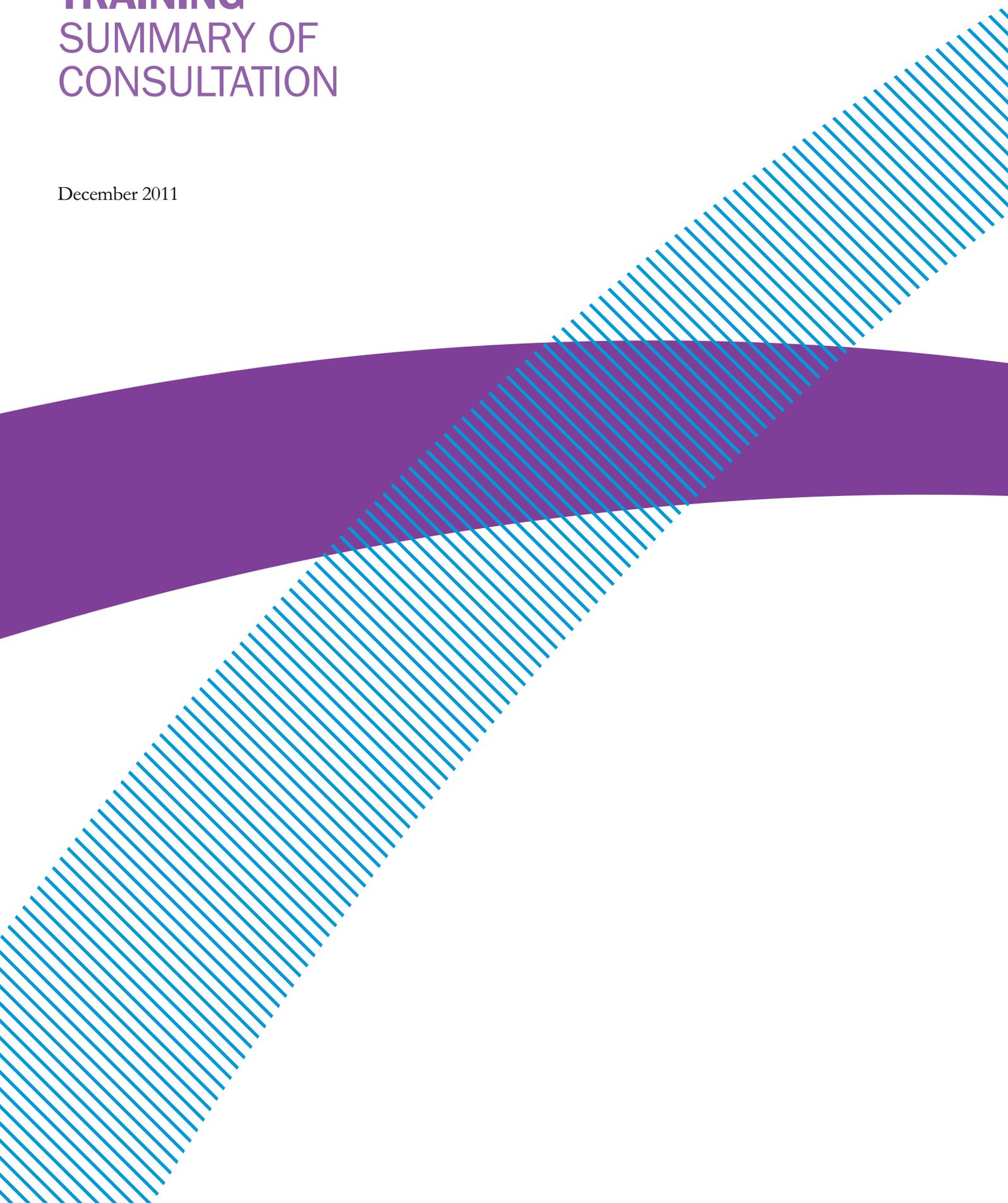


PETER NEYROUD'S REVIEW OF POLICE LEADERSHIP AND TRAINING SUMMARY OF CONSULTATION



Home Office

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1. INTRODUCTION

- 1.1 Last year, the Home Secretary asked Peter Neyroud to undertake a review of police leadership and training. His report contained 14 recommendations including; the creation of a chartered professional body for policing that would set standards and ensure accreditation of these standards; a new delivery body for police leadership and training; and a new qualification framework for policing.
- 1.2 On 5th April 2011 the Home Secretary announced a twelve week public consultation on the recommendations in the review. The consultation invited responses to six specific questions:
 - i. How can arrangements for police leadership and training best support the police in being able crime fighters?
 - ii. Who should set and maintain the standards for the police service and how should it be done? Do you agree with the proposal for a professional body supported by a charter?
 - iii. How should any arrangements for police leadership and training be made accountable and transparent to the public? What role should the public themselves have in influencing how the police do their work?
 - iv. How, and by whom, do you think police leadership, training and development should be delivered for police officers and staff?
 - v. How should any training and leadership arrangements be funded? How can this be done in a way that ensures value for money?
 - vi. Should a new framework of professional policing qualifications be introduced? How do you think that the standards for policing and the skills of police officers and staff should be attained, assessed and maintained?
- 1.3 There were 83 respondents to the consultation. Respondents to the consultation included policing partners, representative bodies, educational institutions, police authorities and forces, serving and retired officers and other individuals. A list of respondents is annexed to this document.
- 1.4 Following the completion of consultation period the Government intends to lay before parliament a Written Ministerial Statement on the future of the NPIA and the creation of a professional body for policing.

2. RESPONSE TO CONSULTATION QUESTIONS

2.1 Responses were received in either hard copy or email form and presented in different formats. Each answered all, some or none of the questions asked in the consultation document. The following is intended to provide a summary of those submissions. While responses did not necessarily address the detailed questions posed in the consultation document all responses have been considered and reflected in this document under the appropriate question.

Question One: How can arrangements for police leadership and training best support the police in being able crime fighters?

- 2.2 In response to this question respondents highlighted the need for a consistent national framework for learning and development spanning the career of officers and staff. Suggestions for how this might be achieved differed. Some respondents envisaged learning and development being delivered by ACPO or the Home Office; others supported the creation of a professional body for policing. Respondents highlighted that forces are not homogenous and that there is a need for some regional flexibility and discretion in the application of standards and guidelines.
- 2.3 There was support for increased partnership between police forces, higher education institutions and the private sector. Some respondents suggested that higher education institutions would be well placed to deliver externally accredited qualifications, with the potential to enhance view of policing as a profession.
- 2.4 Some respondents commented specifically on the description of police officers as crime fighters. Respondents felt to define policing in terms of crime fighting does not give adequate weight to non-crime related issues officers and staff deal with. Respondents felt that in order to be able

crime fighters officers needed basic investigative training but that the role is broader than this and so a mix of skills is required.

Question Two: Who should set and maintain the standards for the police service and how should it be done? Do you agree with the proposal for a professional body supported by a charter?

- 2.5 Respondents highlighted the need for the development and maintenance of national standards for policing.
- 2.6 Responses were broadly in favour of some form of professional body in principle but few supported wholly the model described by Neyroud. Views differed on the form and functions of the body and its relationship with other bodies on the policing landscape.
- 2.7 Some respondents felt that the professional body as described by Neyroud was too complex and would not provide the necessary independence or focus on best outcomes for the public. The suggestion that ACPO should form the “head and heart” of the body was generally not supported. Respondents did however highlight the continuing need for Chief Constables to make decisions as a group on certain operational matters.
- 2.8 Among respondents supportive of some type of professional body, there was broad agreement that the key responsibilities of the body should be to set and maintain standards of training and conduct. A small number of respondents however, described its role as being more similar to that of a regulatory body with powers to sanction forces who did not comply with national standards. Respondents commonly suggested that there should be some level of independent membership on the governing board of the body.

2.9 A small number of respondents were not in favour of the creation of a professional body in any form and suggested alternative ways of setting and maintaining standards of policing. Some doubted that the creation of a professional body would lead to a better delivery of service to the public. The majority of respondents in this category felt that standards should be set and overseen by local forces with independent advice and assistance when necessary however some agreed with Neyroud's suggestion for a National Standards Agency.

2.10 Neyroud's description of a two-tiered system of membership for officers and staff caused concern amongst some respondents who felt that the professional body should embrace and enhance the skills of all officers and staff.

Question Three: How should any arrangements for police leadership and training be made accountable and transparent to the public? What role should the public themselves have in influencing how the police do their work?

2.11 Respondents felt that there was a role for the professional body in holding the police to account on behalf of the public. Respondents were generally in agreement that the public should play some role in how the police do their work although opinions on what form this involvement should take differed. The majority of respondents felt that the public's opportunity to influence the work of the police was through elected Police and Crime Commissioners (PCCs). There was general agreement amongst this group that PCCs should be represented on the board of the professional body.

2.12 Other common suggestions for increasing accountability were:

- i. Involving public/lay members on the governing board of the professional body;

- ii. Public consultation on standard setting; and
- iii. Collecting feedback on service delivery.

2.13 Some respondents felt that public influence should be restricted to local issues not national or strategic standards.

2.14 On transparency, some respondents highlighted the success of schemes such as crime mapping in improving the openness of policing. Some respondents suggested the service should publish the content of training material and detail of the standards expected of staff and officers.

2.15 In a small number of cases respondents were not in favour of increased accountability and/or transparency. This tended to be because, they felt, in general the public are not concerned with what qualifications an officer might hold and, instead, judge the police on the quality of service received. This group also tended to feel that public opinion was not objective enough.

Question Four: How and by whom do you think police leadership, training and development should be delivered for police officers and staff?

2.16 Some respondents suggested that there is a need for more nationally co-ordinated delivery of training with some element of local flexibility. Other respondents felt that the delivery of mainstream training should be owned locally with specialist training being delivered nationally.

2.17 Responses on who should deliver training to police staff and officers fell into three categories. Two smaller groups felt that training should be delivered exclusively by either the police themselves or external providers. Most respondents however, agreed that training and development should be delivered by a mixture of internal and external providers.

2.18 The majority of respondents in this last group, in addition to those with a preference for externally provided training, felt that greater collaboration with higher education and further education providers would be of benefit to the service. Other respondents however, said there needed to be more evidence to show that external providers would deliver high quality and appropriate training.

2.19 Respondents highlighted that there is a need for increased use of work based learning.

Question Five: How should any training and leadership arrangements be funded? How can this be done in a way that ensures value for money?

2.20 Most commonly, respondents felt there was a need for funding to be provided from a range of sources for example from Government, forces and individuals. Some respondents felt central Government or police forces should fund learning where there is a national or regional need with individual officers funding their own career development.

2.21 There were mixed views on the suggestion that officers might fund training and leadership arrangements through subscription fees to a professional body or fees for specific training courses. Some felt this was simply a means of closing a funding gap. Others said that as central funding reduces throughout the spending review period there will inevitably be some requirement for service users to contribute.

2.22 Some respondents considered that if membership and subscription fees are to be introduced this should be on a voluntary basis only in the first instance with equal access to training and clearly articulated benefits. Others strongly opposed their introduction calling them “unworkable” or “unreasonable”.

2.23 Some respondents suggested other means of generating revenue, for example by:

- i. Giving responsibility for delivering training to higher and/or further education institutions and charging for inspection and accreditation of this training;
- ii. Charging approved training suppliers royalties for the use of national curriculum materials and for obtaining approved supplier status; and
- iii. Developing training that is attractive to external bodies in the UK and overseas for which they would be willing to pay.

2.24 A small number of respondents felt that current funding arrangements were sufficient or that there was not sufficient evidence available at this stage to change or decide upon a long term funding model.

2.25 Some respondents commented that the review seemed to focus too heavily on transferring costs to individuals and forces rather than making efficiency savings. Suggestions for improving value for money and efficiency in the delivery of training included:

- i. An increase in distance learning and e-learning;
- ii. Shorter residential periods;
- iii. More cost effective training locations; and
- iv. A national curriculum to reduce investment in local training.

2.26 Concerns about the potential impact on diversity of requiring officers to pay for their own development were raised a number of times in response to this question. It was suggested that there should be some central monitoring of equality of opportunity with the possibility of bursaries for underrepresented groups.

Question Six: Should a new framework of professional policing qualifications be introduced? How do you think that the standards for policing and the skills of police officers and staff should be attained, assessed and maintained?

2.27 A number of respondents were in favour of a new framework of qualifications, with the career development path linked to the attainment of additional qualifications. In most cases respondents agreed that this should be introduced in partnership with higher education institutions.

2.28 There were mixed views on the introduction of a requirement for officers to obtain a Police Initial Qualification (PIQ) as suggested by Neyroud prior to joining the service. Just over half of respondents were in favour of a PIQ but few agreed that this should be at level four of the National Qualifications Framework. Some suggested a level three qualification would be more appropriate. Some respondents asked whether there would be a similar PIQ for police staff.

2.29 Respondents frequently highlighted concerns about what impact requiring a PIQ would have on diversity. Some respondents in favour of the PIQ also raised this concern. A small number of respondents suggested the use of bursaries to encourage applicants from minority groups and less affluent backgrounds to apply to join the service.

2.30 Respondents highlighted the need for a nationally coordinated approach to career development and performance management, linked to a simplified and clearer Performance Development Review (PDR) system. One respondent questioned whether the PDR which has been recently redesigned by the NPIA would be replaced.

2.31 Respondents highlighted the need for leadership training to occur at all levels above constable.

2.32 Respondents were generally in favour of senior officers being required to obtain a management qualification. Some agreed with Neyroud's suggestion that this should be at Masters Level (level 7 of the National Qualifications Framework) but others questioned whether this was the appropriate point. Concerns about diversity were raised again in relation to this recommendation.

ANNEX

List of respondents

Responses were received via email and post from the following organisations. This list does not name those who submitted a response in a personal capacity. Those who did so included members of the general public, serving and retired officers.

POLICING BODIES AND FORCES

Independent Police Complaints Commissioner
Police Foundation
National Policing Improvement Agency
Northern Ireland Policing Board
Association of Police Authorities
Police Superintendents Association of England and Wales
Association of Chief Police Officers
Association of Police Authority Chief Executives
Chief Police Officers Staff Association
Police Federation of England and Wales
Warwickshire Police
Northamptonshire Police
Lancashire Constabulary
Devon and Cornwall Constabulary
South Yorkshire Police
Cheshire Constabulary
Thames Valley Police
Police Service of Northern Ireland
West Yorkshire Police
Greater Manchester Police
Avon and Somerset Police
West Midlands Police Authority
Staffordshire Police Authority
Bedfordshire Police Authority
Thames Valley Police Authority

TRADE UNIONS

UNISON
Unite

EDUCATIONAL ESTABLISHMENTS

Higher Education Forum for Learning and Development in Policing
Teesside University
University of Portsmouth
Staffordshire University

OTHER

Mencap
Staffordshire City Council
Ratheyon
Skills for Justice
Chartered Management Institute
Forensic Science Society
Ministry of Defence, Police Committee
Welsh Language Board
KBR