

High Potential Development Scheme (HPDS) Selection Process 2009

national **AGENCY** POLICING

Results and Analysis Report

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EXECUTIVE SUMMARY

1. The revised High Potential Development Scheme (HPDS) is a core part of the leadership strategy for the Police Service. The HPDS aims to identify and develop officers with the potential to become senior leaders of the future.
2. The overall aim of the HPDS Selection Process is to identify a cohort of officers who have demonstrated the potential to become effective senior leaders in the future. It is anticipated that those selected as showing high potential at will reach at least superintendent rank. The process is open to applicants from all Home Office forces in England, Wales, and the Police Service of Northern Ireland (PSNI) as well as applicants from States of Jersey Police and the British Transport Police (BTP).
3. Overall, 311 formal applications were received for the High Potential Development Scheme in 2009. The HPDS Selection Process was split into three stages.
4. Stage 1 of the HPDS Selection Process comprised of an in-force assessment utilising a national application form and guidance provided by the NPIA. This assessment was conducted by the applicants' force. 171 (55.0%) were supported by their force as eligible and suitable for the HPDS at this stage.
5. Three applicants withdrew or were withdrawn from the process before Stage 2 and hence only 168 applicants undertook the four ability tests at Stage 2. The tests assessed verbal reasoning (Watson Glaser Critical Thinking Appraisal), numerical reasoning (Rust Advanced Numerical Reasoning Appraisal), abstract reasoning (Raven's Advanced Progressive Matrices) and managerial situational judgement (Scenarios). These tests were chosen as performance on tests of this type has been shown to predict managerial ability. In addition, all four tests had also previously been used as part of a selection process involving police officers of

- superintending ranks; the target level associated with the HPDS Selection Process.
6. In 2008, the ability tests were used to sift applicants before Stage 3, the Assessment Centre. However, in 2009 all applicants successful at Stage 1 were invited to attend both Stages 2 (ability tests) and 3 (Assessment Centre).
 7. A further five applicants withdrew from the process prior to Stage 3. The remaining 163 applicants undertook five exercises at the Assessment Centre. These exercises were used to assess their potential and suitability against the behavioural competency areas of the generic Superintendent Rank Profile within the Integrated Competency Framework (ICF). The five exercises were: Written Exercise, Group Exercise, Interactive Exercise, Oral Briefing and Interview. Applicants were assessed by trained assessors. The assessors' role was to ultimately identify whether the candidate met the standard and should be 'Recommended' or 'Not Recommended' for the HPDS.
 8. The ability tests completed at Stage 2 were included in the decision making process and they contributed approximately one sixth of the overall assessment process performance.
 9. The selection process aimed to select approximately 60 officers for the HPDS in 2009. 54 applicants were recommended by the assessors. The recommendation was ratified and the 54 recommended candidates were therefore successful in gaining a place on the HPDS.
 10. In conducting analysis between groups of applicants' success rates, there were on occasion too few applicants in a group to provide a meaningful and reliable analysis. Where it was possible to conduct this analysis, this is reported. It should be noted that where the number of applicants in any group is low, care should be taken to avoid over-inferring or

generalising from this data. The larger the group sizes, the more confidence there can be in the reliability of the results.

11. Some applicants did not provide all the information requested on the biographical monitoring form. Therefore there are a number of categories where biographical information is missing. Furthermore, some candidates withdrew from the process between stages and therefore this should be borne in mind.
12. With 54 successful candidates, the overall success rate for the endorsed candidates in the 2009 HPDS Selection Process was 33.1%.
13. At Stage 1, female applicants represented 32.2% (100) of the applicant group and male applicants represented 66.9% (208). Of these applicants, 59 (59.0%) female and 109 (52.4%) male applicants were endorsed by their forces to proceed onto Stages 2 and 3. Female representation for applicants is above that within the overall police officer population in the Police Service of England and Wales¹ including British Transport Police (BTP) overall, which is currently 25.1%. It is also above the representation within constable and sergeant ranks, which are currently 27.9% and 16.6% respectively. The one endorsed applicant from PSNI was male.
14. Out of the 55 female candidates who completed the whole process, 22 (40.0%) were successful. Male candidates had a lower success rate of 29.5% with 31 candidates successful. 3 candidates who completed the whole process did not state their sex. Out of these candidates, one (33.3%) was successful.
15. At Stage 1, there were 250 (80.4%) applicants who disclosed their ethnicity as being 'White' and 27 (8.7%) from a 'Black and Minority Ethnic' (BME) background. This is greater than the 4.8% of BME constables and

¹ Based upon Home Office Statistical Bulletin 13/09; Police Service Strength, England and Wales. Ravi Mulchandani and Jenny Signurdsson, 23 July 2009

3.2%¹ of BME sergeants currently within the Home Office forces of England and Wales. The endorsement rates were 60.8% (152) for White applicants and 55.6% (15) for BME applicants. Of the 145 White candidates who completed Stages 2 and 3, 50 were successful in the process giving a success rate of 34.5%. Of the 15 candidates from a BME background, 3 were successful, giving a success rate of 20.0%.

16. The greatest representation of applicants at Stage 1 in terms of age fell within the '26 – 30 years' age category (105, 33.8%). At Stages 2 and 3, the '21 – 25 years' age group achieved the highest success rate of 40.0% (4) however the '26 – 30 years' group achieved a similar success rate of 39.7% (27). The lowest success rate was achieved by those over the age of 41 as there were no successful candidates in this category out of the 8 applicants who applied.
17. At Stage 1, 10 (3.2%) applicants declared that English was not their first language. Out of these applicants, 6 (60.0%) were endorsed by their force at Stage 1 and 2 (33.3%) successfully passed both Stages 2 and 3.
18. The largest group of applicants at Stage 1 were educated to 'Degree/NVQ Level 5' level (141, 45.3%). After Stages 2 and 3, this was the most successful group with 37 (43.0%) candidates being successful overall.
19. The largest group of applicants at Stage 1 were 'Married' (131, 42.1%). Out of these applicants, 77 (58.8%) were supported by their force at Stage 1. After Stages 2 and 3, the 'Married' candidates achieved a success rate of 30.7% (23).
20. Based on applicants declared sexual orientation, the majority of applicants at Stage 1 indicated that they were 'Heterosexual' (235, 75.6%). 2 (0.6%) applicants described their sexual orientation as 'Bisexual' and 15 (4.8%) applicants described their sexual orientation as 'Gay or Lesbian' at Stage 1. Of the heterosexual applicants, 143 (60.9%) were supported by their force as eligible for Stages 2 and 3. 1 (50.0%) bisexual candidate

and 10 (66.7%) gay or lesbian candidates were also endorsed by their force. The highest success rate was achieved by the bisexual candidates with 100.0% (1) successful. The heterosexual candidates had a success rate of 33.3% (46) and the gay and lesbian candidates' success rate was 22.2% (9).

21. At Stage 1, 10 (3.2%) applicants indicated that they had a disability as defined by the Disability Discrimination Act (DDA). Out of these applicants, 4 (40.0%) were supported by their forces at Stage 1. Of the 3 candidates that completed the selection process, 1 candidate was successful giving a success rate of 33.3%. There was also an additional candidate who applied for reasonable adjustment and received it. However, as this candidate did not complete a biographical monitoring form, they are not included in the data as having a disability. This candidate was unsuccessful in the process.
22. The majority of applicants at Stage 1 indicated that their religion/belief was 'Christian' (151, 48.6%). Of these 151 candidates, 91 (60.3%) were endorsed by their force at Stage 1. 87 candidates who indicated their religion/belief to be 'Christian', completed Stages 2 and 3 and 32 (36.8%) were successful and were thus recommended for HPDS. Of the other successful candidates, 14 (25.9%) indicated that they did not have a religious belief/faith, 2 (3.7%) stated their religious belief/faith to be 'Other', 4 (7.4%) indicated that they preferred not to provide their religious belief/faith and 2 (3.7%) did not respond.
23. Applications for the 2009 HPDS were submitted from 41 Home Office forces, the Police Service of Northern Ireland (PSNI) and the British Transport Police (BTP). Kent Police and Gwent Police did not have any applicants. With the exception of one Home Office force, at least one applicant was supported per force. As candidates withdrew from the process prior to taking part in Stage 3, a total of 39 Home Office forces, PSNI and BTP were represented in the last stage of the HPDS Selection Process. The largest number of applicants at Stage 1 were from the

Metropolitan Police Service (81, 26.0%) and West Midlands Police (18, 5.8%). Out of these applicants, the Metropolitan Police Service endorsed 31 (38.3%) candidates and West Midlands Police endorsed 11 (61.1%) candidates. In total, candidates from 31 different forces were successful in the process after Stages 2 and 3. The largest group of successful candidates was from the Metropolitan Police Service with 6 candidates successful, giving a success rate of 20.0%.

24. At Stage 1, a total of 6 (1.9%) student officers, 134 (43.1%) constables and 170 (54.7%) sergeants applied for HPDS in 2009. The student officers had the highest endorsement rate of 83.3% (5) and the constables and sergeants had endorsement rates of 52.2% (70) and 56.1% (96), respectively. The student officers also had the highest success rates at Stages 2 and 3 with 60.0% (3) successful. Constables and sergeants had success rates of 33.8% (23) and 31.1% (28), respectively.
25. Analysis of the marks achieved by applicants at the HPDS Stage 3 Assessment Centre shows that all the exercises had a mean score broadly close to 3.5, the mid point of the mark scale. In addition, the distribution of the marks shows that the full grade scale was used in all exercises and ability tests were approximately normally distributed. This gives an indication that the exercises differentiate well between applicants and that they are set at an appropriate level of difficulty for the particular applicant group.
26. Analysis of the relationships between the exercises shows that despite there being some small correlations between exercises (which suggests there is some overlap in what they are measuring), this is not excessive and in line with other assessment centres.
27. The inter-relationships between different competencies in the same exercise tended to be higher than relationships between the same competencies in different exercises. This is known as the exercise effect

and is a common finding in assessment centre research. The finding reinforces the importance of representing contemporary and job-related tasks, issues and priorities within the exercises and the continued use of a structured design model can support this.

1. BACKGROUND

- 1.1 After the National Policing Improvement Agency (NPIA) was created, a priority was to undertake a review of the existing High Potential Development Scheme (HPDS). This was done at the request of the Police Service. Following widespread consultation, proposals on how the revised scheme would operate were put forward to the Association of Chief Police Officers and Leadership Strategy Board and were accepted. The scheme was relaunched in 2008.

- 1.2 HPDS is a programme for police officers delivered in partnership with Warwick Business School. The initial stage of the HPDS programme leads to an accredited qualification at post graduate diploma level. After a period of professional consolidation scheme members will have the opportunity to apply to undertake an academic programme leading to a masters qualification in their fifth and final year on the scheme. HPDS uses a range of innovative approaches to challenge and equip future leaders. Participants have to demonstrate their desire, commitment and the potential to reach at least the target role of superintendent during their careers.

- 1.3 The overall aim of the HPDS Selection Process is to identify a cohort of officers who have demonstrated the potential to become effective senior leaders in the future. It is anticipated that those selected as showing high potential will reach at least superintendent rank.

- 1.4 In 2008, the first year of the revised scheme, a total of 84 applicants were successful and were awarded a place on the scheme. 2009 was the second year that the HPDS Selection Process was run by the NPIA and the first year the Stage 3 Assessment Centre was delivered at NPIA Bramshill. The aim was to select approximately 60 officers for the HPDS in 2009. The top applicants identified by the process who met the criteria were allocated a place on the HPDS.

2. INTRODUCTION

- 2.1 The three stages of the HPDS selection process ran sequentially between March and December 2009. The process was open to applicants of sergeant, constable and student officer ranks from all Home Office forces in England, Wales, and the Police Service of Northern Ireland (PSNI) as well as applicants from States of Jersey Police and the British Transport Police (BTP).
- 2.2 Stage 1 of the HPDS selection process comprised an in-force assessment utilising a national application form and guidance provided by the NPPIA. This assessment was conducted by the applicants' force. The national application form required applicants to demonstrate eligibility against set criteria. This set criteria included demonstrating evidence of the competencies in the Superintendent Rank Profile and a good attendance and discipline record. The applicants completed the application form which was then assessed by their BCU Commander/Head of Unit. The application was also then forwarded to the Chief Constable or a nominated ACPO Force Reviewer within their force. The ACPO Force Reviewer reviewed the evidence within the application including the BCU Commander's/ Head of Unit's assessment in order to determine whether or not to endorse the applicant as having 'High Potential' and being supported by their force to proceed to the next stage of the Assessment Process.
- 2.3 As the application was assessed by forces themselves, there was an underpinning ethos of force ownership and accountability for identifying and supporting appropriate officers from their force. Some forces implemented a selection procedure locally in addition to the application process to help identify their applicants for HPDS. Of the 311 applications submitted, 171 (55.0%) applicants were supported by their force to proceed to Stages 2 and 3 of the Assessment Process.
- 2.4 Out of the 171 applicants supported by their force, 168 undertook Stage 2 which involved a series of four ability tests. The tests used were: Watson

– Glaser Critical Thinking Appraisal (verbal reasoning test); Rust Advanced Numerical Reasoning Appraisal (numerical reasoning test); Raven’s Advanced Progressive Matrices (abstract reasoning test) and Scenarios (test of managerial situational judgement). A detailed analysis of Stage 2 results is the subject of a separate report. However, biographical characteristics of those who were assessed at Stage 2 are included in this report.

- 2.5 In 2008, Stage 2 of the HPDS Selection Process was used as a sift prior to the Stage 3 HPDS Assessment Centre. Only those applicants reaching a minimum relative standard across the ability tests, when compared to the candidate cohort, progressed through to Stage 3. In 2009 the tests were not used to sift out candidates at Stage 2 but were incorporated with the results of Stage 3. The combined score of the ability tests account for approximately one sixth of the overall result.
- 2.6 This change was made following concerns being raised by one force about potential disproportionality arising from the Stage Two tests. While not necessarily accepting the arguments put forward by that force, in 2009 the NPIA had the opportunity to enable all endorsed applicants to undertake both Stages 2 and 3, so therefore the decision was made to change the approach for that year. This also enabled this issue to be explored further. Analysis of the results from both 2008 and 2009, together with consultation with forces will be used in the development of the 2010 Selection Process, with the aim of ensuring that the process is fair, transparent, valid and robust.
- 2.7 Candidates also completed two personality questionnaires on-line prior to the Assessment Centre - the Revised NEO Personality Inventory (NEO PI-R) and the Hogan Development Survey. The personality questionnaires were used for personal development purposes only and did not form any part of the decision making process.

- 2.8 The HPDS Stage 3 Assessment Centre took place between the 15th of November and the 2nd December 2009 at NPIA Bramshill in Hampshire. There were five exercises to complete during the Assessment Centre. These were the Written Exercise, the Group Exercise, the Interactive Exercise, the Oral Briefing and the Interview.
- 2.9 There were four intakes during the Assessment Centre, each lasting two days for the candidates. Intakes 1, 2 and 3 had seven groups of candidates and Intake 4 had eight. Each candidate was assigned to a group of five or six candidates within their intake.
- 2.10 Each candidate group was assessed by a group of four assessors over the course of the four days. Each assessor group consisted of two service member assessors, and two non-service member assessors. Service member assessors are serving, or in a limited number of instances, recently retired officers of the rank of superintendent or above. Non-service members are either senior managers/executives from outside of the Police Service or members of Police Authorities or Policing Boards from across England, Wales and Northern Ireland. These individuals have had experience of selecting at senior levels within public, private and voluntary sector organisations. One service member assessor in each group undertook the role as the assessor group's 'Chair'.
- 2.11 All assessors had previously attended a three day assessor training course, which included an assessed post-course assignment. As several newly trained assessors were used, an opportunity was also provided to attend a further refresher training day prior to the Assessment Centre. In addition, at the start of the Assessment Centre, all assessors attended an exercise familiarisation training day. This provided specific training in relation to the exercises used within the Assessment Centre with the aim of creating a shared understanding of the key concepts and benchmarking assessor marking.

- 2.12 The Assessment Centre exercises measured seven competencies from the Integrated Competency Framework Version 9 (a). This incorporates the Police Leadership Quality Framework (PLQF). The competencies measured were from the Generic Superintendents Rank Profile. This includes the following competencies: Community and Customer Focus; Effective Communication; Openness to Change; Planning and Organising; Problem Solving; Respect for Race and Diversity; and Strategic Perspective. The use of these competencies is consistent with the principles of the revised HPDS where it is anticipated that the members should have the potential to reach at least the rank of superintendent within their careers.
- 2.13 In keeping with the British Psychological Society's and the International Task Force on Assessment Centre Guidelines for the definition of an Assessment Centre, all competencies were measured at least twice during the Assessment Centre.
- 2.14 The assessment write-ups produced by assessors in relation to candidates' performances in the exercises were reviewed by a quality assurance team to support assessors in producing accurate, evidenced and consistent feedback.
- 2.15 The exercises were designed by trained psychologists in consultation with Chief Officers, Chief Superintendents, Superintendents and Chief Inspectors from England, Wales and Northern Ireland using a structured exercise design model. The design model contains a series of stages that each exercise goes through to result in a group of exercises that are reliable, valid, developmental and fair to all applicants.
- 2.16 This report contains a series of sections beginning with the biographical characteristics of all applicants that applied for the revised HPDS and those who were endorsed by their force (Section 3), then the results and analysis of candidates' success rates broken down by biographical factors (Section 4). This is followed by an analysis of the Assessment Centre exercises, ability tests and competencies (Section 5) and finally, a

summary of key feedback obtained from both candidates and assessors from the Assessment Centre has been included (Section 6).

3. BIOGRAPHICAL PROFILE OF ENDORSED AND UNENDORSED APPLICANTS

3.1 Number of Applicants

3.1.1 A total of 311 application forms were received in 2009, of which 171 (55.0%) were endorsed by their force and were therefore eligible to proceed to Stages 2 and 3 of the selection process. In 2008, 370 application forms were received of which 235 (63.5%) were endorsed. This represents a decrease of 15.9% in applications onto the scheme in 2009.

3.1.2 Some applicants did not provide all the information requested on the biographical monitoring form. Therefore there are a number of applicants whose data within this section is described within tables as 'missing'. Many applicants who were not endorsed by their force did not return their biographical monitoring forms and thus some categories have large quantities of missing data.

3.2 Sex

3.2.1 The representation of females from Police Forces in England and Wales, including BTP applying for HPDS at Stage 1 was 100 (32.2%). Out of these 100 applicants, 59.0% (59) were endorsed by their forces. Female representation for endorsed applicants is thus well above that within the Police Service of England and Wales including British Transport Police (BTP)¹ overall, which is currently 25.1%. It is also above the representation within constable and sergeant ranks, which are currently 27.9% and 16.6% respectively as the representation of females within the endorsed group is 29 (39.2%) for constables and 30 (31.9%) for sergeants.

¹ Based upon Home Office Statistical Bulletin 13/09; Police Service Strength, England and Wales. Ravi Mulchandani and Jenny Signurdsson, 23 July 2009.
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	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Male	208	66.9%	109	63.7%	52.4%
Female	100	32.2%	59	34.5%	59.0%
Missing	3	1.0%	3	1.8%	100.0%

Table 1 – Number of Applicants by Sex

3.3 Ethnicity

3.3.1 Overall, 250 (80.4%) applicants who disclosed their ethnicity, were from a 'White' background and 27 (8.7%) were from a 'Black and Minority Ethnic' (BME) group. 34 (10.9%) applicants did not state their ethnicity. The White and BME applicants' endorsement rates were 60.8% (152) and 55.6% (15) respectively. 4 (2.3%) applicants who were endorsed did not state their ethnicity.

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
White	250	80.4%	152	88.9%	60.8%
BME	27	8.7%	15	8.8%	55.6%
Missing	34	10.9%	4	2.3%	11.8%

Table 2 – Number of Applicants by Ethnicity

3.3.2 Current figures relating to police officer numbers in England and Wales show that officers from a BME background make up 4.8% of constables and 3.2%¹ of sergeants within the Home Office forces of England, and Wales (excluding BTP). Therefore the representation of BME applicants from England and Wales at Stage 1 (27, 8.7%) of the HPDS selection process was greater than this. Out of these 27 endorsed BME applicants, 9 (12.0%) were constables and 6 (6.3%) were sergeants.

3.3.3 Table 3 outlines the ethnicity of applicants who attended Stage 3, broken down further to consider each of the individual ethnicity categories that

¹ Based upon Home Office Statistical Bulletin 13/09; Police Service Strength, England and Wales. Ravi Mulchandani and Jenny Signurdsson, 23 July 2009
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applicants declared. Of the applicants who disclosed their ethnicity at Stage 1, the largest group of applicants declared themselves as 'White British' (170, 54.7%). Of these applicants, 106 (62.4%) were endorsed by their force. The largest group of endorsed applicants from a BME background were Asian/Asian British Indian (5, 2.9%).

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Asian/Asian British	16	5.1%	9	5.3%	56.3%
Bangladeshi	2	0.6%	1	0.6%	50.0%
Indian	9	2.9%	5	2.9%	55.6%
Pakistani	2	0.6%	1	0.6%	50.0%
Any Other Asian Background	3	1.0%	2	1.2%	66.7%
Black/Black British	4	1.2%	2	1.2%	50.0%
African	1	0.3%	0	0.0%	0.0%
Caribbean	2	0.6%	1	0.6%	50.0%
Any Other Black Background	1	0.3%	1	0.6%	100.0%
Chinese	1	0.3%	1	0.6%	100.0%
Mixed	5	1.6%	3	1.8%	60.0%
White and Black African	0	0.0%	0	0.0%	0.0%
White and Black Caribbean	2	0.6%	1	0.6%	50.0%
White and Asian	1	0.3%	1	0.6%	100.0%
Any Other Mixed Background	2	0.6%	1	0.6%	50.0%
White	250	80.4%	152	88.9%	60.8%
British	170	54.7%	106	62.0%	62.4%
British English	50	16.1%	30	17.5%	60.0%
British Scottish	5	1.6%	3	1.8%	60.0%
Irish	6	1.9%	5	2.9%	83.3%
Welsh	13	4.2%	7	4.1%	53.8%
Any Other White Background	6	1.9%	1	0.6%	16.7%
Any Other Background	1	0.3%	0	0.0%	0.0%
Missing	34	10.9%	4	2.3%	11.8%

Table 3 – Number Applicants by Ethnic Categories

3.4 Age

3.4.1 Table 4 shows the age of the applicants. Applicants' ages were put into age bands and ranged from '21 – 25 years' to '46 – 50 years'. The largest group were those in the '26 – 30 years' group with 105 (33.8%) of the applicants at Stage 1. This was also the group with the largest number of endorsed applicants (71, 41.5%).

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
21 – 25 years	19	6.1%	10	5.8%	52.6%
26 – 30 years	105	33.8%	71	41.5%	67.6%
31 – 35 years	77	24.8%	42	24.6%	54.5%
36 – 40 years	55	17.7%	34	19.9%	61.8%
41 – 45 years	19	6.1%	9	5.2%	47.4%
46 – 50 years	3	1.0%	2	1.2%	66.7%
Missing	33	10.6%	3	1.7%	9.1%

Table 4 – Number of Applicants by Age

3.5 First Language

3.5.1 At Stage 1, 10 (3.2%) applicants declared that English was not their first language and of these applicants, 6 (60.0%) were endorsed by their force to proceed to Stages 2 and 3.

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
English Not First Language	10	3.2%	6	3.5%	60.0%
English First Language	257	82.6%	153	89.5%	59.5%
Missing	44	14.1%	12	7.0%	27.7%

Table 5 – Number of Applicants by First Language

3.6 Academic Attainment

3.6.1 Table 6 shows applicants' highest level of academic attainment. At Stage 1, 60.5% (188) of the applicants who stated their level of academic

attainment, were educated to at least 'Degree/NVQ Level 5' or 'Postgraduate MSc/PhD' level and 85 (27.3%) of the applicants were educated to 'A Level / NVQ Level 3' or below. Those educated to at least Degree/NVQ Level 5' had slightly higher rates of endorsement than those educated to A Level / NVQ Level 3 or below (61.7% (116) and 54.1% (46) respectively).

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
No formal qualifications	1	0.3%	0	0.0%	0.0%
O Level/ GCSE/CSE	21	6.8%	9	5.3%	42.9%
A Level/NVQ Level 3	63	20.2%	37	21.6%	58.7%
Degree/NVQ Level 5	141	45.3%	90	52.6%	63.8%
Postgraduate MSc/PhD	47	15.1%	26	15.2%	55.3%
Missing	38	12.2%	9	5.3%	23.9%

Table 6 – Number of Applicants by Academic Attainment

3.7 Marital Status

3.7.1 Table 7 outlines the marital status of HPDS applicants. The largest group of applicants at Stage 1 who disclosed their marital status were 'Married' (131, 42.1%). The largest groups of endorsed applicants were 'Married' (77, 45.0%) and 'Single' (41, 24.0%).

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Civil Partnered	6	1.9%	2	1.2%	33.3%
Cohabiting/ Partnered	53	17.0%	36	21.1%	67.9%
Divorced	7	2.3%	4	2.3%	57.1%
Married	131	42.1%	77	45.0%	58.8%
Re-Married	4	1.3%	4	2.3%	100.0%
Separated	1	0.3%	0	0.0%	0.0%
Single	63	20.3%	41	24.0%	65.1%
Widowed	1	0.3%	0	0.0%	0.0%
Prefer Not to Say	8	2.6%	3	1.8%	37.5%
Missing	37	11.9%	4	2.3%	10.8%

Table 7 – Number of Applicants by Marital Status

3.8 Sexual Orientation

3.8.1 At Stage 1, in relation to sexual orientation, the majority of applicants who responded stated they were heterosexual (235, 75.6%). Out of these 235 heterosexual applicants, 143 (60.9%), were endorsed by their force to partake in Stages 2 and 3. 15 gay or lesbian applicants applied for the process and 10 (66.7%) were supported by their force. 2 bisexual candidates applied for HPDS and 1 (50.0%) was supported by their force.

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Bisexual	2	0.6%	1	0.6%	50.0%
Heterosexual	235	75.6%	143	83.6%	60.9%
Gay/Lesbian	15	4.8%	10	5.8%	66.7%
Prefer Not to Say	17	5.5%	8	4.7%	47.1%
Missing	42	13.5%	9	5.3%	21.4%

Table 8 – Number of Applicants by Sexual Orientation

3.9 Disability

3.9.1 At Stage 1, 10 (3.2%) applicants who applied for HPDS declared a disability as defined by the Disability Discrimination Act (DDA) and 4 (40.0%) were endorsed by their force. 3 (30.0%) of the 10 applicants who declared a disability had dyslexia and 1 (33.3%) of these candidates was supported by their force.

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Disability	10	3.2%	4	2.3%	40.0%
No Disability	259	83.3%	157	91.8%	60.6%
Prefer Not To Say	5	1.6%	3	1.8%	60.0%
Missing	37	11.9%	7	4.1%	18.9%

Table 9 – Number of Applicants by Disability

3.10 Religion/Belief

3.10.1 The applicant group profile indicates that the applicants who stated their religion/belief as 'Christian' had the most applications at Stage 1 (151, 48.6%). Applicants' whose religious belief was either 'Hindu', 'Sikh', or 'Muslim' had the highest rates of endorsement from their forces (3, 75.0%, 2, 66.7% and 4, 66.7% respectively) but there was a relatively low number of candidates in these groups.

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Buddhist	0	0.0%	0	0.0%	0.0%
Christian	151	48.6%	91	53.2%	60.3%
Hindu	4	1.3%	3	1.8%	75.0%
Jewish	0	0.0%	0	0.0%	0.0%
Muslim	6	1.9%	4	2.3%	66.7%
Sikh	3	1.0%	2	1.2%	66.7%
Other	6	1.9%	3	1.8%	50.0%
No Religion	79	25.4%	50	29.2%	63.3%
Prefer Not to Say	25	8.0%	13	7.6%	52.0%
Missing	37	11.9%	5	2.9%	13.5%

Table 10 – Number of Applicants by Religion/Belief

3.11 Caring Responsibilities

3.11.1 At Stage 1, the majority of applicants stated that they did not have caring responsibilities (199, 64.0%). This was also the group with the highest number of endorsed applicants (128, 74.9%).

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Yes	68	21.9%	36	21.1%	52.9%
No	199	64.0%	128	74.9%	64.3%
Prefer Not to Say	9	2.9%	3	1.8%	33.3%
Missing	35	11.3%	4	2.3%	11.4%

Table 11 – Number of Applicants by Caring Responsibilities

3.12 Force

3.12.1 Table 12 shows the forces of the HPDS applicants. 41 Home Office forces as well as PSNI and British Transport Police (BTP) were represented in the applicant cohort. There were no applicants from Kent Police or Gwent Police. The forces with the highest numbers of applicants were the Metropolitan Police Service (81, 26.0%), and West Midlands Police (18, 5.8%). These were also the forces with the highest number of endorsed

applicants with 31 (18.1%) and 11 (6.4%) endorsed applicants, respectively. Out of all the forces that had applicants at Stage 1, 16 forces supported all their applicants to proceed to Stages 2 and 3. Only one force, Northamptonshire Police, did not endorse any of their applicants.

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Avon & Somerset Constabulary	9	2.9%	4	2.3%	44.4%
Bedfordshire Police	3	1.0%	3	1.8%	100.0%
British Transport Police	2	0.6%	1	0.6%	50.0%
Cambridgeshire Constabulary	4	1.3%	4	2.3%	100.0%
Cheshire Constabulary	4	1.3%	2	1.2%	50.0%
City of London Police	4	1.3%	4	2.3%	100.0%
Cleveland Police	3	1.0%	3	1.8%	100.0%
Cumbria Constabulary	3	1.0%	2	1.2%	66.7%
Derbyshire Constabulary	4	1.3%	2	1.2%	50.0%
Devon & Cornwall Constabulary	8	2.6%	4	2.3%	50.0%
Dorset Police	2	0.6%	2	1.2%	100.0%
Durham Constabulary	9	2.9%	1	0.6%	11.1%
Dyfed Powys Police	3	1.0%	1	0.6%	33.3%
Essex Police	9	2.9%	7	4.1%	77.8%
Gloucestershire Constabulary	5	1.6%	2	1.2%	40.0%
Greater Manchester Police	5	1.6%	5	2.9%	100.0%
Hampshire Constabulary	12	3.9%	3	1.8%	25.0%
Hertfordshire Police	9	2.9%	3	1.8%	33.3%
Humberside Police	5	1.6%	2	1.2%	40.0%
Lancashire Constabulary	4	1.3%	1	0.6%	25.0%
Leicestershire Constabulary	7	2.3%	4	2.3%	57.1%
Lincolnshire Police	2	0.6%	2	1.2%	100.0%
Merseyside Police	3	1.0%	3	1.8%	100.0%

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Metropolitan Police Service	81	26.0%	31	18.1%	38.3%
Norfolk Constabulary	3	1.0%	2	1.2%	66.7%
North Wales Police	2	0.6%	2	1.2%	100.0%
North Yorkshire Police	6	1.9%	5	2.9%	83.3%
Northamptonshire Police	3	1.0%	0	0.0%	0.0%
Northumbria Police	12	3.9%	3	1.8%	25.0%
Nottinghamshire Police	7	2.3%	2	1.2%	28.6%
PSNI	1	0.3%	1	0.6%	100.0%
South Wales Police	2	0.6%	2	1.2%	100.0%
South Yorkshire Police	6	1.9%	6	3.5%	100.0%
Staffordshire Police	6	1.9%	2	1.2%	33.3%
Suffolk Constabulary	3	1.0%	3	1.8%	100.0%
Surrey Police	6	1.9%	6	3.5%	100.0%
Sussex Police	7	2.3%	7	4.1%	100.0%
Thames Valley Police	6	1.9%	5	2.9%	83.3%
Warwickshire Police	3	1.0%	3	1.8%	100.0%
West Mercia Police	4	1.3%	3	1.8%	75.0%
West Midlands Police	18	5.8%	11	6.4%	61.1%
West Yorkshire Police	11	3.5%	10	5.8%	90.9%
Wiltshire Constabulary	5	1.6%	2	1.2%	40.0%

Table 12 – Number of Applicants by Force**3.13 Rank**

3.13.1 At Stage 1, 134 (43.1%) applicants were at the rank of constable and 170 (54.7%) were at the rank of sergeant. Student officers had the highest rate of endorsement (5, 83.3%) but the number applying was small so care should be taken in drawing any conclusions from this.

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Student Officer	6	1.9%	5	2.9%	83.3%
Constable	134	43.1%	70	40.9%	52.2%
Sergeant	170	54.7%	96	56.1%	56.5%
Other	1	0.3%	0	0.0%	0.0%
Missing	0	0.0%	0	0.0%	0.0%

Table 13 – Number of Applicants by Rank**3.14 Number of previous HPDS applications**

3.14.1 Table 14 shows the number of previous applications onto the HPDS. The largest group of applicants (175, 56.3%) had not applied for HPDS before. Out of these 175 applicants, 119 (68.0%) were endorsed by their force. Applicants who had previously applied onto the scheme had endorsement rates of 73.9% (34).

	Number of Applicants Overall (n)	% of Applicants Overall	Number of Endorsed Applicants (n)	% of Endorsed Applicants	% of Applicants Endorsed within Category
Yes	46	14.8%	34	19.9%	73.9%
No	175	56.3%	119	69.6%	68.0%
Missing	90	28.9%	18	10.5%	20.0%

Table 14 – Number of Applicants by Previous HPDS Applications

4. ANALYSIS OF STAGE 2 AND 3 RESULTS

4.1 Overview of Results

- 4.1.1 This section of the report contains the success rates of different candidate groups after Stages 2 and 3. Success rates were also analysed to determine whether there were any statistically significant differences between groups of candidates. Unfortunately analysis of significant differences could not be conducted for all groups due to insufficiently large numbers of candidates in some categories. This would have led to unreliable results. Where this analysis was possible, it is included within this report.
- 4.1.2 Where the number of candidates in any group is low, care should be taken to avoid over inferring or generalising from this data. The larger the group sizes, the more confidence there can be in the reliability of the results.
- 4.1.3 A total of 171 candidates were invited to complete the Stage 2 Ability Tests. Three candidates withdrew from the process before sitting the tests, giving an actual attendance of 168. One further candidate was withdrawn from the HPDS Selection Process by their force following their attendance at Stage 2 and a further four candidates withdrew from the process before their attendance at the HPDS Stage 3 Assessment Centre.
- 4.1.4 This gave a total number of 163 who completed the HPDS Selection Process throughout. Some candidates did not provide all the information requested on the biographical monitoring form. Therefore there are a number of candidates whose data within this section is described within tables as 'missing'.
- 4.1.5 In 2009, the aim of the HPDs Selection Process was to select approximately 60 officers. 54 out of 163 candidates who completed the whole process met the standard and were thus recommended for the High Potential Development Scheme. All 'Recommended' candidates were

offered a place on the HPDS and were therefore successful. This gave an overall success rate of 33.1%.

4.2 Sex

4.2.1 Table 15 shows the success rates according to the sex of candidates. Male candidates achieved a success rate of 29.5% (31), compared to female candidates who achieved a success rate of 40.0% (22). Candidates for whom data on sex is not available had a success rate of 33.3%. The difference in success rates for males and females was not statistically significant.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Male	105	31	29.5%
Female	55	22	40.0%
Missing	3	1	33.3%

Table 15 – Analysis of Results by Sex

4.3 Ethnicity

4.3.1 50 (34.5%) of the candidates from a 'White' background were successful compared to 3 (20.0%) candidates from a Black and Minority Ethnic (BME) background. The proportion of minority ethnic candidates in the successful candidates group is 5.6% (3 of the 54 successful candidates). This will mean that the representation of HPDS members from a BME background will be slightly higher than the 4.8%¹ of BME constables and 3.2% of BME sergeants currently represented within the Home Office forces of England, and Wales. It was not possible to determine whether there were any statistically significant differences between the groups due to the small candidate numbers within some groups.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
White	145	50	34.5%
BME	15	3	20.0%
Missing	3	1	33.3%

Table 16 – Analysis of Results by Ethnicity

¹ Based upon Home Office Statistical Bulletin 13/09; Police Service Strength, England and Wales.
Ravi Mulchandani and Jenny Signurdsson, 23 July 2009
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4.3.2 Table 17 shows a breakdown of the success of applicants according to their ethnicity. The group with the most candidates, 'White British', had a success rate of 36.6% (37). Candidates from 'Any Other Black Background', 'White and Asian', 'Any Other Mixed Background' and 'Any other White Background' all had 100.0% success rates, however all of these groups only had 1 candidate. The 'Asian/Asian British' group did not have any successful candidates (9, 0.0% successful).

4.3.3 Due to insufficient candidate numbers in some of the groups, it was not possible to determine whether statistically significant differences exist between the groups.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Asian/Asian British	9	0	0.0%
Bangladeshi	1	0	0.0%
Indian	5	0	0.0%
Pakistani	1	0	0.0%
Any Other Asian Background	2	0	0.0%
Black/Black British	2	1	50.0%
African	0	0	0.0%
Caribbean	1	0	0.0%
Any Other Black Background	1	1	100.0%
Chinese	1	0	0.0%
Mixed	3	2	66.7%
White and Black African	0	0	0.0%
White and Black Caribbean	1	0	0.0%
White and Asian	1	1	100.0%
Any Other Mixed Background	1	1	100.0%
White	145	50	34.5%
British	101	37	36.6%
British English	29	9	31.0%
British Scottish	2	0	0.0%
Irish	5	1	20.0%
Welsh	7	2	28.6%
Any Other White Background	1	1	100.0%
Any Other Background	0	0	0.0%
Missing	3	1	33.3%

Table 17 – Analysis of Results by Ethnic Categories

4.4 Age

4.4.1 The '21 – 25 years' age group achieved the highest success rate of 40.0% (4). The lowest success rate was for the oldest candidates – of the 8 candidates, there were no successful candidates above the age of 41. It could not be determined whether the differences between the groups were statistically significant due to insufficient candidate numbers in some of the age categories. However there appears to be pattern with younger candidates having a higher success rate.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
21 – 25 years	10	4	40.0%
26 – 30 years	68	27	39.7%
31 – 35 years	41	12	29.3%
36 – 40 years	34	10	29.4%
41 – 45 years	6	0	0.0%
46 – 50 years	2	0	0.0%
Missing	2	1	50.0%

Table 18 – Analysis of results by Age

4.5 First Language

4.5.1 6 candidates declared that English was not their first language and out of these candidates, 2 (33.3%) were successful. All groups had similar success rates.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
English Not First Language	6	2	33.3%
English First Language	148	49	33.1%
Missing	9	3	33.3%

Table 19 – Analysis of Results by First Language

4.6 Academic Attainment

4.6.1 The group with the highest success rate were those whose highest level of academic attainment was 'Degree/ NVQ Level 5'. Out of the 86 candidates in this group, 37 (43.0%) were successful.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
No Formal Qualifications	0	0	0.0%
O Level/ GCSE/CSE	9	3	33.3%
A Level/ NVQ Level 3	35	7	20.0%
Degree/ NVQ Level 5	86	37	43.0%
Postgraduate MSc/PhD	26	6	23.1%
Missing	7	1	14.3%

Table 20 – Analysis of Results by Academic Attainment

4.7 Marital Status

4.7.1 Table 21 shows the success rates of candidate groups according to marital status. The group with the highest success rate was 'Civil Partnered' (1, 100.0%). The group with the largest number of candidates, 'Married', achieved a success rate of 30.7% (23).

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Civil Partnered	1	1	100.0%
Cohabiting/Partnered	34	14	41.2%
Divorced	4	2	50.0%
Married	75	23	30.7%
Re-Married	4	1	25.0%
Separated	0	0	0.0%
Single	41	12	29.3%
Widowed	0	0	0.0%
Prefer Not to Say	1	0	0.0%
Missing	3	1	33.3%

Table 21 – Analysis of Results by Marital Status

4.8 Sexual Orientation

4.8.1 The largest group, with 138 candidates, declared themselves to be 'Heterosexual'. This group achieved a success rate of 33.3% (46). The group with the highest success rate of 100.0% was 'Bisexual' however this group only had 1 candidate. The lowest success rate was achieved by those who declared themselves to be 'Gay or Lesbian' (2, 22.2%).

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Heterosexual	138	46	33.3%
Bisexual	1	1	100.0%
Gay/Lesbian	9	2	22.2%
Prefer Not to Say	7	3	42.9%
Missing	8	2	25.0%

Table 22 – Analysis of Results by Sexual Orientation

4.9 Disability

- 4.9.1 Out of 3 candidates who disclosed that they had a disability as defined by the DDA, 1 (33.3%) candidate was successful. One further candidate received reasonable adjustments for the process, however as they did not fill in a biographical monitoring form their information is listed as 'Missing' in Table 23. This individual was unsuccessful in the process.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Disability	3	1	33.3%
No Disability	152	49	32.2%
Prefer Not To Say	3	2	66.7%
Missing	5	2	40.0%

Table 23 – Analysis of Results by Disability

4.10 Religion/Belief

- 4.10.1 Table 24 shows the success rates of various groups according to religion/belief. The groups with the highest representation, 'Christian' and 'No Religion' achieved success rates of 36.8% (32) and 29.2% (14) respectively. The three groups with the highest endorsement rates at Stage 1, Hindu, Muslim and Sikh, all had 0.0% success rates after Stages 2 and 3 although overall numbers within these groups were low.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Buddhist	0	0	0.0%
Christian	87	32	36.8%
Hindu	3	0	0.0%
Jewish	0	0	0.0%
Muslim	4	0	0.0%
Sikh	2	0	0.0%
Other	3	2	66.7%
No Religion	48	14	29.2%
Prefer Not to Say	12	4	33.3%
Missing	4	2	50.0%

Table 24 – Analysis of Results by Religion/Belief

4.11 Force

4.11.1 There were 5 forces where candidates achieved a success rate of 100.0%. However, all of these forces had only one or two candidates who attended Stages 2 and 3. The Metropolitan Police Service and West Midlands Police had the largest representation of candidates with success rates of 20.0% (6) and 27.3% (3), respectively.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Avon & Somerset Constabulary	4	1	25.0%
Bedfordshire Police	2	0	0.0%
British Transport Police	1	0	0.0%
Cambridgeshire Constabulary	3	1	33.3%
Cheshire Constabulary	2	1	50.0%
City of London Police	4	2	50.0%
Cleveland Police	3	2	66.7%
Cumbria Constabulary	2	1	50.0%
Derbyshire Constabulary	2	0	0.0%
Devon & Cornwall Constabulary	4	2	50.0%
Dorset Police	2	2	100.0%
Durham Constabulary	1	1	100.0%
Essex Police	7	1	14.3%
Gloucestershire Constabulary	2	0	0.0%
Greater Manchester Police	5	1	20.0%
Hampshire Constabulary	3	1	33.3%
Hertfordshire Police	3	1	33.3%
Humberside Police	2	0	0.0%
Lancashire Constabulary	1	0	0.0%
Leicestershire Constabulary	4	1	25.0%

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Lincolnshire Police	1	1	100.0%
Merseyside Police	3	0	0.0%
Metropolitan Police Service	30	6	20.0%
Norfolk Constabulary	2	0	0.0%
North Wales Police	2	1	50.0%
North Yorkshire Police	5	2	40.0%
Northamptonshire Police	3	0	0.0%
Nottinghamshire Police	2	2	100.0%
PSNI	1	1	100.0%
South Wales Police	2	1	50.0%
South Yorkshire Police	6	2	33.3%
Staffordshire Police	2	1	50.0%
Suffolk Constabulary	2	0	0.0%
Surrey Police	6	2	33.3%
Sussex Police	7	3	42.9%
Thames Valley Police	5	3	60.0%
Warwickshire Police	2	1	50.0%
West Mercia Police	3	2	66.7%
West Midlands Police	11	3	27.3%
West Yorkshire Police	9	4	44.4%
Wiltshire Constabulary	2	1	50.0%

Table 25 – Analysis of Results by Force**4.12 Rank**

- 4.12.1 Overall, pass rates of constables and sergeants were comparable with 33.8% (23) of constables and 31.1% (28) of sergeants successful. Student Officers had the highest success rate with 60.0% (3) successful.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Student Officer	5	3	60.0%
Constable	68	23	33.8%
Sergeant	90	28	31.1%
Missing	0	0	0.0%

Table 26 – Analysis of Results by Rank**4.13. Number of previous HPDS applications**

- 4.13.1 Table 27 shows the success rate by previous applications. Those candidates who had previously applied for HPDS had a slightly higher success rate (12, 37.2%) than those had not previously applied for HPDS (35, 30.7%). However, this difference was not significant.

	Number of Candidates (n)	Number of Successful Candidates	Success Rate (%)
Yes	32	12	37.2%
No	114	35	30.7%
Missing	17	7	41.2%

Table 27 – Analysis of Results by Previous HPDS Applications

5. PERFORMANCE OF EXERCISES

5.1 Overview

- 5.1.1 This section of the report examines the performance of the exercises and the ability tests that were used in the HPDS Selection Process in 2009.
- 5.1.2 Section 5.4 provides an analysis of the frequencies with which assessment centre exercise marks and ability test marks were awarded. Section 5.5 gives a breakdown of the means, range and dispersion of the exercise marks and ability test marks awarded. Together these sections answer the question of how well each of the exercises and ability tests discriminated between the different performance levels of candidates.
- 5.1.3 Section 5.6 looks at the inter-relationship between exercise ratings in different exercises and Section 5.7 goes on to examine the inter-relationship between the ability tests. Section 5.8 examines the individual competencies both across and within exercises. Finally, Section 5.9 examines the relationship between the exercises, ability tests and biographical details of candidates.

5.2 Competency Grade Scale and Exercise Mark Scale

- 5.2.1 Each of the exercises at the HPDS Assessment Centre contained measures of the candidate's performance on two or more of competencies outlined in Section 2.11. Assessors awarded candidates grades against each competency area within each exercise according to the quantity and quality of evidence demonstrated by candidates.
- 5.2.2 Figure 1, overleaf, shows the Competency Grade Scale used by assessors. This scale ranges from 'A' (highest performance) to 'D' (lowest performance).

A	Substantial positive evidence of the competency observed with regard for the quality and quantity of the evidence, and few or no areas for development observed.
B	Positive evidence of the competency observed and some areas for development but on balance more positive evidence with regard for the quality and quantity of the evidence.
C	Some positive evidence of the competency observed but on balance more areas for development with regard for the quality and quantity of the evidence.
D	Substantial areas for development identified and little or no positive evidence of the competency observed, with regard for the quality and quantity of the evidence.

Figure 1 – Competency Grade Scale

5.2.3 In addition to the competency grades within each exercise, assessors also awarded an overall exercise mark. This reflected the composite of a candidate's performance in the competencies and how well they completed the tasks within the exercise. Assessors did this by using the six point Exercise Mark Scale shown in Figure 2. This scale ranges from '1' (Very Effective Task Performance) to '6' (Very Ineffective Task Performance).

1	<p>Very Effective Task Performance</p> <p>The Candidate performed the task very effectively and almost entirely achieved the aims of the exercise. Performance on competencies was exclusively high grades (e.g. mostly As with some Bs).</p>
2	<p>Effective Task Performance</p> <p>The Candidate performed the task effectively and mostly achieved the aims of the exercise. Performance on the competencies was mostly high grades (e.g. mostly Bs with some As, possible C).</p>
3	<p>Satisfactory Task Performance</p> <p>The Candidate performed the task to a satisfactory standard and met some of the aims of the exercise although some elements were not satisfactory. On balance performance on competencies was more high grades than low grades (e.g. mostly Bs with some Cs).</p>
4	<p>Just Below Satisfactory Task Performance</p> <p>The Candidate performed the task to a below-satisfactory standard overall and did not quite meet the aims of the exercise, although there were some areas that were effectively handled. On balance performance on competencies was more low grades than high grades (e.g. mostly Cs with some Bs).</p>
5	<p>Ineffective Task Performance</p> <p>The Candidate performed the task largely ineffectively and did not meet the aims of the exercise, although there were some areas that were acceptable. Performance on the competencies was mostly low grades (e.g. mostly Cs and Ds, possible Bs).</p>
6	<p>Very Ineffective Task Performance</p> <p>The Candidate performed the task very ineffectively and did not meet the aims of the exercise, although there may have been some minor areas that were acceptable. Performance on the competencies was exclusively low grades (e.g. mostly Ds with some Cs).</p>

Figure 2 – Exercise Mark Scale

5.3. Ability Test Grade Scale and Mark Scale

5.3.1 The ability test scores from Stage 2 were included in the final marking process for the candidates at Stage 3. Each ability test had the same contribution as a competency within an exercise and all the tests combined had the same contribution as one of the Assessment Centre exercises on the final result. To ensure that each test contributed equally, test scores were standardised (converted to z-scores) then combined. A grade 'A' was awarded to those who performed 1 standard deviation or more above the mean performance of the group; a grade 'B' was awarded to those who scored between the mean score and 1 standard deviation above the mean

for the group; a grade 'C' was awarded to those who scored between the mean and 1 standard deviation below the mean performance of the group; and a grade 'D' being awarded to those who scored more than 1 standard deviation below the mean performance of the group. The distribution of the ability test grades is illustrated in Figure 3.

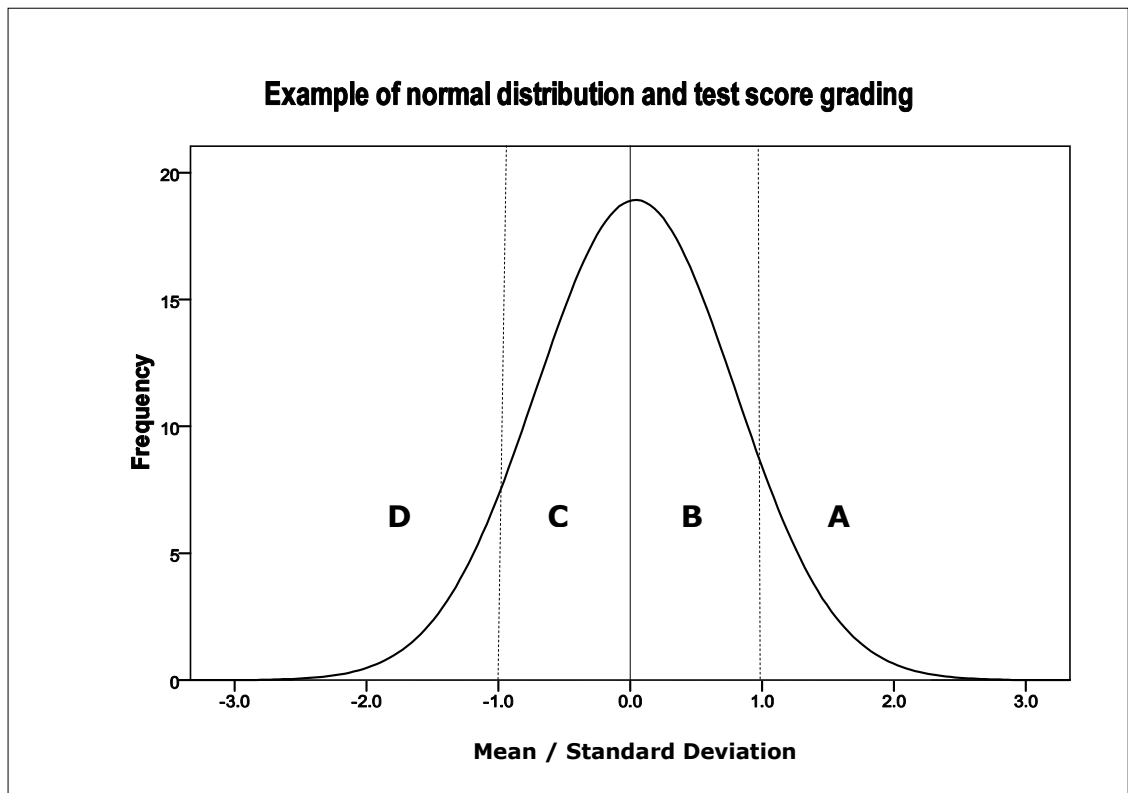


Figure 3 – Distribution of ability test grades

5.3.2 In order to obtain an Overall Mark for each candidate, the four grades obtained on each of the ability tests for each candidate were combined and converted to a numerical value (A=4, B=3, C=2, D=1) and summed (with a possible minimum score of 4 and maximum score of 16). This summed grade score for each candidate was then allocated to one of six equally distributed score ranges and from this candidates were assigned an Overall Mark (1 (highest) - 6 (lowest)). Figure 4 illustrates the different grade combinations and overall marks awarded for the ability tests.

Total Grade Score (on all four tests)	Possible combinations of grades	Overall Exercise Mark
16	4A	1
15	3A+1B	
14	3A+1C, 2A+2B	2
13	3A+1D, 2A+B+C, 1A+3B	
12	2A+2C, 2A+B+D, 4B, A+2B+C	3
11	A+B+2C, A+2B+D, 2A+C+D, 3B+C	
10	A+B+C+D, 2A+2D, A+3C, 2B+2C, 3B+D	
9	A+2C+D, A+B+2D, B+3C, 2B+C+D	4
8	4C, A+C+2D, 2B+2D, B+2C+D	
7	A+3D, B+C+2D, 3C+D	5
6	B+3D, 2C+2D	
5	3D+C	6
4	4D	

Figure 4 – Grade combinations and overall marks awarded

5.3.3 As it is anticipated that the participants on HPDS are expected to reach at least the rank of superintendent within their careers there was an additional check to establish if the standard achieved by the candidates was appropriate relative to that rank. This was possible due to the existence of data from 296 contemporary superintendents and chief superintendents who had previously taken three of the four ability tests. The HPDS cohort of candidates' performance was benchmarked against data for individuals at superintending ranks, who had previously taken three of the four tests. This demonstrated that overall the HPDS candidate range of performance was comparable to that of the contemporary superintendents/chief superintendents group. For more information on the ability tests and their results, a separate Stage 2 report is also available.

5.4 Frequency Distributions of Candidates' Exercise and Ability Test Marks

- 5.4.1 Exercises which are well designed and assessed should differentiate across candidate performances. Ideally the distribution of exercise marks should be normally distributed with 50.0% of candidates above the mid point and 50.0% below.
- 5.4.2 If this is taken further, in line with the normal distribution, approximately 34.0% of candidates should be awarded a mark of '3' in each exercise, and the same percentage should be awarded a '4'; approximately 14.0% should be awarded a '2' and a '5'; and approximately 2.0% should be awarded a '1' and a '6'. This is clearly a theoretical model, however it is reasonable to expect the largest proportion of candidates to receive a '3' or a '4', fewer to receive a '2' or '5' and even a smaller percentage to receive a '1' or '6' in each exercise.
- 5.4.3 Table 28 shows the percentage of candidates awarded each of the exercise marks in each of the exercises and the combined ability test mark. This information is also represented graphically in Figure 5.

	1	2	3	4	5	6
Written Exercise	6.7%	20.2%	23.3%	24.5%	18.4%	6.7%
Group Exercise	2.5%	22.7%	30.1%	33.7%	8.6%	2.5%
Interactive Exercise	8.0%	27.0%	24.5%	27.0%	9.2%	4.3%
Oral Briefing	14.7%	16.6%	18.4%	23.3%	17.8%	9.2%
Interview	9.8%	20.2%	31.3%	23.9%	9.2%	5.5%
Ability Tests (overall)	3.1%	12.3%	44.8%	24.5%	10.4%	4.9%

Table 28 – Frequency Distribution of Candidates' Exercise Marks

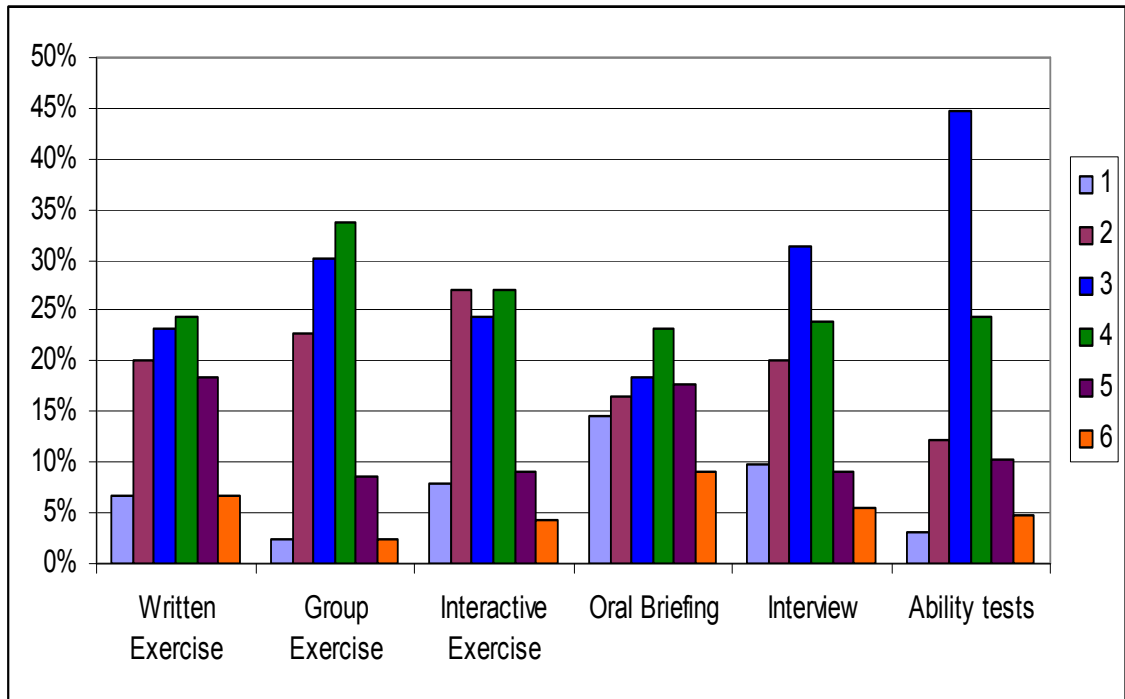


Figure 5 – Frequency Distribution of Candidates' Exercise Marks

5.4.4 For the majority of exercises, the frequency distribution generally follows a normal distribution, with the middle two marks ('3' and '4') used most frequently and the more extreme marks ('1' and '6') more infrequently.

5.4.5 The distribution of marks for the Interactive Exercise shows that '2' and '4' were the most frequently used marks. This indicates that some candidates achieved a marginally higher score profile for the Interactive Exercise than in other exercises. The lowest score profile was achieved on the 'Oral Briefing' exercise. In all the exercises, the full range of 6 marks was utilised. For the ability tests, '3' was the most commonly awarded grade. This is because candidates who performed around the mid point could either be awarded a '3' or a '4'. As all measurements have a degree of error associated with them, it was considered appropriate to act cautiously. For this reason, individuals scoring at the mid-point were awarded a '3', the higher of the two ratings.

5.5 Descriptive Statistics of Assessment Centre Exercises

- 5.5.1 If the exercises were normally distributed, the mean score would be 3.5, mid-way between the two mid-point marks ('3' and '4') on the Exercise Mark scale. Generally, the closer the mean score is to 3.5 the more it can be concluded that the exercises are being marked at an appropriate level for the group. A mean score significantly less than 3.5 may be an indication that the exercise was too easy, that this group of candidates were particularly adept at the exercise or that assessors were marking too generously. A mean score significantly greater than 3.5 may be an indication that the exercise was too difficult, that candidates were performing at a lower level on this exercise or that assessors were marking harshly. Table 29 shows that all of the exercises have a mean score close to the mid-point.
- 5.5.2 Standard deviation (SD) and range calculations are used as an indication of the dispersion of the exercise marks or in other words, how well the exercise was able to fully differentiate between candidates' levels of performance on the exercise. Table 29 indicates that the Oral Briefing had the broadest spread of exercise marks and the greatest discrimination between candidates' marks. The Group Exercise had the lowest SD indicating that it was the exercise that discriminated between candidates' performances the least. However, the SD for all the exercises indicated that they differentiated between candidate performances effectively.
- 5.5.3 These findings are consistent with the findings with the previous years' HPDS Assessment Centre results analysis.

	Mean score	SD	Range
Written Exercise	3.48	1.36	1 – 6
Group Exercise	3.31	1.07	1 – 6
Interactive Exercise	3.15	1.27	1 – 6
Oral Briefing	3.40	1.54	1 – 6
Interview	3.19	1.29	1 – 6
Ability tests (overall)	3.42	1.09	1 – 6

Table 29 – Descriptive Statistics for Exercise and Ability Test Marks

5.6 Correlation Analysis of Exercises and Final Grade

- 5.6.1 The different Assessment Centre exercises were used to assess the seven competency areas from the Integrated Competency Framework (version 9a). As the exercises differ in the abilities that they require for effective performance, (i.e. good verbal communication skills as opposed to written ability), it could be anticipated that some candidates may do well in some exercises and less well in others. However, it is also possible that some candidates will perform consistently well across all exercises. The inter-relationship between different candidate performances across different exercises can help inform whether or not some exercises may be redundant (i.e. just duplicating information gained from other exercises) or whether they are bringing additional value to the assessment of the candidate.
- 5.6.2 To investigate this, the correlations were conducted between each of the exercises as well as the candidates' final result. This is presented in Table 30.
- 5.6.3 Tests showed that significant relationships existed between each of the exercises and also between the exercises and the final result. Similarly, the ability tests had significant relationship between them and also the

final result. This is to be expected as both the ability tests as well as the exercises contribute to the final result.

- 5.6.4 Apart from one low yet significant correlation between the Interactive Exercise and ability tests, no other significant correlations existed between the ability tests and the exercises. This may occur as the ability tests are designed to measure different aspects of performance to the assessment centre exercises although both are likely to provide a measure of the individuals underlying ability.
- 5.6.5 The strongest statistical correlation was found between the Interview and the final result. The next strongest relationship was between the Oral Briefing and the final result. The ability tests had the lowest correlation with the final grade. Overall, all exercises as well as the ability tests had a significant contribution to the final result.
- 5.6.6 There are statistically significant correlations between all of the exercises as is illustrated in Table 30. The Interactive Exercise and Oral Briefing, Interactive Exercise and Written Exercise, and Interactive Exercise and Interview, had correlation co-efficient of below 0.3 and therefore would be described as low. The other exercises had inter-correlations of between 0.3 and 0.5 and are therefore defined as moderate (Cohen, 1988)¹.
- 5.6.7 In comparing the inter-exercise correlations to those following the HPDS Assessment Centre in 2008, the correlation co-efficients from 2009 are higher. In 2008, the significant correlations between exercises ranged from 0.267 ($p < 0.01$) to 0.072 ($p > 0.05$) and the Written Exercise and the Interview were not significantly correlated ($r = 0.072$). In 2009, all correlations were significant and ranged from 0.446 ($p < 0.01$) to 0.155 ($p < 0.05$). This could suggest that candidates' performances are more consistent across the exercises and that exercise specific factors (e.g. written ability) have had a smaller impact. Alternatively it could suggest that some exercises are providing similar measures of the same

¹ Cohen, J. (1988) – Set Correlation and Contingency Tables. *Applied Psychological Measurement*. 12: 425-434

competencies as other exercises and are therefore providing some level of duplication. It could also be that assessors are not discriminating as much across competencies and exercises, and are rating candidates' performances more uniformly across exercises. When interpreting this analysis it is useful to consider that the tasks that candidates complete and the contemporary issues covered in each exercise vary and that the breadth of tasks and issues covered across the assessment is a similarly important consideration.

- 5.6.8 Caution should be taken into reading too much into data based on one years' cohort and longer terms trends should be used to draw any concrete conclusions.

	Written Exercise	Group Exercise	Interactive Exercise	Oral Briefing	Interview	Ability Tests
Written Exercise	Correlation coefficient <i>Significance</i>					
Group Exercise	.315** .000					
Interactive Exercise	.219** .002	.216** .003				
Oral Briefing	.446** .000	.374** .000	.155* .024			
Interview	.419** .000	.373** .000	.269** .000	.394** .000		
Ability Tests	.127 .053	.096 .110	.133* .046	.105 .092	.049 .269	
Final Result ¹	.518** .000	.436** .000	.427** .000	.558** .000	.589** .000	.271** .000

** - Correlation is significant at the 0.01 level (2-tailed).

* - Correlation is significant at the 0.05 level (2-tailed).

Table 30 – Correlation Analysis Between Exercises and Final Result

¹ Successful/Not Successful

5.7. Correlation Analysis of Competencies

- 5.7.1 A series of correlation analyses were completed to look at relationships between candidates' grades on individual competencies across the Assessment Centre. This included analysis of the correlations between competency areas and the final result (i.e. successful/not successful) and this data is presented in Table 31. The competency scores used are averages across the exercises.
- 5.7.2 The analysis indicates that all competencies were significantly correlated with the final result. These results are to be expected as all competencies contribute to the final result. However, this provides reassurance that all measures of all competencies added value to the Assessment Centre. The correlations are all negative because the scale used for the Overall Mark (1 = highest mark through to 6 = lowest mark) is inverted (i.e. '1' is high) and so a negative correlation represents a positive direct relationship.
- 5.7.3 There were also statistically significant relationships between all the competency areas, as presented in Table 31. The inter-competency area correlation co-efficients ranged from between 0.3 and 0.7 which would be described as moderate and large correlations (Cohen, 1988). These correlations indicate that candidates who perform well in one competency area performed similarly well in the other competency areas or vice versa.
- 5.7.4 In analysing this data in combination with the moderate correlations between exercises, described in Section 5.5, this may suggest that there is an underlying measure of effective performance that is being assessed by all the exercises and competency areas.
- 5.7.5 To provide further exploration of this, it can be useful to compare these competency area correlations across exercises with correlations between the competency areas assessed within an exercise. When analysing this data it indicated that there were moderate to large correlations between the competencies measured in each exercise. This analysis suggests that generally candidates who performed well in one competency area within

an exercise performed well in the other competency areas assessed in that exercise.

- 5.7.6 Analysis of the correlations between the same competency areas as measured in different exercises indicated that there were also statistically significant correlations across the exercises for all of the competency areas. These correlation co-efficients ranged from between 0.2 and 0.7 which would be described as low to moderate correlations (Cohen, 1988).
- 5.7.7 A factor analysis was also conducted and this analysis revealed that the competency areas measured within each exercise were more cohesive than measures of the same competency across different exercises (i.e. correlations between competency areas in an exercise were higher than correlations within a competency area but across exercises). This is a common finding in assessment centre research and is known as the 'exercise effect'. This finding suggests that there is a strong effect created by the task a candidate is required to participate in as part of an exercise, and the issues contained within an exercise.
- 5.7.8 This reinforces the value of the strong focus in the design process for the Assessment Centre on maximising the extent to which exercise types, tasks within exercises and contemporary issues represented within exercises, are relevant to the target role and therefore remain an important consideration in developing effective assessment centres in the future.

	Community & Customer Focus	Effective Communication	Problem Solving	Planning and Organising	Openness to Change	Respect for Race and Diversity	Strategic Perspective
Community & Customer Focus	Correlation coefficient <i>Significance</i>						
Effective Communication	.467** .000						
Problem Solving	.519** .000	.694** .000					
Planning and Organising	.417** .000	.695** .000	.732** .000				
Openness to Change	.525** .000	.451** .000	.617** .000	.394** .000			
Respect for Race and Diversity	.504** .000	.349** .000	.542** .000	.336** .000	.673** .000		
Strategic Perspective	.525** .000	.605** .000	.617** .000	.653** .000	.547** .000	.454** .000	
Final Result	-.489** .000	-.591** .000	-.672** .000	-.594** .000	-.544** .000	-.537** .000	-.641** .000

** - Correlation is significant at the 0.01 level (2-tailed).

* - Correlation is significant at the 0.05 level (2-tailed).

Table 31 – Correlations between Competencies and Final Result

5.8. Correlation Analysis between Ability tests

- 5.8.1. A range of four tests which are each designed to measure a distinct and different aspect of ability were used. As the four tests each measure a different aspect of ability, it could be anticipated that candidates may do well in some tests and less well in others (i.e. those who are more able at numerical reasoning may be less able at verbal reasoning). However, there is also the possibility that those who are more able are generally more able across a range of abilities (i.e. those who are better at numerical reasoning will also be good at verbal reasoning). Understanding the inter-relationship between different candidate performances across different tests can help inform whether or not some tests may be redundant (i.e. just duplicating information gained from other tests). This information can also help develop a deeper understanding about the nature of the candidate group who took the tests.
- 5.8.2 To investigate this, the correlations between each of the four tests and candidates' overall performance were established. Table 32 shows that significant relationships existed between RANRA (numerical reasoning), Raven's APM (abstract reasoning) and Watson-Glaser Critical Thinking Appraisal (verbal reasoning). Hence it is likely that candidates, who perform strongly on one test, will do so across all three tests. Scenarios (a measure of managerial decision making ability) had a low but significant correlation with Watson-Glaser Critical Thinking Appraisal but not with the other two ability tests. Furthermore, RANRA (numerical reasoning), Raven's APM (abstract reasoning) and Watson-Glaser Critical Thinking Appraisal (verbal reasoning) all significantly correlated with the final result. This shows that all three tests contribute positively to the final result. For further information on the ability tests, a HPDS Stage 2 report is available on request.

		RANRA	WGCTA	Raven's APM	Scenarios
RANRA	Correlation coefficient				
	Significance				
WGCTA	Correlation coefficient	.363**			
	Significance	.000			
Raven's APM	Correlation coefficient	.467**	.311**		
	Significance	.000	.000		
Scenarios	Correlation coefficient	.061	.189**	.037 **	
	Significance	.220	.000	.319	
Final Result	Correlation coefficient	.239**	.284**	.218**	.035
	Significance	.001	.000	.003	.327

** - Correlation is significant at the 0.01 level (2-tailed).

* - Correlation is significant at the 0.05 level (2-tailed).

Table 32 – Correlation Analysis Between Ability Tests and Final Result

5.9. Correlation Analysis between Ability Tests and Competencies

5.9.1 The relationship between the ability tests and the competencies was also explored. Raven's APM, RANRA, and Watson-Glaser Critical Thinking Appraisal all had some significant correlations with the competency areas. No significant correlations existed between Scenarios and the competency areas. Raven's APM was correlated significantly with the competency areas of Planning and Organising ($r = 0.161$), Problem Solving ($r = 0.175$) and Strategic Perspective ($r = 0.156$) at the 0.05 level. RANRA was only correlated with Problem Solving ($r = 0.203$, $p < 0.01$). The largest amount of correlations existed between the Watson-Glaser Critical Thinking Appraisal and the competencies. At the 0.01 level, Watson-Glaser Critical Thinking Appraisal significantly correlated with Planning and Organising ($r = 0.208$) and Strategic Perspective ($r = 0.203$) and at the 0.05 level with Problem Solving ($r = 0.166$) and Openness to Change ($r = 0.157$). Watson-Glaser Critical Thinking Appraisal had a low but significant correlation with the competency area of Strategic Perspective.

5.9.2 Overall, there is evidence of a relationship between the ability tests and the competencies assessed by the assessment centre. These correlations could indicate that the ability tests are measuring the same construct or constructs as some of the competency areas identified as relevant to effective performance in the rank of superintendent.

6. STAGE 3 FEEDBACK

- 6.1 Both candidates and assessors were asked to provide feedback on the exercises in terms of their relevance and fairness. 128 candidates and 70 assessors responded to the feedback questionnaires. This gives a response rate of (78.5% and 66.7% respectively). However not all candidates nor assessors responded to all of the questions and hence numbers of respondents vary across the questions.
- 6.2 Table 33 shows how relevant and fair candidates' felt the issues contained within the Assessment Centre exercises were. The exercise seen to be the most relevant was the Interactive Exercise with 99.2% (122) of candidates who responded indicating that they thought this exercise was either 'Relevant' or 'Very Relevant'. The Group Exercise was seen to be the least relevant exercise although a large majority of candidates still considered this exercise to be either 'Relevant' or 'Very Relevant' (90.6%, 116).
- 6.3 The exercise seen to be most fair was the Interactive Exercise with 97.6% (121) of candidates who responded to this question indicating that they thought this exercise was either 'Fair' or 'Very Fair'. The Written Exercise was seen to be the least fair exercise although the majority of candidates still considered this exercise to be either 'Fair' or 'Very Fair' (87.4%, 111).

	Relevant ('very relevant' and 'relevant')		Fairness ('very fair' and 'fair')	
	N	%	N	%
Written Exercise	119	93.0%	111	87.4%
Group Exercise	116	90.6%	119	93.0%
Interactive Exercise	121	99.2%	121	97.6%
Oral Briefing	117	96.7%	118	97.5%
Interview	122	96.8%	121	95.3%

Table 33 – Candidate Relevance and Fairness Ratings

- 6.4 Table 34 shows how relevant and fair assessors' felt the issues contained within the Assessment Centre exercises were to the objective of the Assessment Centre (i.e. to identify individuals who have the potential to reach superintending ranks within their careers with the help of the HPDS).
- 6.5 Only half of the assessor cohort assessed the Oral Briefing and the other half assessed the Interactive Exercise, however 100.0% of assessors (37 and 35 assessor respectively) felt that the exercises were either 'Very Relevant' or 'Relevant'. Furthermore, almost all assessors felt that both the Oral Briefing and the Interactive Exercise were 'Very Fair' or 'Fair' (100.0% (39) and 97.1% (35) respectively).
- 6.6 The other exercises were assessed by the whole assessor cohort. Out of these exercises, the most fair and relevant exercise was seen to be the Written Exercise with 98.4% of assessors thinking that it was 'Relevant' or 'Very Relevant' and 'Fair' or 'Very Fair'.

	Relevant ('very relevant' and 'relevant')		Fairness ('very fair' and 'fair')	
	N	%	N	%
Written Exercise	63	98.4%	62	98.4%
Group Exercise	59	92.2%	57	90.5%
Interactive Exercise	35	100.0%	35	97.1%
Oral Briefing	37	100.0%	39	100.0%
Interview	60	95.2%	60	96.8%

Table 34 – Assessor Relevance and Fairness Ratings

6.7 HPDS Assessment Centre Site

- 6.7.1 Table 35 shows that 97.6% (123) of candidates who responded to this question were either 'Satisfied', 'Very Satisfied' or 'Extremely Satisfied' with the Bramshill site used as the location for this year's Stage 3 HPDS Assessment Centre.

	Number of Candidates (n)	Percentage of Candidates (%)
Extremely Satisfied	40	78.1%
Very Satisfied	51	39.8%
Satisfied	32	25.0%
Neither Satisfied Nor Dissatisfied	0	0.0%
Dissatisfied	3	2.3%
Very Dissatisfied	0	0.0%
Missing	2	1.6%

Table 35 – How satisfied were you with the site used? (Candidates)

6.7.2 Table 36 shows that 100.0% (59) of the assessors who responded to this question considered the Bramshill site suitable for the HPDS Assessment Centre.

	Number of Assessors (n)	Percentage of Assessors (%)
Yes	59	84.3%
No	0	0.0%
Missing	11	15.7%

Table 36 – How satisfied were you with the site used? (Assessors)

7. CONCLUSIONS

- 7.1 The analysis and monitoring of the HPDS Selection Process, as set out in this report, is an important part of ensuring that the process is robust, fair to all candidates and subject to continuous improvement.
- 7.2 There were large numbers of missing biographical data due to applicants not returning their biographical monitoring forms. It is important that steps are taken in the future to ensure that candidates return their biographical monitoring forms to improve the reporting of this data.
- 7.3 Analysis of the exercises indicated a higher correlation between assessment centre exercises than in 2008. In 2008, some of the correlations were not significant whereas all the exercises correlate significantly with each other this year. This relationship will be taken into consideration in the 2010 design process for the assessment centre exercises and will be monitored in the future.
- 7.4 Feedback from both assessors and candidates indicated that overall they felt the issues contained within the exercises are fair and relevant. This indicates that the process was seen as valid and appropriate by key participants in the process. This will remain a key consideration when designing new exercises for the HPDS Selection Process.
- 7.5 Overall, the results and analysis produced from the 2009 HPDS Selection Process data indicate that the process is both robust and fair.
- 7.6 Findings regarding the results and analysis should be monitored closely in future assessment processes. Where larger samples are available, statistical analysis should be carried out. Where significant findings occur consistently over time, consideration should be given to undertaking further exploratory research.