



To: Business Co-ordination Board

From: Chief Constable

Date: 25 November 2013

Working with Young People

1 Introduction

1.1 The purpose of this paper is to outline the working arrangement that has been established between Cambridgeshire Constabulary's Learning and Development Department and Cambridgeshire Regional College in order to enhance policing interaction with young people.

2 Background and Current Position

2.1 From September 2012 a partnership agreement was formed between Cambridgeshire Constabulary and Cambridgeshire Regional College whereby the Constabulary provides additional tuition with a policing context to the Diploma in Uniformed Services course.

2.2 The aim of this partnership is to provide young people interested in working in uniformed services with exposure and experience of policing.

2.3 The Uniformed Services course is delivered over two years and aimed at 16-18 year olds. It was agreed that fifteen students from each intake would be selected to form part of a 'Police Academy'. The Police Academy would receive specific police inputs throughout their first year of study.

2.4 A selection process was jointly developed by the college and the Constabulary to shortlist the 15 for 2012 and 2013 intakes.

2.5 Those selected were then required to attend an additional 3 hour weekly input over and above the course timetable during their first year of studies. These sessions enabled the students to be exposed to a varied spectrum of policing knowledge.

2.6 The policing aspect of the course content was professionally designed and maintained by the Initial Training Team Leader in Learning and Development

mapped against the learning outcomes; it comprises a syllabus of content and a weekly timetable covering the academic year September to June.

- 2.7 The majority of the lessons are delivered from the College site and some are delivered from Constabulary premises by a member of the Learning and Development Department. This is an investment of professional trainer time but maximises the benefits of the interactions with the members of the 'Academy'.
- 2.8 Other Constabulary departments have also supported the initiative and provided inputs, including firearms, dogs, driving school to name but a few. Inputs from outside agencies and individuals covering the view from victims have also been included.
- 2.9 Since 2012 the Constabulary has also been involved in complementary work with difficult to reach young people through the Princes Trust. The Trust has run six courses per year split between Peterborough and Cambridge which have been supported by the Constabulary. A dedicated member of staff has been embedded within each course for 12 weeks giving them invaluable support to the Trusts work.

3 Course evolution

- 3.1 Based on the learning and experience from the 2012 cohort, the Learning and Development Initial Training Team Leader has made changes for the 2013 cohort. The police content has been incorporated as part of the core curriculum for the Diploma and has since been accredited so students have the opportunity to gain an additional nationally recognised unit as part of the qualification.
- 3.2 Unfortunately although their inputs were well received and beneficial, due to current resource availability the number of outside external speakers has been reduced. However the Learning and Development Trainer is a consistent resource working with the college to maintain quality of engagement. This training delivery time equates to 1 day per week over a 32 week course.

4 Costs

- 4.1 An agreement has been reached with the College to recoup the costs of trainer delivery time and travel. The Constabulary has provided the development time and officer time for visits to departments at no cost. However, all activities are carefully considered to ensure operational effectiveness is maintained. First year costs for delivery, development, mileage and officer time equated to just over £7,000. A total of £3,000 has been recovered for trainer delivery and travel time and mileage.
- 4.2 The college support the Constabulary in return, by regularly providing the students to partake in Student Officer training acting as role players. This helps student officers as it creates a realistic scenario by dealing with actual youths who tend to make good role players as they tend to respond naturally in these circumstances.

5 Benefits

- 5.1 Since 2012, the first 15 students have developed their knowledge, understanding, attitudes and behaviours which in turn have improved their confidence. The College Programme Coordinator has praised the contribution by the Constabulary and believes the discipline that has been instilled has also had a positive impact on the students' lifestyle choices.
- 5.2 The students have been actively encouraged to apply to join the Special Constabulary. To date 2 have been successful.
- 5.3 The scheme is helping to support young people make informed and educated decisions about career choices and to become law abiding citizens and well respected community members.
- 5.4 The Police Academy students have risen to the challenge set and have taken real pride in being involved in working alongside police officers. At the end of year 1 the Police Academy cohort came top in the end of year section competition out of 14 groups.

6 Opportunities to develop the partnership arrangement further

- 6.1 Development of the partnership arrangement has now been considered ahead of the next academic year and the decision has been made to continue to pilot the scheme with Cambridge College and to consider providing inputs into the 2nd year of the course to have a greater impact on the 15 young people.
- 6.2 There is also the consideration of broadening the scheme to other colleges over a period of time within the County to provide greater opportunities to more young people undertaking Uniformed Services qualifications.
- 6.3 The development of the existing scheme or a new scheme needs to be considered in light of collaboration and organisational support review work. Learning and Development will need to be able to make a solid commitment to the partnership work for it to be effective and successful. Building on current arrangements it is estimated that broadening and developing the scheme will require a minimum of 1x full time equivalent trainer to manage and coordinate this initiative.

7 Conclusion

- 7.1 The benefits of working regularly with young people and the fact that they have a positive interaction with the police and the ripple effect amongst their family and friends cannot be underestimated. Ordinarily, these young people would have little to no professional contact with the police. This partnership is deemed a positive intervention and will make a difference to these young peoples' lives in many ways. The investment in resources must be balanced against these positive outcomes.
- 7.2 The scheme supports the ACPO Children and Young Peoples Strategy (2010-13) and also supports the national drive for Cadet Schemes.

- 7.3 If the scheme is regarded as a local priority for Cambridgeshire, then ultimately it should be considered for wider dissemination across the County.

8 Recommendation

- 8.1 It is recommended that the Business Co-ordination Board consider the scheme and the contents of this paper and make recommendation on how the Police Academy Scheme should be progressed.