

## FINDINGS FROM IMPLEMENTATION VISITS TO FORCES

Throughout the life of the programme the NPIA PRDLDP team (ex HO and Centrex teams) have, to date, visited seven forces to support the implementation process, identify good practice and suggest solutions to issues arising.

This paper aims to share the good ideas and working practices which appear to be helping some forces implement this ambitious learning programme. The ideas here are not intended to replace any formal guidance or requirements of the strategy or the supporting documentation.

The findings are arranged under the headings of the Quality Assurance Framework.

## ORGANISATIONAL CONTEXT

The implementation of PRDLDP has been assisted in forces where there is:

- **Examples demonstrating involvement of credible senior managers in lead positions:**
  - Coordinated commitment at senior level from Police Authority and ACPO.
  - The Police Authority has a dedicated race and diversity Champion.
  - The Police Authority is also implementing the National Occupational Standards (NOS), training and assessment for themselves.
  - Members of the Police Authority undergo the same diversity training (a target set in the Race Equality Scheme) as provided to officers and staff. At present this requirement only covers attendance but in future it is intended that they will need to complete assessment as well.
  - Chief Officer Team have taken a lead in agreeing to be among the first within force to be assessed. This is encouraging and indicates the level of importance placed upon achieving the appropriate national occupational standard(s).
  - Diversity Champion in each Division of chief inspector rank and equivalent police staff position, who reports to the Strategy Programme Board.
  - BCU is the dedicated Race & Diversity point of contact.
  - Local area diversity boards have been introduced. These are led by BCU Commanders.
  
- **Examples of methods to develop a supportive culture**
  - Individual champions for each of six strands of diversity as well as a Hate Crime Champion. (It was encouraging to hear that there was apparently no shortage of volunteers to take on these roles. This indicated good progress in the appreciation locally of the value of diversity)
  - Strong commitment to the promotion of equality and diversity. The force is clearly supporting individuals in their development. Particularly through the provision of leadership seminars and the Quality of Service training provided.
  - The value of 'ambition' (consisting of 5 key elements) is well understood by all. This has provided a cultural shift in thinking which embeds and promotes diversity in strategy and other strategic reports. It makes everyone responsible for change – not just senior officers.
  - The impetus is on transformational change (changing hearts and minds) – with a very strong sense of understanding and acceptance of diversity throughout.
  - 'Ask the Exec' feature on their intranet to be visibly seen to be resolving queries that arose around diversity issues.
  
- **Examples of clear support for the implementation**

- . Good use of Diversity Excellence Assessment Action plan – assigning tasks to individuals where targets had slipped.
  - . Clear lead from ACPO team to make NOS an assessment of everyday operational life.
  - . Developments in race and diversity are closely aligned to the overall PRDLDP strategy.
  - . Priority Groups identified for higher level and intermediate training.
- **Examples of collaborative working**
    - . The force is a member of a regional collaboration group of three forces in the area. Collectively there are opportunities to work with colleagues from these forces to support the implementation of the strategy.

### Recommendations drawn from discussions in forces:

- Ensure an organisational commitment to the embedding of the PDR process and assessment to NOS (funding, strategy, support and opportunity).
- Reduce the overlap between new PRDLDP force programme boards and established CRR boards to maximise effectiveness and efficiency.
- Development of a clear vision, which can be shared by all regardless of role or responsibility, will enable true embedding across all activities.

### National Issues Identified

- Requirements for a simple communication of the key message of the PRDLDP strategy at all levels – a targeted communication of an up to date business case.

## DESIGN

- Examples of good practice in design learning for PRDLDP including contextualisation of the learning and evaluation
  - . Community contributors were used to develop training and diversity policy.
  - . Good links had been made to neighbourhood policing, hate crime, decency and respect.
- Mental Health Awareness Training is incorporated as part of IPLDP.
  - . Community placements now also form part of the training.
  - . Available to experienced officers and those in custody suites.
  - . Anecdotal evidence from community engagement groups indicates a positive shift in officer perceptions.
- Use public satisfaction surveys to select specific community groups – adds an interesting dimension and an evaluation of training.
- Directorate Programme adapting NOS for appropriate use by senior staff.
- Integrating NOS requirements for various programmes; IPLDP, PRDLDP, PIP etc.

### Recommendations for Design drawn from discussions in forces:

- Consider the use of a log to identify future learning needs, i.e. store local examples where inappropriateness has been picked up and managed with the individual. This could then drive the contextualisation of the learning materials.
- Ensure diversity training is broken into strands not delivered too holistically – utilise centrally provided learning material and guidance.
- Ensure that diversity is embedded into other learning opportunities
- Thought should be given to using Community contributors at various levels: voluntary, paid, consultant, specialist.
- Engage with IAGs. Their involvement could be invaluable in ensuring that the programme is successfully contextualised and that it retains its focus in the appropriate areas of the community.

### DELIVERY

- Examples of good practice in the delivery of PRDLDP
  - The introduction of a learning and development delegate's charter.
  - Good external marketing of efforts in race and diversity training.
  - Learning materials are available on the force website and as such can be accessed at any time of the day or night
  
- Examples of Involving the community in delivery of PRDLDP
  - Establishing good working relationship with local Shopping Centre Security Staff.
  - The force are openly supportive of (and have contributed some funding towards) a forthcoming community stakeholder event. This has helped to raise the force profile and standing in the eyes of the community.
  - Reciprocal community engagement relationship in action whereby a key community stakeholder invited to attend a four-day presentation course offered by the force. Upon the completion of this course the individual was then invited to make a presentation on their organisation's work to force trainers. This served to raise awareness on both sides and foster improved community relations.

#### Recommendations for Delivery drawn from discussions in forces

- Ensure that Training Inspectorates have engagement from people who understands the political drivers and NOS in the professional context.
- Consider the skills of the trainers and how they fit with the national role profiles for trainers from Skills for Justice.
- Make the connections between learning descriptors and NOS so that learners can see that the skills they are learning can enable them to achieve the NOS.
- Set up a system to evaluate training for effectiveness.

#### National Issues Identified

- Difficulties with computer based learning – relies on self-motivation and no reward. Can NPIA/NCALT provide guidance to overcome these attitudes?
- Identification of what materials forces are using, including use of centrally provided materials.

### ASSESSMENT

The assessment for PRDLDP has been assisted by:

- Assessment Process
  - Re-design of PDR to use as assessment and monitoring tool.
  - Individuals are not being asked to submit portfolios of evidence (as a matter of course). Evidence is generally captured through the PDR process and re-enforced through the verbal assessment process. For each assessment the assessor completes a five page assessment record which is retained by the relevant parties and a copy is filed centrally. These are then dip sampled as part of the quality assurance process.
  - Assessment conducted on a face-to-face basis in order to tease out information, reinforce learning and broaden the context. If knowledge or performance gaps are evident then individuals are required to close those gaps and submit portfolio evidence in this area.
  
- Assessors
  - Assessors have had diversity training in the form of a distance learning programme on diversity.
  - Ensuring an adequate number of assessors.

- Those who have themselves been assessed against the NOS will subsequently be acting as assessors. Leading to shared understanding of the process and content.

### Recommendations for Assessment: drawn from discussions in forces

- Create the connection between the positive culture of the organisation and the actual implementation of assessment through the linking of the PDR process and introduction of the infrastructure.
- Make NOS part of the force culture and vocabulary by linking them into discussions of diversity.
- Create opportunities to share experiences in assessment across IPLDP and PRDLDP to develop expertise.
- Ensure that the text of the appropriate national occupational standard(s) is included in their entirety within the force PDR.
- Ensure that awareness of the assessment requirement incorporated in PDR and is understood at all levels and filters throughout the organisation.