

# A strategy for improving performance in race and diversity 2004–2009

The Police Race and Diversity Learning and Development Programme



Home Office

Association  
of Police  
Authorities



CENTREX  
DEVELOPING POLICING EXCELLENCE





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# Foreword

## We strongly believe that valuing diversity is crucially important to the development of policing in the 21st century.

A principal aim of the Government's Police Reform Programme is to provide a citizen-focused service that responds to the needs of individuals and communities and inspires confidence in the police. The **Police Race and Diversity Learning and Development Programme** seeks to help fulfil this aim.

The Programme will ensure improvements in race and diversity performance across the police service. This will primarily be done through the delivery of effective race and diversity learning and development.

The focus of the Programme is to facilitate the development of knowledge, progress understanding, provide skills, challenge attitudes, and change behaviour. At the most basic level, officers and staff need to be able to work effectively with everyone in their local communities in reducing crime.

The primary focus must be on race. However, the Programme also encompasses gender, sexual

orientation, disability, age and religion and belief. Furthermore, the Programme acknowledges the full scope of race related issues, and includes those involving Gypsy and Traveller groups.

We are working towards the goal of everyone in the police service, including the wider police family, being assessed as competent against National Occupational Standards relating to race and diversity.

As well as improving the provision of training, individuals must also have access to other means of development tailored to their particular needs. There must be a clear link between all learning and development and improved performance at an individual, team, force and service-wide level.

Finally, everyone in the police service must be held accountable for their performance in race and diversity issues. The importance of race and diversity learning and development to the work of the police service cannot be underestimated.



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# Section 1: Introduction

- Background
- Scope
- Key Elements
- A Fresh Approach



# Introduction



## Background

- 1.1 Under the Stephen Lawrence Inquiry Action Plan, Community and Race Relations (CRR) Training has been delivered across the police service in England and Wales since 1999.
- 1.2 This training has been evaluated by the Institute for Employment Studies (IES) and quality assured by the Gus John Partnership (GJP).
- 1.3 Her Majesty's Inspectorate of Constabulary (HMIC) published a thematic report on race and diversity training, *Diversity Matters*, in 2003. This is available online at <http://www.homeoffice.gov.uk/hmic/hmic.htm>.
- 1.4 Following the publication of *Diversity Matters*, a new National Learning Requirement for race and diversity was drafted by the Association of Chief Police Officers (ACPO) and issued widely for consultation. This is available on the Home Office website (<http://www.homeoffice.gov.uk>).
- 1.5 The publication in June 2004 of the interim Commission for Racial Equality (CRE) report, *A Formal Investigation of the Police Service in England and Wales*, has re-emphasised the need to achieve results in this area. The interim report can be found on the CRE website (<http://www.cre.gov.uk>).
- 1.6 We are now in a position to implement the Police Race and Diversity Learning and Development Programme. This is a major new programme aimed at improving police performance in race and diversity through learning and development. This document sets out the strategy for the Programme, the Business Case for it and the implementation plan.
- 1.7 This Programme is being taken forward by the Police Race and Diversity Learning and Development Board, on which the tripartite partners and all the key stakeholders are represented, and which reports to the Police Training and Development Board, the Lawrence Steering Group and Ministers.

## Scope

- 1.8 This strategy covers the race and diversity learning and development needs of the police service in England and Wales. As well as officers at all ranks, it also applies to all police staff and the wider police family, including Special Constables and Police Community Support Officers (PCSOs).

- 1.9 It sets out the priorities for the tripartite partners (the Home Office, the Association of Police Authorities (APA) and ACPO). It is aimed primarily at police authorities, chief officers and other senior managers, HR directors, force training managers and Centrex. However, it will be of great importance to everyone in the service.
- 1.10 It covers all diversity areas, including race, gender, sexual orientation, disability, age and religion and belief.
- 1.11 This strategy is not just restricted to training. Race and diversity learning and development should influence the daily behaviour of everyone in the police service and affects everyone with whom the police come into contact. Central to this needs to be the belief that treating all people with decency and respect is the most effective way to conduct policing.
- 1.12 The Programme is linked to other police learning and development programmes, including the Initial Police Learning and Development Programme, the Core Leadership Development Programme and the Senior Leadership Development Programme.
- 1.13 It is also designed to be part of the ACPO Race and Diversity Strategy, the National Policing Plan, and the wider Police Reform Programme.
- 1.14 This strategy will be reviewed annually and results of the review will be published.

## Key Elements

- This strategy seeks to improve performance in race and diversity through learning and development.
- Race and diversity learning and development will cover race, gender, sexual orientation, disability, age and religion and belief. This programme also acknowledges the full scope of race-related issues, including those relating to Gypsy, Traveller, immigrant and asylum seeker communities.
- Race and diversity learning and development will be driven by the need to improve individual, team, force and service-wide performance.
- All individuals have a responsibility for their own performance in relation to race and diversity and for their ongoing development.
- All learning and development must be relevant to individual roles and to local needs.
- There will be a blended approach to learning and development. Maximum use must be made of the full range of development opportunities.
- Communities must be involved in all stages of learning and development; needs analysis, design, delivery and evaluation.
- The strategy includes learning and development for those engaged in the delivery and assessment of learning and development.
- Performance on race and diversity learning and development will be monitored at all levels and at an individual level will be linked to the Performance and Development Review (PDR) process, promotion opportunities and benefits.
- All members of the police service will be assessed against National Occupational Standards relating to race and diversity.
- Performance will be monitored at Basic Command Unit, force and service-wide levels through the Policing Performance Assessment Framework (PPAF) and HMIC baseline assessments.

## A Fresh Approach

This strategy is fundamentally different from previous approaches to race and diversity training in a number of key areas:

- Although race remains the primary focus, this strategy covers all diversity areas, including gender, sexual orientation, disability, age and religion and belief. The strategy is about how the police treat all people.
- Race and diversity learning and development will be contextualised to take into account individual circumstances, such as the learner's role, rank or grade and the local policing environment.
- Individuals will be responsible for their own performance with respect to race and diversity. Individual performance will be linked to the PDR process, therefore having consequences for promotion and benefits.
- To be able to evaluate race and diversity learning and development effectively, all members of the police service will be assessed against National Occupational Standards.
- At force and Basic Command Unit level, performance in this area will be monitored through PPAF and the HMIC baseline assessments.
- We will ensure that race and diversity learning and development becomes and remains a part of every force's core business.





## Section 2: Business Case

- The Business Case for Race and Diversity Learning and Development



## The Business Case for Race and Diversity Learning and Development

Race and diversity issues are at the forefront of effective policing. Chief constables and police authorities must ensure that the business case is made to all officers and staff so that everyone in the service has access to it and the opportunity to understand it.

Effective race and diversity learning and development, with the committed participation of all members of the police service, will lead to improved operational performance through:

- A change in organisational culture and practices to eliminate discrimination and establish an ethos of fair treatment for everyone.
- Improved recruitment and retention of officers and staff from all underrepresented groups.
- Improved interaction with diverse communities, creating a citizen-focused, community based police service.
- Better intelligence and information from the public.
- Increased community confidence.
- An achieved level of competence assessed through PDR and promotion procedures.
- Improved Basic Command Unit and force performance in race and diversity issues.
- Compliance with legislation such as the Employment Equality (Sexual Orientation) Regulations 2003, the Employment Equality (Religion and belief) Regulations 2003, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Sex Discrimination Act 1995.
- An upholding of the moral principle of intolerance of all forms of discrimination.

## Section 3: Programme Goals

- Summary of Programme Goals
- Creating a Supportive Infrastructure
- Race and Diversity Champion
- Approach
- Learning and Development
- Community Engagement
- Outcomes
- Measuring Success
- The Assessment of National Occupational Standards
- The Policing Performance Assessment Framework
- HMIC Baseline Assessments
- Evaluation

# Programme Goals



## Summary of Programme Goals

- The primary goal of this Programme is to ensure the delivery of effective race and diversity learning and development with the specific aim of improving police performance.
- We will work towards the goal of priority groups being assessed as competent against National Occupational Standard 1A5, 'Promote people's equality, diversity and rights', by 2007. Other groups will be assessed against the standard by 2009.
- We will work towards the goal of everyone in the police service, including the wider police family, being assessed as competent against National Occupational Standard 1A4, 'Foster people's equality, diversity and rights', by 2009.
- We are issuing a new Learning Requirement for race and diversity with this strategy.
- Chief constables and police authorities must ensure that the business case is made to all officers and staff so that everyone in the service has access to it and the opportunity to understand it.
- We will issue guidance on the involvement of local communities in the training cycle by the end of 2004.
- We will identify key performance indicators to evaluate race and diversity learning and development by March 2005.
- We will issue guidance for managers on the use of PDRs for the assessment of performance in relation to race and diversity by March 2005.
- We will work towards the goal of race and diversity issues being embedded in *all* learning and development programmes by the end of 2006.
- We will develop learning material across all six diversity areas by February 2006.
- We will ensure that the Learning and Development Skills Framework, setting the standards for police trainers, will be implemented by March 2006.
- Further guidance will be issued to support the implementation of this strategy. We will ensure that implementation is monitored closely. We will publish annual reports on progress against the implementation plan in Section 4.
- We will continue to keep stakeholders up to date with developments in race and diversity learning and development.

### **Creating a Supportive Infrastructure**

#### *Organisational and structural support*

- 3.1 Police forces must ensure that the necessary organisational support and resources are in place to put race and diversity policies into practice, including ensuring that there is training to support the statutory general duty to promote race equality under the Race Relations (Amendment) Act 2000.
- 3.2 A Programme Board, chaired by a chief officer, or a senior member of the police authority, must be set up in each force to address race and diversity, equality, trust and confidence issues. This must include a strategic framework and must address areas of vulnerability in police practice.
- 3.3 Each force must make publicly available a programme plan for the progression of work in this area. These should be sent to the Home Office who will provide advice and support as necessary. This will also enable good practice to be disseminated.

#### *Organisational commitment and leadership*

- 3.4 There must be visible leadership and support from chief officers and the police authority. Senior managers must be prepared to work hard to identify, examine and challenge views, practices and unwritten codes of practice with the aim of creating an appropriate culture and professional climate. Chief constables and police authorities must ensure that forces move towards fostering a strongly inclusive culture within their force.
- 3.5 Senior managers must demonstrate individual understanding of race and diversity issues, and a determination to tackle institutional discrimination.
- 3.6 Senior managers must demonstrate their support and commitment to race and diversity learning and development, not least through attendance at, and active participation in, training events.

- 3.7 One chief officer within each force must be identified as a 'champion' of race and diversity learning and development. Guidelines will be produced outlining the required competencies and selection procedure for this position.

### **Race and Diversity Champion**

The Race and Diversity Champion will:

- promote good practice in race and diversity issues, and promote all race and diversity learning and development throughout the force
- ensure that the necessary organisational support and resources are in place to put race and diversity policies into practice
- lead by example and act as a role model in speaking out against inappropriate behaviour relating to race and diversity issues
- 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

#### *Internal communication*

- 3.8 Forces must have an open and effective communication system through which to disseminate new values and behaviours that support new organisational policies and practices. It is vital that race and diversity policy directed at organisational change is communicated to everyone in the force.

#### *Future Leaders*

- 3.9 The police service must ensure that its future leaders are committed to race and diversity learning and development. The best use of leadership schemes such as the High Potential Development

Scheme and the Senior Leadership Development Programme will be made in order to ensure that performance in race and diversity improves.

### **Approach**

#### *Citizen-focused policing*

- 3.10 Race and diversity learning and development is a key element of citizen-focused policing. Citizen-focused policing aims to bring about a change in the way people experience policing, both as direct users of the service and as part of the wider community. People must have confidence that they will receive basic standards of customer service, that policing in their area reflects and responds to their needs, and that they have genuine opportunities to become involved.
- 3.11 The importance cannot be underestimated of giving citizens and communities a stronger voice in shaping the services that affect the quality of life in their own local areas and ensuring that they are jointly engaged in keeping their local communities safe. This means greater accessibility and responsiveness to citizens' concerns, recognising the needs of different communities and individuals, with policing performed as a shared undertaking between the public and other partners.

#### *Ethics*

- 3.12 Ethical practice is a core principle of policing in any democratic society, as are respect for, and protection of, human rights. An organisational culture must be created which leads to operational policing taking on a strong ethical dimension.

#### *Passivity*

- 3.13 People should be able to speak out against inappropriate behaviour without the fear of being ostracised from the organisation. Passivity must not be rewarded. The police service needs people to speak out against inappropriate behaviour if it is to grow as an organisation and to improve its effectiveness as a provider of a public service.

### **Learning and Development**

#### *Business Case*

- 3.14 The key elements of the business case for race and diversity learning and development will be widely disseminated throughout the service in order to ensure that the rationale for race and diversity learning and development is understood by all. Chief constables and police authorities must ensure that the business case is made to all officers and staff so that everyone in the service has access to it and the opportunity to understand it.
- 3.15 There must always be clear links between what is being learnt and actual operational policing or service delivery. It is especially important for people who may be resistant to race and diversity learning and development to see and understand these links. All learning and development must contribute towards implementing race and diversity strategy and action plans, local policing plans and the National Policing Plan.

#### *Focus*

- 3.16 The focus of race and diversity learning and development must be to impart knowledge, progress understanding, provide skills, challenge attitudes, and change behaviour. At the most basic level, officers and staff need to be able to deal with *everyone* they come into contact with. To facilitate this, forces will need to ensure that officers and staff understand the diverse nature of the communities they serve. Local community profiling and highlighting the diverse nature of local communities to officers and staff can help forces achieve this.
- 3.17 As emphasised earlier, whilst race will remain the primary focus of learning and development in this area, there will also be a strong focus on gender, sexual orientation, disability, age, and religion and belief.

*Principles*

- 3.18 Learning and development must provide opportunities for officers to engage with fundamental questions concerning the aims and inherent values in anti-discrimination work in general, and anti-racism in particular.
- 3.19 All officers and staff must understand the legal duty of all public organisations, including the police, to foster and promote race equality as stated in the Race Relations (Amendment) Act 2000.
- 3.20 Learning and development must provide opportunities for officers and staff to explore and challenge their own attitudes and behaviours in relation to race and diversity issues.
- 3.21 All officers and staff must take a proactive stance in challenging inappropriate behaviour relating to race and diversity issues within the police service.
- 3.22 These principles provide the foundation for ensuring that officers and staff have the skills to deal with people from all communities fairly and respectfully.

*The role of the individual*

- 3.23 There must be recognition that the role of the individual in race and diversity learning and development is paramount.
- 3.24 The learner must take control of their own learning and development, including gaining an understanding of what it is they need to learn and why. To facilitate this, line managers must provide appropriate support and guidance.
- 3.25 Furthermore, there must be recognition that all learners have valuable knowledge and prior experience that is relevant to their learning and development. This must be built upon, and indeed will lead to more effective learning outcomes.

*The role of trainers*

- 3.26 However, this is not to deny the role of the trainer and assessor. A critical aspect of all learning and development is the people involved in its delivery.
- 3.27 Centrex will be developing, piloting and implementing a Learning and Development Skills Framework for police trainers. This will involve the development of criteria for race and diversity police trainers and will include common standards for all those involved in the delivery of race and diversity learning and development.
- 3.28 Race and diversity learning and development will be delivered not only by police trainers, but also external suppliers. Common standards for external suppliers of race and diversity learning and development will be included in the Learning and Development Skills Framework.

*Learning targets*

- 3.29 Race and diversity learning and development will move from the provision of 'standard' courses rolled out to everybody, towards the achievement of National Occupational Standards, with learning and development tailored to the particular operational needs of the individual and their local communities.
- 3.30 Everyone in the police service must have been assessed as competent against National Occupational Standard 1A4 'Foster people's equality, diversity and rights', and must be assessed as such in every PDR thereafter. National Occupational Standard 1A4 can be found at *Annex A*.
- 3.31 Priority groups within the police service, who should be assessed as competent against National Occupational Standard 1A5 'Promote people's equality, diversity and rights', must be identified by force programme boards. These officers and staff should be assessed as demonstrating this level of

competency in every PDR thereafter. Suggested priority groups are given in paragraph 3.46. National Occupational Standard 1A5 can be found at *Annex B*.

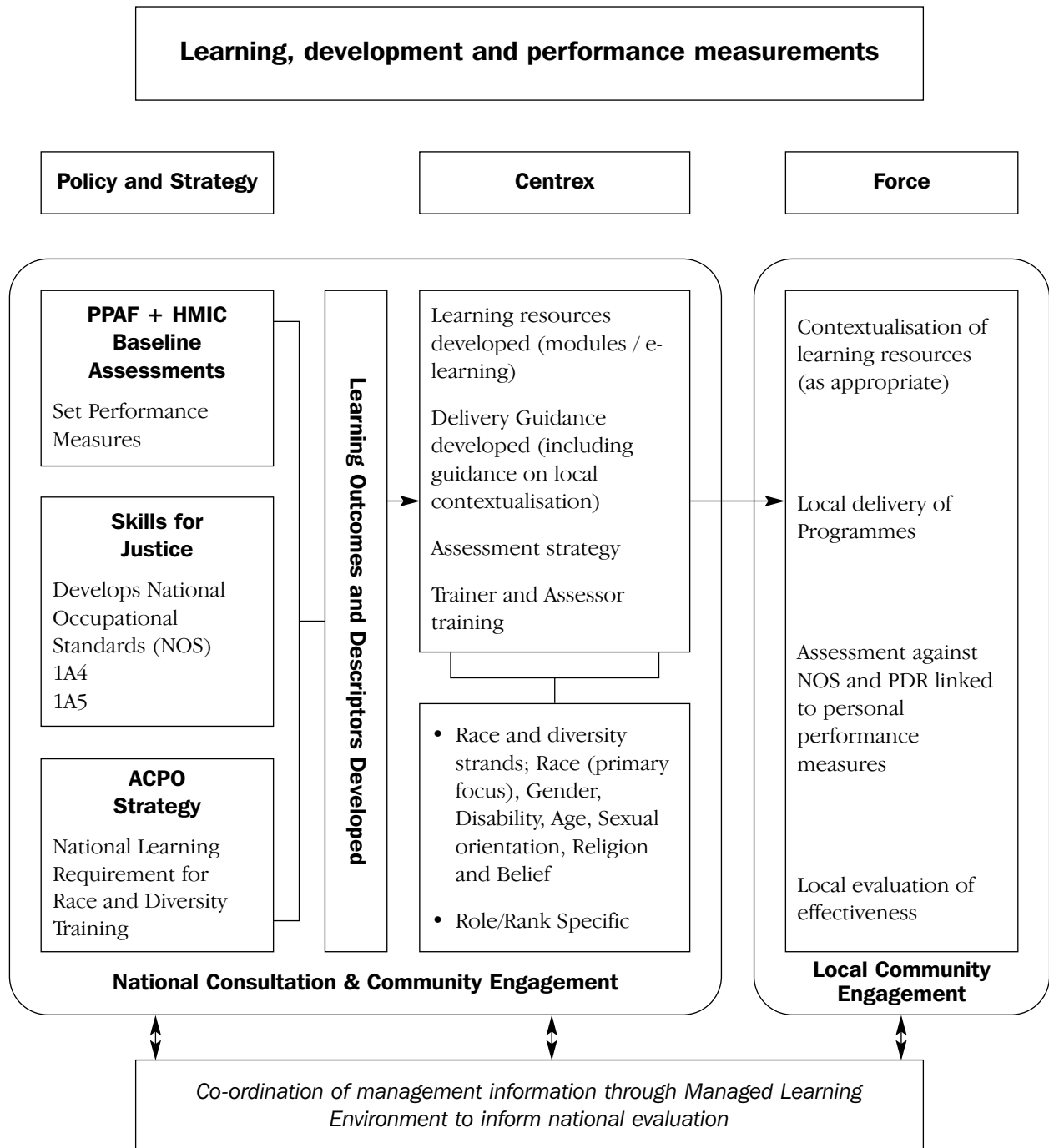
- 3.32 Chief constables must set themselves and other senior officers targets on race and diversity issues. These targets must be related to forces' work on achieving improved performance on race and diversity issues in general and race and diversity learning and development in particular.

#### *Learning Programmes*

- 3.33 Race and diversity issues will be embedded, as appropriate, in *all* police learning and development programmes.
- 3.34 An analysis of the current gaps in race and diversity learning and development has been carried out. Forces will use the National Learning Requirement in determining learning and development provision locally. The Home Office and Centrex will work together on developing new national learning material as appropriate.
- 3.35 Text-based learning materials, supported by e-learning packages, will be developed across each of the six diversity strands. These materials will be developed in stages, with the last of the materials being made available to forces in February 2006.
- 3.36 It will be the responsibility of chief officers and the police authority to ensure that all members of their force have access to the learning and development needed to meet the learning targets as set out above.
- 3.37 It will be the responsibility of individuals and their line managers to ensure that they receive the learning and development needed to meet the learning targets as set out above.

#### *Other means of development*

- 3.38 As well as learning programmes, officers and staff must also have access to other means of development tailored to their particular operational needs.
- 3.39 Community attachments, virtual learning, distance learning and other alternative means of development all have the potential to be highly effective.
- 3.40 The Initial Police Learning and Development Programme for new recruits into the service specifies the inclusion of community engagements as an essential element of an officer's two year, assessed probationary service. Similar engagements should be considered for other appropriate categories of staff, including tutor constables, supervisors and local training staff.
- 3.41 Interactive community schemes have proved successful in the past in developing attitudes. Forces are encouraged, through their training managers, to develop imaginative initiatives in consultation with all sections of their local communities, which will provide constructive opportunities to develop staff awareness of these communities.



### Community Engagement

- 3.42 Forces must work to gain the trust and confidence of all sections of the community through the elimination of discriminatory practices. To this end, diversity must be integrated into relationships within the force itself and with external communities.
- 3.43 There is a direct relationship between learning and development and community trust and confidence. It is critical that the police consult communities in learning and development needs analysis, design, delivery and evaluation. The APA guidance on the involvement of communities in the training cycle will be essential for this process.

### Community Engagement Programmes

Community engagement programmes need to be at the forefront of force race and diversity policies. Potential means of developing an effective interaction between the police and the community include:

- BCU and departmental open days
- Involvement of community representatives
- Increased accessibility (for example, through supermarket 'surgeries' and mobile police stations)
- Community interaction schemes
- Community placements

### Outcomes

- 3.44 By 2009 the performance of everyone employed by the police service should have been assessed as competent against National Occupational Standards relating to race and diversity. There will be further assessment throughout individuals' careers.
- 3.45 The attainment of this goal will be progressive. Certain priority groups of officers and staff will be targeted for immediate development towards achieving the standards because of the high profile and influential nature of their roles.
- 3.46 Priority officers and staff must be identified by the force programme boards. Appropriate priority groups may include:
- Chief Officers
  - BCU Commanders
  - Senior Investigating Officers
  - Training Managers and Staff
  - Supervisors
  - Tutor Constables
  - Family Liaison Officers
- 3.47 Potential police officer recruits will be assessed in race and diversity awareness as an essential part of their selection procedure to join the police service. They will be tested twice to validate the consistency of demonstrated competence, the second time within an assessment centre designed by occupational psychologists to identify inappropriate behaviour. They will be assessed to the same occupational standard as is required for constables, and any deviation from this standard will result in a failure to progress into the service.
- 3.48 As part of their probationary training under the new Initial Police Learning and Development Programme, all new recruits into the service will be assessed against National Occupational Standard 1A4, *'Foster people's equality, diversity and rights'*. The Initial Police Learning and Development programme is now being piloted in five forces. Other forces will come on-stream in January 2005, and there will be a phased national implementation from April 2005. All forces will adopt the new programme from April 2006.

3.49 A national trial, which proposes changes to the promotion system for sergeants and inspectors, currently assesses temporary sergeants and inspectors in seven forces against National Occupational Standard 1A5, *'Promote people's equality diversity and rights'*. The trial, which is being independently evaluated, will provide a basis for the future development of the national police promotion system. The work-based assessment lasts for a minimum of 12 months during which officers must evidence how they are promoting race and diversity within the workplace. Any officer who fails to reach this externally verified standard will have their temporary promotion removed.

3.50 Experienced officers who have reached the top of their pay scale at constable, sergeant or either of the inspecting ranks can apply for a Competency Related Threshold Payment in addition to their basic salary. The applicant must demonstrate high professional competence within four criteria, including relations with the public and colleagues in particular by promoting equality, diversity and human rights in working practices.

3.51 Officers and staff will continue to be developed in race and diversity throughout their career through courses such as the Core Leadership Development Programme and the Senior Leadership Development Programme.

3.52 From the 2005/06 financial year chief officers' pay awards will be linked to their performance. The local police authority is responsible for this assessment, and it will be an essential element of this process to evidence how chief officers have promoted equality and diversity within their force.

### **Measuring Success**

#### *Accountability*

3.53 Police authorities must hold chief constables to account for the performance of their force in relation to race and diversity issues, including in

relation to race and diversity learning and development, and forces must cover this in their annual reports and human resources plans.

3.54 The Home Office also has a role in holding the service to account for its performance in race and diversity issues, including in race and diversity learning and development.

#### *Performance*

3.55 Key performance indicators will be identified for race and diversity learning and development.

3.56 Performance will be assessed, and progress monitored, at four levels:

- Individual
- Team
- Force
- Service

a) Individual PDRs

3.57 Home Office Circular 14/03 stated that forces are required to incorporate an effective PDR system based on the National Competency Framework into their personnel system from April 2003.

3.58 Forces were also required to put into place mechanisms for monitoring the quality of PDRs across the organisation.

3.59 Furthermore, police authorities were required to ensure that appropriate arrangements for assessing staff performance were in place and geared toward achieving a high level of effectiveness from all staff.

3.60 At the individual level, PDRs must be used by individuals and their line managers to manage all aspects of their performance and development, including in relation to race and diversity.

3.61 An individual's PDR must make a direct link between learning, outcome and delivery in terms of race and diversity learning and development. Guidance will address the way PDRs are used by line managers.

## The Assessment of National Occupational Standards

### Approved Assessment Strategy

The Qualifications and Curriculum Authority (QCA) requires there to be an approved assessment strategy to support the assessment of any National Occupational Standards. The assessment strategy will require that sufficient evidence be produced to demonstrate competence. Evidence must be work based. It must be collected in a portfolio, and must be anonymised and recorded.

The assessment strategy for the police NOS was developed by the Police Skills and Standards Organisation (now Skills for Justice) and approved by the QCA. The assessment strategy must be followed.

Work based evidence may include:

- Direct observation by the assessor
- Recording of activity – case notes, reports
- Video or audio recording in real situations
- Discussion, question and answer by the assessor

### Assessors

The assessment of NOS must be undertaken by qualified work based learning assessors, or those working towards this qualification.

### Assessment of Knowledge

Knowledge tests and examinations may be used to assess knowledge and understanding, which are components of competence, and are required in NOS.

Knowledge and understanding may also be inferred from evidence provided. For example, a report on an investigation may demonstrate the required legal knowledge.

### Attitudes and Behaviours

The National Competency Framework identifies attitudes and behaviours required for effective and fair policing. In the policing context these are a strong reinforcement of the performance criteria contained in the NOS.

Attitudes and behaviour may be assessed using virtual scenarios, particularly where development is required and it would not be appropriate to assess in a real situation. Virtual scenarios may be used as a development towards work based assessment.

### Principles of Assessment

Any form of assessment must be:

- Fair
- Open
- Transparent
- Rigorous
- Validated

- 3.62 Chief officers and police authorities must satisfy themselves that a robust PDR system is in place and that it is being operated effectively.
- 3.63 Police Authorities must ensure that chief constables are assessed as competent in relation to race and diversity issues in their annual PDR process.

- Competency Related Threshold Payments*
- 3.64 Police regulations clearly state that to qualify for Competency Related Threshold Payments, an officer in the rank of constable, sergeant, inspector or chief inspector must have demonstrated high professional competence under each of the following national standards:

- Professional competence and results
- Commitment to the job
- Relations with the public and colleagues
- Willingness to learn and adjust to new circumstances

3.65 For the time being all officers and staff must be assessed on their performance in relation to race and diversity as part of this PDR scheme. However, forces and authorities will need to be working towards the formal assessment of individuals against NOS within the timescales set out in paragraphs 3.48 – 3.52. This assessment may be as part of the PDR scheme, however the assessment will need to follow the formal process set out below.

3.66 Included in these four standards are the following key criteria directly related to individual performance on race and diversity issues. Officers must demonstrate high professional competence against these criteria before qualifying for the payments:

- Promoting equality, diversity and human rights in working practices
- Relations with the public and colleagues
- Recognising the needs of all communities
- Working as part of a team

3.67 Police forces must withhold Competency Related Threshold Payments from police officers who do not reach appropriate standards in relation to these criteria including to promoting equality, diversity and human rights in working practices.

3.68 Competency Related Threshold Payments are awarded on the basis of self-reported evidence within the required national standards, with an assessment of the application by the line manager,

and the next level manager determining whether the payment should be made.

3.69 HMIC is responsible for ensuring that every force has appropriate systems in place and has applied the four national standards, including those related to race and diversity, correctly. Police authorities are also responsible for ensuring that arrangements are efficient and effective.

b) **Team, Force and Service**  
*In-force monitoring*

3.70 Chief constables and police authorities will be responsible for measuring the impact of race and diversity learning and development on operational performance at all levels. The Home Office will work with the APA and ACPO on developing and implementing mechanisms for this.

3.71 A programme board, as outlined in section 3.2, must be used by forces at all times to monitor the impact of race and diversity learning and development.

*PPAF*

3.72 The Policing Performance Assessment Framework (PPAF) will consist of a comprehensive set of measures covering the range of policing activities. It will be used to measure operational effectiveness, satisfaction, overall trust and confidence in the police, and cost effectiveness.

3.73 The Home Office will investigate the best use of PPAF to measure the impact of race and diversity learning and development on operational performance at force and Basic Command Unit (BCU) level.

3.74 Police authorities will be able to use PPAF to hold chief officers to account, and must take account of it in their annual reports.

## The Policing Performance Assessment Framework

Measures which may be affected by race and diversity learning and development include:

- Satisfaction of victims of racist incidents with respect to the overall service provided
- Comparison of satisfaction of white users and users from visible minority ethnic groups with respect to the overall service provided
- Percentage of PACE stop/searches which lead to arrest by ethnicity of the person stopped
- Comparison of the percentage of detected violence against the person offences by ethnicity of the victim
- Proportion of police recruits from minority ethnic groups compared to the proportion of people from minority ethnic groups in the economically active population
- Ratio of officers from minority ethnic groups resigning to all officer resignations
- Percentage of female officers compared to overall force strength

### HMIC Baseline Assessments

- 3.75 Baseline assessments will draw upon the quantitative data of the PPAF and complement this with evidence-based, contextualised professional judgement of the quality of the processes that underpin performance. Baseline assessments mirror the PPAF domain structure, with an additional domain covering leadership and strategic management.

- 3.76 HMIC baseline assessments will grade performance using a four-band system (Excellent through to Poor). These grades will inform the tailored inspection programme for each force, with areas of under-performance being subjected to more detailed scrutiny. The current workstreams on Basic Command Unit and Best Value Review inspections will be integrated into baseline assessments.

## HMIC Baseline Assessments

Measures which may be affected by race and diversity learning and development include:

- Effectiveness of the chief officer lead on outward facing race and diversity issues (Fairness and Equality, PPAF Domain A) (covering all 6 areas)
- Clarity of vision of the equality of service delivery
- Communication of race and diversity strategies and plans internally and externally
- How well BCUs and departments are held to account over race and diversity issues
- How well the Race Equality Scheme is monitored, evaluated and reviewed
- Response of force to national reports (including *Diversity Matters*)
- Understanding of the needs, experience and expectations of diverse local communities and how well these are translated to planning and service delivery
- Development of staff skills and how well staff are equipped to deliver services fairly to all individuals and community groups
- Management of incidents and delivery services that have particular impact on distinct community groups
- Community engagement measures

*Annual Data Requirement*

- 3.77 Under the Annual Data Requirement (ADR), police forces file returns to the Home Office providing data on a range of activities. Some of the information collected through the ADR is used to inform PPAF.
- 3.78 The Home Office will investigate the best use of the ADR to measure the impact of race and diversity learning and development on operational performance at force and BCU level and feed this into the annual review of the strategy.

**Evaluation**

- 3.79 Evaluation will take place at both a local and national level. Forces must carry out local evaluation of race and diversity learning and development. The Home Office and Centrex will carry out national evaluation which will be fed in to the annual review of the strategy.
- 3.80 Two types of evaluation will be undertaken. The first will consider the processes involved in the delivery of the learning and development; the second will focus on impact.
- 3.81 Evaluation must be formative rather than summative; in other words, carried out early enough to feed into further development work and shape the learning and development programme, rather than being used only after completion.
- 3.82 Annual, evaluation of race and diversity learning and development will need to be carried out. An appropriate time for this may be after the completion of the annual PDR process for all staff.



## Section 4: Implementation Plan

- Police Race and Diversity Learning and Development Programme: Implementation Plan



# Implementation Plan

## Police Race and Diversity Learning and Development Programme: Implementation Plan

1. Publication, marketing and communication of PRDLDP strategy		
Breakdown of specific actions	Target Date	Lead Owner
1. Take overall strategic responsibility for the publication, communication and marketing of the strategy	Nov/Dec 2004	Programme Board
2. Design, publish and distribute the strategy	Nov 2004	Home Office
3. Design, publish and disseminate the Business Case to all staff within the service	Jan/Feb 2005	Home Office
4. Communicate the new approach of the PRDLDP strategy through a variety of both specialist media services within the service and beyond	Nov/Dec 2004	Programme Board
5. Appropriately communicate to chief officers the requirements in force amongst officers and staff for implementation of the strategy	Dec 2004	ACPO
6. Appropriately communicate to police authorities the requirements in force amongst senior officers for the implementation of the strategy	Dec 2004	APA
7. Link into existing web-sites for wider communication to police employees and the public	Dec 2004	Programme Board
8. Make the IES and Gus John reports available	Nov 2004	Home Office
2. Implementation of PRDLDP strategy		
Breakdown of specific actions	Target Date	Lead Owner
9. Establish a supportive infrastructure for all forces to exchange good practice and seek feedback on in-force programme plans	Jan/Feb 2005	Programme Board
10. Implement a transition plan ensuring that the strategy and supporting material is widely accepted and that it leads to actual change	Jan/Feb 2005	Home Office
11. Issue guidelines on required competencies for the position of 'champion' of race and diversity learning and development	Nov/Dec 2004	Home Office
12. Appoint a chief officer within each force to be a 'champion' of race and diversity learning and development	Jan 2005	Police Authorities/ Chief Constables

<b>2. Implementation of PRDLDP strategy (continued)</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
13. Establish 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	Jan 2005	Police Authorities/ Chief Constables	
14. Implement a process within each force for chief constables to account for the achievement of the goals within this strategy and the steps required to achieve those goals	March 2005	Police Authorities	
15. Establish an open and effective communication system in every force to disseminate the new values and behaviours, and new approach to organisational policies and practices	Jan 2005	Chief Constables	
16. Specifically include race and diversity learning and development objectives and achievement within annual plans	March 2005	Police Authorities/ Chief Constables	
<b>3. Development of PDR guidance</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
17. Prepare guidance, explicitly identifying the race and diversity assessment process to be integrated within all PDRs for all staff in every force, as an interim measure prior to the introduction of full NOS assessment	Feb 2005	Home Office	
18. Present to Programme Board	Feb 2005	Home Office	
19. Issue guidance to forces	March 2005	Home Office	
20. Ensure that guidance is adhered to	Ongoing	Police Authorities/ Chief Constables/HMIC	
<b>4. Assessment against National Occupational Standards</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
21. Co-ordinate the strategy with Police Personnel Unit (Home Office) for the design and implementation of recruit assessment procedures	Nov 2004	Home Office	
22. Integrate race and diversity learning and development into the Initial Police Learning and Development programme	Nov 2004	Home Office	

<b>4. Assessment against National Occupational Standards (continued)</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
23. Integrate race and diversity learning and development into the compulsory standards within the national promotion trials for sergeants and inspectors	Nov 2004	Home Office	
24. Communicate to all forces the standards required to justify the awarding of annual Competency Related Threshold Payments as outlined in Police Regulations	Jan/Feb 2005	Home Office/APA/ACPO	
25. Incorporate race and diversity into the performance related pay scheme for chief officers	March 2005	Police Authorities/ Home Office	
26. Develop a NOS assessment strategy for race and diversity	June 2005	Home Office/ Skills for Justice/Centrex	
27. Identify the priority groups required to reach 1A5 and introduce a framework for their assessment	Oct 2005	Chief Constables	
28. Implement a framework for the assessment of NOS in relation to all staff within non-priority groups	March 2006	Chief Constables	
<b>5. Team, Force and Service Assessment</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
29. Work with HMIC, PPAF and the ADR to identify key performance indicators to evaluate race and diversity learning and development	March 2005	Home Office	
30. Further assessment of the evaluation tools to be included in the annual review	Ongoing	Home Office	

<b>6. Community engagement</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
31. Consult on existing guidance on community engagement in training	Sept 2004	APA	
32. Issue new guidance	Nov 2004	APA	
33. Implement the guidance	Jan 2005	Training Managers	
34. Identify opportunities for community engagement in learning and development and other contextualised learning in the workplace	April 2005	Training Managers	
35. Ensure the guidance is adhered to	Ongoing	Chief Constables/ Police Authorities	
<b>7. Development of learning materials</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
36. Review race and diversity content of all Centrex training programmes	Nov 2004	Centrex	
37. Produce learning material covering disability	Nov 2004	Centrex	
38. Produce learning material covering race, gender and sexual orientation	July 2005	Centrex	
39. Produce learning material covering religion and belief, and age	Feb 2006	Centrex	
40. Ensure National Learning Requirement (NLR) for race and diversity is covered within all training plans	Dec 2005	Training Managers	
41. Ensure race and diversity learning and development is integrated into all learning and development programmes, including Core and Senior Leadership Development Programmes	Dec 2006	Centrex	

<b>8. Learning and Development Skills Framework</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
42. Complete the consultation on framework	Nov 2004	Centrex	
43. Complete the framework	Nov 2004	Centrex	
44. Begin implementation	March 2005	Centrex	
45. Extend nationally	March 2006	Centrex	
46. Ensure that regular PDRs are carried out for Race and Diversity trainers, and that support and development opportunities are identified effectively	March 2006	Centrex/ Training Managers	
<b>9. Monitoring of implementation of the PRDLDP strategy</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
47. Ensure that the implementation of the strategy is monitored closely	Ongoing	Programme Board	
48. Report annually to the Police Training and Development Board, Lawrence Steering Group, and Ministers	April 2005	Home Office	
49. Publish first annual report	June 2006	Home Office	
50. In-force monitoring procedures to be established by force programme boards	April 2005	Chief Constables/ Police Authorities	

<b>10. Evaluation of PRDLDP strategy</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
51. Overall responsibility for the strategic annual evaluation of the PRDLDP strategy	April 2005	Programme Board	
52. Annual reports to review the progress of implementation of the force objectives in line with the PRDLDP strategy	April 2005	Police Authorities	
53. Annual review process to evaluate the progress made in force in addressing race and diversity, equality, trust and confidence issues	April 2005	Chief Constables	
54. Annual review of the provision of learning and development opportunities to all staff, and their relevance to specific individual operational requirements within force	April 2005	Training Managers	
55. Annual evaluation of training materials and delivery within existing and new programmes	April 2006	Centrex/ Training managers	
<b>Future communication</b>			
<b>Breakdown of specific actions</b>	<b>Target Date</b>	<b>Lead Owner</b>	
Issue quarterly e-bulletins on programme progress to stakeholders	Ongoing	Home Office	
Annually review and issue the National Learning Requirement	Ongoing	Home Office	
Publish regular updates through communications strategy	Ongoing	Home Office	



## Section 5: Resources

- Home Office
- Centrex
- Forces and authorities



# Resources



- 5.1 The Police Race and Diversity Learning and Development Programme will be jointly resourced by forces, the Home Office, Centrex, the Association of Police Authorities and the Association of Chief Police Officers.
- Home Office**
- 5.2 The Police Training and Development Team within the Home Office has a budget for the Police Race and Diversity Learning and Development Programme.
- 5.3 This budget is subject to strict financial management controls with expenditure being approved by the Police Race and Diversity Learning and Development Programme Board and Executive.
- 5.4 The annual budget will be linked explicitly to the achievement of the programme goals, as set out in Section 3 of this document.
- 5.5 With this budget, the Home Office will fund the development of learning materials by Centrex.
- 5.6 The Home Office will fund the identification and setting up of key performance indicators to evaluate the impact of race and diversity learning and development. This will include the funding of the HMIC baseline assessments, PPAF and the ADR.

- 5.7 The Home Office will fund the production and distribution of the Business Case.

**Centrex**

- 5.8 Through Centrex, the Home Office will be funding the development of learning materials covering each of the diversity areas for use by forces.
- 5.9 Centrex will also fund the embedding of race and diversity issues in all training programmes.
- 5.10 Centrex will be developing the Learning and Development Skills Framework.

**Forces and authorities**

- 5.11 Ultimately, however, race and diversity learning and development is a part of every force's core business.
- 5.12 Links between effectiveness of race and diversity learning and development and policing performance are clear. As such, responsibility for funding local race and diversity learning and development will rest with the force.

# Annex A – National Occupational Standard 1A4

# Annex A – National Occupational Standard 1A4



## Unit

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

**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 for any performance criteria and range listed below. You may wish to consider using work products as your main source of evidence for Element 1A4.3.

1 Direct Observation

Your assessor must observe you in real work activities which provide most of the evidence for each element in this unit. During these observations you will meet many of the performance criteria and as many aspects of the range as possible.

Performance criteria which might not be observed by your assessor include:

1A4.1.4	1A4.1.7	1A4.2.4	1A4.3.5
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Aspects of range which might not be observed by your assessor include:

1A4.1 Range 2a), b)	1A4.3 Range 1a), b).
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You can, of course, cover these performance criteria and aspects of range during the observations if the opportunity arises.

2 Other types of evidence of your performance and knowledge

Your assessor will also want to see other evidence to feel confident that you can consistently repeat this standard of work and to cover those performance criteria and aspects of range which are not met during the observations. They will also want to see evidence that you know, understand and can apply in practice the knowledge and understanding. Your assessor may decide that you have already demonstrated some knowledge and understanding when they observed you working.

# Annex B – National Occupational Standard 1A5

# Annex B – National Occupational Standard 1A5



## Unit

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:

- 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 (eg 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*

- 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 (eg 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 transmission of, information is set and how this may differ for different individuals and in different settings (eg Mental Health Act, Children Act)
- 12 particular rights and restrictions under legislation related to people with whom, and settings with which, you are involved (eg Mental Health Act, Children Act)
- 13 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)
- 14 the public charters and policies which relate to the people or settings in which you work
- 15 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
- 16 relevant complaints systems and methods of accessing these
- 17 the differing policies which organisations may have regarding the confidentiality, access and transmission of information and the effect which this has on your role
- 18 how the transmission of information, and the setting in which it takes place, may affect confidentiality (eg telephone conversations in open offices, faxes arriving at central points)
- 19 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
- 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 (eg 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 (eg 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

**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**

The nature of this unit means that evidence must come from real work activities. Simulations are not appropriate for providing evidence except for any performance criteria or range listed below. You may wish to consider using work products as your source of evidence for element 1A5.3.

1 Direct Observation

Your assessor must observe you in real work activities which provide most of the evidence for each element in this unit. During these observations you will meet many of the performance criteria and as many aspects of the range as possible.

Performance criteria which might not be observed by your assessor include:

1A5.1.4	1A5.1.8	1A5.2.4	1A5.3.5	1A5.3.7
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You can, of course, cover these performance criteria and aspects of range during the observations if the opportunity arises.

Aspects of range which might not be observed by your assessor include:

1A5.1 Range 3a), b)	1A5.2 Range 3a), b)	1A5.3 Range 4a), b)
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2 Other types of evidence of your performance and knowledge

Your assessor will also want to see other evidence to feel confident that you can consistently repeat this standard of work and to cover those performance criteria and aspects of range which are not met during the observations. They will also want to see evidence that you know, understand and can apply in practice the knowledge and understanding. Your assessor may decide that you have already demonstrated some knowledge and understanding when they observed you working.





