

The Chief Constable of Surrey

Monitoring visit report

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Name of lead inspector: Carolyn Brownsea, Her Majesty's Inspector

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Type of provider: Employer

Address: Mount Browne
Sand Lane
Guildford
GU3 1HG



Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

The Chief Constable of Surrey (Surrey Police) began delivery of apprenticeships in March 2019. It delivers level 4 standards-based apprenticeship programmes, funded through the levy. Currently, 29 apprentices are working towards the police community support officer (PCSO) standard. All apprentices are employed by Surrey Police as PCSOs at police stations across the county. Surrey Police has commissioned an external provider to deliver functional skills in English and mathematics.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders and managers have highly effective governance arrangements in place. They engage actively in the UK-wide development of the Policing Education Qualifications Framework. This includes the design of the PCSO standard and progression pathways.

Leaders work successfully to broaden recruitment strategies to encourage applications from under-represented groups. They promote the apprenticeship and career opportunities within community and faith groups. As a result, they recruit apprentices from a broad cross-section of society.

Managers monitor the progress and support needs of apprentices rigorously. They have a good oversight of apprentices' progress. They use this information effectively to provide swift intervention strategies. Consequently, apprentices make their expected progress.

Leaders plan a curriculum that supports the promotion of new knowledge, skills and behaviours. For example, in addition to developing knowledge about legislative requirements, apprentices also demonstrate the required professional behaviours, such as strict adherence to uniform policies.

Managers have effective quality assurance processes in place to identify rapidly any weaknesses in the quality of education. They make effective use of peer support to promote continuous improvement. Managers have appropriate plans in place to assure the quality of subcontractors' provision. However, it is too soon to judge the impact of these.

Leaders and managers engage in prestigious projects such as the Mayor's Office for Policing and Crime review, led by the Open University, to modernise the culture of learning and development. They use these resources to support teachers to plan and deliver a curriculum that promotes learning. This also inspires apprentices to achieve and make progress in their careers.

Managers have rightly recognised the need to improve the teaching and learning of functional skills in mathematics. Recently, they engaged a subcontractor to deliver the qualifications. Managers plan the curriculum carefully, so that it aligns with apprentices' work patterns.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Apprentices develop quickly the knowledge, skills and behaviours they need for their roles and then build on these through their practical experiences. Apprentices have a secure understanding of their roles and responsibilities in relation to the law. They develop problem-solving skills that enable them to react to complex situations.

Managers and trainers provide apprentices with clear information and advice about the course. Apprentices know what they should do. They are aware of the future employment and career progression opportunities that the programme provides.

Apprentices benefit from the support of knowledgeable tutors who use their experiences to enhance and broaden the curriculum. Apprentices receive meaningful on- and off-the-job training that helps them to develop the knowledge and behaviours they need to make progress at work.

Apprentices are right to enjoy the breadth of their learning activities, particularly scenario-based tasks conducted in realistic simulated learning environments. This enables them to apply their knowledge practically in complex situations. Apprentices value their trainers' experiences, which they use effectively to illustrate theoretical concepts, and which enables apprentices to apply theory into practice. Consequently, they increase their confidence in dealing with vulnerable members of society.

Trainers question apprentices skilfully to explore how well apprentices understand their learning. They provide frequent feedback and set clear actions for improvement. As a result, apprentices know how to improve.

When apprentices fall behind, managers and trainers plan effectively to ensure they catch up with their learning and understanding.

Trainers establish accurately apprentices' starting points, based on their prior qualifications and experience, including their levels of skill in English and mathematics. It is too soon to judge the impact of the recent engagement of a subcontractor to support the minority of apprentices in completing their functional skills qualifications. Apprentices with additional learning needs benefit from support that enables them to complete their apprenticeship.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers have effective safeguarding arrangements. The newly appointed designated safeguarding lead (DSL) has increased the staff's awareness and understanding of the breadth of their safeguarding responsibilities for apprentices. The DSL and her deputy have received appropriate training to implement their safeguarding duties.

Training staff and managers have a strong focus on the promotion of mental health, health and safety, and well-being. Apprentices receive highly effective care that ensures they can access appropriate support through the employee support programme and mental health services.

Staff do not distinguish sufficiently between welfare support and safeguarding in the context of an apprenticeship. Consequently, apprentices and training staff do not always benefit from the expertise of the DSL when safeguarding concerns arise.

Tutors ensure that apprentices have a basic awareness of the dangers of extremism and radicalisation. Apprentices know how to keep themselves safe online, particularly within the context of their roles, and know how to use social media safely.

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