

# Inspection of The Chief Constable of Surrey

Inspection dates:

9 to 11 March 2022

**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Not previously inspected

**Information about this provider**

The Chief Constable of Surrey (Surrey Police) has been providing apprenticeships since March 2019. Surrey Police are an employer provider and train apprentices using a level 4 standards-based apprenticeship. They have commissioned an external provider to teach functional skills in English and mathematics for the few apprentices who need this. All apprentices are employed by Surrey Police as Police Community Support Officers (PCSO) at police stations across the county.

At the time of the inspection, there were 34 apprentices in training. The majority were near the end of their apprenticeship or had recently taken their end-point assessment. Surrey Police and Sussex Police work in partnership and have a joint learning and professional development department and supervisory structure that covers both forces.

## **What is it like to be a learner with this provider?**

Apprentices follow a clearly structured programme that builds their understanding of the PCSO role rapidly. Trainers develop the character and confidence of apprentices well through the initial foundation stage, as apprentices work towards independent patrol status.

Apprentices meet the high expectations of the force around dress code and behaviours, as role modelled by their trainers. Staff and apprentices recognise that the police code of ethics means they are held to a higher account than others, regarding expectations around behaviours and attitudes.

Apprentices' attendance and punctuality in training and at work are excellent. Teamworking ethos and peer support are strong. As a result, apprentices work well with each other, and colleagues in the neighbourhood teams, to complete training and operational tasks.

Apprentices have access to a wide range of additional activities, including gyms, sports clubs and charity fundraising events, that extend beyond their core training programme. However, leaders and managers recognise that the pandemic has had a limiting effect on how many apprentices can take part in these activities.

Apprentices are clear about the breadth of the PCSO role and the career progression possibilities within policing. Most apprentices stay with Surrey Police once they complete their training. The majority go on to become police officers, coaches or PCSO tutors and mentors.

## **What does the provider do well and what does it need to do better?**

Leaders and managers have a clear rationale for the introduction of the PCSO apprenticeship, which forms an integral part of their workforce planning strategy. Training staff, and senior officers, have high ambitions and expectations for anyone commencing the apprenticeship. Apprentices rightly value their training and recognise its importance in preparing them to conduct a critical support role in the community. The number of applicants from under-represented groups has increased since the introduction of this new route into policing, demonstrating its positive impact on recruitment.

Trainers support apprentices well during the 15-week foundation stage. Apprentices study in the well-equipped training centre at headquarters. They develop job-related practical and critical thinking skills through useful role-play activities with real-time scenarios in the safe spaces of the simulation suites. They learn about maintaining professional standards, team working, evidence-based policing and personal safety, in readiness for deployment to a Surrey division to complete their vocational training.

Trainers have not prepared apprentices well enough for their move into operations. For example, initial training does not equip apprentices well enough to manage radio communications while dealing with other problems. Trainers provide insufficient coverage on activities such as how to search within the limitations of the PCSO powers or serving fixed penalty notices, leading to some apprentices feeling vulnerable. Leaders and managers have recognised these weaknesses and have implemented changes. As a result, the most recent cohort is better prepared.

Managers do not plan the links between off- and on-the-job training well enough with line managers in the divisions. As a result, a few managers do not understand how to best support their apprentices during the transition from the foundation learning stage to the independent patrol stage.

Trainers teaching the foundation stage are experienced, well-qualified professionals. They undertake a wide range of helpful mandatory training and professional updating, which enables them to maintain currency and occupational competence. However, assessors and tutors do not benefit from the same level of professional development opportunities, and this results in greater levels of inconsistency in the support provided to apprentices once they enter the workplace.

Managers are quick to respond to concerns from apprentices and offer timely support through a network of mental health first aiders. As a result, staff, including apprentices, feel well supported, both in training and in the workplace.

Staff integrate fundamental British values, the 'Prevent' duty and equality and diversity very well into the initial training programme. Apprentices frequently apply their understanding of British values when dealing with members of the public. For example, an apprentice was able to report intelligence on an individual after observing fascist regalia on display in a property during a routine visit. Apprentices have a good understanding of the major concerns in the boroughs in which they work. They know how to manage and report concerns around inappropriate activities such as county lines and modern slavery.

Apprentices' written work is of an appropriate standard and rich with examples of what they have achieved operationally. Assessors identify carefully work that apprentices need to improve and what they need to do to achieve this. As a result, apprentices learn quickly to provide accurate answers that are supported by examples from the workplace. However, assessors do not encourage apprentices to explore the richness of their understanding of British values in their workbooks or to make explicit links with the police code of ethics and their work with radicalisation and extremism.

Apprentices understand the importance of off-the-job learning time and how to record it. After the foundation stage, apprentices benefit from two days per month to complete evidence collation and portfolio work. However, not all apprentices take up this time allocation, and a few apprentices complete workbook activities in their own time. Assessors do not confirm that all apprentices receive and take their

allowed protected learning time or follow up appropriately with the apprentice's manager where this has not happened.

Governance is effective. A well-established structure of committees and boards, which are run collaboratively with Sussex Police, provides a clear mechanism for monitoring and oversight of the quality of education. Several policies, such as the functional skills policy, are now significantly outdated and do not reflect current practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have put in place clear processes for safeguarding apprentices and tracking concerns. Managers consider carefully the challenges of operating as an employer provider in a heavily regulated profession. They differentiate clearly between their core purpose to safeguard the citizens of Surrey and their responsibility as a training provider to safeguard the welfare of their apprentices.

All staff are trained in safeguarding and the 'Prevent' duty and undertake mandatory training updates at least annually. Apprentices feel safe. They are confident to report concerns, including incidents of peer-on-peer abuse, and know that they will be taken seriously and acted on.

## **What does the provider need to do to improve?**

- Leaders and trainers should improve the communication with apprentices' managers to enable better support for apprentices during the transition between training phases and throughout their deployment.
- Leaders and managers should use feedback from apprentices and their managers to ensure the foundation stage training covers aspects that enable them to operate effectively in the field.
- Leaders and managers should ensure that all apprentices use their full allocation of protected learning time.

## **Provider details**

<b>Unique reference number</b>	2554108
<b>Address</b>	Mount Browne Sandy Lane Guildford GU3 1HG
<b>Contact number</b>	07771 813110
<b>Website</b>	<a href="http://www.surrey.police.uk">www.surrey.police.uk</a>
<b>Principal/CEO</b>	Joy Chant
<b>Provider type</b>	Employer Provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Functional Skills UK Ltd

## Information about this inspection

The inspection team was assisted by the governance manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Viki Faulkner, lead inspector

Lee Hunt

Martin Hughes

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022