

 WARWICKSHIRE POLICE		POLICY
Security Classification	Official	
Disclosable under Freedom of Information Act 2000	Yes	

POLICY TITLE	Police Constable Entry Route (PCER)
REFERENCE NUMBER	WP312
Version	1.0

POLICY OWNERSHIP	
DIRECTORATE	Enabling Services
BUSINESS AREA	Learning & Development

INITIAL IMPLEMENTATION DATE	24/11/2025
NEXT REVIEW DATE:	24/11/2028
RISK RATING	MEDIUM
EQUALITY ANALYSIS	LOW
TIER	2

Warwickshire Police welcome comments and suggestions from the public and staff about the contents and implementation of this policy. Please e-mail policiesandprocedures@warwickshire.police.uk

CONTENTS PAGE:

- 1.0 POLICY OUTLINE
 - 1.1 Procedure outline
- 2.0 PURPOSE OF POLICY
- 3.0 IMPLICATIONS OF THE POLICY
- 4.0 PROCEDURE
 - 4.1 Responsibility
 - 4.2 Breakdown of entry route and roles and responsibilities
 - 4.3 Consultation
- 5.0 DOCUMENT HISTORY
- 6.0 CONSULTATION
- 7.0 ASSESSMENT & ANALYSIS

1.0 POLICY OUTLINE

1.1 This procedure outlines the process through which Warwickshire Police deliver training and support the professional development of student police officers throughout the four different entry routes:

- Police Constable Degree Programme (PCDA)
- Degree Holder Entry Programme/Detective Constable Degree Holder Entry Programme (DHEP/DCDHEP)
- Police Constable Entry Programme (PCEP)
- Initial Police Learning Development Programme plus (IPLDP+).

Each programme is a national programme, designed by the College of Policing.

This procedure applies to all the student officers within their probationary period.

PCDA and DHEP/DCDHEP is delivered jointly with the force training team and a Higher Education Institute (HEI). The PCEP and IPLDP+ is delivered by the force training team. All routes cover the learning outcomes set out by the College of Policing's curriculum and National Occupational Standards in Policing.

All student officers will go through the first three stages (see below) of the procedure during the first two years, with the PCDA students completing a final third year to complete their degree. (Stages outlined in section 4 – Procedure).

The policy outlines the requirements of the student officers and expectations placed on their line management, along with potential

2.0 PURPOSE OF POLICY

To identify the processes and expectations for student officers through their probation period

3.0 IMPLICATIONS of the POLICY

3.1 Consider other implications of the policy and make comment **only** in those areas of significance. The following **must** be considered:

- a. Code of Ethics - student officers are expected to take personal responsibility for their learning and ensure they are fit for study and promote ethical behaviour.
- b. Code of Practice on the Management of Police Information; Student officers uphold the confidentiality and accuracy in handling police records and access police computer systems in line with force guidance.

- c. Risks / Health and Safety considerations; Risk assessments are in place and these are reviewed by the Sgt of the Policing Skills team, business continuity plans are also in place.
- d. Human Rights / Equality / Data Protection / Freedom of Information; The policy aligns to human rights act (1988) and for policy around FOI and data protection.
- e. Legal considerations: The policy aligns to the requirements of COP and the national curriculum to deliver PCER.
- f. Financial Implications: Strategic workforce planning forecast and predict all entry routes into policing which includes the financial cost of each PCER cohort this is then discussed and agreed with chief officers.
- g. Implementation requirements: A team is in place who can deliver all entry routes into policing and any increase demand is identified through the strategic planning processes and any resourcing challenges are addressed at this point.

3.2 You may also need to consider the following:

- a. Staffing / Training; To deliver this training L&D professionals are requested who are qualified to level 4 to deliver IPLDP+ and PCEP and level 7 to deliver HEI elements, this process is in place as well as ongoing CPD for trainers.
- b. Impact on Partners; This policy does impact on our HEI who deliver the academic element of the programme and regional governance is in place as well as local governance where the HEI also report in through our processes.
- c. Bureaucracy: Having HEI regional governance and then local governance could be seen as duplication, however the local governance will provide the opportunity to have Warwickshire only HEI conversations tailored to our own force, whereas the broader regional governance process will give the other forces perspectives, which will be helpful for sharing best practice.

4.0 PROCEDURE

4.1 Responsibility for implementing the procedure will remain with the Learning and Development, Local Policing Managers, Human Resource officers and all other individuals with supervisory responsibility for student officers.

4.2 Stage One

PCDA – Students will complete an 18 week initial training phase delivered through HEI and qualified police trainers. This is delivered primarily at Warwickshire Police headquarters, with some online university sessions. Assessment of the students are completed by the HEI lecturers and the police trainers.

DHEP/DCDHEP – Students will complete a 16 week initial training phase delivered through HEI and qualified police trainers. This is delivered primarily at Warwickshire Police headquarters, with some online university sessions. Assessment of the students are completed by the HEI lecturers and the police trainers, combining academic achievement, scenario performance and general behaviour in training.

IPLDP+ and PCEP – Students will complete an 18 week initial training phase delivered through qualified police trainers, with Subject Matter Expert inputs. Delivery is primarily at Warwickshire Police headquarters. Assessment of the students are completed by the police trainers through an holistic approach involving knowledge checks, scenario performance and general behaviour in training.

Stage Two

All entry routes follow the same pattern for stage two. Students move into an operational role, on patrol, where they work with a tutor on their shift. During this phase they need to complete Independent Patrol Status (IPS) by weeks 37 to 40 of their service. Failure to complete IPS by the target date will result in line supervision instigating a Development Plan with the student. Plan submitted to Human Resources. Further failure to complete will result in the officer being dealt with for unsatisfactory performance. See Student officer unsatisfactory performance policy.

Student officers are not to be utilised as an independent resource until they have met IPS.

Stage Three

All student officers to complete Full Occupational Competency (FOC) by the end of year 2. All requirements for the FOC are assessed by qualified Assessors, and Internally Quality Assured (IQA) by a qualified IQA.

The FOC is measured against the National Occupational Standards for Policing (NOS) and the apprenticeship standards for policing, Knowledge, Skills, Behaviours (KSB). Failure to meet the apprenticeship standards may effect the force apprenticeship levy It is a workplace assessment of the student during independent patrol.

Failure to complete on time will result in the officer being dealt with for unsatisfactory performance.

Stage Four

PCDA students only. Completion of their research project and awarding of the Degree in Policing.

Management of the workplace assessment

Local policing supervisors are responsible for management of the student officer during stage two and three of the probationary period. They will have responsibility for the officer's welfare, workload and performance.

The student will also work with the Police Entry Qualification Framework (PEQF) Manager throughout the process. The PEQF Manager also has responsibility for officer welfare and the students University work.

Roles and Responsibilities

Student Officer

PCDA and DCDHEP/DHEP students have responsibility for their University academic performance.

All students are responsible for the completion of the IPS and FOC portfolio meeting all the NOS and KSB requirements.

Student officers are responsible for completing all Off The Job Learning (OTJ), which is a requirement of the apprenticeship.

Tutor Constable

Tutor Constable Will have attended a training course to equip them in the role.

Tutor Constable must be officers who are confirmed in post and not within their probationary period.

Throughout the tutor phase, the tutor is responsible for recording and awarding the student meeting the NOS and KSB. These will be recorded on the OneFile computer system.

The tutor is responsible for confirming whether the student officer meets IPS. If the student does not meet IPS by weeks 37-40, the tutor liaises with the line supervisor to issue the student officer with a Development Plan.

Assessors

Assessors are occupationally competent police officers who form part of the Learning and Development assessment team. All assessors are trained to the industrial standard of AQA assessor and operate within the force assessment strategy. Assessors are responsible for awarding competency against the NOS and KSB leading towards the officer reaching FOC. Assessors are not responsible for the daily monitoring of performance of student officers. This remains with the first line supervisor.

PEQF Manager

The PEQF manager is responsible for meeting with the student officer every 90-100 days. For PCDA students the meeting are between the student officer, PEQF manager or assistant, and university learning support officer (Tripartite meeting, TRM). All other entry routes are between the student officer and PEQF manager or assistant (Bipartite meeting, BRM).

Unsatisfactory performance

Refer to the Student unsatisfactory performance and behaviour policy.

4.3 *Please state which head of department or chief officer has been consulted in the development of this policy:*

<i>Head of Dep't/ Chief Officer Consulted</i>	<i>Date Communication Sent</i>
<i>Berni Gaughan</i>	<i>15/08/24</i>

5.0 DOCUMENT HISTORY

Date	Author / Reviewer	Amendment(s) & Rationale	Date of Approval / Adoption
24/01/2025	Lee Maughan	New policy created to replace Alliance Initial Police Learning and Development Programme (IPLDP) Student Officer Development Procedure.	Published on 24/11/2025

6.0 CONSULTATION

Berni Gaughan - Head of Learning & Development
 Vicki Stephens – Learning and organisational development officer
 PS Matt Craddock – Sergeant Operational Learning
 PC Lee Maughan- Temporary Sargent and Policing Skills Trainer
 Vicki Sawyer – HR Business partner
 Virtual JNCC
 Approved by Workforce Board.

7.0 ASSESSMENT AND ANALYSIS

Equality Impact Assessment completed 05/03/24 and approved by College of Policing.