

Enabling Learning: Handbook and Guidance for Users

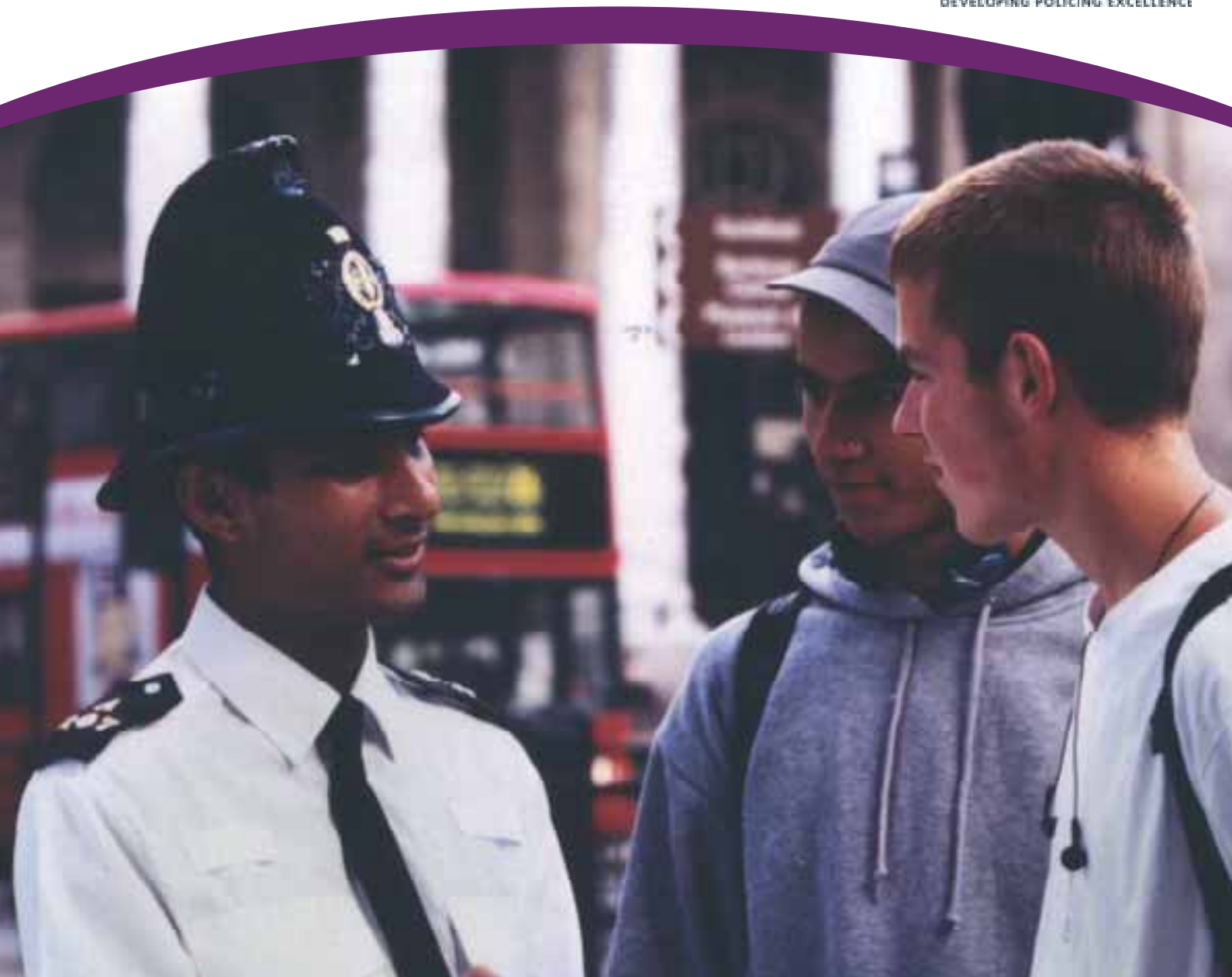


Home Office

*Association
of Police
Authorities*



CENTREX
DEVELOPING POLICING EXCELLENCE



The Police Race and Diversity Learning and Development Programme

Welcome

Welcome to the Police Race and Diversity Learning and Development Programme (PRDLDP). This programme of learning has been developed in line with *A strategy for improving performance in race and diversity 2004–2009*. This strategy, launched in November 2004, outlined a new holistic approach to race and diversity learning and development for the service.

This handbook is provided to support the implementation of effective learning and development and links closely with the strategy. It supplies further guidance relating to three key areas of the strategy: contextualisation, assessment and evaluation of learning materials. These documents are framed within the sections of the Quality Assurance Framework: design, delivery and assessment.

The aims of the PRDLDP are:

- to contribute to the aims of the Government's Police Reform Programme agenda in providing a citizen-focused service that responds to the needs of individuals and communities and inspires confidence in the police. Specifically, this aim is to improve police performance;
- to ensure that all police officers and staff demonstrate competence in National Occupational Standard (NOS) 1A4, 'Foster people's equality, diversity and rights', by 2009, and that supervisors and others in leadership and critical roles are able to demonstrate competence in NOS 1A5, 'Promote people's equality, diversity and rights', by 2007/8 (or any subsequent revision to those standards); and
- to establish the detailed learning outcomes required of the police service in the obligation to comply with all relevant legislation addressing respect for, and preventing discrimination on grounds of, race and diversity.

In assisting forces to achieve these aims, Centrex, as a provider of learning and development, is issuing to police forces a comprehensive set of learning materials to support the agreed learning outcomes.

As guidance is developed further, updates will be provided to replace or add to what has been supplied in this handbook. Please share this guidance within the force as appropriate.



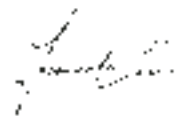
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Contents

| | | |
|----------|---|-----------|
| A | Organisational Context | 5 |
| | Orientation to PRDLDP learning materials <i>Target audience: all</i> | |
| B | Contextualisation Guide | 9 |
| | Defines the intent and provides guidance about when and how to contextualise the learning <i>Target audience: training manager, training designer</i> | |
| C | Assessment Guide | 27 |
| | Outlines the procedure for assessment of individuals in force against NOS 1A4 and 1A5 <i>Target audience: training manager, trainers, supervisors, learners</i> | |
| D | Evaluation Guide | 41 |
| | Outlines the aims and timescales for initial evaluation, and the expectations (via the licensing agreement) for assessment of the learning materials against NOS and through the PDR process <i>Target audience: training manager, training designer, diversity champion</i> | |
| E | Annexes | 47 |
| | 1. Module Map 2. NOS 1A4, 1A5 <i>Target audience: self-identified</i> | |

A: Organisational Context

- Establish Chief Officer Responsibility
- Enable Performance in Race and Diversity to be Assessed against NOS 1A4 and 1A5
- Use Force Programme Boards to Establish In-Force Monitoring Procedures
- The PRDLDP Learning Materials



A: Organisational Context

Below is a summary of three key actions in establishing the implementation of the PRDLDP. Some of these actions will already have been implemented. These plans are also held by force diversity champions. Following this summary is an overview of the learning materials themselves.

Establish Chief Officer Responsibility

Forces are to ensure that a chief officer is appointed within each force to be a 'champion' of race and diversity learning and development. The champion will promote good practice in race and diversity issues, and will promote all race and diversity learning throughout the force by ensuring that the necessary organisational support and resources are in place to put race and diversity policies into practice, leading by example and acting as a role model in speaking out against inappropriate behaviour relating to race and diversity issues.

The chief officer will also act as a point of contact for, and actively encourage, members of the police force to raise issues and ideas relating to race and diversity. This will be achieved by establishing a programme board within each force, chaired by a chief officer or senior member of the police authority, to address race and diversity, equality, trust and confidence issues. S/he will also identify an open and effective communication system in every force. This system will disseminate the new values and behaviours and the new approach to organisational policies and practices. It will specifically include race and diversity learning and development objectives, and achievement, within annual plans.

Enable Performance in Race and Diversity to be Assessed against NOS 1A4 and 1A5

Police authorities, chief constables and Her Majesty's Inspectorate of Constabulary (HMIC) are to ensure that PDR guidance developed by Skills for Justice in 2006 is adhered to, identify the priority groups required to reach 1A5 and introduce a framework for their assessment. Priority groups are likely to include trainers, senior investigative officers and family liaison officers. Other targeted groups may also be included. A framework should also be implemented for the assessment of NOS in relation to staff within non-priority groups.

Use Force Programme Boards to Establish In-Force Monitoring Procedures

Training managers should ensure the National Learning Requirement (NLR) for race and diversity is covered within all training plans, that regular PDRs are carried out for race and diversity trainers and that support and development opportunities are identified effectively. They should also implement guidance on community engagement in training, and identify opportunities for community engagement in learning and development and any other contextualised learning in the workplace. Training managers should review annually the provision of learning and development opportunities for all staff, as well as the relevance of such opportunities to specific individual operational requirements within the force. They should also conduct annual evaluation of training materials and delivery within existing and new programmes.

The PRDLDP Learning Materials

All forces should now have produced and submitted to the Home Office a Race and Diversity Learning and Development Implementation Strategy.

The Implementation Strategy should include details of:

- who is to be trained in each force;
- over what period of time the training is to be conducted;
- who is to be trained and the priority groups, by name and order of priorities;
- what the priority modules are assessed to be;
- who will deliver the training/advise on the strategy;
- what arrangements are in place to ensure local perspectives are included in training, and how that will be evidenced in assessment;
- how the assessment will be managed with specific methods and resources listed; and
- how the evaluation data will be collected, used and formatted.

Introduction to the PRDLDP Learning Resources

The strategy is supported by a set of flexible learning resources that are provided, free of charge, to all police forces. The PRDLDP learning resources have been developed by Centrex in conjunction with subject matter experts, a consultation framework of diversity organisations, police forces, staff associations, other interested parties and stakeholders.

The PRDLDP learning resources have been developed from:

- the ACPO race and diversity NLR;
- a training needs analysis;
- the Gus John report on police race and diversity training;
- the underpinning knowledge and understanding (UKU) requirements of NOS 1A4 and 1A5;
- the UKU requirements of NOS and their respect for race and diversity;

- HMIC recommendations and reports; and
- research.

These learning resources are a blended learning programme in the form of text-based and e-learning modules. The modules are blended in that they are interlinked and mutually supporting, while they can also be used as stand-alone products. Both formats are mapped against NOS 1A4 and 1A5. The programme is built upon a generic 'diversity' module, developed into six strands of diversity (parallel to UK legislative acts).

Diversity and the Police

*Race and the Police*¹

Religion and Belief and the Police

Disability and the Police

Gender and the Police

Sexual Orientation and the Police

Age and the Police

Each module provides subject matter learning required by all staff in the wider policing family and the additional requirements for supervisory staff. All material delivers from the perspective of both employment and service delivery. For each module there is also guidance for trainers.

The learning resources are distributed to police forces as they are completed and the full set, plus supplementary documentation, will be distributed by 31 March 2006.

Use of the learning resources is not compulsory. The resources are a professionally developed set of materials that address all the learning outcomes required by the ACPO NLR and the relevant NOS, and are intended as a tool to be used towards attaining the standards.

¹Race includes issues around gypsy, traveller, immigrant or asylum seeker communities

Distribution of the Learning Resources

All materials, as they are developed, are also accessible on the NCALT Managed Learning Environment (MLE). Additionally, copies of the workbooks are sent to race and diversity champions for wider circulation.

The force race and diversity champion will be asked to monitor the implementation of the PRDLDP strategy and may periodically be asked to demonstrate compliance with the requirement of the strategy.

Delivering the Learning

Skills for Justice in partnership with Centrex have produced new profiles for all those in delivery roles. These include trainers, tutors and instructors. There is no specific role profile for 'race and diversity trainer'. All trainers require demonstrated competence in delivering race and diversity content; specialist race and diversity trainers will require additional specialist knowledge of their area of expertise.

The role profiles will be published in the 2006 version of the Integrated Competency Framework. The Trainer Development Programmes delivered by Centrex have been redeveloped to ensure that delegate learning fully meets the role profiles. Further details can be provide from Trainer Development, Centrex, Yew Tree Lane, Harrogate, HG2 9JZ (Tel: 01423 876724).

B: Contextualisation Guide

- An Introduction and Background to Contextualisation
- Understanding Contextualisation
- Contextualisation for the Individual
- Contextualisation for the Organisation



B: Contextualisation Guide

This section of the handbook offers support for those with responsibility for ensuring the contextualisation of learning and development in race and diversity. This guidance also shows how training managers and designers can develop opportunities that enable colleagues to be assessed as competent to 1A4 or 1A5.

An Introduction and Background to Contextualisation

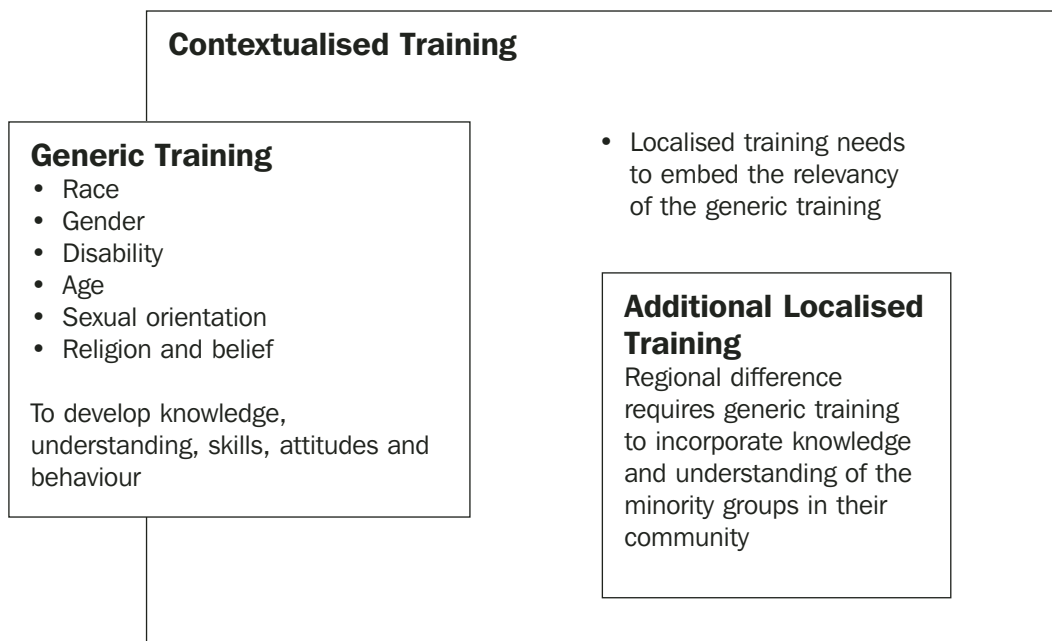
Contextualisation is the word used to describe the need for all learning to be adaptable to meet both the learners' roles and the changing contexts of local and national policing.

Learning must be relevant to the learner's role and his or her work environment. To achieve this, the material has been developed so that it can be adapted to suit the individual and organisational situation.

Understanding Contextualisation

Embedded within the strategy are a number of elements that enable learning to be contextualised.

- National learning resources have been developed by Centrex and are accompanied by trainer and line manager guidance.** This material is designed to be accessed directly by the learner, the supervisor or the trainer. Flexible access routes ensure that the material can suit the individual or local need. The improvement of individual, team, force and service-wide performance is at the heart of learning and development in race and diversity. This improvement can be evidenced by a clear process of mapping desired behaviours against the UKU criteria of NOS 1A4 and 1A5.



- **Trainer guidance** is critical to the strategy. Trainers are the key link between effective delivery of learning materials and meeting local needs. It is imperative that training needs analyses (TNAs) are conducted to identify both the local need and the most appropriate use of centrally provided resources. New role profiles for trainers (and associated roles) outline the skills required of trainers.

Trainer guidance can give examples of exercises to be completed in the classroom or in small groups. These can prompt discussion about local context. Effective use of trainer guidance is supported by the **APA guide on community involvement**.

- The outcomes of learning are **assessed in the workplace** against NOS. Workplace assessment ensures that learners are able to demonstrate how their learning is applied directly within their role.
- The visible support of **diversity champions within each force** will help ensure that there is a consistent force-wide approach to improving performance in race and diversity. There is a responsibility for the co-ordination of intelligence relating to the geography or workplace within the learning environment.

Contextualisation is to be considered at two levels: for the individual and for the organisation.

| Role | Examples of suggested guidance use |
|------------|---|
| Learner | <ul style="list-style-type: none"> • Self-directed study to systematically follow workbook or e-learning modules • Worksheets used to collate evidence for assessment against NOS • Workbook or e-learning modules ‘dipped-into’ to fill gaps in knowledge and understanding |
| Supervisor | <ul style="list-style-type: none"> • Self-directed study to systematically follow workbook or e-learning modules for own development • Learning outcomes used to identify possible learning objectives for supervisor workplan objectives • To direct learners to elements that enable them to meet local, national or individual objectives • To contextualise current policing priorities |
| Trainer | <ul style="list-style-type: none"> • To direct learners to additional learning opportunities • To support the development of learning sessions designed to meet individual or local needs • To embed within locally developed learning programmes |

Contextualisation for the Individual

It is essential that individuals take personal responsibility for their learning in respect of race and diversity. Individuals and teams can make use of opportunities to develop their competence and learning. An ideal opportunity is a PDR managed by a supervisor, particularly when supported by the force's organisational priorities.

It is recommended that training managers:

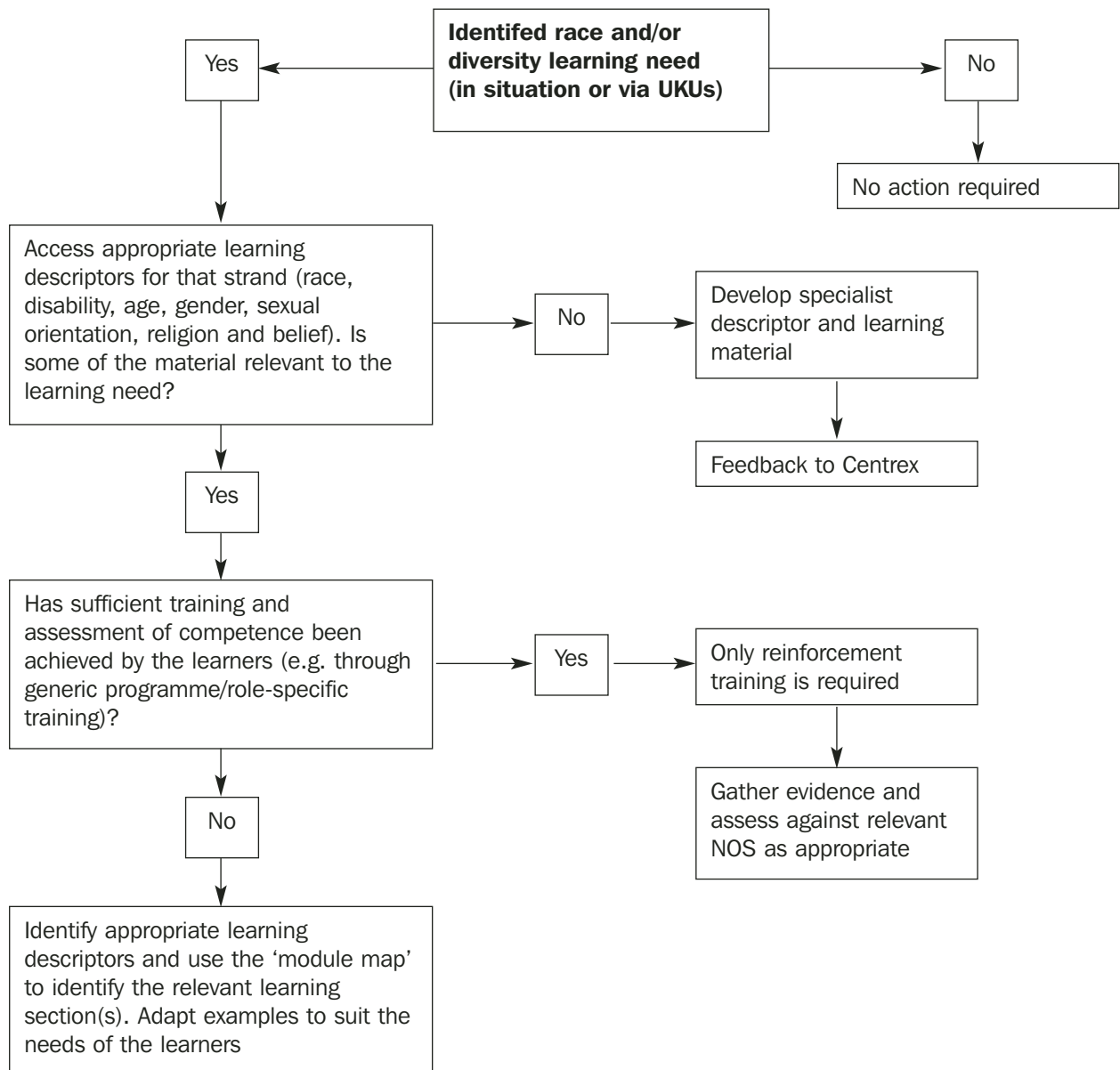
- support those managing the PDR process to explain the importance of race and diversity and introduce them to learning opportunities;
- collate force-wide information to inform the development of contextualised learning opportunities;
- work with communities to enable engagement at all stages of the planning cycle (design, delivery and evaluation);
- systematically review all learning to ensure that race and diversity learning and development is incorporated as appropriate; and
- evaluate effectiveness and achievement against the outcomes of *A strategy for improving performance in race and diversity 2004–2009*.

Forces should identify priority groups. These are likely to act as catalysts within the organisation. Catalysts may include change agents and role models such as strategic managers, trainers or those for whom skills, attitudes and behaviours in respect of race and diversity are of particular importance. Change agents or role models could also easily include senior investigative officers and family liaison officers.

National learning programmes such as the Initial Police Learning and Development Programme (IPLDP) and the Core Leadership Development Programme (CLDP) also cover the knowledge requirements of NOS 1A4 and 1A5, and can be linked as appropriate.

In consultation with subject matter experts and stakeholders, Centrex has developed learning descriptors (desired learning outcomes) for all modules in the learning materials. These descriptors have been mapped to NOS and identify sources of learning as shown in the flow diagram on page 13.

Identifying appropriate learning²



² All modules will be accessible from March 2006. Access to module map will be made available on the MLE

Suggested Approach

Supervisors/managers may choose to use the learning materials as a tool to refresh or reinforce the knowledge of individuals in their team on a particular area or to use sections of the overall development programme to train individuals in a particular area of the programme.

For example, the Centrex programme could be used when:

- as part of an individual's PDR review, the supervisor recognises their need to address a particular aspect of diversity;
- action planning is needed for individuals as a result of a grievance or complaint;
- as part of an individual's PDR review, the individual indicates a desire to increase their knowledge of a particular aspect of diversity; or
- as part of an individual's continued professional development, there may be a need to complete particular areas of the programme.

Look at the following example:

A line manager, Sergeant Jones, has been made aware that some highly inappropriate language or behaviour occurred in front of PC Brooks and another member of her team, and that PC Brooks failed to challenge the behaviour.

Sergeant Jones raises her concerns with PC Brooks, who admits that he knew the behaviour was inappropriate but was unsure how to challenge it as the perpetrator was another member of staff. He confides that he was worried that if he did challenge the behaviour it might have resulted in him being thought of as a trouble causer, which would isolate him from the rest of the group.

Once such a need has been recognised, Sergeant Jones can identify and link the desired learning to one of the UKU criteria from NOS 1A4 ('Foster people's equality, diversity and rights'). As the PRDLDP learning materials have been mapped against the standards, Sergeant Jones can have confidence that PC Brooks will have the opportunity to develop in this area.

In the case above, Sergeant Jones and PC Brooks agree that PC Brooks should complete the following 1A4 UKUs to a satisfactory standard.

22. The limits which various environments impose on behaviour and the particular limits which are imposed in your environment
25. The forms which discrimination may take, the behaviour which may be expressions of these and how they may differ between different groups and in different settings
26. The possible effects of stereotyping, prejudice and labelling on people
30. The ways in which you can best promote people's rights and how you can best handle the tensions which they may feel between their values and beliefs and those of the people with whom they work
31. How to recognise when people are not able to exercise their rights personally and methods of enabling people to exercise their rights effectively – themselves, through you or through seeking help from someone else
32. How best to challenge people when their choices or actions infringe the rights of others

NOS 1A4 and 1A5 and all their UKUs have been mapped against the seven modules of the PRDLDP learning materials. In order to link the UKUs to the elements of the learning materials that PC Brooks should complete, Sergeant Jones can refer to the summary mapping of the learning materials. A sample guide can be found in the Annexes of this document, and the full guide is available on the MLE and via NCALT.

The overall module and learning outcome map lists all the 1A4 and 1A5 UKUs, and highlights the modules in which the UKU has been covered. In most cases each UKU has been met by more than one of the diversity modules.

The chart below shows how the UKUs of 1A4 have been met in the example above:³

| | |
|-------------------|--|
| UKU 22 | Diversity <i>and</i> the Police Race <i>and</i> the Police Sexual Orientation <i>and</i> the Police |
| UKU 25, 26 and 32 | Diversity <i>and</i> the Police Race <i>and</i> the Police Religion and Belief <i>and</i> the Police Gender <i>and</i> the Police Sexual Orientation <i>and</i> the Police |
| UKU 30 | Diversity <i>and</i> the Police Race <i>and</i> the Police Gender <i>and</i> the Police Sexual Orientation <i>and</i> the Police |
| UKU 31 | Diversity <i>and</i> the Police Sexual Orientation <i>and</i> the Police |

Once Sergeant Jones has established which package the UKU fits into, she can refer to a module and learning outcome map for each of the individual strands. This pinpoints exactly which learning outcomes cover the required knowledge gap that has been identified.

Sergeant Jones can then direct her member of staff to the exact sections of the material that will cover their learning gap. If, as in the example above, the UKU is covered in more than one module, the individual can be directed to any or all of the modules as appropriate. Each module looks at the UKUs from a different perspective and covers scenarios differently. By directing individuals to multiple modules, a number of different avenues are explored by that individual, and competence against 1A4 or 1A5 will be easier for the individual to evidence later.

To add value to the exercise the Sergeant above can agree an action plan with the individual for what might be covered and by when. The Sergeant might also discuss what support the individual requires from her in order to complete the learning.

Finally, Sergeant Jones can later review the action plan with the individual to ensure that the required learning has been covered and establish if any further action needs to be taken.

³ Some of these learning materials will not be released until March 2006

Contextualisation for the Organisation

Three examples have been provided to outline when to contextualise for the organisation.

1. To embed the relevancy of the generic training
2. To meet a policy change, evolving situation or national agenda
3. To respond to regional difference by incorporating knowledge and understanding of the minority groups in the local community or workplace environment

1. Contextualising to Embed the Relevancy of the Generic Training

The generic training is produced to enable individuals to be assessed against NOS 1A4 and 1A5 as appropriate to the context of their current role. Centrex are working to ensure that this is embedded in national learning packages such as CLDP and the Strategic Leadership Development Programme (SLDP).

However, as each police staff member or officer takes a different role, it is important that there is sufficient opportunity for the relevancy to be explored. With time all national packages will have appropriate diversity embedded within them. Locally developed programmes are encouraged to embed appropriate diversity content. The generic learning package is a key source of reference. All embedded training needs to be aligned to the learning descriptors produced for each strand.

Identifying Learning Objectives Relevant to Race and Diversity

As a general rule any training that involves people is relevant to race and diversity; what may vary is the level of relevance, as diversity themes will have more impact in some areas of operation than others. The first stage is therefore to identify the level of relevancy as mapped to the learning objective.

| Learning objective | Race and diversity themes and relevance High (H); medium (M); low (L) | | | |
|--|--|---|---------------------|---|
| To enable computer operatives to input data provided to them | Race | L | Disability | L |
| | Gender | L | Age | L |
| | Sexual Orientation | L | Religion and Belief | M |
| To enable police officers to work with victim witnesses in a child protection case | Race | H | Disability | H |
| | Gender | H | Age | H |
| | Sexual Orientation | H | Religion and Belief | M |
| To enable reception staff to support the needs of visitors to the site | Race | M | Disability | H |
| | Gender | M | Age | M |
| | Sexual Orientation | L | Religion and Belief | L |

Contextualising a Case Study

Case studies have been used throughout the PRDLDP. To increase effectiveness they should be contextualised to reflect local requirements.

When contextualising information it is important not to lose track of the required outcomes determined by the original text. Consider the following before adapting any case study:

- What do the delegates/individual need to know or achieve as a result?

- How can I find out local information? What research can I do and what support is available to me?
- Does the revised version cover the required knowledge and understanding for delegates?

To localise the information in the case studies you should consider setting the scene for your area by making it real and relevant to the delegates. The following may help you:

| | |
|--------------------------------|--|
| The characters | If, for example, the case study features a minority that your force has little or no experience of, you could amend the case study to reflect a group specific to your area. Try to make all case studies representative of individuals in the community you serve. |
| The storyline | The storyline may not be a true reflection of the type of events occurring in your area. You could either use the events as they are to increase delegates’ wider awareness or amend them to reflect actual events in your area. These may be a gay parade or a religious festival, for example. If you do choose to amend storylines, ensure that key learning objectives are not lost in translation. |
| Support groups | Rather than making reference to general support groups, be specific and mention local reporting agencies and support groups by name. In addition to contextualising the case study it will help to increase awareness of these groups to delegates. |
| Environment | Use actual names of towns, hospitals and shops etc in your area where the case study requires it. |
| Set the scene and make it real | Consider real hindrances that delegates may face, such as reduced resources, night shifts, problems with technology or communication. This will help the case study to become more realistic for delegates. |

Sample Case Study

The following examples show an original case study taken from *Race and the Police* Chapter 2 and how this has been contextualised for training purposes.

Case Study – Original

It is Sunday lunchtime on a warm summer's day and you and your colleague have received a call on the radio about a disturbance involving a group of gypsy travellers at a local pub.

The control room informs you that the landlord has reported a disturbance in the beer garden which is getting out of hand. You are to get to the scene, assess the situation and call for back up if necessary.

You accompany your sergeant to the premises; you know the landlord from local Neighbourhood Watch meetings, he has often spoken up in support of the police and has often offered help and information in the past.

When you arrive the landlord rushes up and informs you and your sergeant that a group of gypsies from Meadow Lane (a local area with a history of incidents) have started a fight with a group of local youths.

He explains that the youths, who are regulars at the pub, left the premises as the police were called to the scene. You remember seeing a group of young men walking down the road as you drove to the pub and it would be easy to catch up with them.

After reassuring the landlord, the sergeant turns to you and says:

“There's no point us wading in. The gypsies are always causing trouble – I know that as a fact. We'll sort out what's left. I don't think we should be chasing after locals when we can sort this out here and now.”

The pub is completely empty of customers, apart from a group of three men and a young woman who are from the local gypsy community; one of the men has clearly been assaulted, is bleeding from the nose and face and is clearly disorientated.

The sergeant is keen to move on as there are other calls coming through on the radio.

Contextualisation of the case study might generate changes such as those below:

Case Study – Revised

It is Thursday evening at 7pm on a cold drizzly day; you and your colleague receive a call on the radio about a disturbance at Ilkley Rugby Union Club (IRUFC) on Denton Road in Ilkley. The complaint is regarding some gypsy travellers who have moved a couple of caravans onto the rugby pitch and have assaulted some of the rugby players who turned up for training that evening.

IRUFC's grounds are open to the public as there is a social club on site, and The Caravan Club use it on occasion as a stop-gap between other sites by prior arrangement.

The control room informs you that Les, the bar manager, has reported a disturbance in the social club which is getting out of hand. You are to get to the scene, assess the situation and call for back up if necessary.

You accompany your sergeant to the premises; you know Les, the bar manager, from your community consultations, he has spoken up in support of the police in the past and has often offered help and information, including information that led to the arrest of two big drug dealers on South Parade.

When you arrive Les rushes up and informs you and your sergeant that the gypsies who were 'squatting' in Addingham have just turned up at the rugby club and started a fight with some of the rugby lads.

He explains that the lads, who all live in Ilkley and have played for the club for years, left the premises as the police were called to the scene.

You remember seeing Forrester and a couple of other lads who play for Ilkley in their kit walking up towards Brook Street as you drove to the rugby club and it would be easy to catch up with them.

After reassuring Les, the bar manager, the sergeant turns to you and says:

"There's no point us wading in. The gypsies are always causing trouble – I know that as a fact. We'll sort out what's left. I don't think we should be chasing after locals when we can sort this out here and now."

IRUFC's social club is completely empty of customers, apart from a group of three men and a young woman whom you recognise from the Addingham gypsy traveller community; one of the men has clearly been assaulted, is bleeding from the nose and face and is clearly disorientated.

The sergeant is keen to move on as there are other calls coming through on the radio.

By localising the information the scene is more real to the delegates and helps them to put their own thoughts and feelings into perspective. It is easier to consider how they would honestly deal with a localised situation rather than a hypothetical one. In the case of the above, the details have changed slightly while preserving the message the case study intended to deliver. In retaining the original message you can ensure that the reflective questions used in the training package are still relevant and will meet the required learning and understanding for delegates. For example, the reflective questions for the above case study are:

- What impressions have you formed about this incident and how to resolve it?
- What indications are there that the incident occurred because someone was perceived as being of a different race?
- Consider you are under pressure from the sergeant to deal with the incident in a time-efficient way and quickly move on to the next job. What are the potential implications of that?

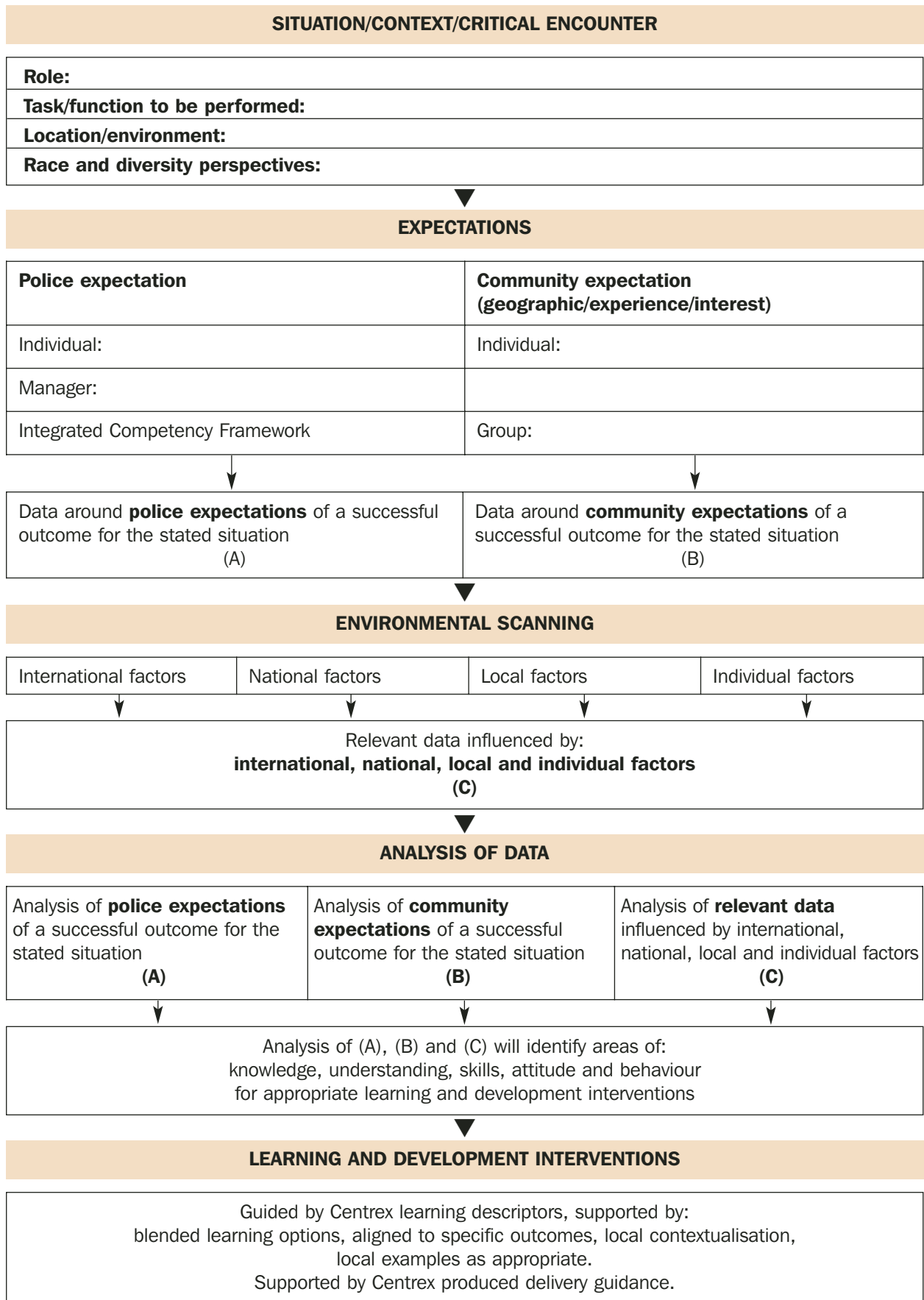
2. Contextualising to Meet a Policy Change, Evolving Situation or National Agenda

Learning is required to enable a team or group of teams to respond to a change in policy, evolving situation or national agenda. The nationally produced learning materials will be maintained, but are not able to always react as quickly as local needs may determine. There may, however, be elements of the learning packages that can be applied to different scenarios or case studies.

From the learning descriptors provided, training managers/designers will be able to identify generic descriptors, from which relevant case studies can be developed to enable a localised learning opportunity.

The examples on the following pages outlines the process by which you may identify localised learning interventions. This is followed by a detailed scenario, set out in steps 1 (situation); 2 (expectations) 3 (environmental scanning) and 4 (analysis of data).

Localising Learning Interventions: Summary Process Map



Localising Learning Interventions: Detailed Process Map

Step 1: Situation

| SITUATION/CONTEXT/CRITICAL ENCOUNTER |
|--|
| Role: patrol constables |
| Task/function to be performed: stop and search |
| Location/environment: Hounslow, London |
| Race and diversity perspectives: race, religion and belief, young South Asian men, Muslim men in particular |

Step 2: Expectations

| EXPECTATIONS | |
|--|--|
| <p>Police expectation</p> <p>Individual</p> <ul style="list-style-type: none"> • Non-confrontational • Don't get hurt • You require them to talk • You would like to find out something <p>Manager</p> <ul style="list-style-type: none"> • Have they complied with PACE? • No complaints from the public • Police and community satisfaction with the encounter <p>Integrated Competency Framework</p> <ul style="list-style-type: none"> • As per behaviour profiles | <p>Community expectation (geographic/experience/interest)</p> <p>Individual</p> <ul style="list-style-type: none"> • To be given a good explanation for any search • To be treated with respect • Not to be treated as a terrorist • Not to be stereotyped • Not to be discriminated against <p>Group</p> <ul style="list-style-type: none"> • Not to be treated like terrorists • Not to be stereotyped • Not to be criminalised by police • Not to be over-policed as suspects • Not to be under-policed as victims |
| <p>Data around police expectations of a successful outcome for the stated situation</p> <ul style="list-style-type: none"> • Non-confrontational • Don't get hurt • You want them to talk to you • You would like to find out something • Have you complied with PACE? • No complaints from the public • Both sides (police and community) to be satisfied with the encounter • As per behavioural profiles from Integrated Competency Framework. | <p>Data around community expectations of a successful outcome for the stated situation</p> <ul style="list-style-type: none"> • To be given a good explanation for any search • To be treated with respect • Not to be treated as a terrorist • Not to be stereotyped • Not to be discriminated against • Not to be treated like terrorists • Not to be criminalised by police • Not to be over-policed as suspects • Not to be under-policed as victims |

Step 3: Environmental scanning

IDENTIFY THE INFLUENCE
International factors, national factors, local factors, individual factors

| | |
|--|---|
| <p>INTERNATIONAL</p> <p>Key world events The ongoing war on terrorism The perceptions of Muslims about the events in Iraq and the ongoing war on terrorism</p> | <p>NATIONAL</p> <p>National Policing Plan Serious crime Anti-social behaviour Improve detection rates Tackle fear of crime High-profile media Defence of homes and property/self defence laws Drugs and guns Honour killings</p> |
| <p>LOCAL</p> <p>Basic Command Unit (BCU) plans regarding priority issues Street drinking Youth/public disorder Street crime/robberies Review of local/borough intelligence Tension indicators Local high-profile incidents Demographics Complaints Prominent people</p> | <p>INDIVIDUAL</p> <p>Personal history and experiences Self-fulfilling prophesy Stereotypes Prejudices Continual professional development</p> |

RELEVANT DATA INFLUENCED BY:

| | |
|---|--|
| <p>INTERNATIONAL</p> <p>Key world events The ongoing war on terrorism The perceptions of Muslims about the events in Iraq and the ongoing war on terrorism</p> | <p>NATIONAL</p> <p>High-profile examples of Islamophobia</p> |
| <p>LOCAL</p> <p>Attacks on mosques Rise of the British National Party (BNP) on the back of anti-Muslim sentiment</p> | <p>INDIVIDUAL</p> <p>Racist and faith hate incidents and crimes, including graffiti</p> |

Step 4: Analysis of data**ANALYSIS OF DATA**

| Analysis of police expectations of a successful outcome for the stated situation (A) | Analysis of community expectations of a successful outcome for the stated situation (B) | Analysis of relevant data influenced by international, national, local and individual factors (C) |
|---|---|---|
| <ul style="list-style-type: none"> • Effective communication skills • Interpersonal skills • Conflict management • Officer safety • Identifying reasonable grounds • Stop and search powers under PACE • Behaviour profile expectations from Integrated Competency Framework | <ul style="list-style-type: none"> • Effective communication (including cross-cultural) skills • Cross-cultural knowledge • Interpersonal skills • Stereotyping • Prejudice and discrimination | <ul style="list-style-type: none"> • Events in Iraq • Ongoing war on terrorism • Perceptions of Muslims about events in Iraq and ongoing war on terrorism • High-profile examples of Islamophobia • Attacks on mosques • Rise of the BNP on the back of anti-Muslim sentiment • Racist and faith hate incidents and crimes, including graffiti |

Analysis of (A), (B) and (C) will identify areas of knowledge, understanding, skills, attitude and behaviour for appropriate learning and development interventions.

| Knowledge of: | Understanding of: | Skills around: | Attitudes around: | Behaviours around: |
|--|---|--|---|--|
| Stop and search powers under PACE Complaints process for members of the public International, national and local factors that impact upon the Muslim community Effective communication Interpersonal skills Conflict management Stereotyping Prejudice and discrimination Cross-cultural knowledge | Effect of not clearly explaining reason for search Impact of a police officer not communicating effectively with a member of a minority group Effect of stereotyping on members of minority groups Perceptions of some parts of the community around international, national and local factors that impact upon the Muslim community | Communication Conflict management Interpersonal skills As required by Integrated Competency Framework and NOS | Stereotyping Prejudice and discrimination Impact of a police officer not communicating effectively with a member of a minority group Effect of stereotyping on members of minority groups International, national, local and individual factors that impact upon the Muslim community Perceptions around international, national, local and individual factors that impact upon the Muslim community | As required by Integrated Competency Framework and NOS |

LEARNING AND DEVELOPMENT INTERVENTIONS

Guided by Centrex learning descriptors, supported by:
 blended learning options,
 aligned to specific outcomes,
 local contextualisation,
 local examples as appropriate.
 Supported by Centrex produced delivery guidance

Computer-based training around stop and search powers under PACE
 Text-based resources around prejudice, discrimination and stereotyping
 Research work around international, national and local factors that impact upon the Muslim community
 Classroom-based intervention around personal and collective impact on the Muslim community using lay contributors and/or associate trainers
 Skills assessed against NOS on an ongoing basis

3. Contextualising to respond to regional difference by incorporating knowledge and understanding of the local community or workplace environment

The learning materials cover themes and develop examples that are generic to the service and to most contexts. Training managers/designers will also need to consider their own geography and may choose to find appropriate alternative examples or case studies.

Sources of information about local geography may include:

- internal data recording systems, e.g. crime recording and the Stop and Search database;
- census information;
- county mapping processes within the force used to gain an accurate picture of the community make-up;
- community tension reports;
- cultural audits;
- Force Intelligence Bureaus;
- Management Information Units;
- complaints and quality of service data;
- intelligence gathered through involvement with the Racial Equality Council and ethnic liaison groups;

- community consultation activity/community surveys/independent advisory groups, e.g. meetings with race and faith community groups, the Welsh Language Group, the Lesbian Gay Bisexual Transgender (LGBT) Group, and the Disability Group;
- community feedback from postal or telephone surveys;
- user/victim satisfaction surveys, including victims of burglary, vehicle crime, violent crime, racist incidents and road traffic collisions; and
- PACE stop and search figures.

Sources of information about the internal work environment may include:

- Workforce Bulletin;
- Equal Opportunities Survey;
- questionnaire-based staff/officer survey of entire workforce;
- Grievance Review Report;
- cultural audit; and
- an assessment of how the programme's contents deliver against the organisation's race and diversity strategy, including the Race Equality Scheme.

Disability Discrimination Act 1995, 2005, Example

Below is a good practice example, developed by one force as a strategy to identify local requirements. It identifies areas of activity affected by a change in legislation. From there it identifies local responses.

The Division and the Disability Discrimination Act 1995, 2005 (DDA)

The introduction of the DDA requires a full exploration of the implications of the Act by the divisional management team.

It is useful to consider the following three areas of activity that are affected by the changes:

- customer service;
- customer access; and
- staff support/development.

For each area the divisional management team could use the following model:

- What do we want to know/achieve?
- How can we find out the issues? What research can we do?
- What are the results from the research?
- What actions are needed?
- Complete the implementation
- Check/evaluate

C: Assessment Guide

- Minimum Requirements
- Assessor Training
- Internal Verifiers (IVs)
- External Verifiers (EVs)
- Appeals and Grievances
- Breaking Down NOS for Assessment
- Assessing against NOS
- Assessment Practice for NOS
- Roles and Responsibilities for Learners, Assessors and Verifiers
- The Assessment Process
- Assessment Methods
- Provision of Feedback

C: Assessment Guide

A key goal of *A strategy for improving performance in race and diversity 2004–2009* is for everyone employed in the police service of England and Wales to be assessed as competent against NOS 1A4 (Foster people's equality, diversity and rights) or 1A5 (Promote people's equality, diversity and rights) by 2009.

These two NOS (see Annex 2) are already used and recognised across many parts of the public sector including the health service, social services, HM prison service, the national probation service and victim support.

This section sets out the minimum requirements for assessors and verifiers, and explains the assessment process in detail. The process meets the Qualifications and Curriculum Authority's (QCA's) requirement for an approved strategy to support the assessment of NOS. If the NOS are used to form part of any other qualification (e.g. an NVQ), the assessment strategy for that qualification must be used.

Minimum Requirements

The quality of any assessment process can only be as good as the assessors responsible for implementing the process. It is therefore imperative that assessors are appropriately trained, competent and quality-assured in what they are required to do.

All assessors will need to:

- possess, or be working towards, the A1 Assessor Award (or equivalent); and
- be occupationally competent in NOS 1A5.

Assessors measure the extent to which a person can competently undertake workplace activities, skills or tasks. The assessor must be trained and must also be occupationally competent in the standards they are assessing. (D32/33 assessors are also qualified to do this, however, in the long term, they must show that they meet the A1 standard through their continuing performance.)

Many forces will already have personnel who hold either the A1 Assessor Award or the equivalent D32/33. These individuals may also hold D34/V1 or Trainer Development Officer (TDO) qualifications. It is recommended that a force considers personnel already holding these qualifications to determine if they are suitable future assessors and whether they are able to assist in building up the pool of assessors in the force. Many of the staff who are currently D32/33-qualified but who **have not recently practised assessment** will need to attend a short workshop (half a day is suggested) to secure the currency of their knowledge and skills. Attendance at a Centrex cascade assessor NOS training session will enable forces to deliver their own assessor training. Information about such workshops taking place in 2006 will be made available.

Similar arrangements will apply to the process for determining whether those who will assess candidates meet the required standards. Those who assess potential A1 assessors must themselves have the A1 Assessor Award (or equivalent), and must be occupationally competent in assessment.

In developing a strategy for the assessment of staff against 1A4 and 1A5, forces will need to decide whether to:

- use in-house assessment; or
- register staff as candidates for certification.

In-House

Forces choosing an in-house assessment route will need to establish a process for assessment of the NOS which meets local needs. Staff going through in-house assessment will not receive formal recognition of their achievement. They may, if there is suitable evidence of their competence, register for assessment by a qualified assessor.

Forces should be identifying people within the organisation who are already competent in NOS 1A5, or are actively involved in race and diversity training and assessment, so as to determine the most appropriate potential assessors. The Police Diversity Trainers Network may be a good starting point.

Registering Staff for Certification

To choose the certificated assessment route, forces will need to put in place:

- access to all approved NVQ assessment centres. A number of awarding bodies offer NOS 1A4 and NOS 1A5 (City & Guilds, Edexcel, OCR and any police assessment centre). Approval by one of these awarding bodies could offer formal assessment of these standards;
- measures for compliance with the Police NVQ assessment strategy developed by Skills for Justice and approved by QCA;
- qualified assessors who are competent in the area of respect for race and diversity and who are registered with the approved assessment centre; and

- qualified internal verifiers who are registered with the assessment centre.

Assessor Training

Training for assessors is available from a wide range of sources in further education, from assessment centres and from the independent sector. Centrex will be offering cascade assessor training throughout 2005/6 and 2006/7.

Internal Verifiers (IVs)

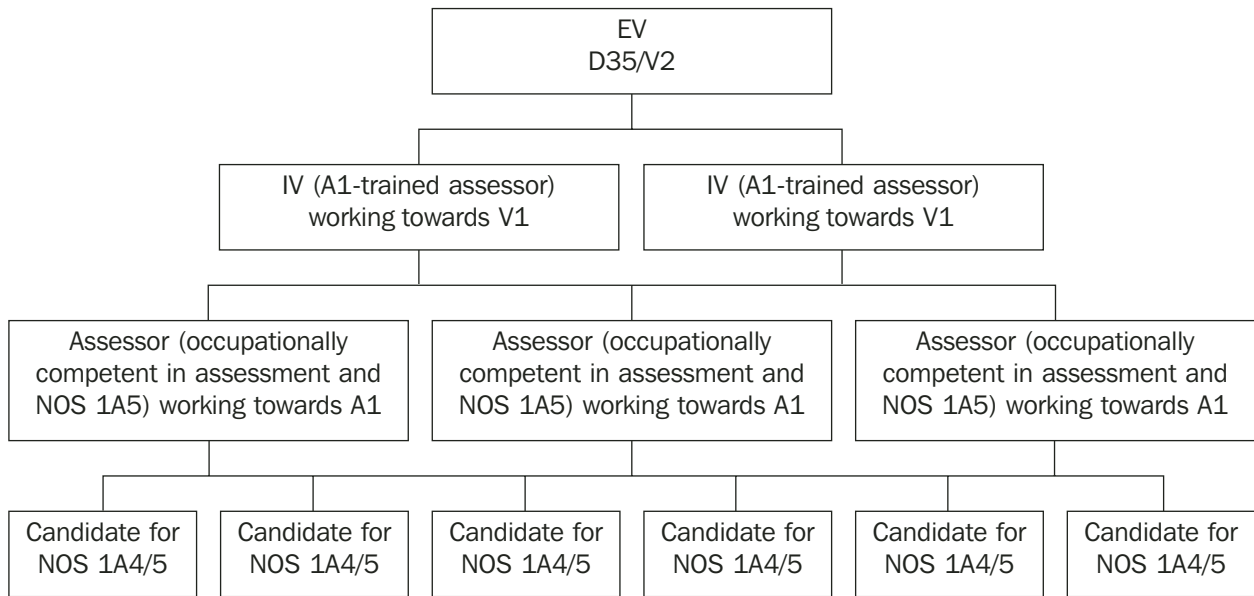
Forces will be required to have IVs in place to oversee assessments. These IVs will be required to meet at regular intervals to moderate their own activity and the activity of the assessors, to ensure consistency. They should hold the V1 qualification.

External Verifiers (EVs)

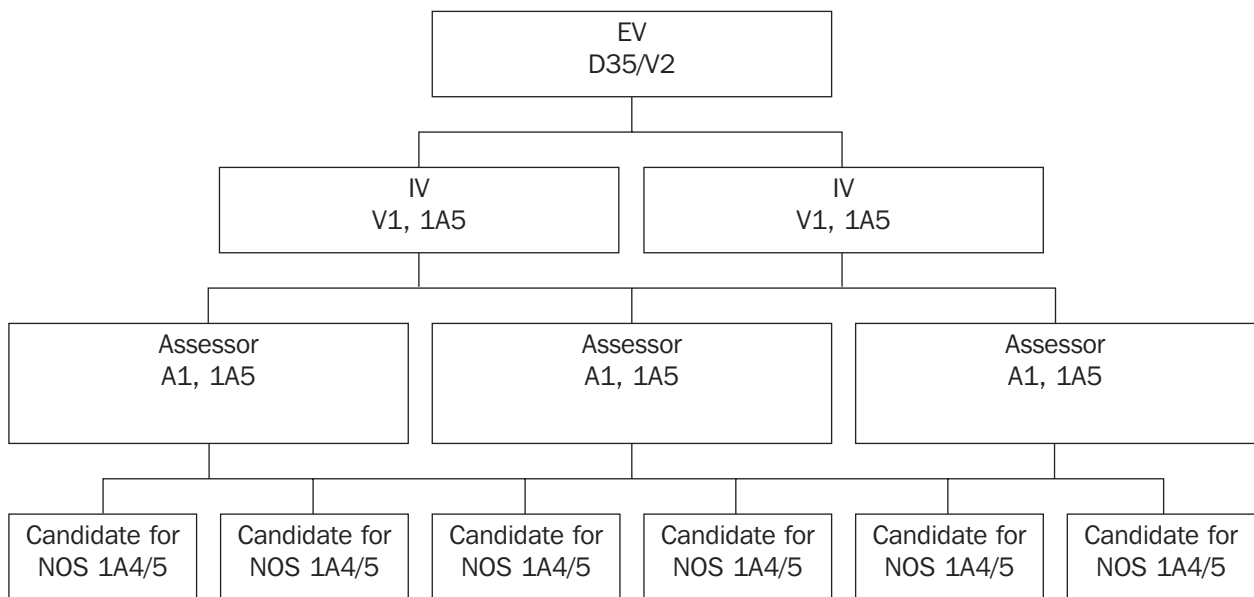
Forces will also be required to have EVs in place to provide an external examination of the assessment and verification process independent of the candidate, the candidate's force and the training provider. This individual will need to hold the V2 or D35 qualification. Should the force wish to accredit the NOS, either individually or as part of a larger suite of NOS, this would be done by EVs provided by the awarding body.

It is acknowledged that, in the initial stages, these requirements might not be achievable and that each force will start from a markedly different baseline. The diagrams on the page that follows illustrate the structure of the assessment process in the short and longer term, to show how this transitional phase can be managed.

Suggested interim assessment structure until 2007/8



Assessment structure from 2008 onwards



Appeals and Grievances

Forces should ensure that candidates have access to an appeals and grievances process in relation to their assessment.

Breaking Down NOS for Assessment

NOS describe competent performance in terms of outcomes of an individual's work and the knowledge and skills they need in order to perform effectively in the workplace. NOS allow a clear assessment of competence for all roles against nationally-agreed standards of performance, across a range of workplace circumstances. By defining what has to be achieved, rather than what has to be done, they provide the necessary flexibility to meet the needs of individuals.

NOS are divided into units. Each unit describes a complete and discrete area of work that can be completed by an individual. A unit is often introduced with a summary, which describes:

- what the unit is about;
- who the unit is aimed at;
- how it links to other units; and
- how it fits into the NVQ/SVQ framework.

Grouping together units of NOS can specify the full range of performance, knowledge and skills needed for a particular job.

Units can consist of a single part, but more usually are divided into two or more parts, called **elements**, that describe the actual activities to be carried out.

Each element contains clear **performance criteria** that describe what a competent performance includes.

Range statements specify the different circumstances under which individuals will be assessed in order to demonstrate competence. This ensures that candidates are able to perform competently regardless of the situation that they face.

Knowledge, understanding and skills that enable people do their jobs effectively.

NOS do not result in a pass or fail but rather in a decision as to whether the candidate is **competent** or not yet competent.

Assessing against NOS

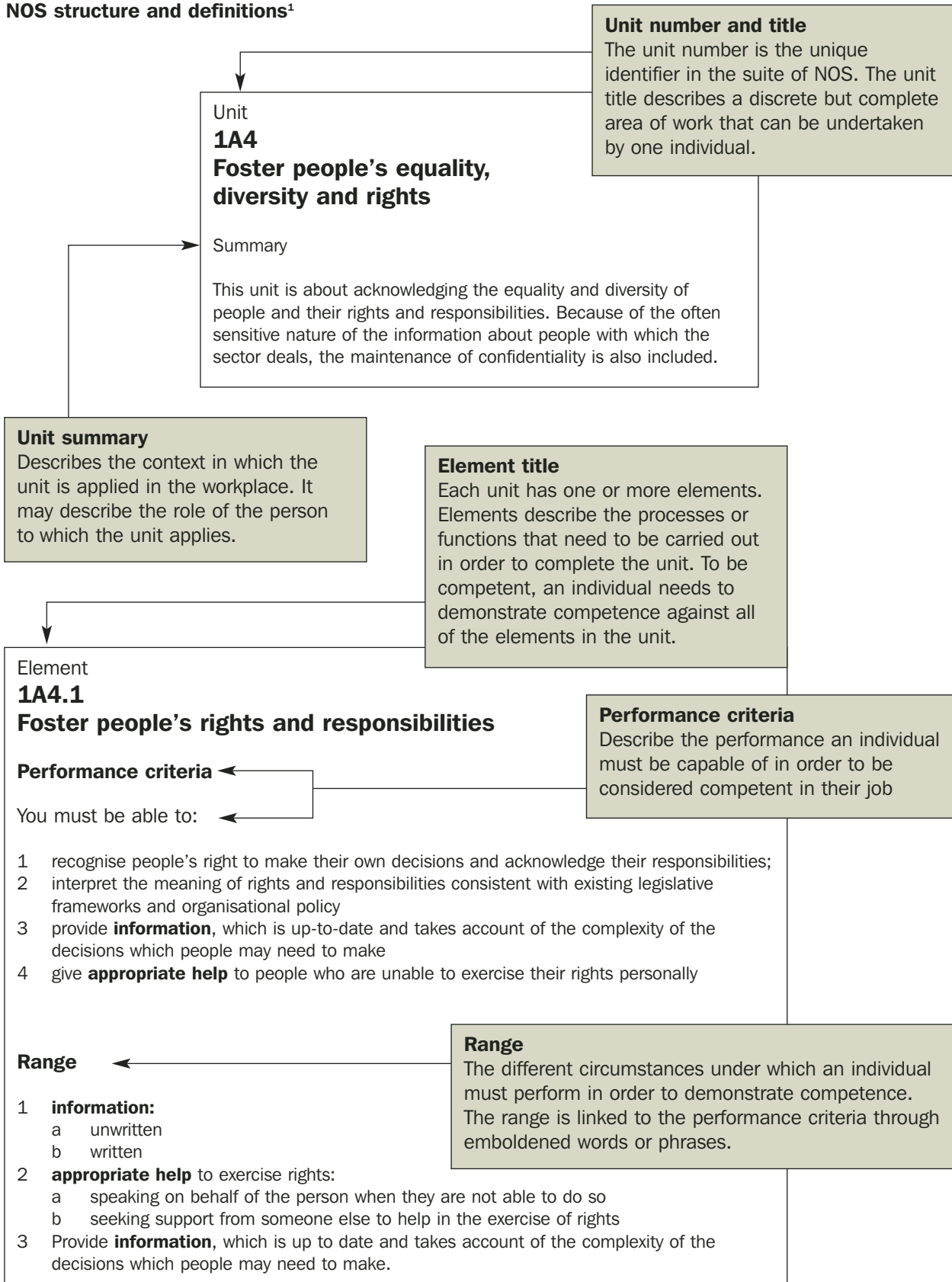
The assessor judges the evidence presented by the candidate against the performance criteria listed in the standards, and makes a decision as to whether or not the candidate is competent. The assessor checks that the evidence presented by the candidate is valid, authentic, current and sufficient.

Forces will be able to use the training environment to assess the UKU of the units.

The performance component of the NOS must be assessed in the workplace, under normal operational procedures.

Forces will need to use documentation to meet QCA guidelines for the recording of assessment; a set of these guidelines will be provided at the time.

NOS structure and definitions¹



¹The diagrams on pages 32 and 33 show an abridged version of the content of 1A4

Knowledge and understanding

Describes what individuals must know and understand in order to be able to demonstrate competence through the performance criteria. Knowledge and understanding relates to the whole unit.

Knowledge and understanding

You must know and understand:

Legislation, Policy and Good Practice

- 1 what is meant by the rights of people and those rights which the sector has a particular responsibility to promote
- 2 the responsibilities which people have to those with whom they live, work and directly interact, and to the wider community
- 3 the tensions which people experience between their own rights and responsibilities
- 4 the tensions that exist between different people's rights and responsibilities
- 5 the relationship of confidentiality to individual rights (for example, why individual choice regarding the confidentiality of information should be respected as far as is possible and the circumstances which over-ride individual choice, e.g. statutory obligations)
- 6 current legislation in relation to rights and responsibilities (including the recognition of personal beliefs)
- 7 the legal framework in which access to and transmission of information is set and how this may differ for different individuals and in different settings
- 8 the particular rights and restrictions under legislation related to people with whom, and settings with which, you are involved (for example the Mental Health Act and the Children Act)
- 9 moral rights which are not recognised in law but which are broadly accepted within a democratic society (this will include, for example, the moral implications of your action on individuals such as achieving the best balance between privacy and association with others, freedom from harassment, equity of treatment within an overall group)

Evidence requirements

Describes the evidence a person must produce in order to demonstrate competence.

Evidence requirements

You must provide your assessor with evidence for all the performance criteria and all aspects of range and knowledge. The evidence must be provided in the following ways, taking account of any special considerations which may be noted below:

Special considerations

You may wish to think about using work products as your main source of evidence for element 1A4.3. Due to the nature of this unit, performance evidence must come from real work activities. Simulations are not appropriate for providing evidence except in the case of any performance criteria and ranges listed below. You may wish to consider using work products as your main source of evidence for element 1A4.3.

Assessment Practice for NOS

Overview of Assessment

As candidates progress it will be necessary for checks to be made that the candidate can demonstrate both:

- learning – that they have acquired skills, knowledge and understanding; and
- competence – that they can apply this learning in the workplace and perform their duties to required standard.

Different strategies are applied for making these checks. The measures to ensure acquisition of learning are:

- learning diaries; and
- learning development review.

Competence

Assessment against the NOS is based on the assessor making judgements about competent performance. Competent performance is not simply the testing of whether specific tasks are executed to the required standard. It is also the demonstration by the candidate of their understanding and underpinning knowledge in carrying out the tasks, as well as the demonstration of appropriate core behaviours and due regard to diversity.

Holistic Assessment

The QCA Comparability Study Report Into Care 2000–2001 stated:

“In most of the approved centres where assessors took a holistic approach to assessment, observations were comprehensive and effectively cross-referenced to range, performance criteria and knowledge of units. This approach effectively captured naturally-occurring evidence in the workplace.”

With holistic assessment the assessor and candidate look at a forthcoming work activity and plan for evidencing a number of units or elements from this activity. The activity should be a normal work event, as even the simplest activity can provide some evidence towards completing a number of units.

Holistic assessment makes sense to learners as the assessment naturally comes out of their everyday practice rather than dictating and contorting it.

For good assessment it is essential that the assessor and candidate start the process by looking at work activity, not by looking at the NOS and attempting to map them against activity. Similarly, assessors and candidates must avoid attempting to engineer situations in which the candidate might be able to demonstrate competence.

If assessment is to be carried out efficiently and with a limited burden of time and administration, evidence from a range of sources should be used.

Some of these sources might be:

- direct observation;
- witness testimony;
- continuous professional development log;
- PDR;
- operation orders;
- professional narrative of candidate;
- minutes;
- letters, faxes or emails;
- complaints dealt with by the candidate;
- professional discussions; and
- community impact assessment.

The assessor must quickly be able to identify which elements of the NOS the work might relate to. This will be achieved by a thorough working knowledge of the NOS and will, of course, improve over time.

Candidates and assessors must remember that, when being assessed in the workplace against NOS, the standard required is competence, not perfection.

Competence in race and diversity should be demonstrated on a daily basis and, as long as it is recorded and evidenced regularly, the assessment process should have an increasingly limited impact on both candidate and assessor.

In recent times, diversity has sometimes been equated with issues to do with race. Race does have a major role in police learning and development, but diversity includes more than just racist incidents or hate crime. Diversity also includes age, gender, sexual orientation, religion and belief, disability, and many other areas.

In the case of 1A4 and 1A5, the evidence can easily be demonstrated by issues involving the candidate's colleagues or subordinates, as well as the public. An assessment made for reasonable adjustments in the workplace, or negotiating a part-time working schedule, are both good examples of this.

Roles and Responsibilities for Learners, Assessors and Verifiers

Learners are expected to:

- read the standards and accompanying documentation;
- meet deadlines agreed with their assessor as far as possible;
- set the pace of the process;
- work with their assessor to gather evidence;
- identify opportunities for gathering evidence;
- carry out their normal duties during assessment;
- listen to feedback from their assessor, check their understanding and decide together whether to act on the feedback or not;
- put together a folder of evidence. This should concentrate on quality, not quantity. Copies of work products should not be included, but reference should be made to where they are located;
- inform colleagues and others affected by the assessment of the presence of the assessor. Learners should confirm that the assessor's role is only to observe the candidate's performance, and should reassure others that they are not under scrutiny; and
- be sensitive to issues of confidentiality and help to identify solutions to any problems that might arise through discussion with superiors and with the assessor.

Assessors are expected to:

- know the content and meaning of the unit against which assessments are to be carried out;
- know the systems and criteria for qualification;
- know the assessment documentation;
- demonstrate that they have sufficient technical competence to evaluate and judge evidence for this qualification;

- follow the assessment process, for example completing an assessment plan, giving advice on evidence collation, making judgements and giving feedback to the learner;
- quality control the assessment process; and
- ensure consistency of the assessment for different types of learners (mature, young, disabled, etc) and be consistent in assessment with other assessors.

From the role, the requirements must be that the assessor:

- must have occupational expertise, demonstrated by the fact that they are currently confirmed in a policing role;
- is familiar with the structure and content of the qualification and with what evidence is required;
- is familiar with the terminology of units, the NOS and the requirements; and
- must have undertaken training in assessment practice such as that which leads to the A1 Assessor Award.

IVs are expected to:

- check that the assessment process is followed, that there is an assessment plan, that the evidence is collated and judged, and that feedback is given to the candidate;
- determine that sufficient evidence exists for the performance and knowledge requirements of the units;
- quality control the assessment process, checking matters such as equal opportunities, learner knowledge of the unit, whether the assessor is competent in the qualification they will judge, etc;

- ensure consistency of the assessment by the assessor for different types of candidate (mature, young, disabled, etc), and ensure consistency between assessors;
- be occupationally knowledgeable in respect of the units they are going to verify prior to commencing the role. It is critical that IVs understand the nature and context of the assessors' work and that of their candidates due to the risk-critical nature of the work and the legal implications of the assessment process;
- understand the content, structure and assessment requirements for the awards they are verifying;
- have undertaken training in a practice such as that which leads to the A1 Assessor Award; and
- have undertaken training in verification practice such as that which leads to the V1 Internal Verifier Award.

Special Assessment Needs

Consideration will need to be given by assessors to learners who may have any special assessment requirements, including issues of confidence, culture, diversity, learning style and ability and physical ability.

Learners with any kind of disability will be assessed *only* on their ability to do the job. It will be very rare that the disability will affect the judgement of the assessor; however, it may affect the way in which the assessor carries out an assessment, for example if a learner has dyslexia the assessor may decide to ask verbal questions rather than written ones.

The Assessment Process

Assessment helps to form judgements about the performance of learners. It involves making decisions about progress towards a goal, and whether the ultimate goal of competent performance has been reached. In order to assess a learner, evidence of performance and knowledge is required.

It is important to clarify the fundamental difference between evidence and assessment:

- Evidence is produced by the learner as a result of work done and knowledge demonstrated.
- Assessment is the process used to check the evidence, and includes observing work being done, checking completed work and asking questions to confirm knowledge and understanding.

The quality and credibility of the qualification relies entirely on the effective assessment of relevant evidence. Many of the NOS contain statements which require the learner to provide evidence that proves s/he is capable of combining various competencies. That activity needs to be carried out in a manner which reflects their understanding of and engagement with the community. Where this is the case, separate fragments of evidence would not provide this combination of various features and techniques and therefore would not be acceptable as a demonstration of competent performance.

The assessment process comprises the following elements:

- induction;
- planning;
- making and recording assessment decisions; and
- providing feedback.

Assessment Induction

An induction should be carried out at the commencement of the learner's assessment.

The assessor must ensure that the learner:

- understands assessment;
- agrees to undergo assessment;
- has a copy of the assessment documentation;
- has read and understood the appeals procedure; and
- completes and signs the induction record.

Assessment Planning

The assessment plans are the foundations of coherent and meaningful assessment. A plan should be written up prior to, and reviewed following, each stage of assessment.

The assessor must:

- be fully aware of the content and requirements of the units to be assessed;
- decide with the learner how the evidence will be generated to cover the requirements of the units;
- agree the appropriate assessment methods to be used;
- agree with the learner when and where the assessment will take place;
- ensure managers/supervisors and others affected by the assessment are informed and understand what is required of them; and
- complete the details required by the assessment plan.

Learners must:

- understand why they are being assessed;
- have details of the NOS that the assessment will cover;

- know what to do to prove competence;
- know who will be assessing them;
- know when and where the assessment will take place and how long it will take; and
- agree to all of the above criteria.

Assessment Methods

A range of assessment methods are available by which assessors can judge competency of performance. Assessors may use any of these methods at each assessment contact with the learner, for example observation in the workplace, oral questions and examination of work products.

Observation in the Workplace

The most effective way of assessing competence is through direct observation of the learner in the workplace while they are carrying out their normal activities.

During the observation the assessor must:

- ensure at the start of the assessment that the learner understands what will be assessed and what to expect;
- make judgements of competence against the NOS; and
- assess unobtrusively.

Observation in a replicated work environment, simulation or role play may not be used for assessment against NOS 1A4 or 1A5

Oral Questions

The assessor asks questions and the learner answers verbally. The questions may be provided in advance.

The assessor must:

- ask questions that do not lead the learner and in a way that enables the learner to answer fully; and
- record the questions and a summary of the answer on the assessment record.

Examination of Work Products

This evidence refers to products of the learners' work such as items that have been produced or worked on, documents produced as part of a work activity, records or photographs of the product. The work products should not be copied and placed in the portfolio but the assessor will mark on the assessment documentation where the items are stored.

The assessor must:

- ensure the work is authentic and it has been carried out by the learner. Where work products have been produced with input from a variety of people, the learner should clearly identify which components are their own work; and
- copy the work products or refer to where the work product is located on the assessment record.

Examination of Witness Testimony

A testimony is a written statement, confirming competent performance at carrying out a particular task or activity. The testimony must be written by an individual who is occupationally competent in the area that is being assessed, meaning that they can make a judgement as to whether the learner has demonstrated competence. The person writing the testimony does not have to be an assessor themselves.

The assessor must:

- examine the witness testimony and make a judgement as to whether the testimony is evidence of competent performance;
- make checks with the witness to ensure authenticity; and
- make verbal checks of performance with the learner if necessary to clarify competency.

Examination of Candidate Report

This is a description produced by the learner detailing how they carried out a particular task or activity, reflecting on the way they carried out or dealt with the situation and describing what they might do if a situation arose. This method of assessment can be used to assess knowledge evidence and also parts of the range that might be difficult to cover by other methods.

The assessor must:

- examine the candidate report and make a judgement about competency and knowledge; and
- attach the candidate report to the assessment record.

Written Questions

The assessor provides written questions and the learner writes the answers. This can be done in a formal testing situation. These questions may be designed to require short-form answers or detailed essay style answers.

The assessor must:

- ask questions that do not lead the learner and in a way that enables the learner to answer fully;
- where written answers are provided outside of a test environment, ask that learner additional questions to check authenticity if required; and

- attach the written answers to the assessment report.

Professional Discussion

This is a planned discussion between the learner and the assessor covering the learner's approach, understanding, reflection and practice in their normal duties. It may be a particularly helpful method to explore aspects of communication, interaction with the community, and understanding of race and diversity.

The assessor must:

- record the professional discussion on tape, video or in written format; and
- attach the evidence or refer to where the evidence is located on the assessment record.

Accreditation of Prior Learning

This method involves using retrospective evidence that the learner has already achieved the required competency. It is essential that the course or piece of work is recent and relevant to the units being assessed.

The assessor must:

- review the evidence carefully against the standards;
- ensure the work is authentic and has been carried out by the learner; and
- copy the evidence of prior learning or refer to where the evidence is located on the assessment record.

Projects

Small projects can be used to cover knowledge evidence or to confirm understanding of practical tasks.

The assessor must:

- review the project work carefully against the standards;
- ensure the work is authentic and that it has been carried out by the learner; and
- copy the project work or refer to where the project work is located on the assessment record.

Provision of Feedback

At all stages of the assessment, the assessor should ensure that the learner is fully engaged in their assessment and has a clear understanding of their progress.

The assessor must:

- at each point of assessment give constructive feedback stating clearly which criteria have been met, which have not been met and why;
- agree any actions for learning, training or development that the learner needs to pursue or gain competence and, if necessary, set a time for reassessment;
- ensure the learner is able to participate fully in the discussion of their performance;
- leave the learner feeling supported and confident about their assessment, and with a clear date for the next assessment; and
- complete the assessment report, outlining any development or training needs.

D: Evaluation Guide

- Introduction
- Aim and Objectives for the Evaluation of the PRDLDP Learning Materials
- Evaluation Methodology
- Timescale



D: Evaluation Guide

Centrex has developed an evaluation strategy based upon the Centrex Quality Assurance Strategy. The strategy integrates the findings of an independent consultation specifically focusing upon blended learning and PRDLDP. This document is an extrapolation of the strategy in a guiding format.

This document outlines the aims and timescales for initial evaluation. It is recommended that forces prepare for the national evaluation by identifying how the Centrex material is intended to be used.

Introduction

A strategy for improving performance in race and diversity 2004–2009 establishes the requirements for the design, implementation and evaluation of the PRDLDP. The commitment to evaluation is detailed in section 3.79–3.82. This requires formative evaluation to take place at both a local and national level, and to include both the delivery process and the impact of the learning programme. The specific roles and responsibilities of partner organisations are explained in section 4. The Programme Board is responsible for the overall strategic evaluation of the PRDLDP strategy, while Centrex leads the evaluation of the use and impact of the ‘Diversity *and* the Police’ branded learning materials. The latter is the remit for this evaluation strategy.

Centrex is currently rolling out the PRDLDP blended learning programme to forces under the terms of a licensing agreement. The aim of the licensing agreement is to enable the national evaluation of the PRDLDP by applying consistent yet flexible procedures to monitor and quality assure the delivery of the programme. The data

gathered by these procedures will inform the evaluation process at a local level and, following central collation, at national level. This relationship between quality assurance and evaluation is in line with *Models for Learning and Development in the Police Service 2005*. The quality assurance processes will be based on *Model Approach to Managing the Quality of Learning and Development*.

As the programme is implemented, there is a staged approach to evaluation, which will settle to regular evaluation as determined through the PRDLDP licence agreement. The first stage is based on forces’ development of implementation strategies. The second will report detailed issues arising and good practice. The third stage will further incorporate progress in relation to achievement of the relevant NOS.

Aim and Objectives for the Evaluation of the PRDLDP Learning Materials

Aim

To evaluate the use and impact of the PRDLDP learning and development materials provided by Centrex.

Objectives

- To identify the appropriateness of the PRDLDP material available to forces.
- To gather the reactions of users to the materials available.
- To identify how the learning and development programme enables learners to achieve NOS 1A4 and 1A5.

The local and national perspectives for each of these evaluation objectives are as follows.

To identify the appropriateness of the PRDLDP material available to forces

- How are the learning materials being used at local level? (Who, what, when and how?)
- The force PRDLDP implementation strategies will be used to provide a national picture of:
 - which forces are using the PRDLDP learning and development materials;
 - how forces plan to use the material, including provision of access to e-learning;
 - how the use of resources varies nationally;
 - how forces actually use the material (this may differ from the implementation plan); and
 - how take-up and use of the materials varies nationally.
- To what extent has contextualisation guidance and the format of the materials enabled local contextualisation?
- To what extent have the materials enabled forces to offer a blended learning package to learners?
- To what extent have forces developed the materials provided in response to local community intelligence and engagement?
- To what extent have the learning outcomes met the needs of the service?

To gather the reactions of users to the materials and methodologies available

- Are learners responding positively to the materials available?
- Are learners responding positively to the delivery methods available and the blends offered?
- Are training personnel responding positively to the materials available?

- Are forces providing access to e-learning?
- Are e-learners being offered support as they follow their course of study?
- Is reaction to the materials varying from force to force?

To identify how the learning and development programme enables learners to achieve NOS 1A4 and 1A5

- Has learning sufficiently supported the achievement of the NOS?
- Has learning impacted on the individuals' competence?
- How are forces approaching the assessment of the NOS?

Evaluation Methodology

Evaluation of the PRDLDP on Force Performance

The Home Office aims to measure the impact of the PRDLDP on operational performance at force and BCU level via the performance measures in the Police Performance Assessment Framework (PPAF). This quantitative data will be complimented by the baseline assessments of HMIC. The particular measures that may be affected by the PRDLDP are identified in section 3.74–3.76 of *A strategy for improving performance in race and diversity 2004–2009*.

National Evaluation of the PRDLDP Learning and Development Materials

Centrex will co-ordinate the national evaluation of the learning and development materials via the licensing agreement, with forces. By signing the licensing agreement, forces are agreeing to work in partnership with Centrex to enable the national evaluation of the programme.

Centrex will provide a consistent process for gathering and analysing local evaluation data via the MLE. Force data will be collated and analysed centrally to produce data for the national evaluation. The force training manager with the support of the chief officer champion will have responsibility for managing the implementation of the PRDLDP in-force.

The force is advised to develop and document their PRDLDP implementation strategy to establish local delivery methodologies and requirements, and identify local evaluation measures. A copy of force implementation strategies will be requested by Centrex (under the terms of the licensing agreement) to monitor how forces are planning to use the materials, and identify and disseminate good practice. The implementation strategies will also be used as a baseline to monitor actual use, inform the development of materials and identify national evaluation measures. The national evaluation aims and objectives outlined in this handbook should be considered as the force implementation strategy is developed.

Centrex will identify a senior manager to oversee the ongoing design and delivery of the PRDLDP material to forces. The Centrex Programme Management Unit will co-ordinate the management and administration of the programme. NCALT will provide access to the MLE and provide evaluation data to the Programme Management Unit.

The Managed Learning Environment

The MLE and the individual force domains will allow force training managers, supervisors and learners to monitor and track the learning process. It will enable evaluation data to be gathered and collated, allowing managers continually to monitor

implementation of the PRDLDP against the force implementation strategy.

Local Evaluation of the PRDLDP

Data gathered by forces at local level will form the basis of the national evaluation, which will be co-ordinated by Centrex. The methodology for gathering the local evaluation data will depend on the delivery methodology selected. In a blended approach each part may need a different system to gather the evaluation data, but it should aim to gather the same type of information. The MLE can be used to collate the information.

Delivery Options within the Blended Approach

- *E-learning*. The MLE will automatically record details of:
 - who registers (including diversity monitoring information and rank/grade and role);
 - which modules are studied and how (i.e. dipping into modules for reference purposes or full study of complete modules);
 - completion and how long each learner takes; and
 - the learning achieved, via built in knowledge checks (this may be supported by line manager discussions and/or developmental actions plans).

On completion of each module the MLE will send each learner an evaluation questionnaire. This gathers details of their reaction to the content of the module e-learning package and methodology. The data from the questionnaires will be collated by NCALT and sent to force managers and the Centrex Programme Management Unit on a monthly basis.

- *Paper-based workbooks.* Forces opting to use paper-based material, either as part of a blended approach or as a single solution, will need to establish a method of tracking the learning process to gather:
 - who is studying (including diversity monitoring information and rank/grade and role);
 - which modules are studied and how (i.e. reference use only or full study of complete modules);
 - completion and how long each learner takes;
 - the learning achieved, via knowledge checks, line manager discussions or action plans; and
 - learner reactions to the materials, which will be requested as part of the license agreement.
- *Classroom-based learning.* The PRDLDP material has been designed to allow it to be delivered in many different ways. Forces are encouraged to contextualise the material to make the learning relevant to local experience. It may be incorporated into existing training provision, or provide the basic knowledge for specific training programmes. The following details should be recorded:
 - which materials are used and how;
 - student attendance (entered into the MLE or on an alternative systems);
 - learner reaction to the training event and the material used. Forces should produce an evaluation questionnaire to gather this data, which should be collated and analysed for each event and made available for the national evaluation process; and
 - trainer reaction to the training event and whether the material enabled contextualised learning, was suitably flexible and capable of being adapted for the learning event planned and facilitated force engagement with the local community.

Timescale

Stage One

Centrex advises forces to draft implementation strategies and to commence implementation as soon as possible. Centrex facilitated the initial stage by sending a questionnaire in January 2006 to all forces to gather critical information. The responses have been brought together into the first national evaluation report, which includes details of:

- which forces have signed the licensing agreement;
- which forces are using the PRDLDP material;
- how forces are planning to use the materials (i.e. force implementation strategies);
- initial reactions of the force training teams to the materials available; and
- initial reactions of learners to the materials available.

Stage Two

Centrex will produce a second national evaluation report in September 2006. This will update the information in the first report and include details of issues arising and good practice from:

- force progress with implementation of the PRDLDP;
- application of blended learning approach, including provision of access to e-learning;
- local contextualisation of materials;
- local community involvement; and
- progress of priority groups being assessed against NOS 1A4 and 1A5.

Stage Three

Centrex will produce a third national evaluation report in March 2007. This will update the previous report, and will also:

- report on national achievement of NOS 1A4 and 1A5, by role and responsibility; and
- consider how the PRDLDP has assisted learners to achieve the NOS.

Annexes

Annex A: Module Map

- How to Use the Module Map
- Instructions: Using the Summary Table
- Instructions: Using the Outcomes Table
- 1A4 Summary Table
- 1A5 Summary Table
- Sample Outcomes Table

Annex B: NOS 1A4, 1A5

Annex A: Module Map

This sample module map has been developed as a tool to illustrate how to link specific pieces of underlying knowledge within NOS (UKUs) 1A4 and 1A5 with a learner’s requirements using the PRDLDP materials. The sample shows a summary map and how it corresponds to the NOS mapped against the race module. The full version is available in the MLE and covers the following modules: diversity, race, disability, religion and belief, sexual orientation, gender and age.

How to Use the Module Map

The module map is provided in three parts:

- instructions for use;
- Summary Table, covering content of all strands of the programmes provided in this document; and
- Sample Outcomes Table, covering the outcomes for each strand, the full set of which is available through the MLE.

Instructions: Using the Summary Table

The numbers refer to the underpinning knowledge and understanding within the occupational standards

These headings refer to the strands of the learning programme

| UKU (1A4) | Diversity | Race | Religion and belief | Gender | Sexual orientation | Age |
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Instructions: Using the Outcomes Table

These are the learning outcomes identified in the descriptors

This is the chapter heading from the learning resources

Gender and discrimination

| UKU (1A4) | Explain the practical implications of sex discrimination legislation for the police service as an employer and in society | Define sexual harassment under the Employment Equality (Sex Discrimination) Regulations 2003 | Describe behaviour that amounts to sexual harassment or sex discrimination | State two ways in which sexual harassment or sex discrimination can be tackled |
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The numbers refer to the UKU within the NOS

1A4 Summary Table

| UKU (1A4) | Diversity | Race | Religion and belief | Gender | Sexual orientation | Age (forth-coming) | Disability (forth-coming) |
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1A5 Summary Table¹

| UKU (1A5) | Diversity | Race | Religion and belief | Gender | Sexual orientation | Age (forth-coming) | Disability (forth-coming) |
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¹This table is a reference to some of the knowledge of 1A5

Sample Outcomes Table

The Sample Outcomes Table for race will cover two chapters as below.

Race Awareness (Chapter 1)

| UKU (1A4) | Describe the main issues that affect race relations today | Explain the role of the Commission for Racial Equality in promoting racial equality | Explain the main provisions of the Race Relations (Amendment) Act 2000 | Explain the individual and organisational responsibility to promote race relations under the Act | Outline the changes made to the Race Relations Act 1976 by the Race Regulations 2003, giving examples of how the Regulations will impact on service delivery issues | Outline the changes made to the Race Relations Act 1976 by the Race Regulations 2003, giving examples of how the Regulations will impact on employment issues |
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Responding to a Racist Incident (Chapter 2)

| UKU (1A4) | Understand what is meant by the term racist incident | Understand what is meant by racially aggravated offences | Outline the procedures for responding to a racist incident | Describe sources of support for victims of racially motivated incidents and their families both within and outside the police service | Describe actions you can take to proactively reduce racist incidents | Describe best practice in protecting and supporting victims of repeated racist attacks or harassment |
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Annex B: NOS 1A4, 1A5

1A4 Foster people's equality, diversity and rights

Summary

This unit is about acknowledging the equality and diversity of people and their rights and responsibilities. Because of the often sensitive nature of the information about people with which the sector deals, the maintenance of confidentiality is also included.

Whilst it is recognised that you may not always be in a position to change and influence structures directly, you are expected to be proactive against discrimination.

The standards recognise that to acknowledge people's equality, diversity and rights you must be able to handle a number of competing tensions: within people themselves, and between different people. When identifying the various and diverse groups that may experience discrimination, you may wish to consider the following: race/ethnicity, religion/faith, sexual orientation, social status, poverty, physical disability, learning disabilities and mental health, age, gender/sex, migrants, asylum seekers, travellers (including Roma), non-English speaking groups, single parents, unemployed, students, mixed heritage, family status, political belief. (This list is illustrative of the levels of diversity and complexity of a society but is not exhaustive.)

The term 'people' is used broadly to cover individuals, families, groups, communities and organisations. The people may be clients, colleagues or anyone else with whom you come into contact.

This unit is aimed at those whose work role is limited in terms of accountability or overall responsibility, generally those who work in a supporting role to others.

There are three elements:

- 1A4.1 Foster people's rights and responsibilities
- 1A4.2 Foster equality and diversity of people
- 1A4.3 Maintain the confidentiality of information

Element

1A4.1 Foster people's rights and responsibilities**Performance Criteria**

You must be able to:

- 1 recognise people's right to make their own decisions and acknowledge their responsibilities
- 2 interpret the meaning of rights and responsibilities consistent with existing legislative frameworks and organisational policy
- 3 provide **information**, which is up-to-date and takes account of the complexity of the decisions which people may need to make
- 4 give **appropriate help** to people who are unable to exercise their rights personally
- 5 acknowledge and provide **appropriate support** towards the resolution of **tensions** between rights and responsibilities
- 6 ensure the necessary records relating to the promotion of rights and responsibilities are accurate, legible and complete
- 7 provide the necessary information to people who wish to make a complaint about an infringement of their rights

Range

- 1 **information:**
 - a unwritten
 - b written
- 2 **appropriate help** to exercise rights:
 - a speaking on behalf of the person when they are not able to do so
 - b seeking support from someone else to help in the exercise of rights
- 3 **appropriate support** towards resolution:
 - a direct challenges to the people concerned
 - b help sought from others towards a resolution
- 4 **tensions:**
 - a within people
 - b between people

Element

1A4.2 Foster equality and diversity of people

Performance Criteria

You must be able to:

- 1 show consistency with people's expressed beliefs and views and acknowledge the benefits of **diversity**
- 2 promote anti-discriminatory practice in ways which are consistent with legislative frameworks and organisational policy
- 3 take **appropriate action** to minimise the impact of discrimination and oppression on people
- 4 promote equality and diversity and seek advice and guidance when difficulties arise
- 5 record information which is consistent with the promotion of equality and **diversity**

Range

- 1 **diversity:**
 - a individual and social characteristics
 - b values and beliefs
- 2 **appropriate action:**
 - a challenge the source of the discrimination
 - b seek the support of others to challenge discrimination

Element

1A4.3 Maintain the confidentiality of information

Performance Criteria

You must be able to:

- 1 show **information stored** in, and retrieved from, recording systems is consistent with the requirements of legislation and organisational policy
- 2 maintain records which are accurate and legible and contain only the information necessary for the record's purpose
- 3 disclose information only to those who have the right and need to know once proof of identity has been obtained
- 4 take **appropriate precautions** when **communicating** confidential or sensitive information to those who have the right and need to know it
- 5 share information with others, in a clear and appropriate manner
- 6 securely handle and store confidential records in the correct place

Range

- 1 **information stored:**
 - a electronically
 - b in writing
- 2 **appropriate precautions** in relation to:
 - a who might overhear or oversee the information
 - b who might access the information
- 3 **communicating:**
 - a electronically
 - b in writing
 - c orally

Knowledge and Understanding

You must know and understand:

Legislation, Policy and Good Practice

- 1 what is meant by the rights of people and those rights which the sector has a particular responsibility to promote
- 2 the responsibilities which people have to those with whom they live, work and directly interact, and to the wider community
- 3 the tensions which people experience between their own rights and responsibilities
- 4 the tensions which there are between different people's rights and responsibilities
- 5 the relationship of confidentiality to individual rights (for example, why individual choice regarding the confidentiality of information should be respected as far as is possible and the circumstances which over-ride individual choice e.g. statutory obligations)
- 6 current legislation in relation to rights and responsibilities (including the recognition of personal beliefs)
- 7 the legal framework in which access to, and transmission of, information is set and how this may differ for different individuals and in different settings
- 8 the particular rights and restrictions under legislation related to people with whom, and settings with which, you are involved (e.g. Mental Health Act, Children Act)
- 9 moral rights which are not recognised in law but which are broadly accepted within a democratic society (this will include, for example, the moral implications of your action on individuals such as achieving the best balance between privacy and association with others, freedom from harassment, equity of treatment within an overall group)

- 10 the public charters and policies which relate to the people or settings in which you work
- 11 organisational policies (of the organisation which employs or contracts you) relating to rights and responsibilities
- 12 relevant complaints systems and methods of accessing these
- 13 the differing policies which organisations may have to the confidentiality, access and transmission of information and the effect which this has your role
- 14 your role in the setting, the limits which are set on the actions which they may take and their relationship to other members of the work team
- 15 the records which you are responsible for completing in relation to rights and responsibilities
- 16 the information which you are required to share with others (such as someone intends to commit suicide, someone is taking drugs which may affect their actions) and the organisation's policy on handling the confidentiality of such information

Services and Products

- 17 the sources of information which may be available to you or which may have a bearing on their behaviour, such as guidelines, policy and law
- 18 the support services available to you

Factors Which Influence What You Do

- 19 how personal beliefs and preferences (including your own) may affect the way in which people interact with others (e.g. the inappropriate use of the term 'Christian name' to those who are not of the Christian faith rather than using 'first name')
- 20 the effect which beliefs and preferences may have on aspects of daily living (such as diet, clothing, transport, worship and access to others)

- 21 the effects which your own beliefs may have on their behaviour and the methods which they can use to identify their own prejudice and challenge it
- 22 the limits which various environments impose on behaviour and the particular limits which are imposed in your environment
- 23 the diverse experiences and perspectives which people bring to any interactions and the benefits of diversity in a multi-cultural society
- 24 the assumptions and oppressions which surround different groups (such as sexism, ageism, heterosexism, discrimination against those with mental health problems, learning disabilities and physical disabilities)
- 25 the forms which discrimination may take, the behaviour which may be expressions of these and how they may differ between different groups and in different settings
- 26 the possible effects of stereotyping, prejudice and labelling on people
- 27 the grey areas surrounding confidentiality and the tensions which there may be in maintaining confidentiality
- 28 the particular aspects which have to be taken into account regarding how information is transmitted
- 29 the reasons why some people may claim they have the right or the need to know information (e.g. where the request is based on genuine or false information such as the risks of transmission of particular diseases)

How to Achieve Important Outcomes

- 30 the ways in which you can best promote people's rights and how you can best handle the tensions which they may feel between their values and beliefs and those of the people with whom they work
- 31 how to recognise when people are not able to exercise their rights personally and methods of enabling people to exercise their rights effectively – themselves, through you or through seeking help from someone else
- 32 how best to challenge people when their choices or actions infringe the rights of others
- 33 what acceptable proof of identity is, the different forms which this may take and how proof of identity may be obtained from various sources
- 34 methods for maintaining confidentiality in relating to who might be able to overhear or oversee information or those who might access it and how confidentiality may be inadvertently breached

1A5 Promote people's equality, diversity and rights

Summary

This unit is about promoting the equality and diversity of people and their rights and responsibilities. Because of the often sensitive nature of the information about people with which the sector deals, the promotion of confidentiality is also included. You are expected to be proactive in promoting people's rights and responsibilities; equality and diversity; people's right to confidentiality.

The standards recognise however that these areas often have a number of competing tensions: within people themselves, between different people and between people and organisations. When identifying the various and diverse groups that may experience discrimination, you may wish to consider the following: race/ethnicity, religion/faith, sexual orientation, social status, poverty, physical disability, learning disabilities and mental health, age, gender/sex, migrants, asylum seekers, travellers (including Roma), non-English speaking groups, single parents, unemployed, students, mixed heritage, family status, political belief. This list is illustrative of the levels of diversity and complexity of a society but is not exhaustive.

The term 'people' is used broadly to cover individuals, families, groups, communities and organisations. The people may be clients, colleagues or anyone else with whom you come into contact.

This unit is applicable to those who have responsibility and accountability for their own actions.

There are three elements:

- 1A5.1 Promote people's rights and responsibilities
- 1A5.2 Promote equality and diversity of people
- 1A5.3 Promote people's right to the confidentiality of information.

Element

1A5.1 Promote people's rights and responsibilities**Performance Criteria**

You must be able to:

- 1 act in ways that recognise people's right to make their own decisions in the **context** of their lives, and acknowledge people's responsibilities
- 2 interpret the meaning of rights and responsibilities through your actions, consistent with existing legislative frameworks and agency policy
- 3 provide up-to-date **information**, which takes account of the complexity of the decisions which people may need to make
- 4 give the **appropriate help** to enable people who are unable to exercise their rights personally to do so
- 5 acknowledge **tensions** between rights and responsibilities and give the **appropriate support towards their resolution**
- 6 make necessary records relating to the promotion of rights and responsibilities accurately, legibly and completely
- 7 record information in ways which are consistent with the promotion of rights and which distinguish between facts and opinions
- 8 provide the necessary information to enable people who wish to make a complaint about an infringement of their rights to do so

Range

- 1 **context:**
 - a socio-economic
 - b personal
- 2 **information:**
 - a unwritten (may include the use of speech, signs and symbols)
 - b written
- 3 **appropriate help:**
 - a acting on behalf of the person when they are not able to do so
 - b seeking someone else to act on the person's behalf (e.g. an interpreter or advocate)
- 4 **tensions:**
 - a within people
 - b between people
 - c between people and agencies
- 5 **appropriate support towards resolution:**
 - a direct challenges to the people concerned
 - b help sought from others towards a resolution
 - c seek to change the structures and systems which affect the person's rights

Element

1A5.2 Promote equality and diversity of people**Performance Criteria**

You must be able to:

- 1 act in ways which are consistent with people's expressed beliefs and views and acknowledge the benefits of **diversity**
- 2 promote anti-discriminatory practice in ways that are consistent with professional and legislative frameworks and agency policy
- 3 take the **appropriate action** to minimise the impact of discrimination and oppression on people
- 4 seek the **appropriate support** when they are having difficulty promoting equality and **diversity**
- 5 make the necessary records relating to the promotion of equality and diversity accurately, legibly and completely
- 6 record information in ways that are consistent with the promotion of equality and diversity

Range

- 1 **diversity:**
 - a individual and social characteristics
 - b values and beliefs
- 2 **appropriate action:**
 - a challenge the source of the discrimination and oppression
 - b seek the support of others to challenge discrimination and oppression
 - c seek appropriate support for the person who is being oppressed or discriminated against
- 3 **appropriate support:**
 - a advice, guidance, counselling and support for yourself
 - b support for joint action to challenge discrimination and oppression

Element

1A5.3 Promote people's right to the confidentiality of information

Performance Criteria

You must be able to:

- 1 **store information** in, and retrieve it from, recording systems consistent with the requirements of legislation and agency policy
- 2 make accurate and legible records, which contain only the information necessary for the record's purpose
- 3 disclose information only to those who have the right and need to know, and when proof of identity has been obtained
- 4 take the **appropriate precautions** when **communicating** confidential or sensitive information to those who have the right and need to know it
- 5 tell people who have told you something which you are required to share with others, in a clear and appropriate manner, that this is the case
- 6 handle confidential records securely and store them in the correct place
- 7 seek **support** when it appears that information is being misused

Range

- 1 **store information:**
 - a electronically
 - b in writing
- 2 **appropriate precautions** in relation to
 - a who might overhear or oversee the information
 - b who might access the information
- 3 **communicating:**
 - a electronically
 - b in writing
 - c orally
- 4 **support:**
 - a advice from colleagues and others on the action you should take
 - b support from colleagues and others to take joint action

Knowledge and Understanding

You must know and understand:

Legislation, Policy and Good Practice

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| <ol style="list-style-type: none"> 1 the principle of equity in the sector and how this relates to people's needs 2 what is meant by the rights of people and those rights which the sector has a particular responsibility to promote 3 the responsibilities which people have to those with whom they live, work and directly interact, and to the wider community 4 the tensions which people experience between their own rights and responsibilities 5 the tensions which there are between different people's and agencies' rights and responsibilities 6 the relationship of confidentiality to individual rights 7 why individual choice regarding the confidentiality of information should be respected as far as is possible and the circumstances which over-ride individual choice (e.g. statutory obligations) 8 the information which may indicate that people are at risk (such as someone intends to commit suicide, someone is taking drugs which may affect their actions) and the organisation's policy on handling the confidentiality of such information 9 rights and responsibilities of people under current legislation and agreed legislation which is in the process of being implemented 10 legislative requirements and the organisational policies and procedures relating to the recognition of personal beliefs 11 the legal framework in which access to, and | <ol style="list-style-type: none"> 12 transmission of, information is set and how this may differ for different individuals and in different settings (e.g. Mental Health Act, Children Act) 13 particular rights and restrictions under legislation related to people with whom, and settings with which, you are involved (e.g. Mental Health Act, Children Act) 14 moral rights which are not recognised in law but which are broadly accepted within a democratic society (this will include, for example, the moral implications of your action on individuals such as achieving the best balance between privacy and association with others, freedom from harassment, equity of treatment within an overall group) 15 the public charters and policies which relate to the people or settings in which you work 16 organisational policies (of the organisation which employs or contracts you) relating to rights and responsibilities and personal beliefs and how these differ from the policies of other organisations 17 relevant complaints systems and methods of accessing these 18 the differing policies which organisations may have regarding the confidentiality, access and transmission of information and the effect which this has on your role 19 how the transmission of information, and the setting in which it takes place, may affect confidentiality (e.g. telephone conversations in open offices, faxes arriving at central points) 20 your role in the work setting, the limits which are set on the actions which you may take and your relationship to other members of the work team |
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- 20 the records which you are responsible for completing in relation to rights and responsibilities
- 21 how systems and structures can have an effect on people's rights and your responsibility in drawing this to people's attention

Services and Products

- 22 the sources of information which may be available to you or which may have a bearing on your behaviour, such as guidelines, policy and law
- 23 how to get hold of information relating to rights
- 24 the support services available to you
- 25 where you may go for support regarding concerns about the misuse of information if you believe that there is a conflict of interest

Factors Which Influence What You Do

- 26 why it is important to encourage individuals to communicate what they want as long as this does not adversely affect the rights of others
- 27 how personal beliefs and preferences (including your own) may affect the way in which people interact with others (e.g. the inappropriate use of the term 'Christian name' to those who are not of the Christian faith rather than using 'first name')
- 28 the effect which beliefs and preferences may have on aspects of daily living (such as diet, clothing, transport, worship and access to others)
- 29 the effects which your own beliefs may have on your behaviour and the methods which you can use to identify your own prejudice and challenge it

- 30 the ways in which communication with people may reflect your role and the power invested in that role
- 31 the limits which various environments impose on behaviour and the particular limits which are imposed in your environment
- 32 the effect of equality and inequality on people's health and social well-being
- 33 how the socio-economic and personal context of people's lives affects their values and priorities and the decisions they are able to make
- 34 why the decisions which people make about their lives are complex and the nature of this complexity
- 35 structural inequalities in the current provision of services and the effect of these on people's lives
- 36 the diverse experiences and perspectives which people bring to any interactions and the benefits of diversity in a multi-cultural society
- 37 the assumptions and oppressions which surround different groups (such as sexism, racism, ageism, heterosexism, discrimination against those with mental health problems, learning disabilities and physical disabilities) and the ways in which this is built into society and organisations
- 38 the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings
- 39 the difference between inappropriate, unfair and unjust discrimination in contrast to appropriate, fair and just differentiation between people

- 40 possible effects of stereotyping, prejudice and labelling on people
- 41 the grey areas surrounding confidentiality and the tensions which may exist between individual, group, societal and organisational rights and responsibilities
- 42 the reasons why some people may claim they have the right or the need to know information (e.g. where the request is based on genuine or false information such as the risks of transmission of particular diseases)
- 43 how information can be misused by individuals and organisations

How to Achieve Important Outcomes

- 44 the ways in which you can best promote people's rights and how you can best handle the tensions which you may feel between your values and beliefs and those of the people with whom you work
- 45 how to recognise when people are not able to exercise their rights personally and methods of enabling people to exercise their rights effectively – themselves, through you, or through the use of another (such as an interpreter or advocate)
- 46 methods of challenging discriminatory behaviour and attitudes (for example, how best to challenge people when their choices or actions infringe the rights of others)
- 47 how equality of access and provision may best be promoted
- 48 how proof of identity may be obtained from various sources, what acceptable proof of identity is and the different forms which this may take
- 49 the methods for maintaining confidentiality in public environments and how confidentiality may be inadvertently breached

