

# SPOTLIGHTS

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POLICE EDUCATION CONSORTIUM



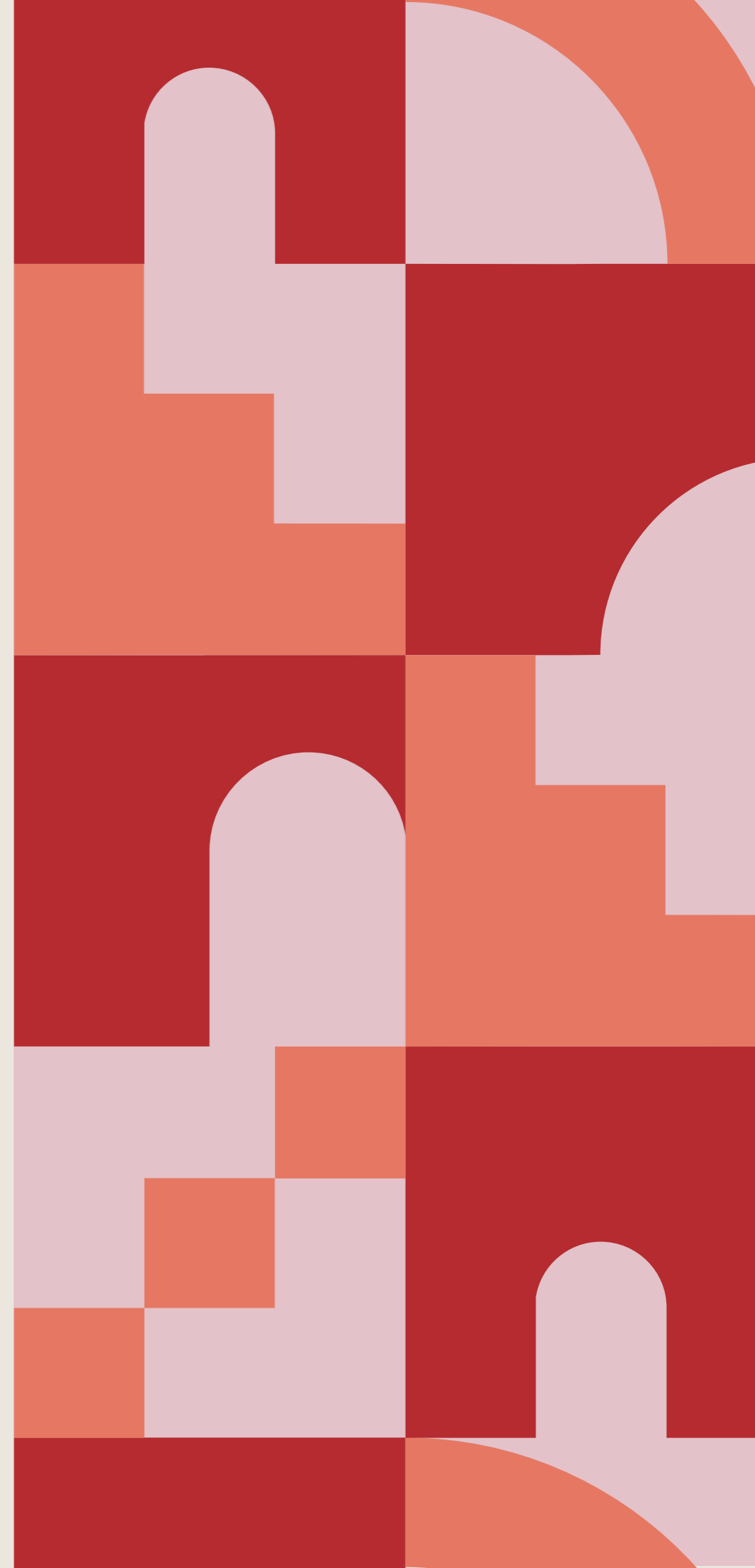
# POLICE EDUCATION CONSORTIUM

## Police Apprenticeship Scheme

How providing 4,000 Student Police Officers with a fully managed iPad solution is supporting a transformational change for policing.

"...even the complex challenges of the operational policing environment can become a rich source of professionally recognised learning."

– Professor Darryll Bravenboer, Director of Apprenticeships at Middlesex.



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*Student Police Officers also operate in varied settings and work variable shift patterns and a further challenge is to provide a consistent means to learn while meeting the operational requirements of their job role.”*

— Professor Darryll Bravenboer,  
Director of Apprenticeships

#### Spotlight Summary

DATE	2020
UNIVERSITY	The Police Education Consortium, a partnership formed of Middlesex University, Canterbury Christ Church University, the University of Cumbria and the University of Portsmouth.
AREA	Workplace Learning   Degree-Level Apprenticeships
CONTEXT	The Police Constable Degree Apprenticeship (PCDA) and the Degree Holder Entry Route (DHEP). 4,000 police officers from Surrey Police, Sussex Police and Hampshire Constabulary to be trained over 5 years.
CHALLENGE	Police-level IT and data security. Supports learning in a 24/7, complex operational workplace; off-and-on the job. Support all individual's learning needs. Must be scalable.
SOLUTION	Every student and member of staff are provided with an iPad, as part of a fully managed mobile learning solution.
IMPACT	Facilitated adaptation to Covid-19. Consortium is exceeding KPIs. 98% of Student Officers recruited are successfully progressing. Transforming the learning experience and outcomes for 4,000 Student Police Officers.

# Context

## Joining forces to support a transformational change for policing

### How do you now become a Police Constable?

The College of Policing (CoP) has determined that the complexity and levels of responsibility required for the role of Police Constable indicates that it is a graduate level profession.

From 2020, all applicants to become Police Constables will have to proceed through one of three routes

- The Police Constable Degree Apprenticeship (PCDA).
- The Degree Holder Entry Route (DHEP).
- A CoP accredited Pre-join Policing Degree.

This a transformational change for policing.

### The Police Education Consortium

The Police Education Consortium is a partnership led by Middlesex University and also comprised of Canterbury Christ Church University, the University of Cumbria and the University of Portsmouth, all universities with significant expertise in professional police education.

The Consortium aims to:

- drive innovation and best practice in policing education for public benefit;
- establish the Consortium as a thought leader in policing education on a national and international basis;
- be the provider of choice for police force employers regarding Police Education Qualifications Framework (PEQF) provision on a national basis. The PEQF sets the standards, qualifications and curriculums for entry routes into policing and for development of leadership within the police service;
- demonstrate best practice in collaborative working across Consortium university partners, contracted police forces and the College of Policing (CoP). Programmes are co-designed, co-developed and co-delivered as part of a sustained partnership between the police sector and the Consortium.

Following a successful procurement exercise with **Surrey Police, Sussex Police and Hampshire Constabulary**, the Consortium has been contracted to deliver the PCDA and DHEP. This is a long term partnership with c.4,000 police officers being trained over 5 years, including a rolling schedule of cohorts throughout the calendar year to meet police workforce needs.

# The Challenge

## Creating learning opportunities from highly complex environments



The Police Education Consortium was keen to introduce a device that could be centrally managed by Middlesex University (the lead provider). Professor Darryll Bravenboer, Director of Apprenticeships says,

“The challenge was to maximise the potential for the workplace environment as a key resource and focus for learning, while at the same time enabling apprentices to draw on their developing contextual and conceptual understanding to inform their reflective evaluation of their own and others practice.

As Student Police Officers operate in varied settings and work variable shift patterns a further challenge was to provide a consistent means to learn while meeting the operational requirements of their job role. We needed to provide a solution that ensured both consistency and equality of access to the learning experience for all students in all contexts.

The final challenge was that the Police force operates in environments that are highly security conscious, which include data and systems that cannot be open to public access.”

*“It was also vitally important that we could manage devices from a security perspective.”*

*“The workplace for PCDA apprentices is both the police station and crucially the operational environment within which policing takes place, typically the community.”*

# The Solution

## Transforming the learning experience with iPad

Both the PCDA and DHEP programmes have been developed and approved as blended learning courses, enabling the students to succeed within their highly variable operational workplace.

Police apprentices are supported via:

- online learning;
- face to face online interaction;
- masterclass workshops;
- training activities.

The Consortium are providing every student and member of staff with iPad as part of the mobile learning solution, delivered via Academia's fully managed service.

*“This solution has meant that we can make sure that even the complex challenges of the operational policing environment can become a rich source of professionally recognised learning.”*

### Why iPad

There were a lot of positive reasons why iPad was chosen for the programme, including:

The iPad works with a number of differing Consortium learning platforms, and students were able to access the learning materials with ease;

The huge range of accessibility features built into iPad enables students to create their own personalised learning experience, based on their individual needs;

The ease of mobility of iPad and how it supports learning in operational and non-operational settings;

The versatility of iPad (including voice and video) has the potential to further transform the ways in which students capture and reflect on those crucial moments of learning;

The overall solution has met all of the security requirements of both the Consortium and police forces.

### Why the Consortium partnered with Academia

One of the major reasons for choosing to partner with Academia was the company's ability to provide a full and comprehensive managed solution, complete with secure Web Filtering that is enforced regardless of where the iPad devices and users are situated. The fact that both the Mobile Device Management and Web Filtering Servers were based in Academia's private cloud was particularly important, due to the sensitivity of data and the use case of the devices.

Given the multiple moving parts of a programme of this size, complexity and duration; the Consortium needed a trusted IT partner who understood the detail. Below is a list of the services that Academia delivered and are currently supporting.

### Set-up

Creation and configuration of Mobile Device Management Servers

Initial onboarding of workflows

Agreement of granular security restrictions with the client

Recommendation and agreement of app delivery mechanisms

Installation and configuration of a web proxy for content filtering

Delivery of test units

Working with designated approvers within the consortium to test and sign off the configuration and deployment process

### Deployment

Devices are:

Held in stock for pre-requested delivery schedule;

Requested for a specific location and build type;

Asset tagged and prepared for shipping;

Shipped to location.

### A fully remote managed service, consisting of:

Configuration changes

Private cloud-based web filtering

Additional software delivery

Secure erasure of lost devices

Software/OS version and patch management

Warranty collection and repair

Reporting

*“iPad, combined with the total managed solution for all the required applications, has enabled Middlesex University and the Police Education Consortium to deliver high quality mobile learning for Student Officers undertaking our degree apprenticeship programme that fully meets the complex requirements of our police force partners.”*

# n Impact

## Exceeding all key performance indicators, with future innovation planned

### n Outcomes:

Providing a fully managed and supported iPad for all has enabled the Consortium to provide a consistent learning experience for student officers across highly complex and varying contexts. The iPad has made a significant positive impact, and Darryll mentions,

“To date 98% of Student Officers recruited are successfully progressing and the first cohort of Student Officers has successfully reached Independent Patrol Status, an important professional milestone. At present, the Consortium is exceeding all key performance indicators for this contracted provision.”

The iPad has also become an important tool during the Covid-19 pandemic. Where other universities have found it challenging to deliver PEQF, especially in relation to on-campus learning and face-to-face delivery of lessons, Darryll mentions that:

“The Consortium’s mobile learning approach, facilitated by the iPad, has meant that Student Officers have been able to continue their learning journey despite the total restriction on any face-to-face interaction with university tutors. For example, Tripartite Progress Reviews (employer/apprentice/tutor) have been able to be conducted via the iPad, and planned face-to-face workshops have been delivered via mobile online learning.”

### Looking Forward

A blended learning approach will no doubt continue, and many lessons have been learnt from the Covid-19 pandemic. Darryll states,

“As a consequence of meeting the challenge of delivery in the context of Covid-19, Student Officers, police trainers and leaders alike wish to establish many of the mobile learning approaches as continued practice. Similarly, the Consortium has recognised how and where learning, teaching and assessment practice has been enhanced through iPad facilitated mobile learning solutions within its ongoing quality review procedures.”

As part of its commitment to continuous innovation the Consortium will go deeper on a number of different areas, including:

how iPad can provide accessible learning for Student Officers with specific learning needs;

the opportunities for facilitation of ID secure on-line examinations through iPad.

**“To date 98% of Student Officers recruited are successfully progressing.”**

### Where else?

As Director of Apprenticeships across all programmes at Middlesex University, Darryll sees even more potential:

“The benefits and lessons learnt from using the iPad as the mobile learning solution to support Police Student Officers is valuable with regards to other apprenticeship provision. For example, this solution could be applied to other public sector apprenticeship areas such as nursing, as well as other private sector apprenticeship areas that involve complex or multiple workplace settings and require a work-integrated approach.

We are also aware that MWS technologies - who provide the Aptem Apprenticeship Management System used by Middlesex University for all its apprenticeship provision, and by the Consortium for all PEQF programmes - are in the process of developing a version of Aptem designed specifically to work with iOS. The full integration of Aptem as an App would further enhance the contribution that the iPad makes to support apprentices, as well as employers and tutors, in monitoring individual, cohort and group learning progresses.”



***“iPad, combined with the total managed solution... has meant we can make sure that even the complex challenges of the operational policing environment can become a rich source of professionally recognised learning.”***

– Professor Darryll Bravenboer,  
Director of Apprenticeships,  
Middlesex University



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