Workforce Transformation in the Police Service
An introduction
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Workforce Transformation in the Police Service

Introduction

Around the world, policing in the UK remains respected for its model of policing by consent, which underpins the service those who work in policing provide to communities. Research by Ipsos Mori suggests that trust in the police is at its highest recorded level, having risen to 74%, an increase of 13 percentage points since 1983. This achievement is all the more significant against the backdrop of reform accompanied by significant reductions in funding which the police service has gone through in recent years.

There is, however, a powerful need for change. New and emerging types of crime are creating new challenges, while there is increasing complexity, sophistication and variety to what is required in order to deliver an effective, ethical, professional and accountable policing service to the public. Those who work in policing need the skills, education and knowledge to operate with a high degree of autonomy and accountability. Whether it be child sexual exploitation, domestic abuse, cybercrime, or threats from serious and organised crime and terrorism, the service must continue to adapt to the modern policing environment in order to meet the needs of communities.

The College of Policing is working in partnership with the National Police Chiefs’ Council on a broad range of co-ordinated national initiatives supporting workforce transformation in policing. This document, and the timeline within which it is framed, outlines a series of programmes, services, reforms and initiatives which will support delivery of the Policing Vision 2025.

Agreed between the National Police Chiefs’ Council and the Association of Police and Crime Commissioners, the Policing Vision 2025 sets out a plan for policing over the next ten years. Describing the policing workforce, it states:

‘By 2025 policing will be a profession with a more representative workforce that will align the right skills, powers and experience to meet challenging requirements.’

Achievement of this aim underpins all of the initiatives outlined in this document. They are organised under six principal headings, all reflecting fundamental aspects of workforce transformation. These headings are:

- Attraction and Recruitment into the Police Service
- Professional Development of the Workforce
- Well-being and Engagement
- Leadership in Policing
- Pay and Grading
- Organisational Development.
Workforce Transformation in the Police Service

The Policing Vision 2025 emphasises that the police service ‘is critically reliant on the quality of its people’. Each of the initiatives in this document should be considered not just in its own right, but as contributing towards a single, unified purpose, a comprehensive programme of workforce transformation. Together, they aim to provide the best possible professional framework for all members of the service, whether police officers, staff or volunteers.

Ultimately, unlocking the full potential of those working in policing will enable them to provide the best service possible to the public.
Workforce Transformation in the Police Service

What do we mean by workforce transformation?

‘Transformation’ is the first major key word used in Policing Vision 2025, which is itself the national driver shaping decisions on transformation in policing. We have described our programme of work as ‘workforce transformation’ in the context of this national plan. But what exactly does this mean and, even more important, what are the practical implications?

Workforce transformation is the professional approach by which the service develops and supports a workforce capability designed for the future, sufficiently agile and representative to provide the skills and capabilities we need for twenty-first century policing. It’s about developing a modern, adaptable workforce that is responsive to change.

So how can this work in practice? As a first principle, workforce transformation should be about recognising what is good about what we already do, while at the same time striving to make what we already do well even better.

To meet the over-arching requirements of Policing Vision 2025, we need to stand back and view the profession of policing in its entirety. The National Workforces Futures Programme, a national initiative developed by the NPCC, provides a useful framework for doing exactly that. Workforce Futures, which is intended to support those who are working on change management to support the future of policing, has identified four key stages in a professional framework: attraction and recruitment; continuing professional development; reward; exit from and re-entry into the profession. In order to be fully effective, workforce transformation should be aiming to make appropriate improvements across all stages of this professional continuum.

Workforce transformation must begin with attraction and recruitment into the service. As is the case with all modern professions, policing is having to come to terms with changing attitudes to careers and career progression. We are but one of a number of high-profile professions operating in an increasingly competitive market place. Our strategies for attraction and recruitment need to adapt accordingly, and the status of policing as a rewarding professional vocation needs to be maintained and developed.

Workforce transformation is about the service taking action so that recruitment to the policing profession adapts to an increasingly fluid and competitive employment environment, in which attitudes to careers and work look very different.

It’s about identifying and recruiting, the best, most suitable and diverse talent to the service, and by the most appropriate recruitment paths.
A range of professional strategies needs to be put in place, enabling policing to attract high-quality new recruits in a modern employment market. We are developing workforce initiatives (some are already in place) that will tap into the widest possible talent pool of those contemplating a career in policing (and reaching out to those for whom policing has not been previously considered as a career), thus expanding the breadth of skills and experiences upon which the service can draw, in order to meet its ongoing recruitment needs.

Critically, this programme of work is aimed at attracting people to join the police service with new perspectives and from diverse backgrounds more reflective of the communities we serve, and who will support and enhance the ongoing development of the profession.

Specific programmes of change include:

- Reform of initial recruitment systems and processes
- Development of new entry routes into policing for the Police Community Support Officer role
- Development of new entry routes into policing at the rank of Police Constable, including a Police Constable Degree Apprenticeship, a pre-join degree entry programme, and an entry route for degree holders
- Development of role-based entry routes, such as investigative roles
- Direct entry routes, for example at the ranks of inspector and superintendent, but exploring other direct entry opportunities as well.

What should happen next, after people join the service? What about professional recognition and continuing professional development within the service?

Workforce transformation is about the police service establishing, achieving and maintaining standards of professional education, training and performance, enabling our workforce both to do their job better and gain formal professional recognition for doing so.

It’s also about putting the right professional infrastructure in place to provide a wider and more relevant range of professional opportunities for the individual. It’s about fostering talent.

The public has a right to expect that the decisions and powers used by the police are consistent, fair and undertaken by properly equipped, qualified and licensed professionals. Those who work in policing and make decisions that affect the public (including decisions that require powers) should be educated, qualified and licensed to carry out their role. They should be supported by their employer and professional
body and given access to the knowledge and standards required to succeed.

It is a key deliverable of workforce transformation that those who work in policing should see themselves as members of a profession and adhere to the disciplines of professional practice. It is a reality that policing is a profession, but it is equally true that the professional infrastructure does not yet exist to enable policing to be formally recognised as such. National initiatives are underway that will facilitate formal recognition and accreditation of the complex roles and responsibilities of those working in the policing environment.

Police practitioners and decision makers should be confident professionals able to operate with high levels of autonomy and accountability. All professions support the responsibility of the individual to engage in ongoing professional development, and policing offers a variety of professional opportunities for the individual, including membership of the College of Policing, which is freely available to all police officers and staff. (Membership of the College enables access to a variety of resources and support for continuing professional development.)

But we can always do better. Organisational structures within policing need to provide effective, co-ordinated professional development and career progression opportunities for members of the service, across all ranks and roles (officers and staff). Acquisition of critical new skills will be central to this professional agenda, as will be an organisational culture and style which allows all to perform at their best. Give people an improved, broader range of professional routes and avenues for them to develop and utilise their skills, and the service will reap the benefits of improved performance.

New initiatives under the heading of professional development and professional recognition include the following:

- **The Policing Education Qualifications Framework (PEQF):** a standardised national framework setting professionally-related qualification levels for the police service, by rank or organisational level of responsibility. The PEQF will also provide appropriate education routes for the Special Constabulary

- **The Professional Development Programme:** development of a national infrastructure and tools to improve professionalism, performance, progression and promotion throughout policing

- **Licence to Practise:** introduction of a national system in policing overseen by the College of Policing, to support and provide ongoing professional development for individuals working in high-risk/high-harm areas of policing

- Development of, and formal recognition for, advanced practitioner roles (specifically at police constable rank), which will contribute towards building knowledge and standards based on such knowledge

- **An accelerated fast-track promotion (to Inspector) and development programme for serving police constables**

- **A Competency and Values Framework (CVF):** relevant not just to selection and recruitment processes, but also professional performance and continuing professional development (CPD). The CVF is central to successful embedding of the Code of Ethics in policing practice.
As may already be seen from the above, we are by no means underestimating the professional complexity of modern policing. The mission of policing itself is simple and clear: to make communities safer by upholding the law fairly and firmly; preventing crime and anti-social behaviour; keeping the peace; protecting and reassuring communities; investigating crime and bringing offenders to justice. Execution of this mission can be difficult, demanding, pressurised and highly stressful upon the individual.

The service recognises the importance of workforce well-being and resilience, and within our professional framework there needs to be increased professional emphasis upon the wellbeing of our police officers and staff.

Initiatives under this heading comprise:

- The Blue Light Wellbeing Framework (hosted on the Oscar Kilo website), intended to address the wellbeing of the police service
- The College of Policing’s Police Wellbeing Programme, including:
  - Practical support for the implementation of the Blue Light Wellbeing Framework
  - An evidence base and, where appropriate, a preventative approach to support early trauma interventions
  - Delivery of evidence-based practical services to officers and staff
  - Training and development interventions relating to resilience
  - Facilitation of tailored, local force wellbeing interventions
  - Development of an evidence-based Mental Health Strategy that supports everyone in policing
  - A National Police Wellbeing Service framework to provide consistency, but local flexibility, in meeting local needs.

Policing requires effective leadership and management, and Policing Vision 2025 identifies the need to ‘equip leaders of the future with the skills and knowledge to succeed’, as well as broadening leadership experience and perspective.

Workforce transformation is about the police service developing a leadership and management model in policing, which will equip leaders at all levels to meet the challenges of the future.
The policing profession should benefit from, and be steered by, effective leaders at all levels within the service. Accordingly, we need to develop and enhance visible, modern, responsive and principled leadership in policing. Implementation of the recommendations of the College of Policing’s Leadership Review will be key to achievement of this aim.

The direct entry programmes referred to previously enable people to join policing at different organisational levels, importing with them leadership skills from other organisations. Other, more specific transformation programmes relating to leadership include the following:

- Development of a leadership delivery framework, a new model of leadership and management training, delivered through a range of methodologies and accessible to all ranks and grades within policing, both police officers and staff
- A review of the leadership pathway to chief officer levels (as well as the progression of those from under-represented groups)
- An improved focus upon continuing professional development opportunities for senior leaders in policing
- Embedding leadership development as a continuum throughout someone’s career, and seeking evidence of its application.

A further element of the professional framework is pay and reward. Policing Vision 2025 is clear that ‘the current employment model needs to provide the right reward and recognition outcomes for police officers and staff, as well as be affordable for communities’.

Initiatives in this area include:

- A review of rank and grading structures in policing, how the service views and utilises current ranks and grades and how colleagues are developed (This also aligns with other initiatives mentioned previously.)
- A new reward framework for police officers and staff, which will help inform future annual base pay increases and market benchmarking of pay and conditions
- Development of a digital platform explaining to forces and officers how any changes will affect them.

The aim (working in collaboration with police representative bodies, including staff representative bodies) is to ensure that police forces are able to recruit and retain the right people and ensure that officers are rewarded fairly in the future.

**Workforce transformation is about** the police service implementing a reward and recognition package tailored to the needs of the service.
Workforce Transformation in the Police Service

As well as our people, it will be seen from the above that successful workforce reform is also dependent upon effective organisational development. The overall purpose of organisational development is to increase the capability of policing to continually improve service and business efficiency so that policing is able to deliver effective services to the communities it serves.

Everyone in policing will need to ‘develop the flexibility, capability and inclusivity to adapt to change’: this is a core statement of the transformation agenda outlined in Policing Vision 2025. The workforce must therefore be actively guided and supported through a significant period of organisational change that will have an impact on officers, staff and volunteers alike.

Workforce transformation is about the service engaging in effective planning and organisational development in order to implement the 2025 vision for the police service.

It’s about managing change: developing a comprehensive understanding of, and an appropriate organisational response to, the changing demands placed upon policing, matching these demands to organisational responsibilities and capabilities.

National initiatives relating to organisational development include the following:

- A Transformation Framework, developed and published by the College of Policing, setting out a standard approach to underpin strategic, organisational-level peer review, police force transformation and business change. This provides a way of thinking about how organisations work and behave, and can be used in conjunction with other modelling tools to support transformation and business change. Specifically, it provides a basis for a consistent standard to underpin peer review and peer support for forces seeking assistance in improving performance.

- Workforce Futures incorporates a Business Change Handbook specifically for those who are working on managing change relating to the future of the policing workforce.

Organisational development is also incorporated into the HMICFRS inspections, and in support of this the College has worked with NPCC and forces to set the standards for what good organisational leadership looks like and published ‘The Guiding Principles for Organisational Leadership’ which is now incorporated into the inspection programme.

Finally, in terms of facilitating a more flexible workforce, we need to look at exit from and re-entry into the profession. It is a modern workforce reality that individuals will have a huge range of differing work and career aspirations and needs. We should no longer be expecting new recruits to view a career in policing as a career for life. Many modern professionals will undertake a number of roles during their careers, and the police service needs to be more open to providing an individual who may join and leave the police service.
Workforce Transformation in the Police Service

(for a time) with viable options for re-joining. We can benefit from the enhanced professional perspectives that such career mobility could bring into the service.

Workforce transformation is about the police service embracing workforce mobility, ensuring that the service provides greater opportunity for flexible exit and re-entry routes into policing.

We are therefore working to introduce:

- Less restrictive re-join processes for those who have left the police service and wish to return
- Opportunities for potential leaders in policing to gain external experience through secondments and attachments
- Lateral career pathways, including the role of an Advanced Practitioner.
Workforce Transformation in the Police Service

What will workforce transformation deliver?

The above outlines essential elements of a new workforce framework to meet the demands of both the present and the future, capable of developing, fostering and enhancing the skills and capabilities we need to meet the evolving challenges of twenty-first century policing. Every aspect of the policing profession will contribute to, form part of, and benefit from this workforce transformation. Taken together, all of the initiatives we are undertaking are intended to achieve the following specific benefits for policing:

- Attraction, development and retention of a more diverse and capable workforce, with a range of skills, knowledge and backgrounds, through creation of more flexible entry and re-join routes into policing
- New approaches within the service to training, education and continuing professional development for all those working in policing
- Opportunities for professional progression that will reflect the career aspirations of those in policing, as well as those who wish to enter the profession
- Formal recognition of policing as a profession and professional parity with other professions with which policing comes into contact
- Improved ways of working within the profession; greater sharing of knowledge and skills, learning and expertise; more opportunities for lateral mobility

- A workforce that is responsive to change and flexible in the modern sense i.e. adaptable and able to respond proactively to changing professional circumstances
- Based upon all of the above, development of a more highly-skilled workforce, capable of working more autonomously, and demonstrating enhanced skills and performance as problem-solvers, communicators, negotiators and leaders
- Improved support for leadership and leadership roles within the service
- An improved professional environment in which to work; greater emphasis on welfare support, professional wellbeing and resilience
- Reward and remuneration systems appropriate to the needs of the service.
What are the professional challenges?

Workforce transformation will inevitably involve an active professional commitment by the police service to make it work. In the first instance the primary investment is one of time and effort, planning and implementing an effective programme of change. There is understandable concern about the pace of change in the police service. But the rate of professional change is not being set by the police service itself, rather by the rate of change taking place in the professional context in which policing must operate. It is professionally and operationally essential that the service plans systematically and in advance, so as best to equip the policing workforce to deal with the current and future realities of effective policing.

The police service is massively busy and professionally stretched. There is never an optimum time in which to progress workforce reform of this kind, and forces are contending with significant issues of resourcing, as they continue to meet the challenges of ongoing front-line delivery, while coping with the ever-increasing professional demands placed on policing.

But this also happens to be the worst possible time for the police service not to engage in workforce reform. To stand still is effectively to move backwards; time spent now on planning and implementing a new workforce framework is also investment in the professional future. Success in the other four primary areas of the Policing Vision 2025 (Local Policing; Specialist Capabilities; Digital Policing; Enabling Business Delivery) depends upon the transformation of the workforce beforehand, in order to ensure that key deliverables in these areas can be realised.

There are undoubtedly resourcing and budgetary challenges, both now and in the years ahead. But, just as such challenges are long term, so too are the benefits of workforce reform. Collectively this is about the police service taking control of policing as a profession, driving its own professional improvement, shaping it and steering it towards the modern policing destination sign-posted by Policing Vision 2025.
Workforce Transformation in the Police Service

What happens next?

Workforce transformation is an evolutionary rather than a revolutionary process.

Some of the initiatives outlined in this document (e.g. direct entry routes into policing at senior ranks) are already in place. Some (e.g. the Police Constable Degree Apprenticeship entry route into policing) have recently been launched. Some (e.g. the Advanced Practitioner scheme) are currently being piloted. Other initiatives are at advanced or ongoing stages of development. Others still are in initial scoping stages (e.g. the College of Policing’s major national initiative to improve staff welfare and wellbeing).

As part of this programme of workforce transformation the College is publishing a timeline, which will be updated regularly. This is intended to help with workforce planning, by providing the latest up to date information, in a single place, about the various products, services and reforms outlined in this document, when they will become available to the service, or are expected to be implemented.

We will continue to work very hard as your professional body to deliver improvements to the professional infrastructure of policing, as set out in Policing Vision 2025.

In addition to other fora such as the Police Advisory Board and the College Regulatory Consultative Group, the College intends to work with the Police Reform and Transformation Board’s (PRTB) workforce strand to provide regular updates and sharing of information, and to ensure more effective strategic-level engagement with key stakeholders.

We need your engagement to deliver these transformative improvements to the workforce to which we all belong. By its very nature, workforce transformation is not something that can be done to the service, but rather something that can only achieved by the service itself.

There is no doubting the commitment of the entire police service, irrespective of rank or role, to deliver a modern, enhanced service to the public. We owe it to the workforce to ensure appropriate professional structures and evidence-based approaches are in place to enable all of us to achieve that professional aim.

We need your active help. As a stakeholder in policing, we need your support, feedback and advice. Many of the professional initiatives outlined in this programme of work require further development and refinement. Some are complex and indeed controversial, involving changes to police thinking, professional policy and practice. As is clearly stated in the national plan for policing, ‘Policing Vision 2025 can only be delivered by the whole of policing working together collaboratively in the public interest’.

Everyone in policing and working in partnership with the policing sector has a role to play in delivering the vision; we all have an individual, collective and organisational responsibility to make workforce reform a practical reality. We’d like you to work with us, to make this work.
Timeline Key

The timeline key relates to the detail provided on the following pages:

- **Workforce Transformation Initiative**
  - Please click on the blue buttons to read more about each initiative
  - Initiative, is available to forces now, or will transition to become a ‘must’
  - Initiative, is available to forces now, or will transition to become a ‘should’
  - Initiative, is available to forces now, or will transition to become a ‘could’

Timelines: 1 2 3
Readiness Timeline (Section 1)

Attraction and Recruitment into the Police Service

- National policing attraction and recruitment platform
  - Decision Point
- Reform of initial recruitment assessment processes
  - Possible Transition / Implementation (Should - if developed)
  - Pilot
  - Decision Point
- PEQF: PCSO apprenticeship entry route
  - Available to Forces to use from 1 September 2018 (Should)
- PEQF: police constable entry routes
  - Available to Forces to use from 1 September 2018 (Should)
  - Must use from 1 January 2020 (Must)
- Investigative entry routes into policing
  - Entry Routes In Development Transition (Could - TBC)
- Direct entry routes into policing (Inspector and Superintendent)
  - Available to Forces now (Could)
- Re-joining the police service
  - Engagement in progress (Information TBC)

Professional Development of the Workforce

- Advanced practitioner
  - Pilot in progress
  - Possible Transition / Implementation (Should - if developed)
  - Decision Point
- Fast track programme (police constable to inspector)
  - Available to Forces now (Could)
### Professional Development of the Workforce

#### PEQF: education and qualifications

- **New entry routes into policing**
  - [2017 Jan18] Development of Higher Level Principles (Information TBC)
  - [2017 Mar 18] Development of PDR for Special Constabulary (Information TBC)
  - [2017 Apr 18] Consultation (Information TBC)
  - [2017 May 18] Decision Point

- **Professional education framework for senior ranks**

- **Enhanced professional recognition within policing**
  - Available to Forces now (Should)

#### Professional Development Programme (PDP)

- **PDP Website**
  - [2017 Jul 18] Now Live (Should)

- **Professional Profiles for Policing roles**
  - [2017 Sep 18] Initial profiles available

- **Assessment and Recognition of Competence (ARC)**
  - [2017 Nov 18] Foundation Available to Forces now (Must)

- **Professional Development Review (PDR)**
  - [2017 Jan 19] PDR Resources: Available to Forces and Individuals now (Must)

- **Licence to practise**
  - (Information TBC)

- **Secondments and career breaks**
  - Pilot in progress

- **Education of the Special Constabulary**
  - Development subject to National Strategy (Information TBC)
Readiness Timeline (Section 3)

**Wellbeing and Engagement**
- Blue Light Wellbeing Framework and the Oscar Kilo website
- National Police Wellbeing Service
  - Available to Forces now (Should)
  - Project in scoping phase: Focus will be on Implementing Wellbeing Mechanisms (TBC)

**Leadership in Policing**
- Leadership delivery framework
- Review of leadership pathway to chief officer
- Continuing professional development (CPD) for chief officers
- New products in development and transition (Should)
- New products in development and transition (Must)
- Consultation in progress (Information TBC)

**Pay and Grading**
- Consultation & Engagement in progress (Information TBC)
- Review of rank and grading structures
- Pay and reward framework

**Organisational Development**
- Competency and Values Framework (CVF)
- College Transformation Framework
- Workforce Futures
  - Available to Forces now (Should)
- Transformation of police training and development
  - Available to Forces now (Should)
  - Handbook Available to Forces now (Should)
  - Forces will be contacted early 2018 - project will run for 2 years funded by PTF (Should)
Attraction and Recruitment into the Police Service

National policing attraction and recruitment platform

What is this initiative?
Recommendation 5 of the College of Policing Leadership Review provides that all vacancies for recruitment and promotion in the police service should be advertised nationally. The leadership review, together with the recent review of initial police recruitment (see also below) and the valuing difference and inclusion strategy all recommend a refresh of the approaches taken to attract and recruit a rich and diverse workforce to policing.

The specific objective of this project is to review current recruitment processes, practices and technologies across policing, and build recommendations to inform the development of a future solution(s).

What is the rationale for this initiative?
The aim of this initiative is to deliver a solution(s) to attract the widest possible pool of talent to a career in policing, and widen the breadth of skills and experiences within the sector to meet the ever-growing challenges of modern-day policing. There is also a desire to improve the candidate experience and demonstrate at the earliest opportunity in their career a modern, caring and professional approach.

Currently, careers-related information and advertisements for jobs/career development opportunities are spread across 43 different force websites, College of Policing and Home Office web areas, as well as wider private (pay for use) sites (such as BlueLine Jobs, Police Oracle and many others). It is not easy for an individual wishing to explore and understand careers and jobs in policing and to access information and advice in a consistent and simple format. This prevents the policing profession from reaching as wide a range of candidates as it could do, and projects an image to candidates that accessing opportunities and developing a career is disjointed and complex. In summary:

- Current recruitment user experience means that police forces miss out on some high-quality candidates
- Current recruitment technology is not consistently used as an effective enabler.

Alongside this, the Candidate Administrative System for Assessment (CASA) is the system currently used by police forces, non-home office forces and the College to administer police Constable, Special Constable and Police Community Support Officer (PCSO) recruit assessment centres. The system is due to be replaced by 2020 and, rather than undertake this
as a separate task, it would be beneficial (for both forces and for prospective candidates) to make a link into the new careers site and have a system whereby an individual can browse, search and apply in one place.

The Review of Initial Police Recruitment found strong evidence that effective e-recruitment solutions generate cost effective results, increase standardisation and positively influence applicant perception that the recruiting organisation is modern and forward thinking.

What are the principal products/outcomes?

This project is in three phases. Phase 1 (currently underway) is concerned with:

- Building knowledge of police recruitment, including current processes, practices and technologies / platforms used for police recruitment
- Understanding the relevance of existing initiatives taking place with respect to recruitment e.g. SEARCH Pilot, College of Policing Membership Website
- Building stakeholder awareness and support
- Providing a view of ‘what good recruitment looks like’ across the public and private sectors
- Starting to define the optionality for an end-to-end recruitment platform (or other appropriate solutions).

Phase 2 (Solution Development) and Phase 3 (Marketing and Communications) will be undertaken, subject to business case approval.

What are the professional benefits for the workforce?

This project, working in partnership with the police service, by exploring ‘what good looks like’ in terms of user experience, use of technology and delivery models/guidance will inform and improve the future design of police recruitment.

What are the professional implications for the workforce?

Based upon an interim report presented to force recruitment leads, a number of potential options have been identified, which can be seen as either standalone solutions for a new recruitment system or steps along a ‘transformation roadmap’. These include:

- Replace CASA and establish a national attraction website
- Create a hybrid end-to-end national recruitment platform. (This would deliver an end-to-end national solution, but allows individual forces to select which capabilities they use from the platform, whilst retaining their internal capability and processes.)
- Create a single end-to-end national recruitment solution.
Attraction and Recruitment into the Police Service

What is happening next?

The College project team is continuing to work in partnership with key stakeholders in policing to validate and expand understanding of the current state of police recruitment processes, and opportunities for improvement, with a view to providing greater clarity on options moving forwards, in a final report.

Note: as implied above, this initiative is distinct from, but complements the re-design and piloting of the Police Constable SEARCH assessment centre, outlined below.
Attraction and Recruitment into the Police Service

Reform of initial recruitment assessment processes

What is this initiative?
Based on a report produced by the College of Policing entitled *Review of Initial Police Recruitment (2016)*, this initiative will develop an updated model for recruitment into the police service that:

- is valid, reliable and fair
- generates sufficient quality of applicants who meet national standards
- minimises adverse impact against under-represented applicants
- applies the latest innovations in recruitment technology.

What is the rationale for this initiative?
This initiative has been set up in response to concerns expressed by the police service that current police recruitment may not be designed for the current and future recruitment needs of police forces.

These concerns have been driven by changes in local recruitment needs (including the need to recruit for a more diverse workforce and to ensure policing has the requisite skills for the future), by strategic developments in police professionalisation (including implementation of the College’s Leadership Review) and in acknowledgement of the fact that the current national assessment centre has required subsequent in-force assessment of candidates.

What are the principal products/outcomes?
A new initial recruitment and assessment centre (instituted by the Metropolitan Police Service (MPS), working alongside the College of Policing) and including six additional pilot forces: South Wales, Surrey, Sussex, Thames Valley, West Midlands and West Yorkshire) is being piloted. The new assessment centre will provide an opportunity to pilot innovative technology in assessment design and candidate management.

The College of Policing will outline core national minimum standards of competence that all new police constables will need to meet, with an option for forces to include additional criteria to meet local workforce development needs.

Research will be carried out to identify attraction and marketing interventions that are effective specifically in police recruitment and to share interventions that have been demonstrated to work effectively across multiple policing contexts.
**Attraction and Recruitment into the Police Service**

Evidence-based interventions will be put in place, aimed at improving applicant experience and subsequent enhancements in applicant performance. These interventions will be evaluated for their effectiveness before being introduced into recruit assessment processes.

**What are the professional benefits for the workforce?**

This initiative will:

- make best use of technology and innovation to inform recruitment processes
- increase the quality and diversity of applications to join the police service
- maximise assessment outcomes for candidates entering selection processes
- generate a range of improvements to selection processes.

**What is happening next?**

The live pilot (as outlined above) is scheduled to commence in April 2018 for a 12 month period.

Based on the evaluation outcomes of the pilot, the College will make a recommendation to senior policing leaders regarding the appropriateness of this new assessment centre to become a national process for the recruitment of police constables.
What is this initiative?

The College of Policing is working in partnership with the police service, via the Trailblazer Employer Group for policing, to develop a national apprenticeship entry route into policing for the role of Police Community Support Officer.

What is the rationale for this initiative?

The development of a PCSO apprenticeship entry route into policing constitutes a component part of the College of Policing’s Policing Education Qualifications Framework, the aim of which is to work in partnership with the police service and the Higher Education sector to set minimum education levels for the police service by level of practice or rank, as a key step towards the recognition of policing as a profession.

In addition, sitting alongside the Police Constable Degree Apprenticeship and other apprenticeships that are in development (see elsewhere in this document for further information), the PCSO apprenticeship will provide additional opportunities for forces to maximise the use of funding for apprenticeships resulting from introduction of the national Apprenticeship Levy, which came into force in April 2017.

What are the principal products/outcomes?

The principal outcome will be development of a new programme for the education and training of those who join the police service in the role of Police Community Support Officer. The duration of the apprenticeship will be in the region of 12-18 months, and successful completion of the apprenticeship will be linked to achievement of a new Level 4 national qualification, a Certificate in Community Policing Practice, to be accredited by Higher Education/Further Education institutions.

A national apprenticeship standard (at Level 4) for the PCSO role was formally approved by the Institute for Apprenticeships (IfA) in July 2017. This standard specifies in detail the knowledge, skills and behaviours required for successful occupational performance, and now constitutes the clearest modern, up-to-date articulation of the varied professional aspects of the PCSO role.

In acknowledgement of the above, the national curriculum for the PCSO apprentice has been redeveloped so that the apprentice will receive a comprehensive professional education relevant to this key community-focused role, based upon
Attraction and Recruitment into the Police Service

the professional responsibility of the police service and all who work within it to serve and protect the public in the most effective ways possible.

What are the professional benefits for the workforce?

The new entry route for the professional education of the Police Community Support Officer will provide comprehensive, modern and up-to-date coverage of areas of knowledge, skills and professional approaches that have been identified as critical to the modern responsibilities and duties that a PCSO will carry out in community-based policing.

What are the professional implications for the workforce?

Once transition to the Policing Education Qualifications Framework is complete, there will be a comprehensive new national curriculum in place for the education of the PCSO, supported by a new qualification appropriately reflecting the complexities of the role, as set out in the new standard.

What is happening next?

A new national curriculum for the role, together with a national specification for the development of an associated learning programme, is being published in December 2017.

Approval has been sought from the IfA for the national assessment plan underpinning this new apprenticeship. It is anticipated that approval of this final stage of apprenticeship development will be achieved in early 2018. From this point onwards police forces who wish to offer this apprenticeship route will be in a position to begin the process of collaboration with a HE/FE partner to develop and deliver this new programme of education for PCSOs.

It is anticipated that the first PCSO apprenticeships will be offered by participating forces in 2018.
Workforce Transformation in the Police Service

**What is this initiative?**

As part of the Policing Education Qualifications Framework (PEQF), a range of new initial entry routes into policing at police constable rank is being developed. These entry routes comprise self-funded undergraduate programmes, police-force funded graduate entry programmes for graduates from other disciplines, and higher level apprenticeships (HLAs).

**What is the rationale for this initiative?**

There are a number of key drivers for the introduction of the PEQF:

- Policing does not currently have consistent, national education levels for all policing roles or ranks that reflect its current and future challenges, or an entry level qualification that would be considered commensurate with that of a profession.

- There is wide-ranging, variable and inconsistent practice in terms of the implementation, assessment and accreditation of initial police education across the 43 forces in England and Wales. This inconsistency undermines the professionalism of the police force.

- For most professions, a nationally recognised system of accreditation demonstrates that individuals have the required knowledge and skills for their role and thereby offers assurance both to the public and to the members of the profession itself. The police service remains considerably out of kilter with other professions, particularly those who work to protect the public, with regard to its formal education standards.

**What are the principal products/outcomes?**

The following entry routes into policing at the rank of police constable are in development:

- A police constable degree apprenticeship (PCDA) incorporating completion of a degree in professional policing practice

- An undergraduate degree in professional policing completed prior to recruitment to the police service

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**PEQF: police constable entry routes**

- **Amber: Should**
- **Red: Must**
Attraction and Recruitment into the Police Service

- A degree-holder entry route into policing, accredited by a 
  **Level 6 Diploma in Professional Policing Practice**.

**What are the professional benefits for the workforce?**

As a core deliverable of the PEQF project, these new entry routes will create a more highly skilled workforce capable of working more autonomously and efficiently with less supervision. Police constables of the future will become ever more capable problem-solvers, communicators, negotiators and leaders, as well as being increasingly socially and emotionally intelligent individuals in the performance of their professional role.

In the specific context of the apprenticeship entry route, forces will be able to take advantage of the apprenticeship levy funding to support the training of newly-recruited police constables.

**What are the professional implications for the workforce?**

When fully implemented, the PEQF will provide for three separate entry routes into policing at PC level, as above. The professional intent is to ensure that anyone wishing to enter policing (and meeting the basic non-educational entry criteria) will be able to do so via one or other of the routes described above. Forces will also be able to maximise the potential for diversity in their workforce by taking new entrants from any or all of the available routes.

The professional move to the proposed new framework for learning and qualification presents a significant challenge for the police service, and the College of Policing acknowledges that it will not be possible or practical to make such significant changes for all forces at one point in time. There will therefore be a transition period, during which the College can provide ongoing support to forces to set up the infrastructure needed to implement the PEQF model.

At the same time, the College is mindful that a number of its existing educational products will be superseded or subsumed by PEQF.

**What is happening next?**

The **Police Constable Degree Apprenticeship** is now entering an implementation phase, whereby participating forces can begin to engage in formal employer development of this apprenticeship as an entry route into policing at PC rank, working in collaboration with a procured HE provider. Participating forces will be in a position to launch their apprenticeships in 2018.
The finalised national programme specifications for the remaining two PC entry routes are scheduled to be published in December 2017/January 2018. This will enable forces to plan, in collaboration with educational providers (who will be developing the relevant accredited qualifications), for the introduction of these additional entry routes.

The College is also developing of an efficient and effective transition strategy, paving the way for the introduction of the PEQF, and the phasing out of existing educational products, in particular IPLDP.
Workforce Transformation in the Police Service

Attraction and Recruitment into the Police Service

Investigative entry routes into policing

What is this initiative?
As part of the overall reform of investigation training, and within the context of the multi-agency Professionalising Investigation Programme (PIP), a number of models are emerging in terms of the police service’s approach to the recruitment and training of those involved in investigative roles, including:

- Training police staff investigators
  Targeting internal and/or external candidates and providing a development programme to progress to either PIP 1 or PIP 2 status.

- Streaming from standard constable recruits
  Targeting new recruits to the police service and streaming those with the necessary skills and experience into a detective pathway that culminates in detective constable status.

- A non-uniform pathway
  Recruiting externally for new officers to join a non-uniform training programme that creates a pathway to detective constable status.

What is the rationale for this initiative?
In response to a common need for more investigators across the country, a number of forces are working on models to increase their investigative capability and resilience and open up opportunities for different career pathways and entry routes into this area of policing.

What are the principal products/outcomes?
A variety of entry routes into investigative roles are currently in development:

- PEQF Police Constable Degree Apprenticeship (PIP 2)
- PEQF Pre-join degree in professional policing (precursor to entry as a Police Constable)
- PEQF Degree holder entry route (Police Constable) (PIP 2)
- Direct Entry Detective Constable
- Higher Level Apprenticeship: PSI Serious and Complex Crime Investigator (PIP 2)
- Graduate Entry Route: PSI Volume and Priority Crime Investigator (PIP 1)
Attraction and Recruitment into the Police Service

What is happening next?

This is an evolving professional area of policing. The College of Policing is co-ordinating a working group attended by forces currently looking at new investigative entry routes. The purpose of the working group is to share current models and individual force plans to ensure maximised collaboration and identify potential for standardised practice. The common thread running through all force plans is adherence to the national PIP Policy.

Further information on ongoing progress in the development of these entry routes into investigative roles (and interdependencies with the PEQF) will be provided as part of the ongoing work of the aforementioned working group.
What is this initiative?

Recommendation 4 of the College of Policing’s Leadership Review recommends that the College will ensure there are clear career paths within policing to allow progression within the police service and routes of entry from outside. This includes a provision for direct entry into the service.

Within this overall context, the College of Policing has introduced direct entry points into the service at the rank of Inspector and Superintendent. The direct entry training programmes are a fundamental and crucial change, bringing professionals with different thinking and perspectives from other sectors into the police service to deliver policing which is professional, efficient and capable of dealing with the growing policing pressures of today and beyond.

The Direct Entry Inspector and Superintendent programmes support Policing Vision 2025 in helping to bring existing, exceptional leaders into the police service to make an immediate impact on culture, efficiency and effectiveness.

What are the principal products/outcomes?

These entry routes are intended to:

- Open up entry to the service to individuals who will bring new perspectives and diverse backgrounds to support the continuous development of policing
- Provide a development programme that will ensure direct entrants are competent in the superintendent/inspector role and inspire confidence in officers, staff and the public
- Create a cohort of leaders that has the potential to further develop and acquire the skills and experience to progress to higher ranks within the police service
- Provide valuable experience which can be applied to different types of direct entry (at either rank/level or role).
Attraction and Recruitment into the Police Service

What are the professional benefits for the workforce?

The initiative provides for the development and progression of high-potential leaders and role models across forces, capable of further developing others and sharing their experiences and skills. The initiative opens up another channel from which to increase the existing policing talent pool and culturally has shifted some of the barriers to wider policing talent management and progression.

What is happening next?

New marketing and engagement events are in place, with the opening of a recruitment window for the future intake for 2018. A full evaluation will be completed encompassing the first 5 years of the scheme, with mid reviews to capture early lessons and findings.
Workforce Transformation in the Police Service

What is this initiative?
Recommendation 4 of the College of Policing Leadership Review makes recommendations to enable new perspectives and skills to come into policing both through Direct Entry and through opportunities for serving officers to have flexible entry, exit and re-entry to the service. This would include re-joiners. This initiative will involve a change to regulation 10b Police Regulations 2003, removing the 5-year time limit on an ex-police officer re-joining the service at the same rank as they held before they originally left.

What is the rationale for this initiative?
Currently regulation 10b states that an officer may return within 5 years and re-join at the same rank as that at which they left. This time limit could be seen as restrictive and limiting in terms of meeting the objectives of enhancing skills and experience within policing and also does not reflect the fact that individuals who leave gain further experience and knowledge, which potentially enables them to operate at higher ranks.

What are the principal outcomes?
A prospective change to police regulations, as outlined above, to remove existing barriers.

What are the professional benefits for the workforce?
This initiative forms part of the wider generation of opportunities for serving officers to have flexible entry, exit and re-entry routes to the service, thereby facilitating greater professional mobility, and allowing the service to achieve maximum benefit from a less restrictive re-join process and to utilise skills and experience gained in other sectors.

What are the professional implications for the workforce?
In addition to the proposed regulation change, forces will need to give careful consideration to how they assess external experience, should an officer wish or apply to return at a higher rank. With the planned legislative change forces will not be obliged to bring officers back at a higher rank, but will have the ability to do so, should they wish to use the provision.
Attraction and Recruitment into the Police Service

What is happening next?

Consultation is ongoing, to explore the removal of the 5-year limit and also to consider the skills that an officer might bring back into policing, in some cases with the requisite experience to be considered for a higher rank.

As indicated above, legislation that guides the re-joining process is set out as regulation 10b Police Regulations 2003. Home Officer lawyers will draft appropriate amendments. Regulation 12 and 13 of Police Regulations 2003, which deal with probation and dispensation, will need a slight amendment to ensure that they extend to cover a probationary period set out by regulation 10b, re-joiners.
Advanced Practitioner

What is this initiative?

Recommendation 8 of the Leadership Review recommends that the College of Policing design and support opportunities for professional development and lateral career progression to ensure that professional expertise and leadership are rewarded and recognised. Working in partnership with forces the College has established a pilot programme and an evaluation framework to test how this new role could work within policing. The aspiration is that such a role, if adopted in policing, will be equally applicable to officers and staff, and offers reward and recognition for advanced skills and knowledge, and for those who play a substantial role in developing the evidence base of policing and who help to develop others in their roles.

An Advanced Practitioner will:

• Undertake the role as an integral part of their job
• Take a leading role within a practice area, providing a higher level of front-line skills and expertise to meet local policing needs

• Improve policing practice in the force and beyond through building on an evidence base, research, collaboration, coaching, team building, networking and support
• Ensure that policing practices are kept up date and at the forefront of current thinking, professionalising practices, raising standards, promoting a culture of continuous improvement, supporting the development of others and supporting policing locally and nationally.

Initial areas of practice for an Advanced Practitioner pilot include the following: emergency response; public protection; vulnerability; local/community policing; investigation; technology in policing.
What are the principal products/outcomes?

The outcomes from this initiative are as follows:

- An evidence base and evaluation of a new role
- If agreed, introduction of the the Advanced Practitioner as a new role, supported by a nationally-agreed and recognised definition/profile for the role
- Recommendations for reward and recognition of an Advanced Practitioner, including pay implications; this work will be led by the Police Remuneration Review Body (PRRB).

The pilot of the Advanced Practitioner role is currently being undertaken across 7 police forces. The aims of the pilot are to determine the viability of establishing Advanced Practitioners in policing and to inform the best model/approaches that could lead to a full scale roll-out (for officers and staff), taking account of national and local needs. Cross-sector learning will be applied as part of the pilot, and the pilot will provide evidence for how the Advanced Practitioner role can impact upon policing. The pilot is for constables in the first instance.

What are the professional benefits of this initiative?

- Development of the concept of an Advanced Practitioner is premised upon the creation of a lateral career pathway, based on additional knowledge and expertise over and above expected competence and behaviours for that rank or grade (e.g. contributing to the development of the profession through individual practitioners leading on research and building an evidence base, as well as leading on developing others from within and beyond their own force).

This will carry the following benefits:

- Advanced Practitioners can make a significant contribution towards development of an evidence base in priority and/or challenging areas of policing, which in turn can contribute to informing improved practice
- Networks of Advanced Practitioners can effectively support the learning and development of others across policing
- Evidence suggests that opportunities for lateral development are attractive to those within the service, so that career progression, development and recognition can be achieved in ways other than by vertical promotion (by which individuals often lose their field of expertise and knowledge, which is the very thing they wish to retain).
Professional Development of the Workforce

What are the professional implications for the workforce?

As part of the pilot and evaluation a number of considerations are being explored, including:

• Should Advanced Practitioners be appointed for a fixed term, permanently or a hybrid of the two (e.g. depending upon force need)?

• Should there be both nationally and locally determined areas of practice? How should a balance be struck?

• What is the role of national bodies (e.g. NPCC area leads, the College of Policing etc.) in defining expert practice, and nominating areas of national practice that all forces should consider?

• How can a model be developed which ensures that the quality of Advanced Practitioners across the service is consistent?

What is happening next?

Subject to the outcomes of the pilot, a decision will be taken as to whether to proceed to a full-scale national roll-out of the Advanced Practitioner initiative in 2018. Also, a range of deliverables will be further defined as the Advanced Practitioner model is developed and agreed upon. These may include:

• Mechanisms to support networking by Advanced Practitioners

• Mechanisms to share the learning developed by Advanced Practitioners

• If appropriate, a role profile for Advanced Practitioner which will sit alongside that of the primary role profile for the role in question.
Professional Development of the Workforce

Fast track programme (police constable to inspector)

What is this initiative?
The Fast Track (FT) programme is an accelerated promotion and development programme for serving police constables. It aims to take talented officers with the potential to reach at least superintendent rank from PC rank to the rank of Inspector within 2 years, and prepare them for an ongoing career within the senior ranks of policing.

What is the rationale for this initiative?
The FT programme was initiated as a result of the Winsor Review to develop a cadre of talented officers to help develop culture change and leadership skills needed for the current and future challenges of policing.

What are the principal products/outcomes?
This initiative will generate a cadre of officers with the skills, experience and capacity to reach the senior ranks of the service (at least Superintendent), which in turn will have a positive impact and influence on the future management of, and leadership culture of policing.

What are the professional benefits for the workforce?
Fast Track is founded upon the development of an effective talent management pipeline to help meet current and future police leadership needs and positively impact on those they work with.

What are the professional implications for the workforce?
The initiative implies the development and progression of high potential leaders across forces who are capable of further developing others, using a collective leadership approach to create strategic organisational change and vision alongside operational competence.

What is happening next?
Ongoing selection of future cohorts will continue, as well as ongoing professional development of current cohorts. Potential candidates for the latest cohort are currently going through force sift and selection processes and will attend the FT national assessment centre in Spring 2018. Successful candidates will commence the programme in December 2018, after achieving success in the Inspector exam in Autumn 2018.
Professional Development of the Workforce

PEQF: education and qualifications

What is this initiative?
The PEQF is a standardised national framework setting professionally-related qualification levels for the police service, by rank or organisational level of responsibility. It provides formal independent academic recognition of the complexity of the role undertaken by those working in policing.

What is the rationale for this initiative?
There are a number of key drivers for the introduction of the PEQF:

- Policing does not currently have consistent, national education levels for all policing roles or ranks that reflect its current and future challenges, or an entry level qualification that would be considered commensurate with that of a profession.
- There is wide-ranging, variable and inconsistent practice in terms of the implementation, assessment and accreditation of initial police education across the 43 forces in England and Wales. This inconsistency undermines the professionalism of the police force.

What are the principal products/outcomes?
The PEQF is a major programme of transformational work that will create:

- new entry routes into policing, equipping officers of the future with the skills and knowledge required to meet the challenges posed by the complexities of modern policing
- qualification requirements for differing levels of policing practice to permit the formal recognition of policing as a profession, which in turn will provide parity with other professions regularly encountered in a multi-agency environment
Professional Development of the Workforce

- mechanisms and support for existing police officers and staff who have built up impressive career portfolios to achieve recognised qualifications, should they decide to do so.

Based upon the above, the professional and educational vision is comprised of numerous interlocking professionalisation initiatives, including the following:

**New entry routes into policing (for more detail see elsewhere in this document)**

- Development of a higher-level (Academic Level 4) apprenticeship entry route into policing, for the role of Police Community Support Officer
- Development of various entry routes into policing at the rank of police constable

**Professional education framework for senior ranks**

- The educational provision under this heading will be clarified in 2018, following a period of further formal consultation with the police service and key stakeholders in policing

**Enhanced professional recognition within policing**

- Opportunities for existing officers and staff to gain accredited, publicly recognised and transferable qualifications equivalent to their level of practice or rank. This will be based upon a nationally-standardised system of academic credit that can be used as recognised prior learning (RPL) toward academic qualifications offered by Higher Education Institutions. The College of Policing is working with higher education institutions to seek recognition of the knowledge, learning and experience that officers and staff have acquired through their service in the form of academic credits towards externally-recognised academic qualifications.
Professional Development of the Workforce

What are the professional benefits for the workforce?

Introduction of a Policing Education Qualifications Framework (PEQF) is seen by the College as a key step toward establishing policing as a profession and supporting the professional development of those working in policing. The benefits will include:

- establishing and supporting the further development of policing as a profession
- underpinning greater national consistency and standardisation of policing education and promotion, through a system of nationally-recognised transferable qualifications
- facilitating and embedding evidence-based practice more effectively in the police service
- creating a more highly-skilled workforce capable of working more efficiently, with less supervision. Having benefited from a higher education experience, practitioners will be better supported with the skills and knowledge to act with greater autonomy and discretion
- providing a professional structure to develop progressive career pathways and continuing professional development (CPD) opportunities for members of the service
- Increased career flexibility for the service, through development of opportunities for people to move in and out of the service, acquiring and applying different skills and experience in the process. This has potential to make policing a more attractive career option.
- Attracting higher numbers of people from some under-represented groups in society who may see the status of policing raised, through its formal recognition as a profession, by means of a qualifications system
- In the context of apprenticeship entry routes into policing, broadening of the recruitment base into the service through attraction of applicants who may not have previously considered a career in policing. An opportunity to earn while learning (and gain a fully-funded degree qualification) offers a new opportunity to a diverse range of potential applicants.
Professional Development of the Workforce

What are the professional implications for the workforce?

The PEQF specifies the minimum education levels that will be required for confirmation in post at each organisational level or rank in policing. The detail for PC rank is as follows:

- The PEQF will require all newly-recruited constables to hold a level 6 degree qualification by the end of their probationary period. This can be achieved via one of three designated routes: a pre-join degree in professional policing, successful completion of a degree-holder entry programme (for graduates from other academic disciplines) or by successfully completing the PC degree apprenticeship.

What is happening next?

The College is currently undertaking ‘test and challenge’ activity with key stakeholders to identify and clarify key proposals for education/qualifications for senior roles. Proposals developed as a result of this process will be subject to formal national consultation in 2018.

The College will continue to support the national implementation of three new entry routes into policing at the rank of police constable specified above, and the implementation of an apprenticeship-based entry route for the role of Police Community Support Officer.
Professional Development of the Workforce

Professional Development Programme (PDP)

What is this initiative?
The College of Policing’s Professional Development Programme will provide a national infrastructure and tools to improve professionalism, performance, progression and promotion throughout policing.

What is the rationale for this initiative?
The initiative aims to promote and develop the following across the police service:

- Increased professionalism across the service
- Increased awareness of professional development across the service
- A professional infrastructure where pay and reward can be linked to skills and competence, as opposed to time served.

The project aims to ensure policing is delivered by a professional workforce equipped with the skills and capabilities necessary for the new and complex challenges of policing, as outlined in Policing Vision 2025.

What are the principal products/outcomes?

- A digital platform that effectively brings all the necessary information required by individuals and their managers in respect of performance management, self-development and career progression into one place
- A set of nationally-agreed professional profiles for all recognised roles
- Appropriate professional assessment and recognition of competence
- An appropriate professional development model for Special Constables
Professional Development of the Workforce

What are the professional benefits for the workforce?

The following benefits will accrue to the service from this initiative:

- A comprehensive suite of nationally-agreed professional profiles (incorporating all the information needed to guide individuals and their managers in assessing competence, driving professional development towards achieving career success), will underpin professional development within the police service.

- The Continuing Professional Development (CPD) and Assessment and Recognition of Competence (ARC) elements of the initiative will encourage and provide opportunities for individuals to drive their own self-development.

- National professional development initiatives will lead to more consistent application of professional development reviews (PDRs) by forces.

- New systems will provide reassurance to senior management and to the public that serving officers are subject to appropriate, regular and comprehensive assessment of competence.

What are the professional implications for the workforce?

Through provision of the appropriate infrastructure and tools, this initiative aims to:

- support forces to become learning organisations.

- invest in the service to support a cultural shift towards recognising professionalism.

- encourage professional development that is individually owned, driven and values-based.

- upskill individuals and improve performance of forces.

- provide opportunities to be recognised as ‘highly skilled’.

- improve public perception of the police service.
Professional Development of the Workforce

What is happening next?

- The professional development website went live in October 2017 and is available to both the police service and the public. The site will continue to be updated with professional profiles, as these are finalised and endorsed. The site contains guidance for forces, line managers and individuals on how to use the profiles.

- Consultation upon and development of professional profiles for policing roles is ongoing. It intended that profiles will be loaded onto the new professional development platform by the end of March 2018.

- The College is also developing transition guidance to help forces move from using the current Policing Professional Framework to the new Policing Professional Profiles.

- Work is ongoing to develop the next iteration of Assessment and Recognition of Competence. Draft high-level principles have been developed, and the ARC Development Group, comprising representatives from forces, the Police Federation and the Superintendents Association is working to further research, test and develop these principles.

- The College is also working with Citizens in Policing to develop the national PDR model for the Special Constabulary. It is hoped to launch this in time for the PDR cycle, with the first PDRs for Special Constables being completed in March 2019.
Professional Development of the Workforce

Licence to practise

What is this initiative?

The licence to practise scheme will introduce a national system into the police service, overseen by the College of Policing, which will support and provide ongoing professional development given to individuals working in high risk/high harm areas of policing.

The College of Policing proposes introduction of a licence to practise in specialist high-risk roles, including those who lead investigations dealing with the vulnerable, aiming to raise the professional standards of officers and police civilian staff working in these sensitive areas.

All frontline officers will also be supported in dealing with complex crimes by maintaining CPD and fulfilling an ongoing registration requirement with the College of Policing, akin to professional registration in other professions.

What is the rationale for this initiative?

Recent evidence has shown that the pattern of demand on policing has changed. Over the past ten years, investigating and preventing crime has become more complex and shifted towards public protection and online activity. Reviews and inspections have indicated that this shift in demand has created an ongoing and growing need for individual professional development to build the capability and capacity of the service to manage high-risk / high-harm areas of policing practice. Despite this need, national assurance processes that exist in other areas (ensuring professionals have been appropriately trained and supported) have not been replicated in these high-risk / high-harm areas.

The College has therefore identified a requirement to examine how a regime of accreditation in high-risk areas could ensure individual professionals are supported and the public better protected for the future.
Professional Development of the Workforce

What are the principal products/outcomes?

It is proposed that the College of Policing’s license to practice initiative will:

• utilise existing legislation and put in place a regulatory framework within which licence to practise processes will operate
• create and introduce an approved operating model for the licence to practise framework
• create and introduce an agreed governance, approvals and quality assurance framework
• develop a risk model to assess risks in professional practice and assess licensing criteria

• in partnership with the police service, develop an effective means through which individuals in force will acquire and manage a licence
• use nationally-agreed professional profiles to identify appropriate CPD and standards to support a licensed practitioner.
• develop a suitable evaluation approach and processes

What are the professional benefits for the workforce?

Implementation of licensing and professional registration will act as a significant lever to changing the professional development culture of the service and service delivery in high risk/high harm areas of policing. It will set and measure the national standards for training, together with seeking to assess the outcomes of what works in terms of best practice within areas of high risk/high harm. In doing so, this will help ensure that that officers and staff are best placed to meet the increasingly complex demands of protecting the public and keep communities safe, through consistency of training against nationally agreed standards owned by the College.

The benefits of a licensing approach may be considered in more detail from the point of view of specialist practitioners, chief officers and the public, respectively, as follows:
Professional Development of the Workforce

For practitioners it will result in:

- improved professional standing
- protection from being deployed to roles for which they have not received the appropriate level of support and training
- a community of professionals whose knowledge and experience can influence the standards set in that area of policing practice
- a standardised recognised qualification framework and a programme of continuing professional development (CPD)
- ‘portability’ of licensed skills and experience between employers.

For chief officers it will provide:

- greater clarity and consistency about who is properly qualified to a national standard set by the professional body
- the advantage of transferability of licensed professionals between forces.
- The ability to deploy licensed professionals into high-risk roles, who are empowered to attain and maintain independent standards of professional development which demonstrate their readiness and competence.

For the public it will provide:

- greater assurance that decisions and powers used by a police officer working in high-risk areas, licensed and registered with the professional body, are undertaken by consistently qualified and licensed professionals
- a method to support a minimum level of service for the public in critical areas.
Professional Development of the Workforce

What are the professional implications for the workforce?

- Those in high-risk roles to which a licence to practise is applied would attain set standards of knowledge and skill before they are deployed.
- In order to operate in these roles, staff and officers would be required to hold a valid licence to practice and appear on a national register.
- There will be an expectation that, unless exceptional circumstances apply, a chief officer will only appoint a licensed individual to a role where licence to practise conditions are in place.

What is happening next?

A project team within the College of Policing has been tasked with further development of the project deliverables, as outlined above.
Professional Development of the Workforce

Secondments and career breaks

What is this initiative?
The College of Policing is developing opportunities that will enable potential individuals within policing to gain external experience through secondments and attachments. The initiative derives from an element of Recommendation 4 of the Leadership Review, which recommends that officers and staff should undertake an external secondment before being eligible for a Chief Officer post.

What is the rationale for this initiative?
The Leadership Review recognised the value such experiences can add to leadership capability, and the police service at the highest level supports and values development outside policing. Participants in secondment schemes can acquire skills, experience and networks that cannot always be obtained inside policing or a force. The professional policing environment is increasingly complex and the skills, experience and networks acquired by secondees will help them both to maximise their own potential and deliver real benefits for the public and the service.

What are the principal products/outcomes?
The key outcomes of this initiative will be:

- Development of a network of external partners and identification of potential secondment and attachment opportunities, both in and out of policing
- Evidencing of best practice in preparation for, experience of and value added through secondment opportunities
- Enhanced flexibility and recognition of different methods of professional development
- A toolkit and guidance to support forces in developing effective local secondment approaches.
Professional Development of the Workforce

What are the professional benefits for the workforce?

The quality and variety of secondments as part of this initiative will help to bring skills developed back into policing to ensure a flexible, capable and professional workforce for the future. This in turn will help to build a brand image of policing that instils partners with confidence in the skills and experience police officers and staff can offer their organisations.

What are the professional implications for the workforce?

Generation of real leadership roles as secondments requires significant commitment by the police service, the secondment host and senior sponsors. The building of a relationship from first contact to placement of a secondee in a real role outside policing requires significant resources and investment of time: resources are required to deal with shaping of placements, the promotion of opportunities, management of staff officers out of force and management of the return to force. Done well, however, secondments are enormously impactive and effective.

In order to underpin the effectiveness of this scheme, external placements must be linked to wider leadership development and talent management schemes within forces. Success will be dependent upon a PDR and CPD structure identifying who and when placements are right for individuals and forces, the benefits to be gained, and how the learning will be embedded when the secondee returns.
### Professional Development of the Workforce

#### What is happening next?

In practice, implementation of this professional plan involves placement of a target number of officers and staff into secondment opportunities outside of policing, engagement with appropriate partner organisations able to accommodate secondments, and completion of a comprehensive evaluation of the project to inform best practice and evidence increased leadership capability.

A network of external partners has been developed by the College of Policing, some of whom have already committed to taking secondees from the policing sector, and others who are adopting a watching brief. Existing relationships with potential hosts will be maintained and developed; networks and links both pre and post-placement will be exploited for the benefit of policing.

A pilot group of police forces has been identified, and is being expanded to increase the likelihood of placements.

A secondment toolkit has been developed and is being adapted to support locally and nationally sourced placements, both within and separate to the pilot. The College of Policing’s approach is to support professional placements, through the medium of this toolkit, which will inform and support executive officers, managers and staff. Case studies will be showcased and a self-evaluation tool will be launched that will capture new skills and experiences and share these widely. Networks and links both pre- and post-placement will be exploited for the benefit of policing.

The CPD Champion network will continue to be utilised to increase awareness and build external development into career plans and PDRs.
**Professional Development of the Workforce**

**Education of the special constabulary**

**What is this initiative?**

Ongoing implementation of the PEQF has brought to the fore issues relating to the standard, content and delivery of professional education for those carrying out the role of special constable in the police service.

Education routes need to be developed for special constables that will align with PEQF future learning and assessment for regular police constables, enabling the Special Constabulary to maintain, develop and enhance its professional practice alongside that of the regular service.

**What is the rationale for this initiative?**

As indicated elsewhere in this document, a central element of the College of Policing’s Policing Education Qualifications Framework (PEQF) involves the development and implementation of a revised and modernised system of police education for entrants into the police service at the rank of Police Constable (PC).

The first deliverable of this initiative will be the launch of a degree-level apprenticeship entry route for the PC role in 2018, co-delivered by way of collaborative arrangements between police forces and Higher Education providers. The standardised curriculum developed for the PC apprenticeship entry route will also, in due course, inform the development of a degree-holder entry programme for prospective entrants into policing whose first degree is not in policing, as well as the development of a pre-join degree entry route into policing.

The College of Policing’s benchmarking of the educational requirements for the professional performance of the police constable role in this way will have consonant implications for the training and professional development of volunteer special constables (SCs). As public service volunteers SCs provide a remarkable and greatly appreciated contribution to the diversity and skills base of the police workforce; they bring with them wide-ranging knowledge, experience and skills from across society, and as such constitute an essential part of UK policing.
Professional Development of the Workforce

The Special Constabulary, working with the NPCC and key stakeholders in policing, is currently developing a national strategy for the role of the Special Constabulary in policing, moving forwards. Based on this strategy the training provided to those performing the role of special constable should align to the professionalising aspirations of the service moving forwards, as articulated by the PEQF. There is a requirement to ensure that SCs progress appropriately, in accordance with the requirements of their role, through the learning and development associated with the rank of police constable and, furthermore, continue to develop and build on the resilience they provide to the service.

What are the principal products/outcomes?

As part of the ongoing development of the PEQF, especially in relation to the PC role, a standardised national programme for educating special constables will be identified. This will be based upon the professional scope envisaged for the SC role, as set out by the national strategy referred to previously.

What are the professional benefits for the workforce?

Implementation of the above will provide a consistent and standardised national programme for the education and training of Specials.

What is happening next?

College of Policing proposals for the professional education of the Special Constabulary will be developed, arising from the related review of the professional functionality of the Special Constabulary.
Wellbeing and engagement

Blue Light Wellbeing Framework and the Oscar Kilo website

What is this initiative?
An online resource called Oskar Kilo has been launched to host the Blue Light Wellbeing Framework developed by the College, in consultation with the NPCC working group and Public Health England. The framework addresses the wellbeing of the police service, and can subsequently be applied to other emergency services. It also holds practical information on a wide range of issues, clustered under the headings of:

- Leadership
- Absence management
- Creating the environment
- Mental health
- Protecting the workforce
- Personal resilience

What is the rationale for this initiative?
In May 2015 the NPCC unanimously agreed to sign up to the Workplace Wellbeing Charter, an evidence-based (NICE-approved) generic wellbeing diagnostic.

Policing Vision 2025 makes specific reference to the importance of workforce wellbeing, and forces (supported by partners such as Police Mutual, The Police Dependent’s Trust (PDT) and MIND) have made significant progress on that agenda, via initiatives such as Time to Change (MIND), 1 in 4 Fund (PDT) and the Wellbeing Toolkit (Police Mutual). Focus upon and commitment to workforce wellbeing have highlighted challenges, particularly in relation to emotional and psychological support, that have hitherto remained hidden beneath the surface. As the service has begun to speak more openly about these issues, whilst working through the charter, resultant dialogue has enabled the College of Policing to develop a new police-specific framework.
Timelines:

Well-being and engagement

What are the principal products/outcomes?

This new Blue Light Framework contains learning from across the service, academia and Public Health England, providing forces with a self-assessment tool that sets a new standard for policing. The framework is housed on the website Oscar Kilo, which was developed using PHE funding.

This framework provides invaluable advice and support in the key areas of leadership, environment and resilience, including some of the new risks faced by staff.

What are the professional benefits for the workforce?

The state of wellbeing is linked to both physical and mental health, and how we perform when we feel good, is at the heart of getting wellbeing right. This framework demonstrates the police service’s commitment and determination to both understanding and addressing the issue affecting its people, so that it can focus investment into prevention and also, where appropriate, treatment. The framework’s overarching focus is on creating a positive working environment within which the workforce can draw meaning and purpose from what is a challenging and hugely rewarding profession.

Congruent with the professionalisation agenda, the Blue Light Framework provides standardised guidance and advice across the service. This helps forces to follow an evidence-based approach to dealing with the wellbeing of their employees, wider service users and stakeholders.

What are the professional implications for the workforce?

Applying the framework, forces can be assured they are using evidence-based approaches that are grounded in both health and social science research of what works. Having a standard instrument to apply practice allows the service to show commitment to the policing workforce.
Well-being and engagement

Furthermore, HMICFRS now ask Wellbeing questions on their Legitimacy Inspections in forces. Currently these are:

- How well does the force demonstrate that it understands and values the benefits of workforce wellbeing?
- How well does the force identify and understand the wellbeing needs of its workforce?
- How well does the force take early action to improve the wellbeing of its workforce?

Utilisation of the framework as a means of responding to these questions helps forces crystallise their position in relation to the importance they place on employee wellbeing.

What is happening next?

Initially adopted by the police service, both the Framework and Oscar Kilo online have been designed so all blue-light services can subsequently adopt and share the same common approach to people issues known to impact on the wellbeing of their workforce. The HMICFRS question sets are expected to mature as forces align to the standards within the framework.
Well-being and engagement

National Police Wellbeing Service

What is this initiative?

In July 2017 the Home Secretary announced a grant of £7.5 million was being awarded from the Police Transformation Fund (PTF) to the College of Policing, to be spent over a period of three years, until 2020. In broad terms this initiative is divided into 3 elements:

- A landscape review, which incorporates work with the NHS to establish opportunities to provide policing with consistent access to wellbeing and mental health interventions
- Evaluation of two existing welfare provisions in Hampshire and Avon and Somerset
- The running of 4 new test sites across England and Wales to enable forces working with partners to test and evaluate specific interventions to address wellbeing gaps. This in turn will help inform a national and evidence-based approach for best practice.

What is the rationale for this initiative?

Existing welfare provision varies greatly throughout England and Wales, with no common standard. In many forces frontline officers and staff report that they struggle to access the support they need. The College and NPCC have accordingly undertaken extensive research within policing, and engaged in consultation with wellbeing experts.

A new additional driver is the Stevenson/Farmer review of Mental Health in the workplace ‘Thriving at Work’ commissioned by the Prime Minister, and published in October 2017. This report sets out mental health core standards and actions for employers and organisations to adopt.
Well-being and engagement

Important points to note are the following:

- The nature of police work and demand is increasingly complex and creates an increased expectation for the police response. Preventative approaches to help officers and staff to keep well are essential to complement force welfare, as well as occupational health services that support people when they have become unwell.

- The cost to the UK of poor mental health in the workforce is estimated to be between £74 - £94 billion per year. Whilst this statistic is not police-specific, it is well documented that police have above-average levels of sickness related to mental health, compared to other sectors.

- There is strong evidence, based upon research, that investment in officers and staff will pay dividends and reap many positive outcomes.

What are the principal products/outcomes?

The following are high level outcomes:

- Building upon the Blue Light Wellbeing Framework, a comprehensive and accessible database of police force wellbeing activity that informs force Wellbeing Strategies, helping forces to meet workplace mental health standards, identifying gaps in provision, and informing prioritisation of future activity

- Building an evidence base of best practice that can inform implementation of workplace wellbeing strategies and practice to provide early interventions across general, specialist and disaster scenarios

- By working with forces and partners in testing the delivery of wellbeing interventions creation of an evidence base to support a national approach, providing officers and staff with accessible resources to support them in their leadership and management roles

- Developing a national understanding, based on research and analysis, that builds the evidence base of police specific welfare issues and highlights what is being done well

- Wellbeing service delivery supported by training and development interventions for officers and staff, including how to manage their own wellbeing and resilience

- Developing an evidence-based mental health strategy for policing that supports everyone in policing and assists individual forces to deliver the expectations set out in the Stevenson/Farmer Thriving at Work Report.
Well-being and engagement

What are the professional benefits for the workforce?

Leaders and managers will be supported to fulfil their role around wellbeing (including mental health) and be better equipped to recognise and support their workforce. Early recognition and intervention is better for individuals, and forces and this work will help respond to the evidence of a need to build capability and capacity across the service in terms of proactive and preventative wellbeing.

There is potential for more collaborative and greater partnership working with forces in the design, build and testing of impact of interventions.

Using research findings and staff association survey results, the project can identify target audiences, interventions and coping mechanisms for:

- High risk, trauma-focused welfare for those in specialist functions
- Interventions that will best support the majority of frontline officers and staff
- Dealing with disaster, initial responses.

Early work with forces will identify existing practice (and there are many examples of excellent work), improve awareness and sharing of good practice, and utilise that data and intelligence to promote effective wellbeing.
What is this initiative?
Recommendation 6 of the Leadership Review provides for the development of a new model of leadership and management training and development which is accessible to all within policing.

What is the rationale for this initiative?
The Leadership Review highlighted the need to equip people with approaches and skills to manage wider spans of command, with less supervision, and that this must include business capabilities. In recognition of the multi-agency and complex environment in which policing operates it is important that such development is shaped by means of broad consultation (including other services) and, where appropriate, delivered in conjunction with other non-policing agencies/organisations. Development activity should seek to meet the current and future needs of the service.

What are the principal products/outcomes?
The principal outputs of this initiative are as follows:

- a revised curriculum for leadership and management development, ensuring fitness for future, and aligning to the PEQF and role profiles
- a leadership and management development pathway in place, outlining development opportunities at level 6 and 7 (frontline to middle/senior leaders)
- a plan in place to transition the current leadership delivery model to the new PEQF-based model
- development (in partnership with forces) of leadership and management development resources making best use of blended learning approaches, based on the 70:20:10 model for learning delivery to create greater accessibility, suit different learning needs and ensure leadership and management development is a continuous process
- leadership and management development information hosted on the College website and membership site, providing up-to-date information supporting leadership in policing and access to relevant resources.
Leadership in Policing

What is happening next?

A framework for delivery of leadership development has been established by the College of Policing. This will be delivered via a range of methodologies, including:

- Leadership and management qualifications at Level 6, 7 and 8 (i.e. award, certificate and diploma), made available from a link on the College membership site to a virtual learning environment (VLE) provided by an external supplier. The cost of the qualifications will be a matter for forces or the individual. Access to the qualifications will be available on any device, providing anytime, anywhere learning opportunities.
- A two-year pilot in which forces will be invited to take part (a number of forces have already signed up).
- A new Senior Leadership Programme (SLP), to be delivered in two short modules: ‘Command Skills’ and ‘Personal Leadership’
- Continuing professional development, including workshops for all levels. Content of the workshops will be planned annually to meet the needs of the service and complement other activities, such as the SLP and the Level 6 and 7 certificates.
- A coaching qualification at Level 5 available via the VLE. Also, participants in all programmes and workshops will be encouraged to practice peer coaching.

- Development pathways for individuals from under-represented groups, in addition to the rank/grade-related pathway.

To ensure easy access leadership development resources and opportunities will be made available in one place, accessed via College of Policing Membership, so members have one place to go.

Work to develop the new Senior Leadership Programme is underway, with delivery of the new modules to commence in April 2018. Delivery of the current SLP will cease in March 2018.

Work on development of the workshops referred to above will commence in 2018, with the aim of delivering the first workshop for front-line leaders in April 2018.

College delivery of coaching and mentoring skills workshops for Superintendents is ongoing.
Leadership in Policing

Review of leadership pathway to chief officer

What is this initiative?
A review of the Senior Police National Assessment Centre (Senior PNAC), the Senior Police Staff Assessment Process and the Strategic Command Course has been undertaken in response to a survey of Chief Officers (conducted in 2016). The review considered both the progression of Chief Officers and equivalent police staff through Senior PNAC, the Senior Police Staff Assessment Process and the SCC, as well as wider issues such as CPD and the progression of senior colleagues from under-represented groups.

What is the rationale for this initiative?
- Too few UK police officers are coming through to Senior PNAC to meet forthcoming ACC and Commander vacancies
- The diversity range of candidates (particularly BME) is so limited that action is required to ensure BME and more diverse representation is secured at chief officer level
- The numbers of police staff both applying for and succeeding at PNAC are extremely low.

Another complementary driver is to ensure that Senior PNAC and the SCC are fit for purpose, of the highest quality and play their part in the overall progression routes within policing and in developing the highest quality of leaders.

What are the principal products/outcomes?
Activity completed so far includes the following:
- The application form for Senior PNAC 2017 has been extensively revised. It now contains sections on values and continuing professional development, reflecting the recommendations of the College's Leadership Review and Competency and Values Framework and the NPCC's Learning Leaders work
- Career development workshops and a senior leaders development centre for under-represented groups have been developed and delivered. Three supporting Webinars are also available
- Senior PNAC will now be delivered twice a year. (This will be monitored)
Leadership in Policing

- Assessment processes for Senior PNAC have been reviewed
- A modular option for the SCC has been developed to create an attractive option for completing the SCC over 15 months
- An equality impact assessment has been completed and is a key factor in the review team’s method of operations.

What is happening next?

- Dates have been confirmed for the next, modular run of SCC (from January 2018). Any participant who wishes to do so can take one module in 2018 and the other in 2019
- An additional assessment centre has been timetabled for April 2018
- A revised statement of purpose (and name) for the leadership programme for chief officers is currently being consulted upon.
### Leadership in Policing

#### Continuing professional development (CPD) for chief officers

**What is this initiative?**

Recommendation 1 of the Leadership Review provides that senior leaders of the police service must set an example and model professional development. They should ensure that their leadership styles are reviewed, the selection of their teams is open and fair and that the diversity of thinking brought to their decisions is as broad as possible. All chief officers should complete continuing professional development, use staff surveys and undertake regular 360 degree feedback sessions.

**What are the principal products/outcomes?**

The principal outcomes of this initiative are as follows:

- Guidance and advice published by the College of Policing pertaining to types and methodologies of continuing professional development (CPD) of benefit of those carrying out the Chief officer role. This includes coverage of CPD attained through opportunities such as executive coaching; mentoring; 360 degree feedback; placements; masterclasses; peer review and peer learning activities, as well as more ‘formalised’ learning opportunities.

- A proposal has been consulted on with the service to develop a ‘Senior Police Careers Development Service’, the purpose of which would be to support the progression of a wide range of people to Chief Officer and equivalent police staff roles in policing. This work would be overseen by a coalition of the APCC, College of Policing, NPCC, Senior Staff Unions and the Superintendents Association, with staff associations and support networks for under-represented groups as consultation partners.

- Elements of such a service could include:
  - Continuing professional development
  - Supporting diversity and inclusion
  - Supporting appointments.
Review of rank and grading structures

What is this initiative?

In accordance with Recommendation 2 of the Leadership Review, the College of Policing has been working in partnership with the police service and the home office to review ranks and grades in policing (in the context of a move towards greater levels of practitioner autonomy and expertise).

The working group for this initiative has identified the need to reconsider how the police service views and utilises the current ranks and grades and how colleagues are developed and rewarded. This will allow Chief Constables the enabling flexibility and freedom to consider redesign in the interests of serving their communities and making best use of our people, free from the constraints of a requirement to make use of every rank/grade.

Note: the review of the rank structure is part of wider work being undertaken by the College of Policing to develop a fresh approach to continuing professional development, including the Assessment and Recognition of Competence (ARC) project and PDRs.

What is the rationale for this initiative?

Policing needs to change because of new crime challenges and the increasing complexity of policing. Limited resources, complex and diverse communities and raised public expectations of policing require the police service to retain the best of the British Policing Model, but adapt approaches to meet demand and keep people safe.

Policing Vision 2025 sets out why and how the police service needs to transform to meet the new challenges. ‘There is a need to add critical new skills to the service, get the right mix between officers and staff and be more representative of the communities we serve. Changes to the culture and leadership of the service are vital if policing is to innovate at the pace required’.
Pay and grading

What are the principal outcomes of this initiative?

The original initiative involved clear definition of organisational levels and associated strata and their application to a potential rank and grade structure. Five broad work levels in a police force have been identified, from force leadership through to service delivery, as follows:

- Level 5: Force Leader
- Level 4: Service/Function Leader
- Level 3: Manager/Expert Advisor
- Level 2: Team Leader/Technical Expert
- Level 1: Service Deliverer.

A subsequent phase of the initiative asked individual forces to review how their force, or parts of it, would look based on the new model. Part of the work will be to share information and good practice to help others. This work includes a consultation, communication and engagement plan.

After undertaking considerable modelling work with nine forces, the working group for this initiative has found a growing evidence base in policing, building on the evidence base from other sectors, to support a continuing application of the 5-level model. Some forces are already making use of this approach and the working group is continuing to support and encourage others to test the principles, as they consider organisational design as an element of their overall approach to organisational development. As part of the modelling process and organisational redesign the working group will continue to strongly encourage forces to focus on role and levels of responsibility rather than rank/grade.

The work to date has concentrated upon police officers, but around 40% of the police workforce is made up of police staff colleagues. In addition, all forces recognise the importance and the immense contribution made by special constables and volunteers to provide essential policing services to our local communities. The working group recommends that all staff groups are considered going forward and the need to urgently look at workforce reform in the widest sense rather than through the narrow lens of ranks/grades in isolation.
Pay and grading

What are the professional implications for the workforce?

Should an evidence base develop as an outcome of continuing organisational design the police service (NPCC) may, with the support of the College of Policing and its enabling secondary legislation, return to the issue of the rank/structure in due course.

What is happening next?

As stated above, the working group has identified the need to reconsider how the police service views and utilises the current ranks and grades and how colleagues are developed and rewarded. Further details on the pay and reward framework are provided below.
Workforce Transformation in the Police Service

Pay and grading

Pay and reward framework

What is this initiative?
The National Police Chiefs’ Council will implement a new reward framework for police officers.

What is the rationale for this initiative?
This will be designed to reflect the changes to policing being implemented by the College of Policing and to provide a framework for pay and conditions to operate within the foreseeable future. The aim, in collaboration with other police representative bodies, including staff representative bodies, is to ensure that the police forces are able to recruit and retain the right people and ensure that officers are rewarded fairly in the future.

What are the principal products/outcomes?
- A description of the future reward framework to be applied to police officers which will form the basis for both future annual base pay increases and market benchmarking of pay and conditions.

What are the professional benefits for the workforce?
- Base pay will be determined according to officer rank and according to the level of competence and skills (rather than time served as present). A mechanism for benchmarking pay will be determined based on comparable roles with one or more similar skills or qualifications based upon the professional profiles as described by the College of Policing. Benchmarking of the ranks will take place for this pay review and annually thereafter.
- The current police x factor (put forward in the Winsor Review) will be redefined and presented as a P, police factor to support justification for current pay levels. It will provide a language for all stakeholders to understand and use to justify how policing is different from other careers and roles today and how future changes may affect police officer roles.

- A digital platform explaining to forces and officers how any changes will affect them.
What are the professional implications for the workforce?

- Remuneration will fully reflect the professional nature of officer roles at all levels.

What is happening next?

- Draft proposals in are in development. Forces are being contacted by the NPCC national coordinators to discuss their views and local needs to evidence the recommendations.
- Stakeholders will be consulted on the findings. Initial discussions will be on apprenticeship pay.
- Recommendations will be made to the Police Remuneration Review Body on what, how and why these changes should be reflected in police officer pay and conditions.
Organisational Development

Competency and Values Framework (CVF)

What is this initiative?

The Competency and Values Framework developed by the College of Policing clearly defines new and relevant competencies and values which strongly uphold the principles of the Code of Ethics.

Key transformational initiatives, including the Professional Development Programme (PDP), the Police Education and Qualifications Framework (PEQF) and the Assessing and Recognising Competence (ARC) projects will incorporate or take account of the new framework, as will national selection processes for entry into the police service.

The design of the CVF makes general application of the Code of Ethics a reality. It helps to embed the Code of Ethics into all people processes and ensures that the service fully considers the principles underlying it in all appointments, promotions and professional development decisions.

What is the rationale for this initiative?

One of the conclusions drawn from the College of Policing’s 2015 Leadership Review was that the values inherent in the Code of Ethics should be embedded at all levels in all local and national selection processes, such as assessment centres and interviews. Implementation of the relevant recommendation led to development of the CVF to replace the PPF Personal Qualities.

The CVF clearly defines new and relevant competencies and values which strongly uphold the principles of the Code of Ethics.

What are the principal products/outcomes?

The Competency and Values Framework was published by the College of Policing in 2017. The College has also published guidance on implementation.
Organisational Development

What are the professional benefits for the workforce?

The benefits of the Competency and Values Framework for the police service may be considered under three broad headings:

- **Assessment, selection, recruitment**
  
  Behaviour will be assessed in terms of values as well as competencies. Values are now defined by behavioural indicators; behavioural indicators are used in recruitment and selection interviews and in assessment exercises.

- **Performance development reviews (PDR): discussion and subsequent planning**
  
  The newly defined competencies and values uphold the Code of Ethics, and stress that the values are integral to achieving operational plans and objectives.

- **Continuing Professional Development (CPD)**
  
  Using CVF in the context of CPD will place a clearer focus on values. Clear and relevant statements of the new competencies, now defined by three levels, allow individuals to identify and develop the appropriate behaviours needed for promotion or for role-specific performance improvement.

What are the professional implications for the workforce?

As implied above, the CVF will replace the Policing Professional Framework Personal Qualities and will be the basis of several national HR processes, such as assessment and selection, PDR and CPD.

Individual forces will either fully adopt the CVF or amalgamate their existing framework with it, ensuring that the values and competencies of the CVF are fully represented.

Adoption of the CVF will be relatively straightforward and the changes will mainly affect how people prepare for interviews, assessments, PDR meetings and development planning.

What is happening next?

A series of regional events has taken place to support forces in preparing for implementation of the new professional profiles (for more information see elsewhere in this document), the Competency and Values Framework and the new PEQF Recognition of Prior Learning tool. The College will continue to offer ongoing implementation support for the CVF, as and when needed by forces.

Forces are requested to begin using the CVF as soon as possible, but the existing Policing Professional Framework Personal Qualities will remain on the Skills for Justice website until the end of the business year 2018-19.
Organisational Development

College Transformation Framework

What is this initiative?
In 2016 the College of Policing brought together academics and representatives from NPCC working groups, HMIC, the College of Policing and the Home Office to consider police transformation and the international evidence around organisational transformation.

The framework developed and published in 2017 as a result of this initiative provides a standard approach to underpin strategic, organisational-level peer review, police force transformation and business change.

What are the principal outcomes of this initiative?
The published framework provides a way of thinking about how organisations work and behave, and can be used in conjunction with other modelling tools to support transformation and business change. It provides a basis for a consistent standard to underpin peer review and peer support for forces seeking assistance in improving performance.

The College of Policing Transformation Framework is supplemented with training and mentoring arrangements to provide CPD for College members and help build business change and organisational capabilities across policing.

What are the professional benefits for the workforce?
Forces are being asked to nominate senior officers and professional specialists to learn and become competent in applying the Transformation Framework. This will provide a consistent standard to support sector-led improvement. Individuals will develop wider awareness and achievement of the skills and core competences required of senior leaders to plan and lead effective business change and service transformation.
Organisational Development

What is happening next?

Related ongoing initiatives by the College of Policing include the following:

- Peer Review: peer review is offered to forces to provide an independent view of an issue or aspect of the business they are wrestling with or would like to improve. The Transformation Framework is the underpinning diagnostic tool for this work, which is based on Organisational Development principles. During 2017 a cadre of 75 professionals from within policing, officers and staff from PC to C/Supt and equivalent grades have completed a workshop in applying the Transformation Framework, OD Principles and Peer Review.

  Peer review is recognised as an evidence-based way for organisations to develop and improve. The College of Policing’s offer does not end with the completion of the peer review; the College is able to offer ongoing support from within our peers or wider networks to assist forces develop sustainable changes post the completion of a review.

- Self-assessment matrix: an updated version of a Continuous Improvement Self-Assessment Matrix (CISAM) has been produced, enabling forces to effectively self-assess their level of maturity as an organisation and develop actions to improve to the next level.
Workforce Futures

What is this initiative?
As indicated in the introduction to this document, the National Workforce Futures Programme is a national initiative developed by the NPCC to provide a framework for accurate medium- and long-term workforce planning to ensure that the police service has the right workforce shape for current and future challenges.

What is the rationale for this initiative?
Workforce Futures is about policing as a profession. Professions promote the responsibility of the individual to keep their skills up to date and be ambassadors for the profession externally. Professions provide opportunities to gain additional skills and qualifications, but also formally recognise the skills people possess now, and in a way that is valued both within and outside of the profession. The police service needs to be better at recognising and validating the skills and experience that officers and staff already possess, in a way that increases their credibility externally and continues to build trust from the public.

What are the principal products/outcomes?
A business change toolkit is being developed, offering a range of techniques, checklists and frameworks to address the professional needs of those who are working on managing change relating to the future of the police service nationally.

What are the professional benefits for the workforce?
The toolkit is aimed at a broad audience, and will be of benefit to anyone involved in the following workforce futures processes:

- Those recognising the need for workforce change and involved in defining that change
- Those involved with assessing their organisation’s capability and capacity for workforce change
- Those engaged in programme planning for workforce changes
Organisational Development

- Those identifying stakeholders and developing a stakeholder strategy
- Those engaging, consulting and communicating with their organisation on workforce changes
- Those who will be equipping people in their organisation with the knowledge, skills and attitudes required to make the workforce changes work
- Those who will be embedding and sustaining the workforce changes in their organisation.
Workforce Transformation in the Police Service

Organisational Development

Transformation of police training and development

What is this initiative?
The aim of this initiative is to support the police in developing and enhancing their existing training units to build their capability to implement the Police Education Qualifications Framework (PEQF).

Funded by the Home Office's Police Reform and Transformation Fund for 2 years running from October 2017, this project will be delivered by a collaborative team led by MOPAC, working with academics from the Open University (OU) and University College London.

What is the rationale for this initiative?
This project was developed as a result of a professional need identified within the police service regarding delivery of the PEQF and workforce transformation. In order to deliver new policing curricula for the education of police officers and staff (including working effectively with Higher Education Institutions) police training units will require professional development.

What are the principal products/outcomes?
A set of products designed to be adapted to meet local requirements, which will be suitable for all 43 forces to use to develop their training units. These will include:

- **The Theory of Change**: this will set out the theory for how police learning is delivered effectively.
- **Model and Roadmap** for a Police Training Unit.
- **Continuous Improvement Toolkit** to support implementation of PEQF.
Organisational Development

The project will work with all 43 forces, adopting the following approach:

**Stage 1 - Baselining of Training Unit Capacity and Capability** – across all collaborating forces, and a ‘deep dive approach’ with at least three forces selected to provide most learning.

**Stage 2 - What a Model Police Training Unit Looks Like** – Enabling Delivery of Policing Vision 2025 – research to establish a blueprint for the next generation model police training unit.

**Stage 3 - Strengthening Police Training Units and Learning** – providing action research to inform the delivery of practice-based change, organisational development and implementation support with the ‘deep dive’ training units and respective senior leadership.

**Stage 4 - Development of Final Products** – setting out plans for transforming skills, behaviours and culture, delivering functional equivalence across all entry routes, embedding evidence-based reflective practice, including learning from other professions, and continuing professional development pathways.

**Stages 3 & 4 - Implementation of a National Learning Network (NLN)** – building on existing national networks to support organisational development and enable sustainability across all forces. Applying impactive and facilitative technology to optimise and share learning so that professional capability in training and development is maintained.

Throughout, the project team will engage directly with all forces in England and Wales as well as through existing networks, to optimise learning, dissemination of findings and the application of ideas to practice.
Organisational Development

**What are the professional benefits of this initiative?**

The transformation of police force training and development capability will support new recruits to policing and existing staff in accessing the appropriate learning and development they need to carry out their roles effectively. Officers and staff will be better equipped to operate in increasingly complex environments.

**What are the professional implications for the workforce?**

The project will act as catalyst towards moving UK policing to an evidence-based profession. This will support the delivery of the *Policing Vision 2025*, enabling officers and staff to demonstrate enhanced professional capability, applying the best practice, striving for continuous improvement and delivering the highest quality of service.

**What is happening next?**

All forces in England and Wales will be contacted with details of the project, and how to get involved. Following this, an initial baselining exercise for all forces will commence from early 2018, and specific forces will be identified for the ‘deep dive’ action research, referred to above.