An Evaluation of 'A Strategy for Improving Performance in Race and Diversity 2004-2009' - The Police Race and Diversity Learning and Development Programme (PRDLDP)

Version 1.0

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Executive Summary

'A Strategy for Improving Performance in Race and Diversity 2004-2009' (hereafter referred to as the 'Strategy') - including the Police Race and Diversity Learning and Development Programme (PRDLDP) sets out the learning and development needs of the police service in England and Wales. The 'Strategy' includes both training and much wider cultural change to 'ensure that promoting equality and valuing diversity' becomes embedded in all working practices, both within forces and externally to inspire trust and confidence from the communities served. The 'Strategy' was published by the Home Office and managed by them until the National Police Improvement Agency (NPIA) vested in April 2007; it applies to police officers at all ranks, police staff and the wider police family.

In 2009 NPIA conducted an evaluation of the implementation of the 'Strategy' and the progress made towards achieving the benefits in the PRDLDP Evaluation Strategy. This report presents the findings of the research following consultation with stakeholders.

The 'Strategy' has played an important role in establishing an infrastructure that fosters an ethos of fair treatment for everyone. It has been demonstrated that the support from senior officers and the police authority has been critical in embedding 'the Strategy' and providing the foundations (systems, policies and processes) that have evolved and embraced the wider Citizen Focus change programme.

The research clearly demonstrates that the National Learning Requirement (NLR) for Race and Diversity has been well integrated into national and locally developed learning programmes. More fundamentally there has been a distinct shift in the provision of learning from 'one size fits all' to that which is contextualised to an individual's need and role requirements. Forces have reported the flexibility afforded by the programme in relation to race and diversity learning and development has been critical in supporting a shift from 'diversity training' to 'workplace development'.

There is evidence to show that community engagement has been integrated into the 'training cycle'; good practice guidance has been provided by the Association of Police Authorities (APA) and community consultation is now an integral part of the design and development of learning.

The area where forces have described most difficulty is in the implementation of the assessment strategy. The research has identified there is no common approach and there are differences in terms of how occupational competence in race and diversity is defined, the type and amount of evidence that is required and the quality assurance (standardisation, verification processes) that are in place to ensure the assessment requirements of the 'Strategy' are being met. Funding, resources and the feasibility of all staff being able to gather sufficient evidence to meet National Occupational Standard (NOS) AA1 ('Promote Equality and Value Diversity') have been reported by forces to explain why

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many have taken a more practical approach by measuring competence relevant to an individual's role through the Performance and Development Review (PDR) system. In view of the differences reported there would be a benefit to reviewing the assessment requirements and consider a more pragmatic yet equally robust approach.

Overall the evidence indicates there has been significant progress in implementing the 'Strategy' which has been encouraged by, mutually supported and is becoming aligned with embedding a 'citizen focused' approach to policing. Many forces began their implementation in 2006/7 and have reported they are keen to build on their achievements, utilising the approach already taken.

The ACPO Lead for Race and Diversity, Chief Constable Steve Otter has worked jointly with the APA and the Home Office to develop the Equality, Diversity & Human Rights Strategy for the Police Service 2009-2012; this provides the opportunity to consolidate and enhance what has already been accomplished. Now the foundations have been laid, the Equality Standards for the Police Service (ESPS) provides a performance framework through which to begin measuring the success of integrating equality into all business areas.

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Introduction

The NPIA has conducted an evaluation of the implementation and achievement of 'A Strategy for Improving Performance in Race and Diversity' – including the Police Race and Diversity Learning and Development Programme (PRDLDP) on behalf of the ACPO Sponsor, Assistant Chief Constable (ACC) Dave Morris and the PRDLDP Strategy Board. The evaluation has been conducted in accordance with the processes defined in the PRDLDP Evaluation Strategy (see pg 8).

Historical and Political Context

In response to the recommendations in the Stephen Lawrence Inquiry Report Community Race Relations (CRR) training has been delivered across the police service in England and Wales since 1999.

In 2001, the government embarked on a major and sustained Police Reform Programme. One of the principal aims of the programme was to provide a citizen focused service that responds to the needs of individuals and communities and inspires confidence in the police. Valuing diversity was recognised as being crucially important to the future development of policing. This was reinforced in Her Majesty's Inspectorate of Constabulary (HMIC) thematic report, 'Diversity Matters' (2003) and the interim Commission for Racial Equality (CRE) report (June 2004).

The 'Diversity Matters' report made a number of recommendations about training and the need for a wider understanding of race and diversity within the police environment. Two of the critical success factors identified in the report were the need for a 'clear, well-articulated learning requirement' and a 'detailed strategy' (paragraph 1.30, pg 19). In response to this a new National Learning Requirement for Race and Diversity was drafted by the Association of Chief Police Officers (ACPO) and in November 2004 'A Strategy for Improving Performance in Race and Diversity 2004-2009', developed by the Home Office and Centrex (now NPIA) was launched.

'A Strategy for Improving Performance in Race and Diversity' sets out the priorities and strategic objectives for the police service in relation to race and diversity (see page 7). The 'Strategy' was also designed as part of the ACPO Race and Diversity Strategy, the National Policing Plan, in addition to the wider Police Reform programme.

One of the principal aims of the 'Strategy' is to improve police performance in race and diversity through learning and development. The Police Race and Diversity Learning and Development Programme (PRDLDP) was developed to provide a flexible approach to learning and development that would enable individuals to acquire the skills and knowledge to gain competence with the race and diversity National Occupational Standards (NOS) within set timescales; a mandatory requirement. To help forces develop the knowledge and understanding to gain competence, NPIA developed 'the Diversity and the Police' curriculum

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(see page 14); a modular programme of learning produced to nationally approved standards and content. The use of the learning materials is optional and forces may use their own materials to achieve competence. The curriculum however is the approved ACPO requirement for learning and development for all the diversity strands.

The progress made to implement the 'Strategy' extends beyond learning and focuses on the infrastructure and supporting processes that need to be in place to embrace this progressive programme.

Background

'A Strategy For Improving Performance In Race And Diversity 2004-2009'

The 'Strategy' covers the race and diversity learning and development needs of the police service in England and Wales and sets out the priorities for the tripartite partners (the Home Office[1], the Association of Police Authorities (APA) and ACPO. It applies to police officers at all ranks, police staff and the wider police family (Special Constables and Police Community Support Officers (PCSOs) and is linked to other national police learning programmes (see page 21).

It provides a different approach to previous race and diversity training by:

* 'Widening the diversity remit' (The Stephen Lawrence Inquiry 10 Years On, Rollock, 2009) and covering all diversity areas, including race (the primary focus), gender, sexual orientation, disability, age and religion and belief.

* Encouraging learning and development to be contextualised to the learner's role, rank or grade and moving away from a 'one size fits all' approach to training (see pg 14).

* Assessing achievement of competence against National Occupational Standards (NOS) relating to race and diversity (see page 30).

* Recommending all individuals have a responsibility for their own performance with respect to race and diversity.

The 'Strategy' is not just restricted to training and the Implementation Plan which includes actions for the APA, ACPO, Centrex (now NPIA) and forces supports a much wider cultural change (achievement against the plan can be found at Appendix A). In order to implement the 'Strategy' the following key elements were identified:

* The need for a supportive infrastructure to embed the programme.

* The provision of race and diversity learning and development that can be tailored to individual need.

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[1] Since 1 April 2007 the responsibilities for the governance of the programme passed from the Home Office to NPIA

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- The integration of community engagement into all aspects of the training cycle.

- Processes for assessing achievement of competence against the NOS.

- Processes for measuring successful implementation of the 'Strategy'.

Background to the Development of the PRDLDP Evaluation Strategy

In 2008 the PRDLDP Evaluation Strategy was developed following extensive consultation with stakeholders; it replaced the Evaluation Guide in the Enabling Learning Handbook and Guidance for Users and covers the period 2008-10.

The evaluation strategy contains the:

1) Organisational benefits of implementing the learning programme.

2) Individuals, groups or teams that will enjoy these benefits and the timescales within which they will accrue.

3) Measures and reporting processes that will enable NPIA to evaluate the realisation of these benefits.

The stakeholder consultation process identified the following three interlinked and mutually supportive benefits of PRDLDP that have an ultimate goal of improving trust and confidence in the quality of policing; together they demonstrate the overall impact on communities of improving performance in race and diversity in the service.

1. The PRDLDP assists the Service to eliminate discrimination and establish an ethos of fair treatment for everyone.

2. PRDLDP provides a cost effective approach through which all personnel can acquire the skills and knowledge to promote equality and value diversity. Assessment against the NOS AA1/AA2[2] provides reassurance to the Service that competence has been achieved.

3. PRDLDP provides enhanced police-citizen interaction, driving up public trust, confidence and feelings of safety. In doing so, it improves satisfaction in the police and encourages better intelligence, information and support from the public.

To ensure sufficient time has elapsed to allow each benefit to be realised, there will be a phased approach to reporting on the benefits as shown at Appendix B. This is the first evaluation report to be produced and focuses on the progress made towards achieving Benefits 1 and 2.

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[2] AA1 - Promote equality and value diversity
  AA2 - Develop a culture and systems that promote equality and value diversity

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Evaluation Aim

The aim of this evaluation is to report the progress made towards:

1. Implementing and embedding 'A Strategy For Improving Performance In Race & Diversity 2004-2009'.

2. Achieving the benefits (1 & 2) in the PRDLDP Evaluation Strategy.

Evaluation Objectives

To achieve the aim of the evaluation, the methodology was designed to address the following objectives:

1. What supportive infrastructure has been put in place to embed PRDLDP?

2. How has race and diversity learning and development been provided to meet individual need?

3. How has community engagement been integrated into all aspects of the 'training cycle' (design, delivery, evaluation)?

4. What different approaches are forces using to assess competence to AA1?

5. What processes are in place for measuring successful implementation of PRDLDP?

These objectives have been mapped to the key elements required to implement 'A Strategy For Improving Performance In Race And Diversity 2004-2009' (see page 7).

Methodology

Data Gathering

Information was gathered from the following sources:

*   All police authorities were invited to complete a semi-structured questionnaire about how their involvement and strategic support has assisted the implementation and achievement of the 'Strategy'. A total of 14 police authorities responded, these are:

Gloucestershire	West Yorkshire	Warwickshire	South Wales
Cambridgeshire	North Yorkshire	Gwent	Northumbria
Suffolk	West Midlands	Humberside	Staffordshire
Dyfed Powys	Police Service of Northern Ireland		

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- A data capture questionnaire completed by forces (26) in October 2008 to identify the progress towards achieving the targets in the PRDLDP assessment strategy.

- An evaluation workshop in January 2009 to discuss the experiences of forces (20 forces attended) in implementing the 'Strategy'.

- All forces were invited to complete a semi-structured questionnaire which focused on three key areas.

    o The infrastructure (policies, systems, processes) created to embed the programme.

    o The learning and development provided to support achievement of NOS AA1.

    o The approach to assessing achievement of competence to AA1.

    Emphasis was placed on selecting forces that had not already provided information through the data gathering processes referred to above. A total of 24 forces responded (9 of which also attended the evaluation workshop) as follows:

    o 17 took part in a telephone interview.

    o 7 provided a paper based response.

    All the participating forces are shown at Appendix C

- NPIA Learning Programme Leads to discuss the implementation of the design model to embed diversity and for examples of learning programmes with diversity embedded

- A desk top review of:

    o Source documentation (i.e. Learning programme materials and supporting guidance, information on NPIA intranet and internet, NPIA National Learning Programmes Design processes, National Centre for Applied Learning Technologies (NCALT) data summary reports).

    o Review of recent reports, reviews, publications pertaining to the implementation of the 'Strategy' (see Bibliography pg 39).

The following stakeholders have been consulted during this evaluation:

- The APA

- Force Diversity Champions and PRDLDP Leads.

- The PRDLDP Programme Lead.

- The Equality Standard for the Police Service Project Team.

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Approach to reporting on this evaluation

It has been identified (Rollock 2009) that due to the 'constantly changing nature of this area' it is difficult to provide a definitive picture of progress at any given time. This report therefore provides the emerging trends reported by different stakeholders during October 2008 - March 2009. It provides an indication of the current progress to inform the Equality, Diversity & Human Rights Strategy for the Police Service 2009-12.

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Findings

1. What supportive infrastructure has been put in place to embed PRDLDP?

The Strategy highlighted the importance of creating a supportive infrastructure within forces to embed this change programme; this has been approached in the following ways:

Organisational and Structural Support

Of the 24 forces who completed the questionnaire, 23 stated there had been a 'top down' approach to the implementation of the 'Strategy' with a strategic board or group being established to provide direction and support. One force reported that they set up a dedicated project team of representatives from across the organisation. The importance of strategic support was reinforced by forces attending the evaluation workshop; they highlighted the need for 'some form of oversight body'. The 'boards or groups' are usually chaired by senior officers and often include representatives from the Police Authority to provide the necessary strategic focus and to 'hold to account' all those responsible for implementing the 'Strategy'.

Forces have reported that the role of these strategic boards has evolved since the 'Strategy' was launched and they now encompass a much wider equality and citizen focused remit.

Integrating the Strategy within Working Practices

To integrate the 'Strategy' into their working practices all forces reported embedding the requirements into their existing policies, procedures and processes to enhance their approach.

Noteworthy Practice:

The importance of links to support networks, (particularly Independent Advisory Groups - IAGS) and representation from such members at both strategic and associated meetings has been reported as being invaluable.

Two forces who completed the questionnaire felt that the wider remit of the 'Strategy' in supporting cultural change had not been fully appreciated because it was initially perceived as a learning and development initiative which was the responsibility of training departments.

Commitment and Leadership

Within forces

Forces attending the evaluation workshop reported 'visible support at a senior level' was critical to obtaining 'buy in' across the organisation.

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All forces who completed the questionnaire had appointed an officer of ACPO rank as a Race and Diversity Champion to:

- Provide direction and support.

- Ensure the necessary resources are in place.

- Promote good practice and ensure it is being cascaded.

Seven forces also reported assessing staff with an organisational remit to promote race and diversity against NOS AA2 ('Develop a culture and systems that promote equality and diversity').

By Police Authorities

Police Authorities have reported providing the following support to Chief Officers to implement the 'Strategy':

- Appointing a Lead Member for equalities and diversity to 'ensure there is ownership and a drive for delivery from the top' (An Equalities Guide for Police Authorities - Association of Police Authorities 2008).

- Helping senior officers to develop plans, frameworks, local strategies.

- Attending strategic meetings (Programme Boards, Steering Groups) that have an equality and diversity focus.

- Participating in events and training days to promote the importance of the 'Strategy'.

- Regular, informal meetings to review progress with Chief Officers and their teams.

The range of support provided has grown since the 'Strategy' was launched to reflect an evolving diversity and equality remit, this includes:

- Representation on Stop and Search Working Groups.

- Supporting citizen focus initiatives to increase trust and confidence from the communities served i.e. supporting the "Putting People First" programme 'which builds on PRDLDP'.

- Attending Confidence and Equality Boards.

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2. How has race and diversity learning and development been provided to meet individual need?

The National Learning Requirement for Race and Diversity Training

Central to this learning requirement are 'two distinct strands to be incorporated into all race and diversity training' (NLR pg 3). These are:

1. Generic training

    The aim of the first strand is to provide knowledge and understanding of the police services' responsibilities under the different strands of equality legislation such as the Race Relations (Amendment) Act 2000 and the Disability Discrimination Act 1995. The six diversity areas included in the generic training are:

    *   Race (primary focus).

    *   Gender.

    *   Disability.

    *   Age.

    *   Sexual orientation.

    *   Religion and beliefs.

2. Contextualised learning

    The second strand supports the application of knowledge obtained from the generic training into the operational workplace in the context of an individuals' role. This training will be bespoke and contextualised to each person's need.

Embedding the National Learning Requirement within the Police Race and Diversity Learning and Development Programme (PRDLDP)

The Police Race and Diversity Learning and Development Programme was developed to give a flexible approach to learning and development that would provide the underpinning knowledge of the diversity legislative requirements and enable individuals to develop the skills and behaviours to promote equality and value diversity in every aspect of their work. It was designed to move away from 'standard courses' based on a 'one size fits all' to one where individual learning could be tailored to the particular operational needs of the individual.

To help individuals to obtain the underpinning knowledge and understanding NPIA developed the 'Diversity and the Police', a modular programme of learning comprising of e-learning and workbooks produced

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to nationally approved standards and content that are available on the NCALT Managed Learning (MLE) Environment. The programme consists of 7 modules of learning which have been designed around learning descriptors mapped to NOS AA1. The 'Diversity and the Police' learning resources are suitable for independent study, classroom style study or a combination of the two. The e-learning modules and workbooks can be used independently but are best used together, complementing one another by providing learners with full coverage of the learning material. The learning resources were launched with an accompanying document 'The Enabling Learning Handbook and Guidance for Users' that provided guidance for trainers and line managers about how to contextualise localised training to embed the relevancy of the generic training provided in the 7 modules.

The use of the Diversity and the Police Materials

The use of the Diversity and the Police learning resources is optional, where forces choose to use their own materials, the learning must be designed to meet the defined learning outcomes.

Periodic reports are produced by NCALT to indicate how forces are using the learning resources, the data shows officers or staff in all forces have completed some e-learning modules but to varying degrees since the programme was launched, and they have accessed the workbooks.

The summary table below shows the total number of learners completing the e-learning modules and workbooks for each strand since the programme was launched; it also highlights current usage by separating out the data for the last quarter.

Summary table showing usage of the Diversity and the Police Learning Resources (figures correct at 05/03/09)

Module	Total completed since launched	Total completed in last quarter (14/11/08 - 05/03/09)
Diversity and the Police E- Learning Workbook	 17033 836	 2690 216
Race and the Police E- Learning Workbook	 11300 138	 1606 22
Age and the Police E- Learning Workbook	 13700 825	 1846 223
Disability and the Police E- Learning Workbook	 13208 400	 1936 104
Gender and the Police E- Learning Workbook	 9557 157	 1126 27

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Module	Total completed since launched	Total completed in last quarter (14/11/08 - 05/03/09)
Religion and Belief and the Police E- Learning Workbook	 9034 166	 1060 39
Sexual Orientation and the Police E- Learning Workbook	 9242 134	 1052 31

The data indicates usage of e-learning in the last quarter remains high with:

- 2690 learners completing the 'Diversity and the Police' e-learning module.

- In excess of 1000 learners completing each of the other six modules.

The completion rate of workbooks suggests usage across forces is generally low compared to e-learning; however the workbooks can be downloads, located onto local networks or printed as paper copy. Hence completion rates are likely to be far higher than the data suggests. The data nevertheless indicates the completion rate in the last quarter has been highest for:

- Age and the Police Workbook (223).

- Diversity and the Police Workbook (216).

Diversity Training for Trainers

One of the strategic reports influencing the development of The Police Training Roles Learning and Development Programme (PTRLDP) was Diversity Matters (2003) which highlighted the training provided to police trainers in respect of diversity was not totally adequate.

The 'Strategy' emphasised the importance of the role of trainers as a 'critical aspect of all learning and development' and included an action for NPIA (then Centrex) to create a Learning and Development Skills Framework for police trainers; this subsequently led to the development of a series of role profiles (owned by Skills for Justice) that describe the skills and attributes of various learning and development roles within policing, including those for Trainer, Instructor, Tutor and Presenter.

PTRLDP launched in 2006 was developed to provide a flexible, modular approach to learning and development mapped to the above role profiles. Principal features of the programme that promote the integration of race and diversity in learning and development include:

- Completion of the Diversity and the Police e-learning module is a pre-requisite for attending any module(s).

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- Race and diversity is mainstreamed throughout the learning.

- A commitment to work with diversity and promote inclusivity and equality of opportunity in every aspect of the learning process.

- The programme promotes a range of learning and delivery options including community involvement.

Further development can be provided through two of the specific modules, these are the Advanced Facilitation in Practice module and the Diversity in Learning and Development module (see Appendix D for the module descriptors).

NPIA has also developed in association with City and Guilds an optional qualification linked to the programme. The award is a Vocationally Related Qualification (VRQ – Level 4) and assesses candidates' practical skills and knowledge in relation to police learning and development. Unit 4 of the qualification (Certificate in Teaching in the Lifelong Learning Sector) is a mandatory unit which focuses on promoting Equality and Valuing Diversity (see Appendix E for the content of this Unit).

Engagement by forces with the Police Training Roles Learning and Development Programme

Data indicates the following levels of use with the programme since it was launched:

- 40 Home Office forces use some or all of the PTRLDP modules.

- 18 use the Advanced Facilitation in Practice module.

- 13 use the Diversity in Learning and Development module.

- 14 use the optional vocationally related qualification (VRQ).

Of the twenty four forces who completed the questionnaire, 15 reported using a combination of NPIA training, the Diversity and the Police materials, in force support and the Police Diversity Trainers Network (see below) for providing support and development to their trainers (some of which are dedicated Race and Diversity trainers). Others approaches include in house training, learning provided by external providers or university accredited courses.

The Police Diversity Trainers Network (PDTN)

The Network was established in 1999 to offer guidance and support to trainers, practitioners and managers working in the field of diversity. It has grown in definition, strategic support and membership over the years and provides:

- A forum for exchanging information and good practice to enhance skills.

- The opportunity to meet, network and establish working partnerships between practitioners.

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- The ability to maintain and further develop links with the APA, ACPO, NPIA and HMIC through consultation and engagement.

NPIA and its precursor organisations have supported the development of the Network and have hosted previous seminars. All the Diversity and the Police modules of learning have been presented to this group. The Autumn 2008 Conference focused on Mental Health and learning impairments. Keynote speakers shared their experience and provided trainers with an insight into promoting best working practice in these areas of diversity. 75 delegates attended.

Additional Support and Guidance Provided by the Home Office and the NPIA to embed PRDLDP

To support forces in delivering the programme NPIA has provided the following:

Workshops/Conferences

For ACPO Champions, Force PRDLDP Leads and Lead Trainers

To support the implementation of the 'Strategy' the Home Office supported a number of seminars and workshops between 2004-06 for ACPO champions, managers and practitioners to help develop understanding of their role in the programme.

NPIA provides periodic PRDLDP Update Events, usually twice a year to support implementation of the programme and to provide a forum for managers and trainers to share practice.

For trainers

Since 2007 NPIA have provided thirteen Trainer Up-skill workshops (3 day) for force trainers to help them make best use of the learning materials and to identify any practical considerations for training delivery. Evaluation feedback from delegates about the content and usefulness of the workshops has been positive.

Regular communications

Home Office Dedicated Project Team

The Home Office supported the strategy in its first two years through the provision of a project team; from April 2007 this responsibility passed to a dedicated team within NPIA.

Force Visits

Force visits were provided by the PRDLDP Executive in 2004-6 to offer support and to share best practice in implementing the Strategy. These visits provided the opportunity to discuss the organisational approach to implementing the programme and aspects of design, delivery and assessment. Following the visit forces were sent a report summarising the discussions about progress made and any recommendations for further development.

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The visits have continued to be provided by NPIA; forces can request a visit at any time to offer support, advice and guidance. A Quality Assurance Framework has been developed to inform and steer force visits, to disseminate good practice and to act as a tool against which forces can review progress.

Since the programme was launched nine forces have received a visit, these are:

- Cumbria.

- Derbyshire.

- Essex.

- Greater Manchester Police.

- North Wales.

- Northumbria.

- West Mercia.

- Hertfordshire.

- Lancashire.

E-briefings

A quarterly e-briefing is provided by NPIA containing updates and useful information to enable the sharing of practice. E-briefings are sent to PRDLDP Primary Contacts, Force Training Managers, Diversity Champions and the Police Diversity Trainers Network (PDTN - see pg 17).

PRDLDP Forum

More recently a PRDLDP Forum has been made available to forces on the NCALT MLE to share information and practice, so far this has not been widely utilised.

Implementation of PRDLDP within Forces

Integration of the Race and Diversity National Learning Requirement (NLR) within Force Training

Forces who completed the questionnaire were able to provide examples of how the NLR for race and diversity had been incorporated into their training, examples include:

- Embedded within training plans.

- Diversity training.

- Community engagement and equality impact assessments are conducted in the development of new learning (see pg 28).

- Mapping to NOS AA1 takes place in the design of new learning.

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Forces also identified that the following processes are used to monitor integration:

- Training is monitored by strategic boards.

- Checks are made by validation panels.

Provision of Learning

The responses to the questionnaire and the feedback provided at the workshop indicate that fundamentally there has been a distinct shift from a 'one size approach' to contextualised learning for individual need as diversity training 'cannot fit, a department or often a group of individuals'. Forces have reported using different approaches to identifying the learning needs these include:

- Using the Performance Development Review (PDR) process, mapping current experience and achievement to the relevant Integrated Competency Framework (ICF) behaviours (i.e. 'respect for diversity', 'community and customer focus'); this is the most commonly used tool.

- Use of a knowledge check for new staff to identifying their current level of understanding.

- By initial assessment against AA1 to identify the areas for development.

Forces have commented on the benefits of providing a 'multi functional' approach to the learning. The approach taken has often been influenced by the size of the force with smaller forces finding it easier to develop bespoke learning solutions. Common trends across all forces include:

1. Provision of foundation learning ('the generic training') often provided either by:

    - Use of 'Diversity and the Police' (some or all the modules).

    - Locally developed 'generic events' ranging from 1-3 days that include a classroom phase.

    - Locally developed e-learning packages.

    - A combination of the above.

2. Provision of contextualised learning depending on role, which includes:

    - The development of bespoke training solutions or reference materials for a group of learners where a common need has been identified (e.g. use of the force intranet by operational officers to access information on particular groups or faiths in their locale).

    - Individually tailored learning plans (e-learning, reading, work related development, externally provided learning); the PDR process has been one of the main tools through which this learning has been identified.

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Successes

Forces have reported the following aspects of the approach to diversity training promoted by the 'Strategy' as successes:

- Being able to take a flexible approach (different delivery methods, to meet individual need).

- Taking ownership, particularly by individuals for their own learning.

- Adopting some of the approaches used for implementing IPLDP (i.e. community engagement in the training cycle).

- Keeping learning simple and in context to role.

- Marketing the learning as workplace development rather than 'diversity training'.

- Having an internal diversity network, group, or dedicated skills that can be drawn upon for advice.

Challenges

The challenges forces have identified include:

- Limited resources (nationally trained trainers, assessors).

- Constraints (conflicting priorities i.e. rollout of other national learning programmes, i.e. Initial Police Learning and Development Programme (IPLDP) running simultaneously).

- Trying to measure achievement of the behavioural aspects of the learning - 'changes in behaviour' can be difficult to measure, 'its about getting the measures' right.

- Putting in place systems to monitor learning is being applied on a daily basis and 'promoting equality and valuing diversity' is business as usual. The PDR system has been identified by forces as the most effective way of doing this.

Embedding the National Learning Requirement within other National Learning Programmes

Diversity has been embedded throughout the portfolio of National Learning Programmes from initial learning to senior leadership development to 'cultivate and maintain a positive and inclusive culture where all staff understand and respect the business of a diverse workforce is continuing ('Improving Opportunity, Strengthening Society (IOSS) Third Progress Report on the Government's strategy for race equality and community cohesion Volume 1, Chapter 2 - 2009'). The new national programmes of initial 'police training and post entry race and diversity training' have been cited in the Equality and Human Rights Commission 2009 report (Police and Racism: What has been achieved 10 years after the Stephen Lawrence Inquiry Report?) as one of key achievements in responding to the 2005 CRE report. Work is currently being undertaken by NPIA to map the learning descriptors for each national learning programme to show the learning pathways available to support learners in

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acquiring a particular skill or behaviour (i.e. 'respect for diversity') as their career progresses.

The principles of design that are embedded within all NPIA Learning Programmes Design Process include programmes being developed with:

- Regard for differing learners' needs and preferences, using a range of methodologies.

- Engagement of local and national communities (see page 28), including vulnerable people and victims of crime.

- Essential threads, such as Race and Diversity, Health and Safety, ethical conduct.

- A requirement that all learning descriptors will address Race and Diversity

- Clear audit trails for the product development, including diversity and legal checking.

Examples of how race and diversity has been integrated into national learning programmes can be found in the table below:

Examples of Learning Programmes	Approach to integrating diversity
Initial Police Learning and Development Programme (IPLDP)	Race and Diversity is threaded throughout the programme and 'embedded throughout the learning materials' (IOSS Report 2009). As part of induction (weeks 1-5) learners begin examining the skills, attitudes and behaviours that will be required to perform their role which includes the ability to effectively engage with diverse communities. All learners complete the Diversity and the Police module as part of their induction to gain an understanding of the legislation. As the programme progresses learners examine the application of this knowledge to practical situations and learn more about the different communities served and how race, religion, disability need to be taken into consideration in working practices such as when taking a statement or carrying out stop and search. With this being a foundation programme it is important to provide learners with the opportunity to explore all the different elements of diversity that individuals may encounter in their role. Evidence presented to the Equality and Human Rights Commission 'showed much better feedback by trainees to the new model of race and diversity training than to the old one. For example they appreciated more realistic role playing that involved

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Examples of Learning Programmes	Approach to integrating diversity
	real victims and witnesses, and training in the community' (Police and racism: What has been achieved 10 years after the Stephen Lawrence Inquiry Report 2009). All learners have to achieve competence to NOS AA1 (Promote Equality and Value Diversity) during this programme to ensure they can evidence the development and application of the required skills and behaviours (see page 30).
Counter Terrorism	Diversity aspects are embedded into the learning descriptors for CT Prevent and the Intelligence and Community Engagement (ICE) training.
Safer Detention Learning Programme	Consideration for diversity and human rights within a detention context is an important aspect of the following modules: • Care and welfare • Searching and sampling • Juveniles
Public Protection (MAPPA) Learning Programme	The programme provides delegates with an awareness and understanding of the diversity and human rights framework within which public protection must operate and includes: • The legislative requirements • Facilitated group sessions in which delegates consider how diversity and human rights considerations might apply in relation to victims, the public and offenders (e.g. mobility impaired sexual offenders, deaf victims)
Initial Crime Investigators Development Programme (ICIDP)	The programme is aimed to equip investigators with the knowledge, understanding and skills to be able to conduct professional, thorough and objective investigations, in accordance with the National Occupational Standards; therefore becoming accredited PIP Level 2 Investigators. Ethics, human rights and respect for race and diversity are embedded throughout the programme. Learners are exposed to recorded decision making about all such aspects in both the classroom based syndicate work and also during work based

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Examples of Learning Programmes	Approach to integrating diversity
	assessment portfolio building as they work to display competency in the role of a Detective Constable.
Initial Management of Serious Crime Course (IMSC)	The IMSC deals specifically with Hate Crime. Embedded within the case study in the third week of the course (either by Hydra or paper-feed exercise) are the following objectives • Identify and ethically manage diversity issues within a given scenario • Identify and ethically manage cultural issues within a given scenario
Detective Inspector Development Programme (DIDP)	Diversity is included throughout the DIDP, with a particular focus on Community Impact Assessments.
The Specialist Child Abuse Investigator's Development Programme (SCAIDP)	SCAIDP has specific learning outcomes on race and diversity and has specific, discrete content on ethics, fairness and sensitivity both in pre-read and course material. Investigating child abuse requires practitioners to reflect on their attitudes and behaviour towards all those involved; perpetrators, children, protectors and colleagues from partner agencies as well as the different forms that child abuse takes across different cultures. To this end responding to diversity is embedded throughout the case studies and classroom exercises.
Investigative Interviewing within Serious and Complex Investigations	This programme requires candidate practitioners to demonstrate their communication and questioning skills across a range of different scenarios, for both victims and witnesses to crime as well as for suspects. Ethics, fairness and sensitivity feature as discrete learning material early in the programme and are embedded throughout the practical scenarios and trainer debriefs.
E-learning	Race and diversity is considered during script writing and in all images and scenarios. Examples include: The Management of Police Information (MoPI), Intimidated Witnesses, Counter Terrorism, Criminal Justice Reform and Neighbourhood Policing.
Immersive Learning	Diversity is embedded throughout the scenarios both in terms of incidents and learning outcomes. Examples addressed in Hydra exercises for Counter

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Examples of Learning Programmes	Approach to integrating diversity
	Terrorism, Firearms and Public Order.
Core Leadership Development Programme (CLDP)	Includes the 'Diversity and Professional Practice' module that focuses on the leadership issues associated with promoting diversity for example: • Awareness of equal opportunities legislation. • Challenging inappropriate behaviour. • Recruitment. • Retention. • Reasonable adjustment. • Grievances. • Complaints and misconduct.
Positive Action Leadership Programme (PALP)	'This is the first national positive action initiative for police officers and staff from under-representative groups' (IOSS Report - 2009). The aim of the programme is to provide delegates with an increase in confidence, self belief and motivation to move forwards to support their lateral development or application for promotion. 'Feedback from delegates, forces and a national evaluation is encouraging' (IOSS Report 2009).
Leadership Development for Senior Women	This self development course is designed to assist women to examine their aspirations, strengths and areas for development giving them the confidence to maximise their potential. Delegates are given access to a support network enabling them to learn from others in similar positions.

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Examples of Learning Programmes	Approach to integrating diversity
Critical Incident Command (CIC) Courses 1 & 2 - Senior Leadership Development Programme (SLDP 1)	CIC 1: • Highlights recommendation 66 from the Stephen Lawrence Inquiry (that HMIC include in any regular inspection the progress made re: the recruitment, progression and retention of minority ethnic staff). • Emphasises the importance of strong ethical leadership at every level. • Provides delegates with a safe learning environment on which to talk openly and recognise their roles as leaders from a Hydra exercise which is entirely based around a diversity issue (internal homophobic behaviour/hate crime). This course has won an award from the Gay Police Association (GPA) for best new diversity product. CIC 2: • Includes a case study based around a diversity issue. • Explores how important it is for the police service to respond appropriately and recognise difference, in order to increase the confidence of minority communities in the police. • Reflecting on the Police and Justice Act (2006) and how they as leaders can ensure that they promote equality and diversity in everything that they do as Silver Commanders.
Leading within Diverse Organisations - SLDP 1 and High Potential Development Scheme (HPDS)	The course: • Discusses a wide range of diversity issues. • Contributes to the development of an individual's perspective on the management of difference both within the service and wider communities. • Enables delegates to identify the linkage between their own values and belief systems and the effective and proportionate management of difference in society.
Foundation (SLDP 1)	Difference is embedded throughout the programme. It includes:

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Examples of Learning Programmes	Approach to integrating diversity
	• Ethics and values. • A half day case study input focusing on disability. • A session on the upcoming Equality Bill.
Diversity for Executive Leaders - SLDP 2	The course assists senior leaders to improve their effectiveness in building, maintaining and developing effective relationships with diverse groups both internally and externally in order to maximise trust and confidence in the police.
CIC 3 - SLDP 2 (For Gold Commanders)	During the course decision logs written by delegates are reviewed by a panel member representing the community and the importance of using the right language is highlighted. The effects this can have on communities if the police service gets it wrong during, for example, a public inquiry is then discussed.
Multi Agency Gold Incident Command Training (MAGIC) - SLDP 2	The course: • Examines the importance of getting the police response to disaster right. • Assists delegates to understand that the needs of individual communities will differ, and it is only by recognising this will the police service, working with other agencies, be able to maintain/restore public confidence.

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3. How has community engagement been integrated into all aspects of the 'training cycle' (design, delivery, evaluation)?

The HMIC report Diversity Matters (2003) identified there was 'insufficient community involvement in all aspects of the training cycle'. In response to this the Association of Police Authorities produced the guide 'Involving communities in police learning and development' which was issued in November 2004 alongside the 'Strategy'. The guide 'presents an extensive review of current practice in relation to community involvement in police learning and development and aims to assist police authorities and trainers to improve community involvement in all aspects of police training' by providing a set of Guiding Principles.

The 'Strategy' endorses the importance of community engagement by emphasising the 'direct relationship between learning and development and community trust and confidence' (Section 3, pg 20, 3.43).

Approaches to Community Engagement within NPIA

Community Engagement

Recommendation 6.1 required Centrex to ensure that the National Training Design Model contains specific direction for designers of training in relation to wide-reaching community involvement and participation in all aspects of the training cycle. Community consultation is an integral part of the design and development of each national learning programme. Consultation with stakeholders and community groups takes place 'to define the content of the learning programme for contemporary contextualization and perspective and to identify appropriate methodologies for the delivery and assessment of learning' (Learning Design and Development User Guide). This will include the internal community (e.g. learners, trainers, subject matter experts, practitioners, the police federation, staff associations) and the wider community (e.g. community groups, interest groups (charities/support networks), the public, victims) that may be affected by the learning programme or the workplace application of its content. All consultation is recorded and decisions evidenced on the Equality Impact Assessment (see below).

Equality Impact Assessments

All learning programmes are equality impact assessed to identify and resolve (where possible) any potential adverse impact on people from different diversity groups. Information from the community and stakeholder consultation processes informs the Equality Impact Assessment. NPIA has a detailed 'Guide to Community Consultation and Equality Impact Assessment in the Design and Development of National Learning Programmes' which includes information on identifying who to consult and how to conduct community consultation.

During the delivery of learning, community contributors are often used as guest speakers to impart specific knowledge on a subject matter or to

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raise awareness of their experiences in the context of a local policing environment.

Community engagement is a compulsory element of IPLDP (80 hours community placement). Data from the IPLDP Stocktake 2008 (to review progress of aspects of the IPLDP Implementation Strategy) indicates forces have invested considerable effort in ensuring all student officers have access to community placements and further opportunity for community engagement. Many forces have reported successful implementation and have also stated that they are beginning to see some real benefits. The 'Stocktake' identified opportunities for building on what has been achieved; one example is further guidance on how community visits and visitors can be better integrated into the curriculum to enable achievement of a number of learning outcomes. This would truly embed community based learning into the curriculum.

Community engagement is also an important aspect of evaluation. Examples of community involvement in relation to the evaluation of learning include:

- Consultation with stakeholders (usually via a Steering Group) to inform the benefits of the learning programme and the outcome indicators.

- Obtaining feedback from the wider community to measure the effectiveness of the learning on performance.

- Consultation with stakeholders on evaluation findings to inform the future development of learning.

Within forces

The Implementation Plan in the 'Strategy' includes an action for forces (number 34) to 'Identify opportunities for community engagement in learning and development and other contextualised learning in the workplace'. All forces who responded to the questionnaire stated that community consultation had been integrated into the training cycle; the following examples were provided:

- Community consultation and Equality Impact Assessment is incorporated into force design processes.

- Independent Advisory Groups (IAGs) sit on training boards to inform the approach to consultation and the design of specific training material.

- Community engagement officers and community co-ordinators build on the contacts they have established for IPLDP and gather information to inform and consult on the design of learning material.

- Community members are involved in the delivery of learning as role players and guest speakers.

- APA members observe training.

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- Quality assurance processes are in place to check community consultation and equality impact assessments have been conducted.

- Evaluation strategies include how the community will be consulted to measure the benefits of the learning.

- Involvement of community groups in specific evaluation exercises.

There is also evidence of Police Authorities monitoring how community engagement is being integrated into the 'training cycle' and dip sampling equality impact assessments, see page 37.

4. What different approaches are forces using to assess competence to AA1?

The initial requirements in the 'Strategy' for assessing competence in race and diversity

When the 'Strategy' was launched there was a requirement for 'everyone employed by the police service to have been assessed as competent against the National Occupational Standards relating to race and diversity by 2009'. It was identified that Priority Groups (i.e. Chief Officers, BCU Commanders, Training Managers and their staff) should be assessed first because of the strategic or influential nature of their role. It was also identified new police officers would be assessed as part of IPLDP. The targets for assessment were:

- All Priority Groups by March 2008.

- All members of the police service by the end of 2009.

At the beginning of 2007 the Home Office conducted an Internal Review of the work based assessment requirement. The review 'reinforced conclusions already drawn from previous consultation with forces i.e. just over half of forces in England and Wales are making good progress with the assessment requirement, while the remainder are not indicating a fully committed or confident approach to meeting the requirement' (Home Office - March 2007). One of the recommendations arising from the review was for the timescales to be revised because the 'police service' *as a whole* is currently not on track to meet the published timescales' (Home Office - March 2007). In July 2007 the targets were revised to the following:

- All members of Priority Groups by March 2008.

- 50% of force establishment by March 2009.

- 75% of force establishment by March 2010.

- 100% of force establishment by December 2010.

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The approach to assessment

Guidance

The following guidance documents outline the approach:

- The Enabling Learning Handbook and Guidance for Users which set out the initial requirements.

- The Skills for Justice 'Guidance on the assessment of AA1' and 'Unified Assessment Protocol'.

- Additional Guidance to Support the Assessment of AA1 - Promote Equality and Value Diversity (2008). This guide was developed in response to feedback from forces about the need for further guidance and includes evidencing the AA1 performance criteria.

The approach includes:

Assessment against NOS

The 'Strategy' required assessment to be conducted against Race and Diversity NOS, initially this was NOS 1A4 (Foster people's equality, diversity and rights) and 1A5 (Promote people's equality, diversity and rights). These units were combined into AA1 (Promote equality and respect diversity) and in June 2006, AA1 became the required target for all staff. A new Standard AA2 (Develop a culture and systems that promote equality and value diversity) was introduced for those with an organisational remit for diversity who can effect cultural change and amendments to policies and procedures.

Assessment Using Qualified Assessors

The Strategy also required all assessors to:

- Possess, or be working towards, the A1 Assessor Award (or equivalent) and

- Be occupationally competent on NOS 1A5.

These requirements were also revised in July 2007 following the findings of the Home Office Internal Review (2007) into work based assessment. The review reported 'recruitment and appropriate training of assessors had been cited by a number of forces as a barrier to making timely progress with assessment'. Under the new requirements assessors were to be trained in line with the requirements of the A1 award but without the need for a formal qualification to A1.

Implementation of the Assessment Processes

Training of Assessors

Forces have reported that there are differences in the training provided to assessors but 'everyone has received some kind of training to do the assessment.' The approaches utilised include:

- Dedicated A1 Qualified Assessors.

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- Dedicated assessors trained in the principles of A1 assessment.

- Line managers and supervisors have received local training and guidance on how to assess using the PDR system.

- A combination of different elements of the above.

The majority of forces (77%) who completed the questionnaire stated they used a core group of A1 qualified assessors to conduct initial assessment starting at the top of the organisation. The A1 skills were then emulated by line managers, usually without qualification to A1. Two forces who are using line managers as assessors have reported they are using this approach as it is not cost effective or sustainable in their force to have dedicated assessors. They also considered that line managers are better placed to monitor their staff as they are 'promoting equality and valuing diversity' on an ongoing basis, throughout their working practices.

Assessment Processes Utilised

Responses to requests for assessment data from the Home Office since the 'Strategy' was launched and from 2008 by NPIA have identified forces are using different processes for assessment in terms of:

- How they define occupational competence in race and diversity.

- The type and amount of evidence that is required.

- The quality assurance (standardisation, verification processes) that are in place to ensure the assessment requirements of the 'Strategy' are being met.

This suggests forces have been:

- Interpreting the standard differently and not evidencing assessment decisions consistently.

- Demonstrating varying levels of rigour in their assessment processes for different groups undertaking PRDLDP (e.g. those achieving AA1 via IPLDP and those achieving it via the force PDR).

Funding, resources and the feasibility of all staff being able to gather sufficient evidence have been reported by forces (through questionnaires they have completed and at consultation events) to explain why they have taken a more practical approach to evidencing the performance criteria relevant to an individual's role through the PDR system. One Police Authority has expressed concern that use of the PDR system has led to the initial requirements being 'watered down'.

Forces who completed the 2009 questionnaire reported they are using the following processes for conducting assessments across the organisation. These include:

- Learners develop an National Vocational Qualification (NVQ) style portfolio of evidence against the full AA1 Standard assessed by qualified assessors.

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- Learners are assessed by dedicated assessors using a variety of different methods (i.e. observation, examination of product evidence, professional discussions).

- Learners are assessed by line managers and supervisors through the PDR process against one of the following approaches:

  o The full AA1 Standard.

  o The relevant aspects of the Standard to role.

  o Diversity behaviours.

Three forces (all of differing sizes) have reported they initially piloted assessing their staff to the full AA1 standard using trained A1 assessors but the time taken and the lack of dedicated resources made it impractical to roll this out across the organisation; the PDR process is now being used as an alternative.

One force has reported different approaches to assessing the staff within their organisation; priority groups are formally assessed (different evidence is reviewed by qualified assessors) against AA1 and the remainder of staff through diversity behaviours in the PDR. This two tiered approach has also been identified before from previous data gathering processes.

Some forces have reported that they have mapped AA1 to the ICF behaviour 'Respect for Diversity' finding much commonality and assess against the 'behaviour' to avoid duplication.

Validating assessment decisions

Forces reported two main approaches to validating achievement of competence in diversity:

- The PDR is counter-signed by a more senior manager and then HR departments dip sample a number of completed PDRs.

- Internal and external verification (where appropriate) processes are in place (i.e. to sample assessment decisions, to standardise assessment practice).

Where the PDR system is being utilised there are different evidence requirements. Written evidence is not always required and 'assessment' takes the form of a PDR discussion during and or at the end of the year; this makes it difficult for assessment decisions to be verified and as such this approach would not meet the requirements of AA1 or an audit by an external body.

Tracking Progress

All 26 forces who completed the October 2008 data capture questionnaire about the progress made towards achieving the targets in the assessment strategy were able to provide data about the numbers of police officers, police staff and Priority Groups that have gone through an assessment process. They were also able to report how many people have now

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achieved competence; 14 reported they were working to a planned timetable for all staff to be assessed as competent by December 2010.

The majority of forces who completed the 2009 questionnaire have reported having systems in place to monitor achievement of competence. The following systems are utilised to record the progress made by learners:

- The PDR System.

- Spreadsheets or databases separate to the PDR.

- Progress reports produced for senior managers.

Progress against the Assessment Targets

It is difficult to present an overall summary of the progress made by forces towards achieving the assessment targets on page 30 because of the different approaches forces have taken towards conducting the assessment. There is disparity in what is being assessed, who is being assessed, what evidence is being gathered and how this is being validated. It is therefore hard to monitor like for like achievement against a set of targets that were based on a common approach being applied.

All forces who completed the October 2008 data capture questionnaire reported difficulty in meeting the targets in the assessment strategy; 36% reported being on target to achieve the March 2009 target (50% of the workforce assessed as competent).

22 respondents who completed the 2009 questionnaire reported the following progress:

- 5 are on target.

- 8 are behind target.

- 5 have reported they are not assessing competence to AA1.

- 2 are not working to the targets.

- 2 were not able to provide information on progress.

As there are different levels of rigour in the methods utilised, some approaches will take longer to achieve than others which restricts specific conclusions being drawn about the current levels of progress.

Noteworthy Practice:

Forces have stated they are working to what is realistic for them in terms of targets and processes, taking the approach that has the most added value and avoiding just taking an easy method to 'tick a box'.

There has been a delay in some forces in getting the required tracking processes in place (e.g. liaising with HR) because the 'Strategy' had

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initially been perceived as a learning and development initiative rather than being 'organisation wide'.

In view of the difficulties forces have encountered and the different approaches being taken, there would be a benefit in reviewing the assessment requirements, following further consultation with forces. Consideration could be given to allowing a more pragmatic yet robust approach which favours more local accountability rather than a 'one size fits all' national approach. This would prepare forces for the HMIC workforce inspection in 2010-11 when they will be required to evidence their approach to meeting the baseline requirements of the Equality Standard for the Police Service (see appendix F pg 74) which includes evidencing:

- How they ensure the workforce 'promotes equality and values diversity'.

- The processes in place for measuring competence.

Maintenance of competence

Forces reported using the PDR system to monitor and maintain achievement of competence in the workplace. In addition maintenance of competence is also reinforced through promotional processes and development programmes, for example:

The National Police Promotions Framework	Within the National Police Promotions Framework for sergeants and inspectors, achievement of competence against AA1 is mandatory unless competence has already been achieved.
National Learning Programmes for Leadership Development	Officers and staff are provided with continued development in diversity pertaining to leaders through the Core and Senior Leadership Development Programmes (CLDP and SLDP), see pages 25 -27.
Initial Crime Investigators Development Programme (ICIDP)	Applies diversity to the role of detective, building on the learning in IPLDP.
Police Training Roles Learning and Development Programme (PTRLDP)	Applies diversity to the learning and development roles within policing (trainer, tutor, instructor, presenter), see page 16.

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5. What processes are in place for measuring successful implementation of PRDLDP?

The 'Strategy' placed a responsibility on both police authorities and the Home Office for monitoring performance in race and diversity issues, including the implementation of race and diversity learning and development.

The Home Office/NPIA

Since the 'Strategy' was launched a strategic board with representation from all key stakeholders (APA, ACPO, independent member from the Post Lawrence Project Group, Her Majesty's Inspectorate of Constabulary (HMIC), Home Office, Centrex/NPIA) has met regularly to provide strategic guidance for the design, development and delivery of the Police Race and Diversity Learning and Development Programme to make sure that it meets the requirements in the implementation plan and the current and ongoing ACPO Learning requirement.

Between 2004-06 the Home Office were responsible for obtaining periodic feedback and information from forces about the implementation of the programme; in 2006 the 'Implementation Progress Report' was produced to highlight the progress made since the 'Strategy' was launched.

Since 2007 NPIA have been responsible for the governance of the programme and for reporting progress; the processes for reporting are defined in the PRDLDP Evaluation Strategy (see page 8 and Appendix B).

The Equality Human Rights Commission's report 'Police and Racism: What has been achieved 10 years after the Stephen Lawrence inquiry report?' (2009) identified 'that taken as a whole, the progress made in the past 10 years for recruitment, training and employment is encouraging for the police as a whole'. This was reinforced at the recent conference organised by NPIA (in association with the Home Office and the Ministry of Justice) to review what changes have been made in the police service in response to the Macpherson Report. Ministers expressed their opinion that a lot had been accomplished but continued efforts were necessary to consolidate and build on what has been achieved across the different diversity strands (i.e. learning and development, Stop and Search within Crime).

The NPIA will continue to play a key role in supporting the implementation of the Equality, Diversity & Human Rights Strategy for the Police Service 2009-12 (which will provide an integrated approach to the implementation of all the different strands of diversity, whilst retaining the individual workstreams) to ensure that positive progress continues.

The Association of Police Authorities

The Association of Police Authorities developed 'An equalities guide for police authorities' (June 2008) to assist police authorities in meeting their statutory duties from 14 March 2008 "to promote equality and diversity

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within the police force maintained for its area and within the authority''
(Police and Justice Act 2006). The guide includes examples of different
practices forces can adopt (i.e. regular staff cultural surveys) to monitor
progress. Police authorities have reported that they measure success in
the following ways:

- By requesting periodic reports on diversity and wider equalities
  issues which may include some or all of the following:

  o Implementing the different aspects of the 'Strategy'.

  o Evidence of meeting the objectives in the force's equality
     scheme and action plan.

  o Community engagement within the 'training cycle'.

  o Through attending strategic boards/groups (i.e. Force Diversity
     Steering Group, Confidence and Equality Boards) which have
     and oversight responsibility.

- Dip sampling equality impact assessments.

- Monitoring progress reports against the objectives set out in the
  force's equality scheme.

- Assessing the Chief Constable's competency in relation to race and
  diversity in their annual PDR.

Measuring Performance

The 'Strategy' highlighted a number of performance measures that may
be affected by race and diversity, these were taken from the Police
Performance Assessment Framework (PPAF) which was being used at the
time the 'Strategy' was developed; this has since been replaced by the
Assessment of Policing and Community Safety (APACS) and the
corresponding measures (i.e. workforce profiling, customer satisfaction)
have been incorporated into the PRDLDP Evaluation Strategy.

As it takes time for such benefits to accrue and for sufficient data to be
gathered, the impact of this programme on the public and operational
performance at a national level will not be reported on until 2011 as per
the Evaluation Strategy. Even in 2011, with the rollout of a wider citizen
focus change programme it will be very difficult to attribute success
specifically to individual strands such as PRDLDP and the results are more
likely to be indicative of a collective contribution. However, the 'Equality
Standard for the Police Service' (ESPS)[3], will support forces in both
integrating and evidencing how equality activity has been embedded
across all business areas. This performance improvement tool (referred
to in the Green Paper-'From the Neighbourhood To The National: Policing
Our Communities Together') will better facilitate measuring success at
both a local and national level of the impact of a citizen focused approach
to policing. A copy of the 'Standard' currently being piloted for release in
the autumn) can be found at Appendix F.

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[3] Developed by NPIA (in consultation with lead equality specialists from a number
of forces, HMIC and the APA)

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Conclusion

The research indicates there has been significant progress in implementing this challenging 'Strategy' and there has been extensive work undertaken by all stakeholders across the full spectrum of this ambitious change programme.

This evaluation provides an indication of the current state of progress to inform the Equality, Diversity & Human Rights Strategy for the Police Service 2009-12. It includes the successes and the existing challenges that have been reported from the consultation that has taken place. Any evaluation is only a snap shot in time and changes will continue occurring, particularly in this area which is ever evolving to meet the needs of a society that is 'becoming more diverse by the day' (Trevor Phillips, January 2009 Macpherson Breakfast Debate).

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Glossary

ACC - Assistant Chief Constable

ACPO - Association of Chief Police Officers

APA - Association of Police Authorities

APACS - Assessment of Policing and Community Safety

CIC - Critical Incident Command

CLDP - Core Leadership Development Programme

CRE - Commission for Racial Equality

CRR - Community Race Relations

DIDP – Detective Inspector Development Programme

EHRC - Equality and Human Rights Commission

ESPS - Equality Standard for the Police Service

GPA - Gay Police Association

HMIC - Her Majesty's Inspectorate of Constabulary

HPDS - High Potential Development Scheme

IAG - Independent Advisory Group

ICE – Intelligence and Community Engagement

ICF - Integrated Competency Framework

ICIDP - Initial Crime Investigators Development Programme

IMSC – Initial Management of Serious Crime Course

IOSS - Improving Opportunity, Strengthening Society

IPLDP - Initial Police Learning and Development Programme

MAGIC - Multi Agency Gold Incident Command Training

MAPPA – Multi Agency Public Protection Arrangements

MLE - Managed Learning Environment

MoPI – Management of Police Information

NCALT - National Centre for Applied Learning Technologies

NLR - National Learning Requirement

NOS - National Occupational Standard

NPIA - National Police Improvement Agency

PALP - Positive Action Leadership Programme

PCSO - Police Community Support Officer

PCSPB - Performance, Conduct and Standards of Professional Behaviour

PDR - Performance Development Review

PDTN - Police Diversity Trainers Network

PMU - Programme Management Unit

PPAF - Police Performance Assessment Framework

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PRDLDP - Police Race and Diversity Learning and Development Programme

PTRLDP - Police Training Roles Learning and Development Programme

SCAIDP - Specialist Child Abuse Investigator's Development Programme

SLDP - Senior Leadership Development Programme

VRQ - Vocationally Related Qualification

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Appendix A - Implementation Plan for 'A Strategy For Improving Performance In Race And Diversity 2004-2009

1. Publication, marketing and communication of PRDLDP strategy					
Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
1. Take overall strategic responsibility for the publication, communication and marketing of the strategy	Nov/Dec 2004	Programme Board	Nov 04	Strategy launched by policing minister at APA conference Nov 2004	
2. Design, publish and distribute the strategy	Nov 2004	Home Office	Nov 04	Strategy published, still available in hard copy and through HO website	PDF still available on NPIA web site, and NCALT PRDLDP forum.
3. Design, publish and disseminate the Business Case to all staff within the service	Jan/Feb 2005	Home Office	Nov 04	Business case published in strategy document an redistributed in June 2006	Updated and reinforced September 2007
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	ongoing	Monthly newsletters, HO website, presentations at regional and national conferences, communication through Training managers meetings, police diversity trainers network , NCALT MLE	Responsibility to support programme board transferred to NPIA April 2007

Monthly newsletters now replaced by quarterly e-briefings.

Regular PRDLDP workshops for diversity champions and PRDLDP force leads and teams. Most recent April 2008 with two planned for January 2009. |

1. Publication, marketing and communication of PRDLDP strategy

	Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
5.	Appropriately communicate to chief officers the requirements in force amongst officers and staff for implementation of the strategy	Dec 2004	ACPO	Nov 04	PRDLDP launched at APA conference NOV 04 by policing minister Joint ACPO/APA diversity champions seminar June 2005. Reps from all English and Welsh forces & PSNI	ACPO Race and Diversity conference Sept 2007: PRDLDP workshops
6.	Appropriately communicate to police authorities the requirements in force amongst senior officers for the implementation of the strategy	Dec 2004	APA	ongoing	PRDLDP launched at APA conference NOV 04 by policing minister Joint ACPO/APA diversity champions seminar June 2005. Reps from all English and Welsh forces & PSNI. Inclusion in APA circular to all police authorities	
7.	Link into existing web-sites for wider communication to police employees and the public	Dec 2004	Programme Board	Dec 04	PRDLDP section on HO website with links to other relevant websites	PRDLDP on NPIA website, and NCALT.

1. Publication, marketing and communication of PRDLDP strategy

	Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
8.	Make the IES and Gus John reports available	Nov 2004	Home Office	Nov 04	Gus John report: QA of community and race relations training complete Oct 03. Review of CRR training in MPS published Dec 03. Institute for employment studies: CRR evaluation and monitoring report published Nov 2004. Commission for Racial equality Investigation published March 2005.	

2. Implementation of PRDLDP strategy

	Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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	Feb 05	Permanent HO project team established to support programme Board. Best practice is shared through a variety of media, including regular newsletters, force visits, web sites and national conferences.	Responsibility to support Project board transferred to NPIA, April 07 Force visits continue, and reports shared. Regional and national workshops identify and share good practice. PRDLDP forum established on NCALT.

2. Implementation of PRDLDP strategy					
Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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	Nov 05	Implementation plan published in strategy document with timelines from 2004-2006	Evaluation of Implementation Feb 06, and evaluation of use of learning materials Feb 06. Update to strategy requirements communicated by letter to force champions, for example re changes in assessment requirements following updated NOS.
11. Issue guidelines on required competencies for the position of 'champion' of race and diversity learning and development	Nov/Dec 2004	Home Office	Nov 04	PRDLDP strategy published with guidance on role of Diversity Champion	
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	On going	June 06 force progress reports indicate that all forces in England and Wales have a designated champion for Race and Diversity Learning and Development. All police authorities have a nominated lead member for race and diversity	Sept 08, all forces have a designated Diversity Champion, though not all are chief officers.

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2. Implementation of PRDLDP strategy

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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	ongoing	June 06 Force progress report indicate all forces have some form of Diversity board, However not all forces have created a specific workstream or governance structure specifically for PRDLDP.	
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	On going	APA reports that police authorities regularly scrutinise and hold chief officers to account regarding progress with the strategy and wider race and diversity issues.	
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	On going	Force progress reports indicate that the quality of communication inside forces about PRDLDP is varied. Forces need to adopt more focussed and consistent approach.	Communication about PRDLDP often linked to PDR and increasingly with Citizen focus initiatives and neighbourhood policing.

2. Implementation of PRDLDP strategy

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
16. Specifically include race and diversity learning and development objectives and achievement within annual plans	March 2005	Police Authorities/ Chief Constables	On going	All forces have some form of diversity performance targets in published annual policing plans, but very few have specific diversity learning and development targets. Some forces have a separate plan for delivery and performance of PRDLDP.	Most forces now set diversity objectives as part of the PDR. Some have embedded the assessment requirements into the PDR while other assesses the NOS as a separate process. Achievement of the relevant NOS is often the diversity objective in the PDR.

3. Development of PDR guidance

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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	Oct 06	Skills for Justice worked with forces during 05/6 to improve implementation of PDR across the service. Published guide October 2006	Responsibility to support the implementation of the assessment strategy transferred to NPIA in April 07. Additional guidance provided to support implementation of the assessment strategy Jan 08.
18. Present to Programme Board	Feb 2005	Home Office	July 06	Guidance approved by Police Learning and Development Executive	

3. Development of PDR guidance

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
19. Issue guidance to forces	March 2005	Home Office	Oct 06	Published through skills for justice website	Guidance now published on NCALT via the PRDLDP forum.
20. Ensure that guidance is adhered to	Ongoing	Police Authorities/ Chief Constables/ HMIC	On going	HMIC is planning a thematic inspection on PDR practice in 2007/8. The PLDE is also considering proposal for accreditation of force PDR schemes.	HMIC inspection "leading from the frontline" 2008 reports that all forces are using a PDR system but this is not well respected by staff and is failing to support learning and development.

4. Assessment against National Occupational Standards

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
21. Co-ordinate the strategy with Police Personnel Unit (Home Office) for the design and implementation of recruit assessment procedures	Nov 2004	Home Office	2005	Unit now in police HR unit. All 43 forces adopted new police recruitment process (SEARCH).	All forces continue to use SEARCH. Also being rolled out for PCSO 17 forces now use PCSO CASA.

4. Assessment against National Occupational Standards

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
22. Integrate race and diversity learning and development into the Initial Police Learning and Development programme	Nov 2004	Home Office	April 05	Student officers must successfully demonstrate competence against NOS1A4. Race and diversity is integral to the IPLDP blended learning model. Race and diversity is embedded throughout the full suite of learning materials, with links to PRDLDP.	On going, race and diversity is embedded into all new materials. All modules of PRDLDP now complete and available for IPLDP. Student officers must demonstrate competence against AA1.
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	Nov 04	All candidates on the police promotion trials must demonstrate competence against 1A5.	Promotion trial completed 2008 and approved for roll out to all forces. 1A5 now replaced by AA1.
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	On going	PNB circular 2002/9 sets out how this payment operates. This includes promoting equality, diversity, and human rights in working practices	
25. Incorporate race and diversity into the performance related pay scheme for chief officers	March 2005	Police Authorities/ Home Office	April 05	A new bonus scheme for chief officers implemented 2005. Must include 1 diversity objective.	

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4. Assessment against National Occupational Standards

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
26. Develop a NOS assessment strategy for race and diversity	June 2005	Home Office/ Skills for Justice/ Centrex	Mar 06	Enabling learning: handbook and guidance incorporates an assessment guide.	Additional guidance provided 2007.
27. Identify the priority groups required to reach 1A5 and introduce a framework for their assessment	Oct 2005	Chief Constables	On going	65% forces have identified their priority groups, with 84% anticipating that they will have done so by Dec 2006	1A5 absorbed into AA1. priority groups are those that need to be assessed first because of role, rather than because they need the additional NOS.
28. Implement a framework for the assessment of NOS in relation to all staff within non-priority groups	March 2006	Chief Constables	June 06	54% report being on target to meet timescales. PRDLDP board reviewing requirement.	Target dates for assessment amended: All staff to be assessed as competent to AA1 by December 2010

5. Team, Force and Service Assessment

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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	Mar 05	Question 441 (SPI) incorporated in annual data return. Number of police officers who have achieved NOS.	The PRDLDP Evaluation Strategy includes all the different indicators that will be used to measure the benefits of PRDLDP to the service.

5. Team, Force and Service Assessment					
Breakdown of specific actions	**Target Date**	**Lead Owner**	**Delivery date**	**2006 progress report**	**2008/9 progress report**
30. Further assessment of the evaluation tools to be included in the annual review	Ongoing	Home Office	On going	ADR data not useable for 2006 report, PPAF and HMIC baseline data under consideration for on going evaluation	Evaluation strategy drafted for approval by PRDLDP board Oct 08. This includes evaluation of the strategy, the learning programme and the benefits.

6. Community engagement					
Breakdown of specific actions	**Target Date**	**Lead Owner**	**Delivery date**	**2006 progress report**	**2008/9 progress report**
31. Consult on existing guidance on community engagement in training	Sept 2004	APA	Sept 04	Extensive consultation with all interested bodies and police representatives: to develop guidance.	
32. Issue new guidance	Nov 2004	APA	Nov 04	Guide published: Involving communities in police learning and development.	
33. Implement the guidance	Jan 2005	Training Managers	Oct 06	93% forces reported having adopted and are using the guidance.	Guidance referenced in Models for Learning. The mandatory QA process requires and monitors community involvement in design and delivery of IPLDP

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6. Community engagement					
Breakdown of specific actions	**Target Date**	**Lead Owner**	**Delivery date**	**2006 progress report**	**2008/9 progress report**
34. Identify opportunities for community engagement in learning and development and other contextualised learning in the workplace	April 2005	Training Managers	Oct 08	Majority of forces report that community engagement is part of annual training plan. 48% that community members are part of their training steering group, and 72% that communities are involved in the TNA processes.	All forces responding to the 2009 evaluation questionnaire reported community consultation had been integrated into the 'training cycle'.
35. Ensure the guidance is adhered to	Ongoing	Chief Constables/ Police Authorities	Oct 06	In 2006, majority of forces reported that communities involved: in the design and development, delivery of training and evaluation of learning events.	

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7. Development of learning materials					
Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
36. Review race and diversity content of all Centrex training programmes	Nov 2004	Centrex/ NPIA	April 05	Gap analysis of all Centrex programmes identified requirement to ensure that consistent learning outcomes are developed for each of 6 strands of diversity. These are scheduled to be embedded as appropriate by March 2007	Learning descriptors published for 7 strands of diversity April 08, Now systematically embedded into all programmes as the programme is reviewed or as part of the initial design process. Work to map all the learning descriptors for the police service and develop the police curriculum will continue to support this.
37. Produce learning material covering disability	Nov 2004	Centrex/ NPIA	March 05	Disability and the police workbooks and e-learning developed. This was shortlisted for national diversity award	Learning materials have been maintained.
38. Produce learning material covering race, gender and sexual orientation	July 2005	Centrex/ NPIA	Oct 06	Race and the police completed March 06, Sexual orientation and gender completed Oct 06. This work was delayed due to the wider consultation with subject matter experts.	Learning materials have been maintained.

7. Development of learning materials

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
39. Produce learning material covering religion and belief, and age	Feb 2006	Centrex/ NPIA	May 06	Religion and belief was shortlisted for "Excellence I the production of learning content" Nov 06	Learning materials have been maintained.
40. Ensure National Learning Requirement (NLR) for race and diversity is covered within all training plans	Dec 2005	Training Managers	2006-7	In Centrex- all directorates working to ensure that race and diversity is embedded in all learning programmes. Force annual training business plans for 06-7 show evidence that the materials supporting PRDLDP are being utilised.	Research undertaken for the 2009 evaluation demonstrates that the NLR has been integrated into national and locally developed learning programmes.

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7. Development of learning materials

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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/ NPIA	On going	Some slippage with this work. Final reporting march 2007	Learning descriptors published for 7 strands of diversity April 08, Now systematically embedded into all programmes as the programme is reviewed or as part of the initial design process. Process requirement to ensure all learning descriptors address race and diversity. Work to map all the learning descriptors for the police service and develop the police curriculum will continue to support this.

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8. Learning and Development Skills Framework					
Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
42. Complete the consultation on framework	Nov 2004	Centrex	Nov 04	complete	
43. Complete the framework	Nov 2004	Centrex	Mar 05	The framework has been developed in consultation with the service. Now fully owned by Skills for Justice as role profiles for trainers tutors, instructors, and presenters. No specific role profile for diversity trainers needed.	Continued to develop modular Police Training roles Learning and development Programme. 2007

Specialist module for Diversity trainers, 2008

Learning descriptors for assessors in development 08. |
| 44. Begin implementation | March 2005 | Centrex | April 05 | Centrex has developed new modular programme to meet role profiles. Currently 200 people have made use of the modular programme | PTRLDP is now an established and accredited learning programme. |
| 45. Extend nationally | March 2006 | Centrex | April 06 | See above | PTRLDP has flexible delivery options, including local delivery. |

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8. Learning and Development Skills Framework

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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	ongoing	Feedback from FTMs indicates that trainers are receiving regular PDR in line with force timescales. Centrex provide "upskill" trainer programmes and sponsor the Police Diversity Trainers network (PDTN)	The 2009 evaluation identified there a combination of support and development opportunities for trainers including PTRLDP, local support, the PDTN, Diversity and the Police materials, in-force and external training.

9. Monitoring of implementation of the PRDLDP strategy

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
47. Ensure that the implementation of the strategy is monitored closely	Ongoing	Programme Board	ongoing	First progress report from all forces in April 05 second June 06	Progress/evaluation report Feb 07, Oct 08.
48. Report annually to the Police Training and Development Board, Lawrence Steering Group, and Ministers	April 2005	Home Office	Mar 07	Publication of first implementation progress report.	Regular reports submitted. PTDB now disbanded, replaced by ACPO Learning and development Group?
49. Publish first annual report	June 2006	Home Office	Mar 07	PRDLDP board agreed to move publication of first annual report to allow access to PPAF and HMIC baseline data, published oct 06.	

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9. Monitoring of implementation of the PRDLDP strategy

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
50. In-force monitoring procedures to be established by force programme boards	April 2005	Chief Constables/ Police Authorities	June 06	Reports from forces indicate that there is a need for systematic and effective internal monitoring by forces and police authorities.	The 2009 evaluation identified there are in-force strategic boards or groups in place to monitor progress (*the role of these boards has also evolved into a wider equality and citizen focus remit*). Police authorities have provided examples of the different ways they review progress made by forces.

10. Evaluation of PRDLDP strategy

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
51. Overall responsibility for the strategic annual evaluation of the PRDLDP strategy	April 2005	Programme Board	Jan 07	Publication of first annual progress report	Evaluation strategy produced Oct 2008. This includes the evaluation of the benefits or the strategy and the use of the learning materials.
52. Annual reports to review the progress of implementation of the force objectives in line with the PRDLDP strategy	April 2005	Police Authorities	ongoing	APA reports that police authorities regularly scrutinise and hold chief officers to account regarding the strategy	

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10. Evaluation of PRDLDP strategy

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008/9 progress report
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	June 06	81.3% of forces indicate that they have an annual review process for PRDLDP in place.	Progress is monitored periodically through strategic boards or groups that usually include membership from the police authority.
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	On going	The training planning process currently employed by the police service facilitates the collection of individual staff training needs. This process requires a training need assessment against each ICF role profile.	PDR processes contributing to identification of training needs
55. Annual evaluation of training materials and delivery within existing and new programmes	April 2006	Centrex/ Training managers	On going	Training materials undergoing maintenance. A methodology for embedding the learning into existing programmes developed by Dec 06. Updates to all programmes completed by July 07	Evaluation strategy in Enabling learning handbook and first evaluation learning materials reported Feb 06. Evaluation strategy for PRDLDP including use of learning materials and benefits developed oct 08, with reports in April 09, April 2010, and April 2011 in line with the targets for the assessment of AA1.

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Future communication

Breakdown of specific actions	Target Date	Lead Owner	Delivery date	2006 progress report	2008 progress report
Issue quarterly e-bulletins on programme progress to stakeholders	Ongoing	Home Office	monthly	A monthly electronic newsletter is sent to all force champions, Force training managers and other relevant stakeholders	Newsletter now replaced by e-briefing. Most recent Sept 08.
Annually review and issue the National Learning Requirement	Ongoing	Home Office	On going	The NLR was compiled following significant consultation by ACPO in 2003-4. A review is under consideration, but requires careful planning to avoid destabilising the programme	
Publish regular updates through communications strategy	Ongoing	Home Office	On going	Regular communication is maintained through newsletters, website, briefing documents, force visits and regional and national meetings.	e-briefings replace newsletter, NCALT forum established. Force visits conducted.

Appendix B - PRDLDP Evaluation Reporting Process

When	Sept 2008 for reporting in Oct/Nov 2008	Jan/Feb 2009 for reporting in March 2009	A strategy for improving performance 2004-2009 ends / A strategy for improving performance in Race and Diversity	March/April 2010 for reporting in May 2010	Extended date for assessment by all forces against relevant NOS ends in December 2010	Jan/Feb 2011 for reporting in March 2011
Type of Report	Progress Report on: 1. Current state re: achievement of assessment strategy. 2. The number of forces using the Diversity and the Police Learning materials.	Progress report on: 1. Implementation of 'A strategy for improving performance in race and diversity 2004-2009'. 2. Realisation of benefits of PRDLDP: a. Infrastructure (policies, systems and processes) is in place within forces that enables good practice in diversity to become embedded. b. Review force achievement against assessment strategy.		Progress report on realisation of benefits: 1. Cost effective provision of learning. 2. Efficient achievement of assessment. 3. Review force achievement against assessment strategy.		Final report on realisation of benefits: 1. Achievement of assessment Strategy. 2. Overall impact of PRDLDP on society and citizens of improving performance in race and diversity.

Benefit	2	1,2	A strategy for improving performance in Race and Diversity 2004-2009 ends	1, 2	Extended date for assessment by all forces against relevant NOS ends in December 2010	1,2 3
What NPIA will ask forces about?	Is achievement of competence being tracked. % of Priority Groups assessed as competent. Additional numbers assessed. Are they on target to meet assessment strategy.	Are there force policies, procedures and systems in place to implement PRDLDP. Is there provision for diversity learning and development, including how monitored and recorded. Is there provision for assessment of competence, including how monitored and recorded. Is there provision for maintenance of competence. Numbers assessed/on target to meet assessment strategy.		Current state re: learning: • Numbers that have undertaken learning outside the Diversity and the Police. • Average time required. • Feedback from learners re: quality of locally provided materials. Estimated cost re: assessment approach. Numbers assessed/on target to meet assessment strategy. Qualitative feedback from staff surveys/PDR evidence re: improved confidence when dealing with diverse communities.		Numbers assessed/ assessment strategy met. Performance improvements: • Reduction in external complaints. • Reduction in staff grievances. • Reduction in diversity related legislation. Evidence of improved public confidence. Evidence of improved intelligence, information and support from the public.
How	Online Survey issued via Diversity Champion.	Online Survey issued via Diversity Champion, Interviews and focus groups with selected staff.		Online Survey issued via Diversity Champion, Interviews and focus groups with selected staff.		Online Survey issued via Diversity Champion, Interviews and focus groups with selected staff.

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What NPIA will look at?	The number of forces using the Diversity and the Police materials (information to be drawn from MLE).	Comparison of learning provision. Comparison of assessment approaches. Feedback on quality of Diversity and Police materials and NPIA guidance.	**A strategy for improving performance in Race and Diversity 2004-2009 ends**	National picture of cost effectiveness and efficiency re: learning and assessment.	**Extended date for assessment by all forces against relevant NOS ends in December 2010**	Performance Data - APACS measures. Benchmarking approach and success with other public sector organisations.

Appendix C - Participating Forces

Force	Responded to the data capture questionnaire in October 2008 (26)	Took Part in Evaluation Workshop in January 2009 (20)	Took part in telephone interview or provided a paper based response to the semi-structured questionnaire (February/March 2009)
Avon & Somerset Constabulary		✓	
Bedfordshire Police		✓	✓
Cambridgeshire Constabulary		✓	
Cheshire Constabulary			
City of London Police	✓		✓
Cleveland Police			✓
Cumbria Constabulary	✓	✓	✓ (and also provided presentation on their approach to implementing PRDLDP at evaluation workshop)
Derbyshire Constabulary	✓	✓	✓
Devon & Cornwall Constabulary			
Dorset Police	✓	✓	✓
Durham Constabulary			✓
Dyfed-Powys Police	✓	✓	✓ (included in sample - provided presentation on their approach to implementing PRDLDP at evaluation workshop)

Force	Responded to the data capture questionnaire in October 2008 (26)	Took Part in Evaluation Workshop in January 2009 (20)	Took part in telephone interview or provided a paper based response to the semi-structured questionnaire (February/March 2009)
Essex Police	✓	✓	✓ (included in sample - provided presentation on their approach to implementing PRDLDP at evaluation workshop)
Gloucestershire Constabulary	✓	✓	
Greater Manchester Police	✓	✓	✓ (completed during force visit)
Gwent Police	✓	✓	
Hampshire Constabulary	✓		✓
Hertfordshire Constabulary			✓
Humberside Police			
Kent Police	✓	✓	
Lancashire Constabulary			
Leicestershire Constabulary	✓	✓	
Lincolnshire Police			✓
Merseyside Police			
Metropolitan Police			✓
Norfolk Constabulary	✓		

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Force	Responded to the data capture questionnaire in October 2008 (26)	Took Part in Evaluation Workshop in January 2009 (20)	Took part in telephone interview or provided a paper based response to the semi-structured questionnaire (February/March 2009)
North Wales Police	✓		✓
North Yorkshire Police			✓
Northamptonshire Police	✓	✓	
Northumbria Police	✓		✓
Nottinghamshire Police	✓	✓	
South Wales Police	✓		✓
South Yorkshire Police	✓	✓	✓
Staffordshire Police	✓	✓	✓
Suffolk Constabulary	✓	✓	✓
Surrey Police			✓
Sussex Police			
Thames Valley Police	✓		✓
Warwickshire Police		✓	
West Mercia Constabulary	✓	✓	✓ (and also provided presentation on their approach to implementing PRDLDP at evaluation workshop)
West Midlands Police	✓		

Force	Responded to the data capture questionnaire in October 2008 (26)	Took Part in Evaluation Workshop in January 2009 (20)	Took part in telephone interview or provided a paper based response to the semi-structured questionnaire (February/March 2009)
West Yorkshire Police	✓		
Wiltshire	✓		

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Appendix D - Module Descriptors for Advanced Facilitation in Practice and Diversity in Learning and Development modules (from PTRLDP)

Police Training Roles Learning and Development Programme (Version 3.1) Advanced Facilitation in Practice Module

Module duration:

2 days

Pre-requisites:

Delegates attending this module will be experienced trainers, in possession of a Trainer Development Programme Certificate or equivalent qualification at Level 3 or above.

They will also have completed the Police Race and Diversity Learning and Development Programme (PRDLDP) *Diversity and the Police* e-learning or workbook.

Principal content headings:

- Advanced communication skills.

- Advanced facilitation skills.

- Strategies for dealing with challenging situations in the learning environment.

Learning outcomes:

Learners who have successfully completed this module will be able to:

1. Explain the leadership role of the facilitator in supporting learning and promoting the inclusivity of learners in the learning environment.

2. Apply advanced communication techniques in the learning environment.

3. Demonstrate advanced facilitation skills in all domains of learning.

4. Address challenging behaviour of learners.

5. Challenge inappropriate behaviour and/or attitudes from colleagues and managers.

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Police Training Roles Learning and Development Programme (Version 3.1) Diversity in Learning and Development Module

Module duration:

5 days

Pre-requisites:

Delegates attending the Diversity in Learning and Development module will:

1. be experienced trainers, in possession of a Trainer Development Programme Certificate or equivalent qualification at Level 3 or above

2. have previously attended the Advanced Facilitation in Practice module

3. have completed the Police Race and Diversity Learning and Development Programme (PRDLDP), all seven learning e-packages or equivalent workbooks.

or
have achieved the National Occupational Standard AA1: Promote Equality and Value Diversity, or the equivalent standards 1A4 and 1A5.

Principal content headings:

*   Strategic, organisational and individual responsibilities in relation to delivery of diversity training.

*   Community involvement in the learning environment.

*   Application of a range of training delivery skills employed within a diversity training context.

*   Application of skills to support learners through their experience of learning about diversity issues.

*   Diversity learning outcomes as a means of maintaining standards in relation to the Integrated Competency Framework (ICF) and Performance Development Review (PDR), incorporating Continuous Professional Development (CPD).

Learning outcomes:

Learners who have successfully completed this module will be able to:

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1. Identify strategic drivers for embedding diversity in police learning and development.

2. Identify organisational responsibilities in relation to embedding diversity in police learning and development.

3. Explain their own individual responsibilities in relation to valuing and promoting diversity in police learning and development.

4. Demonstrate a reflective approach to their own diversity training.

5. Evaluate their own learning and development against diversity occupational standards and ICF behaviours with a view to maximising CPD opportunities.

6. Identify diverse communities' experience of oppression and power and how this relates to mechanisms of discrimination in society.

7. Demonstrate an ability to build effective relationships with people from diverse communities in the context of police learning and development.

8. Identify opportunities for promoting community involvement in learning and development.

9. Organise and manage effective community involvement events.

10. Identify methods to build trust within a learning group in order to generate conditions for deeper exploration of diversity issues.

11. Apply models and principles associated with valuing and promoting equality and diversity in police learning and development.

12. Employ practical concepts of design and delivery in order to embed diversity in police learning and development.

13. Evaluate the effectiveness of diversity learning and development events.

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Appendix E - Unit 4: Promote Equality and Value Diversity (Certificate in Teaching in the Lifelong Learning Sector)

i. Learning Outcomes

The learner will:

1. Understand the culture appropriate to the promotion of equality and valuing of diversity.

2. Understand the importance of the promotion of equality and valuing of diversity for effective work.

3. Demonstrate behaviour appropriate to the promotion of equality and valuing of diversity.

4. Understand how to actively help others in the promotion of equality and valuing of diversity.

5. Understand how to review own contribution to promoting equality and valuing diversity.

ii. Assessment Criteria

The learner can:

Outcome 1

1.1 Analyse the benefits of diversity and the promotion of equality

1.2 Analyse forms of inequality and discrimination and their impact on individuals, communities and society

1.3 Identify, describe and apply the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity

Outcome 2

2.1 Explain and demonstrate how the promotion of equality and diversity can protect people from risk of harm

2.2 Evaluate action taken to value individuals and its impact

2.3 Explain and demonstrate good practice in providing individuals with information

Outcome 3

3.1 Explain and demonstrate ways of communication and behaviour which support equality and diversity

3.2 Analyse impact of own behaviour on individuals and their experience of the organisation's culture and approach

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3.3 Evaluate impact of own behaviour on own organisation's culture

3.4 Explain and demonstrate how working with other agencies can promote diversity

Outcome 4

4.1 Analyse actions by individuals which can undermine equality and diversity and evaluate strategies for dealing with these effectively

4.2 Evaluate strategies for dealing with systems and structures which do not promote equality and diversity

Outcome 5

5.1 Evaluate own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals

5.2 Identify, use and evaluate appropriate sources for support in promoting equality and valuing diversity.

iii. Assessment Specification

This unit will be assessed by means of the following assignment:

You will complete an ongoing learning journal, using the template provided, over the entire assessment period. This learning journal will demonstrate your underpinning knowledge and understanding and allow you to record evidence of your skills, attitudes and behaviours in promoting equality and valuing diversity in a police training environment.

The learning journal encompasses the following questions:

1.   Summarise the key aspects of current Equality and Diversity legislation and codes of practice that are relevant to your specific police training role. Explain the fundamental importance of promoting equality and diversity within the police training environment. Describe how the promotion of equality, valuing of diversity and inclusion of learners is embedded within your training practice. Describe a range of methods for establishing ground rules with learners that underpin appropriate behaviour and respect for others. **(N.B. If you have successfully completed Unit 1: Preparing to Teach in the Lifelong Learning Sector you will have already answered this question, so it can be omitted.)**

2. a. Describe the types of records you keep about students within your specific police training role. Explain why you keep these records and how they are maintained and stored, in compliance with legislation and codes of practice that are relevant to your specific police training role. **(N.B. If you have successfully completed Unit 1: Preparing to Teach in the Lifelong Learning Sector you will have already answered this part of the question, so it can be omitted.)**

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2. b. Give an example of where you have dealt with learning records detailing what actions you took to handle the information in light of the relevant legislation.

3. Describe how you have promoted equality and valued diversity in your specialist area of police training. Identify at least one situation where an issue of diversity impacted on the learning environment. Describe the impact this had on the learning and what considerations were taken into account when meeting the learners' needs and protecting the learners from risk of harm.

4. Discuss any additional strategies you have used to enhance the promotion of equality and diversity within the learning environment. Describe why the strategies were used and what positive impact they had on the learning.

5. Identify two instances where your personal values/thoughts/beliefs impacted on your interactions with individuals or groups in a learning environment. Describe what happened, what the effects were and what you have learnt from the experiences.

6. Describe how you have used support from within the police service and other relevant agencies to assist with your own development in relation to promoting diversity and challenging prejudice and discrimination. Give an example of a situation in which your skills and knowledge in this respect were put into practice and describe the outcomes.

iv. Guidance for Assignment Completion

• When keeping your journal you should be looking to demonstrate your knowledge, understanding, skills, attitudes and behaviours in relation to promoting equality and valuing diversity, as appropriate to each question.

• The learning journal has been designed so that the questions cannot be answered in one attempt. You should take a period of time to become familiar with the questions and reflect on how your ongoing learning and experience can contribute to answering the questions.

• It is essential that you write your journal on a regular basis, as the assessor will be looking for evidence of how your learning has developed over a period of time.

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Appendix F - Draft Equality Standards for the Police Service 2009-10 (subject to field testing)

SECTION 1: COMMUNITY & CUSTOMER FOCUS

Overall aim: To build community confidence

1.1: THE POLICE SERVICE BUILDS COMMUNITY CONFIDENCE BY ENGAGING AND INVOLVING PEOPLE IN LOCAL SERVICE DESIGN AND DELIVERY

1.2: THE POLICE SERVICE BUILDS COMMUNITY CONFIDENCE BY WORKING TO REMOVE DIFFERENCES IN SATISFACTION LEVELS

1.3: UNDERSTANDING DIVERSITY WITHIN LOCAL COMMUNITIES IS AT THE CORE OF SUCCESSFUL NEIGHBOURHOOD POLICING ACTIVITY

SECTION 2: CRIME IMPACTS FOCUS

Overall aim: To build community confidence by acting on local concerns about serious crime and crime investigations

2.1: CRIME INVESTIGATIONS CONSIDER COMMUNITIES' AND INDIVIDUALS' DIVERSE NEEDS

2.2: THE POLICE SERVICE RESPONDS TO THE NEEDS OF CHILDREN AND YOUNG PEOPLE

2.3: THE POLICE SERVICE RESPONDS TO LOCAL CONCERNS ABOUT SERIOUS CRIME

2.4: UNDERSTANDING DIVERSITY WITHIN COMMUNITIES IS KEY TO PREVENTING AND INVESTIGATING TERRORISM AND DOMESTIC EXTREMISM

SECTION 3: ORGANISATIONAL FOCUS

Overall aim: To value and develop a diverse and productive workforce, working towards reflecting communities served

3.1: EQUALITY AND DIVERSITY ARE KEY FOR POLICE LEADERS AND LEADERSHIP SKILLS

3.2: EQUALITY AND DIVERSITY CONSIDERATIONS INFORM RESOURCING/ PROCUREMENT ACTIVITY

3.3: THE POLICE SERVICE VALUES AND RESPECTS THE INDIVIDUALS WITHIN ITS WORKFORCE

3.4: THE POLICE SERVICE TAKES ACTIVE STEPS TO REFLECT COMMUNITIES SERVED