stages of professional development to be achieved by the apprentice during their three years of education and professional practice, and around which the apprenticeship curriculum is structured:

• **Apprenticeship year 1: initial professional development**

Education of the apprentice during the first year of their apprenticeship will be set at academic Level 4 and will be founded upon the areas of education and professional practice specified above. A key stage in the professional development of the apprentice is the achievement of **Independent Patrol Status (IPS)**, the point at which the apprentice is in a position to demonstrate sufficient competence in role so as to function independently, safely and lawfully in the workplace, alongside their other policing colleagues in the operational arena. Police constable apprentices must have achieved Independent Patrol Status no later than the end of their first year of apprenticeship and this will be a compulsory 'progression gateway' into Year 2 of the apprenticeship, alongside successful completion of the first year of degree study.

• **Apprenticeship year 2: continuing professional development**

The second year of the apprenticeship all of the learning and development curriculum is set at academic Level 5 and represents a major step forward in the development of a highly-skilled, multi-competent police constable

Throughout Year 2, the apprentice will undertake more advanced learning across the five principal areas of professional practice, making use of the opportunity afforded by the framework and timeframe of the apprenticeship to acquire higher-level operational knowledge and skills in the following areas:

- Response policing
- Policing communities
- Policing the roads
- Information and intelligence
- Conducting investigations.

This will need to be based upon, and reinforced by, practical experience achieved through operational deployment, in recognition of the complexity of the various operational functions covered by these distinct policing areas.

• **Apprenticeship year 3: advanced professional development**

During Year 3 the apprentice will undertake advanced (at academic Level 6) learning, development and professional practice associated with their chosen specialism, which will necessitate a significant deployment in that particular policing context. Apprentices will also undertake learning and development at Level 6 with particular reference to:

- Evidence-based policing
- Leadership and team-working
- Decision-making
- Coaching, mentoring and assessing

The apprentice's education will culminate in completion of an evidence-based research project.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES NO

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Level 2

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES NO

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Level 2

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Progression routes into and from this pathway

Entry into this pathway (if entry conditions are met) may be:

- entry from a school or college
- entry from a Welsh Baccalaureate, including the Principal Learning Qualification for Public Services
- entry from another occupation
- entry from voluntary work as a Special Constable
- entry for existing staff working within the Police Service, for example as a Police Community Support Officer or non-uniformed police staff

Progression from this pathway:

Jobs:

- Specialised roles such as investigation, firearms, roads policing, etc.
- Other roles within the wider justice sector
- Related roles in other sectors such as anti-fraud in finance

Further training and qualifications including:

- More senior uniformed roles within the Police Service - a clearly defined rank structure exists, for example, examinations and work based assessments are undertaken to gain promotion to higher ranks in line with the PEQF
- Bespoke training and qualifications for specialist roles

For more information on careers see the Skills for Justice website at:

www.sfjuk.com/sectors/policing-law-enforcement/working-in-policing-and-law-enforcement/careers/

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

| Framework Developer to complete with relevant info |

|

|

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The Home Office Diversity Profiles from 2015 show that there is no police force in England and Wales that has a BME representation that matches its local demographic.

- The total BME workforce of Police Constables in Wales is approximately 5%.
- Wales is the least ethnically diverse across the regions of England and Wales according to the latest Census data. This will inevitably have an impact on the make-up of uniformed ranks.
- 29% of police officers in Wales are female. The likely reasons for the demographics of this sector are that historically uniformed police officer roles have been male dominated although this is gradually changing.

The Policing Education Qualification Framework (PEQF) Equality Analysis, 2016 (College of Policing-CoP) sets out the core themes and potential equality implications and concerns of implementing the PEQF, and of a degree based entry and via Equality Impact assessment. It also outlines a number of measures to ensure access to this Degree Apprenticeship in Policing (Wales) maintains equity:

- Specifications for Higher Education Institutions (HEIs) will include equality considerations that need to be met
- HEIs and the CoP will monitor and evaluate take up/success by protected characteristics to promote fair access and widen participation
- The PEQF will provide guidance on equality.

Training providers and employers **MUST** comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the nine protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation and the

Welsh Language

More information about the Equality Act can be found here:

www.homeoffice.gov.uk/equalities/equality-act/. |

On and off the job training

Summary of on- and off-the-job training

The College of Policing PCDA Specification states in Core One that:

To ensure standardisation across forces in England and Wales, the College does not expect off-the-job learning delivered across the collaborative partnership to be any less than 20% of the apprenticeship.”

On and off the job hours must be:

- planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or police supervisor;
- must allow training support via a tutor, teacher, mentor or police manager
- are delivered through one or more of the following methods:
 - individual and group teaching
 - e-learning
 - distance learning
 - coaching
 - mentoring
 - feedback and assessment
 - collaborative/networked learning with peers
 - guided study
- Training hours are delivered during contracted working hours under an Apprenticeship Agreement, or during a qualifying period ending on the date of application for a certificate.
- Duration of training will be three years
- The Degree Programme is full-time.
- The knowledge and skills requirement is met through the successful achievement of the Professional Policing Practice Degree at Level 6 |

Off-the-job training

The off-the-job training are those learning activities undertaken away from normal work duties.

- All degree apprentices must achieve the Professional Policing Practice Degree at Level 6
- Plus the Essential Skills Wales for apprentices who have not already achieved these at the required levels

How this requirement will be met

Off-the-job learning will be required for the apprentice to achieve the credits of the Professional Policing Practice Degree of the combined degree qualification. This may involve a combination of day release, block release, web-based learning, mentoring and coaching.

Achievement of the designated module credits of the degree and Essential Skills (if required) will be the evidence of completion of the required number of off the job Guided Learning Hours (GLH).|

On-the-job training

“To ensure standardisation across forces in England and Wales, the College does not expect off-the-job learning delivered across the collaborative partnership to be any less than 20% of the apprenticeship.”

How this requirement will be met

A degree apprenticeship is fundamentally designed to be a work-based programme whereby HE delivered learning can be immediately applied by apprentices in a real work context.

The degree contained in the framework reflects the overall design of a degree apprenticeship, containing modules which are designed to be delivered partly within the HE and in the workplace through their directed study and assessment requirements.

Wherever possible, the assessment is undertaken using project-based methods with real world workplace examples, ensuring that any knowledge elements in the modules are learned in the work and organisational context.

Off-the-job training needs to achieve the learning outcomes and skills contained in the degree specification.

This will be planned, reviewed and evaluated jointly between the apprentice, university lecturers, employer, mentor/supervisor through:

- directed study
- projects
feedback and
assessment
collaborative/
networking
learning.

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

Enter Qualification Names

Improving own learning and performance

Give examples - signpost to specific units in framework qualifications that would meet these requirements

Working with others

Give examples - signpost to specific units in framework qualifications that would meet these requirements

Problem solving

Give examples - signpost to specific units in framework qualifications that would meet these requirements

apprenticeship FRAMEWORK

For more information visit-
www.acwcerts.co.uk/framework_library