

Name of proposal/programme/policy:	PEQF Initial Entry Routes for Police Constables: Police Constable Degree Apprenticeship (PCDA)
Governance:	[REDACTED]
Aims & Objectives:	<p>Implement successful transition from initial Police Learning & Development Programme (IPLDP) to the PCDA programme ensuring that upon successful completion of the new programme officers will be fit to meet the future demands of policing:</p> <ul style="list-style-type: none"> • Ensure that the appointed Higher Educational Institute (University or Provider) working with the 4 forces: West Midlands Police; Warwickshire; West Mercia and Staffordshire designs and delivers a co-designed and delivered Degree Apprenticeship programme leading to the securing of a vocational degree qualification for officers upon completion of training. • Ensure that training content is current and responsive to changes occurring which may impact either delivery of police service or perception of police. • Ensure that the HEI actively supports the strategic diversity and inclusion aims of WMP including visible representation of BAME groups and social mobility. • Ensure that the recruitment and retention processes and the delivery and assessment model are reviewed and amended where necessary to ensure that the best possible outcome for the successful candidates can be achieved. • Minimise risk of disproportionate adverse impact on any specific group of learners by maximising accessibility of learning.
Date started:	January 2019 (updated June 2019)
Date updated:	This Equality Impact Analysis (EIA) a living document, including a regularly updated mitigation plan

Use the table below to identify which groups are likely to be affected by the change.

Does the proposal have relevance to:	Internal, relevant to staff or working practices	External, relevant to service delivery	Not relevant to either
Age – consider all age groups	Yes	Yes	N/A
Disability – including learning difficulties, disabilities and mental health	Yes	Yes	N/A
Gender reassignment	No	No	N/A
Marriage and Civil Partnership	No	No	N/A
Pregnancy and Maternity	Yes	No	N/A
Race/Ethnicity	Yes	Yes	N/A
Religion or Belief (and atheism or non-belief)	No	No	N/A
Sex (gender)	No	No	N/A
Sexual orientation	No	No	N/A
Other issues (for example, socio-economic issues; neuro-diversity)	Yes	Yes	N/A

The protected characteristics marked 'No' are those which are voluntarily declared to the forces and for which there is currently limited data available regarding potential impact.

These will continue to be monitored by the forces and actions will be added should there be a requirement to do so.

EQUALITY IMPACT ANALYSIS

Proposal					
Police Constable Degree Apprenticeship (PCDA)					
Programme	Criteria	Protected characteristic	Potential impact	Evidence/Research/Data	Recommendations and/or mitigations
PCDA	Recruitment	Age	<p>Perception that apprenticeships are age related and this may impact on the ability to recruit more mature applicants.</p> <p>As a result of the starting salary for PCDA being lower than the IPLDP this may result in the application pool for more mature applicants being reduced.</p> <p>As a result of a reduced pool of applicants, reduced appointments will reduce the number available for policing/filling vacancies.</p> <p>Overall average age of student officers is likely to show an increase in younger officers.</p> <p>Currently forces have an aging workforce so this would provide resilience for the future with an influx of younger officers fit for the future.</p>	<p>A College of Policing (CoP) led process. Therefore, the forces have been required to implement PCDA.</p> <p>Knowledge of numbers required/vacancies/breakdown of PCDA and DHEP requirements.</p> <p>Local demographics of current workforce.</p>	<p>Community sessions to be held to provide information and enable potential candidates to ask questions.</p> <p>NPUs being provided with a presentation and flyers for use when they attend schools.</p> <p>Utilisation of social media for recruitment purposes to allow wider recruitment.</p> <p>Local and national recruitment campaigns including the use of bus backs/posters etc.</p> <p>Attendance at the graduate recruitment 'milk round' during 2019.</p> <p>Attendance at careers events/fairs.</p> <p>Continue to run awareness sessions and recruitment open days and consider broadening the audiences.</p>

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Programme	Criteria	Protected characteristic	Potential impact	Evidence/Research/Data	Recommendations and/or mitigations
== PCDA	== Recruitment	== Disability	== Based on previous applications, less than 40% of applicants with a disability would be eligible to apply for the PCDA HEI provide support to students with disabilities including reasonable adjustments for students with learning difficulties. However, the student must meet the academic requirement to become a police officer.	== Census data Workforce data (see Appendix)	Encourage Neighbourhood Policing Teams to use their links with schools and colleges to raise awareness of all careers within policing, and to include recruitment in the discussions when visiting == The force(s) will make reasonable adjustments in line with individual needs The appointed HEI has flexible reasonable adjustments Ensure inclusivity for those with disabilities is embedded in all policies/processes and offer meetings and guide for support with development/promotion Ensure the appropriate legal criteria is considered and in place. The HEI has provided signposting to functions skills courses that applicants can register for. These are free of charge.

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Programme	Criteria	Protected characteristic	Potential impact	Evidence/Research/Data	Recommendations and/or mitigations
== PCDA	== Recruitment	== Race (Includes ethnicity and Nationality)	== More diverse communities with lower educational levels may not be eligible to apply if they do not hold the appropriate qualification. We may have a richer diversity of candidates who have a second (or third) language, this would help in policing local communities. There are high number of BAME students undertaking degrees, the PCDA Programme could be attractive as an alternative to full time academic learning, gain a higher qualification whilst being a police officer. Although there is an expected level of English speaking required, the academic aspect of the course is blended learning. Therefore, in some cases there is an opportunity for the individual to translate the documents into their preferred language for ease of learning.	== Data recorded on number of applications received over the last year Census data	== Collaborative engagement, marketing and Positive Action activity between the HEI and regional forces designed to improve both outputs and outcomes in relation to changing the profile of policing and achieving strategic objectives relating to diversity & Inclusion. Promote opportunities to access apprenticeships through the 'Step up to Apprenticeships' courses. The HEI has provided signposting to functions skills courses that applicants can register for. These are free of charge and can help applicant without required qualification achieve the required standards. Build recognition of second languages as a valuable skill set to be considered during the recruitment process.

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Police Constable Degree Apprenticeship (PCDA)					
Programme	Criteria	Protected characteristic	Potential impact	Evidence/Research/Data	Recommendations and/or mitigations
== PCDA	== Delivery and Assessment Model	== Age	== This entry route requires a level 3 qualification, students can apply as soon as they have completed their level 3 (A levels). Reduced potential to undertake this degree apprenticeship on a part time basis following initial training. This would extend the duration of the course to appropriately recognise the reduction in hours.	== Previous applications submitted Talent management systems in place Programme is set up with blended learning	<p>Selecting the appropriate colleagues for hard to reach areas who will be able to build trust with diverse communities and members of the public with protected characteristics. Making use of the skills and strengths of our workforce in a more progressive way.</p> <p>Working with Media & Comms on marketing /branding to ensure inclusive promotional material is developed and used.</p> <p>==</p> <p>Explore options for part time or flexible probation/qualification completion.</p> <p>Talent management process on-going to identify and track future talent for promotion opportunities/specialist posts.</p> <p>Students are able to replay learning.</p>

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Programme	Criteria	Protected characteristic	Potential impact	Evidence/Research/Data	Recommendations and/or mitigations
== PCDA	== Delivery and Assessment Model	== Disability	<p>More likely to attract and retain if a talent management process is in place.</p> <p>Programme is set up with blended learning, this will enable different learning styles to learn more effectively with the vocational element that will embed any learning.</p> <p>The blended learning includes flexible learning so students can replay lectures/inputs at a convenient time.</p> <p>==</p> <p>There is a physical fitness test and health screening required. This is no different from the current entry requirements.</p>	<p>==</p> <p>Workforce demographics provides the number of staff with a disability (see Appendix 1)</p>	<p>Ensure inclusivity for those with disabilities is embedded in all policies/processes and offer meetings and guide for support with development/promotion.</p> <p>The appointed HEI has flexible reasonable adjustments for learners.</p>

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== PCDA	== Delivery and Assessment Model	== Pregnancy & Maternity	== Pregnancy/maternity policies would be followed in relation to placements during pregnancy Academic learning can be paused and re-started should the student require this due to pregnancy/maternity. The operational element of the programme can also be paused. The degree will be extended to consider the break	== Data shows us how many number of women are on maternity leave and those planning to go on maternity leave	== Consult with Women in Policing (SAWP) and British Association of Women in Policing (BAWP). Develop and support managers in thinking differently about working patterns. Increase flexible working opportunities through review of restrictive policies/procedures which take into account childcare commitments, religious or cultural events. Consider whether to develop a Parents' Network, to provide peer support and networking.
== PCDA	== Delivery and Assessment Model	== Race	== Programme design includes a requirement for external engagement/referencing with community stakeholders to enhance a design loop capturing stakeholder views to help inform/support development of the programme. This will form part of the on-	== Connections and links with community groups	== Develop closer links with local policing teams working in the community to promote recruitment and positive campaigns for underrepresented groups

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Programme	Criteria	Protected characteristic	Potential impact	Evidence/Research/Data	Recommendations and/or mitigations
== PCDA	== Delivery and Assessment Model	== Other issues e.g., social-economic issues; neuro-diversity	<p>going evaluation and programme development and includes groups such as IAG (Independent Advisory Groups) Stop and Search Reference Groups etc. (not exhaustive).</p> <p>==</p> <p>Modular approach enables more ready access to applicants with additional needs in terms of, for example, parental caring, elder caring etc.</p> <p>Modular approach lends itself naturally to access to training/learning on a part-time basis.</p> <p>Programme design includes referencing internal stakeholder of police/staff associations including: Police Federation, BAPA (British and Asian Police Association), AMP (Asian Muslim Police Association) BAWP (British Association of Women Police) LGBT,</p>	<p>==</p> <p>Workforce data informs us of the number of part time officers employed (see Appendix).</p> <p>Workforce data informs us of the number of employed staff that are neuro-diverse.</p> <p>Partnership and collaborative working.</p> <p>Blended learning approach.</p> <p>Data on those who work remotely and for those who do not have access to a computer.</p>	<p>Regular meetings with Staff Associations to develop and prioritise key areas of activity and implement suggestions on how we can better promote diversity and inclusion including appointing Diversity Champions.</p> <p>==</p> <p>Marketing and targeted recruitment for specific social groups.</p>

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			<p>Disability Carers' Association etc. (not exhaustive).</p> <p>Assessment methodology for the academic delivery is varied in order to encourage an inclusive opportunity for all entrants to meet performance expectation and succeed. It is not limited to the submission of essays, instead featuring the use of reflective logs, submission of presentations (which may have been given in the workplace e.g. community meetings) etc.</p> <p>Increased use of digitally enabled learning which is not dependent upon excessive travel to access learning based upon estate provision contributes to inclusivity of all irrespective of socio-economic backgrounds.</p> <p>Single parents and carers may find this route a way of earning and learning to gain a better education whilst earning a salary.</p>		

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Programme	Criteria	Protected characteristic	Potential impact	Evidence/Research/Data	Recommendations and/or mitigations
			Lower income groups will find the PCDA programme a more affordable way to earn a degree as the education is funded by force and students are earning during the learning period.		

MITIGATION PLAN

Mitigation	Success measures	Owner	Timescale	Update
Continue to run awareness sessions and recruitment open days and consider broadening the audiences.	Application received from a diverse range of appropriate candidates from all parts of the region and beyond.	TBC	Ongoing	
Encourage our Neighbourhood Policing Units to use their links with schools and colleges to raise awareness of all careers within policing, and to include recruitment in the discussions when visiting.	The receipt of applications from the younger aged population e.g., number of increased apprenticeship applications.	TBC	Ongoing	
Increase flexible working opportunities through review of restrictive policies/procedures which consider childcare commitments, religious or cultural events.	Revised policies and practise reflect ethos, publicity undertaken. Staff survey results feedback increased flexibility and inclusivity.	TBC	Ongoing	

Mitigation	Success measures	Owner	Timescale	Update
<p>Build recognition of second languages as a valuable skill set to be considered.</p> <p>Selecting the appropriate people for the communities who will be able to build trust with diverse communities and members of the public with protected characteristics. Making use of the skills and strengths of our workforce in a more progressive way.</p> <p>Working with Media & Comms on marketing /branding to ensure inclusive promotional material.</p> <p>Develop closer links with operational colleagues working in the community to promote recruitment and positive campaigns for underrepresented groups.</p>	<p>Approach to postings is reflective of the skill.</p> <p>Staff and officers are embedded in the communities they serve and can actively encourage members of those communities to join Police in officer and employee roles.</p> <p>Website updated and marketing/ promotional material represents people from diverse backgrounds.</p> <p>Increased community engagement and ultimately greater diversity among applicants and employees at all levels.</p>	<p>TBC</p> <p>TBC</p> <p>TBC</p> <p>TBC</p>	<p>Ongoing</p> <p>Ongoing</p> <p>1-3 months</p> <p>Ongoing</p>	

CONSULTATION/ENGAGEMENT LOG

Name of internal group/unit, association, stakeholder (external)	Why are you approaching/not approaching them?	Date and method of planned consultation/engagement	Outcome of consultation/engagement
<p>Consult with various engagement panels to fully understand impact on age, cadets, innovation panel and community panel</p> <p>Regular meetings with all force Staff Associations to develop and prioritise key areas of activity and implement suggestions on how we can better promote diversity and inclusion</p>	<p>To gain and raise awareness in considering the diverse range of applicants that may apply</p> <p>Clearly defined activity and outcomes following discussions to inform and promote equality and inclusion initiatives. Diversity Champions reporting positive encouraging results in feedback about improved support and development opportunities</p>	<p>TBC</p> <p>TBC</p>	<p>TBC</p> <p>TBC</p>

Review and Monitoring	This EQIA will be reviewed on a regular basis, particularly post intake in order to reality check assumptions and impact
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