

# Chief Constables' Council

## Policing Education Qualifications Framework Update

**13/14th July 2016/Agenda Item: 4.3.7**

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### **1. INTRODUCTION/PURPOSE**

- 1.1 To provide members of the Council with an update on current activity with a specific focus on the Higher Level Apprenticeship for the police constable role.

### **2. Summary**

- 2.1 The main areas of activity since the April update to Chiefs' Council have been:

- Initial quantitative analysis of over 3,000 consultation responses and presentation to College Board and Professional Committee.
- Qualitative analysis of over 10,000 free text responses, with report due end June; focus groups with frontline officers; individual consultation with Chief Constables.
- Preparatory work in five work streams (see section 4), with prioritisation of activity to develop a Higher Level Apprenticeship (HLA) for constables.

### **2.2 Overview of consultation to date**

- There appears to be broad support for: a national qualifications framework and system of accreditation, with high levels of interest from current officers and staff in gaining accreditation; a level 6 apprenticeship for constables; and consistent entry requirements. There is a more complex picture regarding minimum qualifications.

### **2.3 Potential PEQF Recommendations to College Board in September**

- While analysis continues, findings to date suggest the framework, accreditation for the existing workforce and degree level constable routes will be proposed, although there are areas where those consulted want to be clearer about the potential implications, in particular regarding costs, practicality and diversity. A carefully paced transition plan, which prioritises opportunities for existing officers and staff is indicated.
- Subject to agreement by the College Board in June, the recommendations will be high level and strategic – i.e. they will focus on the key proposals outlined in the consultation. Approval at this level is needed before work is taken forward on the specific, complex and detailed development of specific qualifications, supporting infrastructure, communication strategies and implementation plans.
- Communication needs to focus on the end goal – qualified or certified individuals acting with high levels of discretion and limited supervision. The College aims to collate as much information and evidence as possible by September, to communicate implications, and the potential benefits and risks of the proposals in a transparent way, particularly to members, Chief Constables and Police and Crime Commissioners.

### **2.4 Risks with early work on HLA and accreditation of existing workforce:**

- Resourcing – budgetary constraints and lack of appropriate expertise is being mitigated by the development of opportunities to work in partnership with Higher Education. The College is also tendering for support from the HE sector to develop the accreditation of existing officers.
- The College is liaising closely with an HE consortium for HEFCE funding to support the development of the degree apprenticeship for the police constable role.
- Feedback from forces identifies an appetite to consider use of apprenticeships for other roles including PCSO, superintendent/specialist (eg level 7) and sergeant and inspectors in conjunction with NPPF. The second phase of HEFCE funding for degree apprenticeships will be available towards the end of 2016 and we will again look to collaborate with HE partners for funding to pursue other apprenticeship options.

- Negotiation and agreement of potential changes to existing terms and conditions (e.g. apprenticeship salary; alignment of probationary period with term of apprenticeship) and implications for police regulations, may impact upon proposed timelines (high level timeline set out at Annex A). Early engagement with relevant bodies is being sought in order to progress these issues.

### **3. Supporting Information: Work stream Updates**

#### **3.1 Communications and Engagement**

- A report on the consultation is planned for publication late Oct/early Nov 2016.
- One-to-one discussions have been held with the majority of chief constables in England and Wales.
- A series of three focus group meetings with consultation respondents are scheduled in June (Preston, Ryton and London) to explore of emerging issues from the analysis.
- Presentations to Workforce Co-ordination Committee and National Learning and Development. Presentations to National CIPD Forum and College Representative Forum with emphasis on HLA proposals.
- PFEW Conference – presentation and College stand offered opportunity to discuss PEQF proposals. Majority of delegates spoken to appeared receptive following contact.
- Letters to chief officers from Alex Marshall and Rachel Tuffin (16 May - HLA co-ordination; 25 May - HEFCE funding bid) to support a co-ordinated national approach.

#### **3.2 Recognition, Accreditation and Progression**

- Good progress in the development of a national system for assigning agreed HE academic levels and credits to significant, accredited learning programmes within the National Policing Curriculum (NPC).
- Preliminary agreement reached on allocation of indicative level and credit values to Level 4 (Sergeant) and Level 5 (Inspector) qualifications. Ongoing discussions on the development of RPL arrangements for other key accredited programmes (e.g. the Diploma in Policing) and work is now also being expanded to cover major NPC programmes that are not currently accredited.
- Work on schedule for completion by the end of September 2016, by which date there will be a nationally agreed matrix of level and credit values for all programmes within the National Policing Curriculum that are considered eligible for RPL in a HE context.

#### **3.3 Initial Education Programmes**

##### **3.3.1 Higher level apprenticeships**

- Following the previous College Board decision to progress development of a higher level apprenticeship (HLA) in policing at the rank of police constable, the

College has been engaged in detailed, ongoing discussions and forward planning with the employer-led Trailblazer Apprenticeship group, HE institutions and the Department of Business Innovation and Skills.

- The College is also liaising closely with the University of Cumbria in their role as the Lead partner in a collaborative bid on behalf of a HE consortium for HEFCE funding to support the development of the degree apprenticeship for the police constable role.
- A draft apprenticeship standard for the role of police constable, at Level 6, was sent out for consultation with the police service and other relevant stakeholders on 3rd June 2016, with a closing date for the consultation of 24th June 2016 (attached as Annex A).
- Feedback from the consultation will be analysed and a finalised version of the standard will be presented for endorsement by the service at an event to be held in Ryton on 14th July comprising an audience of Force L&D Managers and HR Leads; non-HO Forces (who form part of the employer-led group); staff associations; and HE representatives. It is anticipated that the PC standard will subsequently be submitted to BIS by the end of July to enter the government process of formal, national approval.
- Alongside the above, work is ongoing on the development of a national specification for a degreelevel qualification to underpin formal assessment of the apprenticeship entry route into policing. This will be subject to extensive discussion and consultation over the coming months, and is inextricably linked with another component of the BIS apprenticeship approval process, namely the development of a nationally-agreed standardised apprenticeship assessment plan.
- The College is also working with the employer group and relevant stakeholders to devise, consult upon and agree systems and processes to support the implementation of this new entry route into policing.
- Modelling the potential costs of the HLA has been challenging as BIS are yet to announce the required information. We cannot provide an accurate financial model without the funding caps. However, Annex B sets out the issues around funding and attempts to provide an illustrative model of potential funding and costs.

### **3.3.2 Entry routes**

- Initial discussions have taken place with MOPAC, UCL and Birkbeck colleagues, who were successful in gaining funding from the Police Innovation Fund to review the Police Now curriculum, to explore whether this project could be specifically linked to the development of the graduate conversion programme.

## **3.4 Rank/Role Qualifications**

- The Working Group has discussed a range of options to develop approaches to a qualification framework at Masters level for superintendents that would address consistency, accessibility, quality provision and flexibility to address local challenges. There are mixed views from the consultation analysis in this area, and interest in an earlier focus on specialism/role either in addition to, or instead of, a focus on rank.

### **3.5 Policy, Evidence and Evaluation**

#### **3.5.1 Equality Analysis**

- Initial Equality Statement developed to identify underpinning intentions
- Background research underway, pending production of the consultation survey report findings (EIA to be based on findings from the full consultation process).
- Initial draft EIA to be presented to the 'challenge' reference group comprising representatives from the PEQF Board; staff associations; representative groups and Independent College Advisory Panel in w/c 18 July.
- First approved version of the EIA to be presented as an annex to the formal report to the Board in September 2016.

#### **3.5.2 Evaluation**

- A workshop was held in May to define evaluation criteria for the proposed PEQF programme and to initiate benchmarking process. The findings will be developed into mature proposal at further planned workshop.

#### **3.5.3 Policy**

- The development of policy, guidance and negotiation of any amendment to regulations, will commence subject to agreement to the formal proposals.

### **4. Major interdependencies**

#### **4.1 Policing Professional Framework**

- The College has submitted a bid to the Police Transformation Fund, to design and host a new Policing Professional Framework, which will provide detailed descriptions of all the roles and skills in policing. The current framework is out of kilter with the assessment of demand set out in the Leadership Review and the Policing Education Qualifications proposals and urgently needs to be replaced. The framework will provide the building blocks for the qualifications framework, and underpin work to implement Leadership Review recommendations. The timescales for the PEQF at Annex C would therefore be affected by the outcome of this bid.

## 5. **Annexes**

- Annex A - Draft Level 6 Apprenticeship Standard for Police Constable
- Annex B - HLA and costing update
- Annex C– PEQF High level time

## 6. **Recommendations**

### 6.1 **Chiefs Council is asked to:**

**Note the recent activity and provide feedback, particularly with reference to the development of the HLA for the police constable (annexes A and B).**

**Alex Marshall**

**Chief Constable**

## **Annex A: DRAFT Degree Level Apprenticeship Standard for Police Constables**

### **Occupational profile**

Police Constables work with communities, partners and the public to maintain law and order. They investigate crime, gather evidence and bring offenders to court. They work on initiatives to raise awareness and prevent crime, anti-social behaviour or unrest occurring in the first place. Police Constables carry out a range of tasks alongside policing colleagues and other partners and agencies, which are likely to include:

- Responding to incidents, sometimes serious, complex and confrontational
- Working alongside external partners and agencies to engage with communities, including supporting victims, witnesses and vulnerable people
- Undertaking research and implementing evidence-based approaches to the resolution or mitigation of perceived issues, problems or concerns
- Policing large public events, public gatherings and demonstrations
- Investigating crimes and offences, and handling suspects (including detention and custody)
- Interviewing victims, witnesses and suspects, preparing crime reports and taking statements
- Handling, preserving and presenting evidence at court

### **Entry requirements**

All applicants will need to be over the age of 18 and will need to pass the national Police SEARCH entry requirements. Candidates will have Level 2 Functional Skills in Maths and English, equivalent to GCSE grade C (or equivalent relevant experience for older applicants); or will need to achieve this prior to their end point assessment.

#### **1. Knowledge - what is required. The Police Constable will know and understand:**

Expectations around the ethics and values of professional policing including: duty of care, service delivery, employment practice, efficiency and value for money, code of ethics, professional standards, equality and diversity and challenging inappropriate behaviour in all contexts.

Legal and organisational requirements relating to:

- gathering, submitting and sharing information
- responding to incidents, including the preservation of scenes and evidence
- managing conflict and arresting, detaining and reporting individuals
- interviewing victims, witnesses and suspects
- searching individuals, vehicles, premises and outside spaces □ conducting priority and volume investigations.

Different approaches to systematic evidence-based preventative policing, including approaches to research e.g. critical analysis, interpretation, evaluation etc.

How to undertake robust study or research into policing associated issues, whether they relate to internal organisational practice or external social or criminal factors.



Social behaviour and society, including its origins, development, organisation, networks, and institutions and how this relates to policing across communities.

The causation, correction, and prevention of crime and how this knowledge and understanding can influence and be synthesised into decision-making in all operational policing environments.

Factors that affect victims and witnesses and impact on their need for support, including differing cultural perspectives.

Advanced practical knowledge and understanding relating to stakeholder-approved optional subject areas. This may include subject-areas such as: Cybercrime, Fraud, Organised Crime, Investigation, Intelligence, Policing the Railways, Airports Policing, Evidence-Based Policing, Forensics, Psychology, Criminal Justice, Community Safety, Diversity and Policing, Mental Ill Health and Policing etc.

Knowledge and understanding of a stakeholder-approved, role-specific policing specialism. This may come from subject-areas such as; Investigation, Response, Community Policing, Transport Police, CT Specialists, Cybercrime Specialists, Forensics, Case File Management, Information & Intelligence Specialists, Public Protection Specialists etc.

## **2. Skills - what is required. The Police Constable will be able to:**

Determine, refine, adapt and use appropriate methods, including multi-agency partnerships, to plan, implement and evaluate evidence-based preventative policing approaches to identified complex problems, concerns, issues and situations.

Apply critical thinking to implement (sometimes innovative) initiatives to mitigate the occurrence of crime across the society, showing understanding of the motivation and causation of crime or anti-social behaviour in the community. Evaluate results of initiatives, including the impact of differing actions and methods.

Communicate respectfully, ethically and effectively at all times, displaying understanding of the needs of differing communities, individuals and groups.

Handle and analyse information and intelligence that can support law enforcement from a variety of situations including human and relevant technological sources e.g. social media, to maximise effective policing.

Manage dynamic conflict situations in policing by dealing with a range of behaviours and incidents requiring proportionate responses and actions.

Manage effective and ethical police searches of individuals, vehicles, premises and outside spaces for items suspected to be evidence of an offence.

Provide an initial response and scene management at policing incidents including crime, non-crime and road-related incidents.

Manage and conduct priority and volume investigations. Gather, analyse and assess all information from relevant sources, conduct risk assessments, identify and secure the initial scene and manage and preserve evidence and exhibits.

Use police powers to deal with suspects across various challenging situations, conducting all actions legally and in a balanced and proportionate manner.



Provide focussed and appropriate support to victims, witnesses and vulnerable people displaying understanding of the needs of community, individuals and groups, in often complex situations with many interacting factors.

Interview victims, witnesses and suspects, at police premises or elsewhere, in relation to a range of investigations, including those who are non-compliant, intimidated or coerced.

### 3. Behaviours - what is required.

|                        |  |
|------------------------|--|
| Accountability         | Identifies and responds to problems enthusiastically, focussing on public service excellence. Takes pride in their work, representing the Police Service whilst making justified decisions according to necessity. Helps others, and willingly take on tasks outside their job scope,  |
|                        | providing understandable and constructive feedback. Is accountable for the choices made, and admits mistakes and fosters a culture of personal responsibility.   |
| Professional Integrity | Acts with honesty and integrity at all times and takes pride in being trustworthy. Has the needs of the public at heart and does not use position for personal gain. Challenges colleagues and others whose behaviour or language falls below the public and the Service's expectations and values. Acts as a role model, supporting colleagues in challenging others. Enhances the reputation of the Service, challenging authority when necessary.   |
| Emotionally Astute     | Listens attentively and responds compassionately and respectfully, communicating in a manner which is understood by others. Understands people, including their own and others feelings, recognising cues such as body language, tone of voice or facial expression. When provoked is able to remain calm, never responding negatively. Relates to people from a wide range of backgrounds, seeing things from other's perspectives and challenges own thinking, values and assumptions. Effectively communicates with people across broad groups and audiences. |
| Curious and Innovative | Demonstrates openness to changing ideas and ways of working. Is proactive about improving working methods and practices including own academic development. Reflects on own work, including successes and failures. Explores broad sources of information for best practice, not always from policing. Is not influenced by preconceptions. Makes improvements and adapts to change, encouraging others to do the same. Identifies future opportunities or threats, encouraging others to be creative and to take appropriate risks.                             |

|                                      |  |
|--------------------------------------|--|
| Critical Problem Solving             | Thinks critically about issues and values the use of analysis in policing. Analyses information carefully, deducing its relevance or importance. Absorbs information quickly and accurately, recognising inconsistencies and sees basic cause and effect relationships. Uses best practice from a wide array of sources and asks incisive questions to test facts and assumptions. Is able to identify reasons for, and interacting factors behind, complex issues, even in ambiguous or unclear circumstances.  |
| Collaborative Partnership Building   | Works co-operatively with others, willingly giving help and support to colleagues and partners. Is approachable, and explains things clearly, to generate a common understanding. Builds rapport and recognises other's perspectives. Manages partnerships, sharing information, and building trust. Understands the local context and uses a range of tailored steps to build support. Builds commitment from others (including the public) to work together to deliver agreed outcomes. Seeks ways to overcome practical barriers to collaboration.          |
| Supportive and Inspirational Leading | Accepts challenges and plans work independently, amending daily tasks to maximise effectiveness. Is a role model for the behaviours expected of others. Articulates direction and expectations, helping others understand how their work operates in the wider context. Leads the public and colleagues, during incidents or through the provision of advice and support. Makes efficient use of resources to maximise value. Inspiring and supporting others to deliver challenging goals. Anticipates blockages to performance and helps to remove barriers. |

4. Duration – typically 3 years. Following successful completion the apprentice is confirmed in post as a Regular Police Constable
5. The following qualifications will be gained
  - Degree Level Apprenticeship in Policing
6. Police Constables will be eligible to apply for professional membership of the College of Policing
7. Level 6
8. Review date – This standard will be reviewed after three years.

## **Annex B: HLA Costs & Funding Update**

### **1. Introduction**

This paper is intended to provide an overview of some of the issues surrounding the calculation of potential higher level apprenticeship (HLA) costs and associated funding. To aid understanding of the 'shifting sands' nature of the current landscape, the content will focus on both what is known and what is not in the short term.

Late 2015 to date has seen significant change in Government policy relating to the delivery and funding of apprenticeships, all of which impacts upon policing and the PEQF. Key points to be aware of are:

- Increasing Government emphasis on HLAs.
- The announcement of the UK-wide Apprenticeship Levy.
- Emerging detail about how English apprenticeships will be funded in the future.
- Proposed quotas for public sector apprenticeship starts in England.

It should be noted that aspects of this paper relate to the UK level, for example the Levy, and some relate to Home Country level, i.e. England or Wales. This will be identified wherever appropriate.

Any funding drawn down from Government can potentially offset some, but not all of the costs of a HLA. Given this, this paper will consider both sides of the transaction – the costs of HLA delivery, and the potential funding to offset these costs.

### **2. Summary of what's known in relation to costs & funding**

In late-April 2016 the Department for Business, Innovation and Skills published updated guidance on the Levy [Apprenticeship levy: how it will work](#). Significant detail on the Levy's mechanics had been absent, and this guidance helped to fill *some* of the gaps. It was already known that the Levy would apply to all UK employers with a payroll in excess of £3m per annum, and that it would be charged at a rate of 0.5% through PAYE. The pertinent points from the guidance are:

- An 'employer' is someone who is a secondary contributor, with liability to pay Class 1 secondary National Insurance Contributions (NICs) for their employees. □ The Levy will be charged monthly.

Some detail relevant to England only:

- Funds will be available to spend on apprenticeship training and end point assessment for up to 18 months before being 'lost'. This will be via a digital account with the first month's funds being available to spend between late May 2017 and late October 2018.
- The Government will top up employers' accounts by 10%. Each £1.00 levied will equate to £1.10 being available to the employer.
- Funds can only be spent with approved training providers and assessment organisations.

- Public sector bodies will need to comply with the Public Contracts Regulation 2015.
- Forces who are their own training or assessment providers (or training / assessment providers for others) need to be on the relevant Skills Funding Agency register.
- If funds in a digital account aren't enough to cover the full cost of the apprenticeship training and assessment, the Government will provide some support to help meet the additional costs (co-investment). Support is available, up to the maximum amount of funding available for that apprenticeship. *Detail on the provisional funding bands is due by late June 2016. Capped funding bands have been piloted with existing apprenticeship standards, but it is not yet known how comparable the final bands will be.*
- Employers do not need to pay for the delivery and assessment of Functional Skills.

The Levy is UK-wide. The funding arrangements above apply to England only, and arrangements for the other Home Countries have still to be confirmed by the Devolved Administrations. In Wales there has been no mainstream funding for the existing L3 Apprenticeship in Policing (the development and piloting of this Welsh apprenticeship was financed via a specific fund). Welsh Government views policing as a Home Office funding responsibility. It is possible that this stance may be reconsidered with a HLA. As in England, HLAs are seen as a funding priority by Welsh Government.

The current funding bands are known (Table 1 below), but as already highlighted, changes are expected to be announced in late June 2016. The current system of coinvestment operates on a £2 of Government investment for £1 of employer investment up to the band's cap. It is assumed, but not known, that the same model will operate on costs not covered by Levy funds. *Table 1*

| Band | Core Government contribution cap | Completion incentive |
|------|----------------------------------|----------------------|
| 6    | £18,000                          | £2,700               |
| 5    | £13,000                          | £1,950               |
| 4    | £8,000                           | £1,200               |
| 3    | £6,000                           | £900                 |
| 2    | £3,000                           | £500                 |
| 1    | £2,000                           | £500                 |

Incentives for recruiting apprentices aged 16-18 and for small businesses have been excluded as these would generally not be applicable to Forces or the proposed HLA for a Police Constable.

### 3. Summary of what's *not* known in relation to costs & funding

There are two key knowledge gaps to consider:

1. The Levy
  - a. Detail on the provisional funding bands is due by late June 2016. The existing bands may change (higher / lower caps, more / less bands).

- b. The proposed rates of government co-investment support will be published in June 2016 and confirmed in October 2016.
- c. More detail on the funding of cross-border training activity will be published in June.
- d. Provisional funding eligibility rules are due by October 2016. Relevant as this will confirm funding arrangements where an apprentice is already educated to the level of the HLA.

## 2. The HLA

- a. As the HLA is not yet fully designed, we do not know what funding band it will be allocated to. An indicative funding cap is allocated during the development process. This will happen at the time the standard is approved and will give employers greater clarity about the likely funding available as they commence the development of their assessment plan. When the assessment plan is approved, the final cap allocation will be confirmed. This will be the same as the indicative cap, unless there is a request from the employer group to review the cap and evidence shows that it should be allocated a different cap.

In summary the:

- funding bands will not be known until late June 2016
- indicative allocated funding cap will not be known until circa September 2016.

As at the 11<sup>th</sup> of May 2016, thirteen L6 apprenticeship standards have been approved for delivery and eleven of these have been allocated the highest funding band of £18,000 (one is at £6,000 and one is at £8,000). This promotes a degree of confidence that a proposed L6 HLA in policing could attract the highest band, but this **cannot** be guaranteed.

It should also be noted that funding follows the individual and in some cases individuals may not be eligible for apprenticeship funding.

Contacts within the Department for Business, Innovation and Skills (BIS) have been utilised to try and plug some gaps in knowledge, but it is clear that some significant detail will not be available until late-June.

## 4. Potential costs of a HLA

Any apprenticeship incurs direct costs and also indirect costs (the latter sometimes being referred to as in-kind costs). The latest English guidance states:

*Funds in your digital account, and funding provided by the government through coinvestment, can only be used towards the costs of apprenticeship training and end point assessment. This must be with an approved training provider and assessment organisation.*

*It can't be used on other costs associated with your apprentices or wider training effort. For example wages, statutory licences to practise, travel and subsidiary costs, managerial costs, traineeships, work placement programmes or the costs of setting up an apprenticeship programme.*

[Apprenticeship levy: how it will work](#), BIS, accessed 13<sup>th</sup> May 2016.

The following table illustrates typical apprenticeship delivery activities and whether or not they would be a cost to the Force or covered by drawn down funding: *Table 2*

| Delivery activity | Cost to Force | Potentially covered by funding |
|-------------------|---------------|--------------------------------|
|-------------------|---------------|--------------------------------|

| Recruitment costs  | ✓             |                                |
|--|---------------|--------------------------------|
| Apprentice salary & overheads  | ✓             |                                |
| Programme set up costs   | ✓             |                                |
| Delivery activity  | Cost to Force | Potentially covered by funding |
| Managerial costs   | ✓             |                                |
| In-house identifiable costs directly related to apprenticeship training delivery   |               | ✓                              |
| External identifiable costs directly related to apprenticeship training delivery, e.g. HEI / degree costs  |               | ✓                              |
| In-house identifiable costs directly related to apprenticeship assessment*   |               | ✓                              |
| External identifiable costs directly related to apprenticeship assessment*   |               | ✓                              |
| Functional Skills costs  |               | ✓                              |
| Travel and subsistence   | ✓             |                                |
| Procurement costs  | ✓             |                                |
| * Note that there is a need for an independent element to the synoptic end point assessment, therefore typically this would need to be procured rather than supplied in-Force. |               |                                |

## 5. Anticipated timeline for receipt of outstanding information

|                  |  |
|------------------|--|
| Late June 2016   | <p>Provisional funding bands, which will set the maximum amount of funding which is available for each apprenticeship from April 2017.</p> <p>The provisional level of the government support that will be available towards the cost of apprenticeship training if the employer is not a levy paying employer, from April 2017. The provisional amount that will be paid for English and maths training for apprentices who need it, from April 2017.</p> <p>Eligibility rules that set out who apprenticeship funding can be spent on.</p> <p>More information on who can provide apprenticeship training and how employers / others can set up their organisation to deliver apprenticeship training.</p> |
| Circa Sept. 2016 | Indicative funding band allocated to standard during BIS approval process  |



*It is at this point that more meaningful / accurate estimates of HLA costs could be produced as the proposed band within which the HLA will sit will be known, as will the band's provisional cap.*

- October 2016      The final levels of funding, government support, and English and maths payments for apprentices starting from April 2017.  
Full, draft funding and eligibility rules.
- December 2016      Final detailed funding and eligibility rules.  
Further employer guidance from HM Revenue and Customs (HMRC) on how to calculate and pay the apprenticeship levy.

## 6. Next steps

The College should work with the Trailblazer employer group and other force representatives to add further detail to Table 2 (this could be activity completed as an output of the HLA working group). This would give an indication of the costs of HLA delivery *before any funds are drawn down to offset costs*. Critically though, this would not be a true representation of the costs of HLA delivery. Delivery costs can be represented simply via the following calculation:

|                        |   |                      |      |                   |
|------------------------|---|----------------------|------|-------------------|
| True HLA delivery cost | = | Cost of HLA delivery | less | Funding available |
|------------------------|---|----------------------|------|-------------------|

For the College to advise Forces confidently on the costs of HLA delivery, there is a need to know the indicative allocated funding cap for the HLA standard and the provisional funding bands that will underpin the apprenticeship funding system. Figures shared prior to the availability of this information would risk being inaccurate. It is recognised that there is an urgent need for HLA costs to aid forces with their workforce planning, but this information must not be misleading. Communications setting out what costing / funding information will be shared and by when would be beneficial.

It is recommended that this paper is revisited when the provisional funding bands are published in late June. At this point modelling of anticipated costs / funding options will be weighted towards what is known, rather than what isn't known. This would give the following proposed timeline for receipt and dissemination of information:

Table 3

| Timescale       | Activity   |
|-----------------|--|
| June            | Develop indicative HLA delivery costs with Trailblazer group & Force stakeholders                          |
| Late June       | Updated Levy guidance expected (includes provisional funding bands)  |
| Mid July        | Share <i>caveated</i> indicative costs / funding with Forces   |
| May - September | HLA standard development / approval / allocation of indicative funding band                                |
| Late summer     | Funding 'unknowns' resolved & accurate estimate of costs and funding can be developed & shared with Forces |



| <i>The above activities relate to the English apprenticeship only</i> |   |
|---|---|
| May - July  | Engage with Welsh Government / Welsh Forces to establish potential funding of a Welsh HLA |

### Update 22<sup>nd</sup> June 2016

At the time of writing there is no significant new information available. Key parts of the funding picture still missing are:

- The apprenticeship is still in development with key aspects such as duration still to be confirmed (costs do not feature in the design phase until the assessment plan – the second BIS approved stage – is developed).
- The anticipated June update from BIS is still unavailable.

However, the College has received informal indication that the cap on the highest band is likely to be £27,000. This means that if the proposed police constable apprenticeship standard is allocated the highest band, a maximum of £27k could be drawn down for each apprentice's training and end point assessment. Obviously the allocation of the highest band cannot be guaranteed and any significant changes to the apprenticeship (e.g. duration) would likely see a lower band allocation. Knowing that forces urgently require likely cost figures to allow them to plan apprenticeship delivery / numbers against their anticipated levy, the following is a crude attempt to model what a 3 year level 6 (degree) apprenticeship might cost. **These figures will change and are offered as a rough guide only.** They are based upon a number of assumptions (for example the allocated band, and the level and duration of the apprenticeship) and some educated guess work.

Primary areas of costs:

1. Force delivered learning aligned with apprenticeship standard.
2. HEI delivered learning aligned with apprenticeship standard.
3. Force delivered end point assessment.
4. HEI delivered end point assessment.
5. Independent element of end point assessment.
6. Functional Skills (where required) are funded directly by Government.

Only the areas above (excluding 6 which is funded separately) can be offset against levy funding. Apprentice salaries, uniform, PPE, line management, etc. cannot be offset.

One of the emerging challenges in relation to modelling costs is that there appears to be a lack of detailed like for like costing figures available from Forces. Figures obtained recently from four forces (with identifiable non-L&D costs removed such as selection, vetting and uniform issue) have suggested the cost of training a police officer in their first two years can be anything from £2,750 to £11,761. An average of these figures has been used below - £5,700. This cost excludes standard employment costs such as recruit salary, etc.

| Cost area | Cost per PC | Potential Government funding (£27k cap) | Comments |
|-----------|-------------|---|----------|
|-----------|-------------|---|----------|

|   |         |               |   |
|---|---------|---------------|---|
| Functional Skills (FS) x 2 if not yet achieved / equivalents held | £942    | £942          | Excludes cost of additional off the job time required by recruit  |
| Force delivered learning / assessment                             | £5,700  | £3,990        | Assumes that 70% of these costs can be directly attributed to apprenticeship delivery & therefore be recoverable<br><br>Force would need to register itself as a training provider & assessment organisation with the Skills Funding Agency to access funding |
| HEI delivered learning / assessment (L6 over 3 years)             | £22,950 | £22,950       | Assumes that current £9k HE annual fees cap (which is changing) is upper limit and that Forces can obtain minimum 15% discount due to market Forces, reciprocal agreements, etc.  |
| Independent element of end point assessment                       | £3,600  | £60 (balance) | 1 day's input / week for 12 weeks @ £300 / day  |

|                 |                |         |             |
|-----------------|----------------|---------|-------------|
| Total costs     | £32,750        |         | Excludes FS |
| Total funding   |                | £27,000 | Excludes FS |
| <b>Net cost</b> | <b>£5,750*</b> |         |             |

\* The funding regime that has been piloted with existing 'trailblazer' standards has had a completion incentive included – for the highest band this has been £2,700. If this continues at this rate (information anticipated imminently from BIS), this could lower the net cost to circa £3,000 per recruit assuming the apprenticeship is successfully completed.

Some final considerations:

- As previously highlighted these figures are a *crude indication only*. There are significant parts of the picture that are either very unclear or missing altogether.
- To produce this cost illustration a number of untested assumptions have been used.
- There is clearly a need to better understand the training costs incurred now (or at least measure it in the same way).

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**Annex C – PEQF timeline**

## PEQF Phase 2 –High Level Timeline





