



Home Office

# Direct Entry in the Police Government Response

October 2013

## Executive Summary

1. On 30 January 2013 the Government launched a consultation to seek views on proposals for direct entry in the police as set out in the Final Report of the Independent Review of Police Officer and Staff Remuneration and Conditions by Tom Winsor. They included a three year fast track to inspector scheme, and direct entry at superintendent and at chief constable ranks for those who have equivalent experience in the UK or from overseas. The Government supports the proposals for direct entry – they offer the opportunity to open up the culture of policing and attract highly talented people to become police officers. Therefore the consultation concentrated on the design for the three schemes.
2. In total the consultation received 929 responses. Eight hundred and ninety seven responses were received via the online facility and 32 were received via email and post. Almost half of the respondents identified themselves as individual police officers. Thirteen percent said they were responding as members of the public.

## Themes

3. A number of respondents were keen that direct entry officers should have the practical skills to be able to do police work and that their credibility should be based on this. Respondents said these other skills should be built into the selection processes and form part of the ongoing assessments. Respondents tended to think that academic achievement or leadership experience alone would not necessarily mean that someone would be a good police leader and that other assessment of behaviours relevant to policing roles must form the principal part of the schemes.
4. The consultation received a number of responses concerned with ensuring continued opportunities for existing officers. The proposals consulted on set out a provision for the inspectors' scheme to take half of its cohort from existing police officers and staff and most people agreed with this principle. This recognises that there are many talented officers who are already in forces and have the potential for reaching the senior ranks in policing and there must be an opportunity for these officers to join the scheme, where they will share their knowledge and experience with those who are new to policing.
5. Many respondents were keen to ensure that the scheme would not discriminate against those from underrepresented groups. Issues raised included the targeting and marketing of the schemes, the transparency of the selection processes, the impact of residential training and the support that will be provided for participants on the schemes. The Government wants to ensure that these schemes help the police to be more representative of the communities they serve. In implementing the schemes serious consideration will have to be given to such issues so that the schemes don't discriminate against underrepresented groups and actually encourage people from more diverse backgrounds to apply. Fast tracking and direct entry bring the opportunity of new routes into the police which may have the potential to improve the numbers of under-represented groups at higher ranks.
6. It was clear from the comments received that a significant proportion of respondents were opposed to the direct entry schemes as a matter of principle. These included responses from police officers, staff associations and some chief constables and Police and Crime Commissioners (PCCs). Many of these respondents prized policing experience as the principal foundation for all police leaders and believed there to be operational risks

associated with a scheme that shifts away from that model. Some respondents said that they would prefer to see the current Higher Potential Development Scheme (HPDS) reviewed.

7. A number of respondents also raised issues that were not included within the consultation questions. These will be provided to the College of Policing so that they can be considered for the design and implementation of the schemes.
8. The Government believes it is important that a national approach to direct entry is adopted and led by the College of Policing. The College of Policing has the remit to set standards and support the professional development of police officers and staff. They have the necessary expertise to implement the schemes and will be able to draw on the evidence of what works. They will ensure that participants on the schemes receive consistent training, support and assessments and provide credibility for officers who successfully complete the schemes. The Home Secretary has commissioned the College of Policing to implement the direct entry schemes in conjunction with policing partners. The first cohorts are expected to start in 2014. As part of the College's evidence based approach to policing, the College will evaluate the implementation of direct entry after five years and submit a report to the Government.

## Background

9. At present, police leaders start as a constable and progress through each rank in order to reach the top post of chief constable. Current police constable recruitment procedures, which have required no academic qualifications, can miss people who could make highly effective senior police officers.
10. Serving officers can apply to take part in the HPDS – a five year programme designed to provide all participants with high level learning and the opportunity to embed that learning operationally. However it may be less attractive to graduates as it is only open to serving officers.

## Independent Review of Police Officer and Staff Remuneration and Conditions

11. The Independent Review of Police Officer and Staff Remuneration and Conditions, led by Tom Winsor, looked at reforms to support the police in maintaining and improving the service that they give the public. The review's final report was asked to specifically consider entry routes to the police, including multi-point entry considerations. The recommendations on direct entry will support the objectives set out in the review's terms of reference to enable modern management practices in line with practices elsewhere in the public sector and the wider economy.
12. The review recommended that:
  - A national Direct Entry scheme to the rank of inspector should be established from August 2013, offering rapid training and promotion to individuals of high ability and capacity. It should be run by the police professional body with the co-operation of police forces. The intake should be set annually, with at least 80 participants in each intake. Around half of the scheme members should be external graduates and half in-service officers and police staff members. The scheme should be rigorous and highly selective. (Recommendation 8)

- A national scheme for recruitment directly to the rank of superintendent should be established and brought into operation from September 2013. Participants on the scheme should be persons of exceptional achievement and ability who have been assessed as having the potential to be senior police officers. (Recommendation 19)
  - From September 2013, the eligible experience for a chief constable set out in Determination Annex B, made under Regulation 11 of the Police Regulations 2003, should be amended to include service in a chief officer equivalent role overseas
13. The Government has tabled an amendment to the Anti-Social Behaviour, Crime and Policing Bill which will enable direct entry at the rank chief constable for those with equivalent experience from overseas.

## Part One – Fast Track to Inspector Scheme

Questions one, two and three asked respondents for personal information to help with the analysis of the consultation responses.

**Question four** explained that there are over 6,000 inspectors in England and Wales. The review suggested that the cohort on the fast track inspectors' scheme should be set at 80 people per year.

Respondents were asked to what extent they agreed or disagreed that there should be a centrally managed number of participants / a national limit.

**Question five** asked if there was a nationally agreed cohort size / limit, what it should be.

### Key themes

14. Over half of the respondents either disagreed or strongly disagreed that there should be a limit to or a nationally set cohort size. It was suggested that a centrally driven cohort size would not provide the **flexibility required to meet the changing needs of forces**. Many respondents suggested that the decision as to the size of any annual cohort should be informed by chief constables. It was suggested that this would help to allow for effective workforce planning, particularly during a time when efficiency savings are being made.
15. In relation to the inspectors' scheme some felt that **larger cohorts would be desirable**. One force noted that that the limit proposed would mean that only 7% of inspectors would be drawn from external backgrounds in a decade.
16. Others said **a cohort of 80 was too big** as they thought the inspector rank could become oversubscribed whereby there would not be enough vacancies at that level to absorb participants successfully completing the scheme and existing officers suitable for promotion to inspector.
17. Some respondents questioned **how candidates on the scheme would be distributed** amongst forces and whether a nationally agreed cohort could result in some forces not being allocated any of the successful candidates on the scheme.

## Constituent groups

18. The majority of **PCCs** did not agree with the introduction of a nationally set cohort size. They suggested that there should be some local discretion allowed to enable the number of officers in the scheme to be tailored to meet local needs.
19. Some PCCs believed that there would be merit in establishing a national cohort size but differed on the numbers of participants that should be included each year.
20. Responses received from **police forces** provided varying views. Some said that there should not be an upper or lower limit set each year. It was suggested that setting a lower limit could potentially reduce the calibre of recruits accepted onto the scheme. Some saw the merits in setting national cohort sizes but wanted local needs to be reflected.
21. Responses received from **chief constables** contained differing views on whether a national cohort size should be introduced as part of the scheme. There was general agreement that the size of each annual intake should be driven by supply and demand and informed by variables such as turnover, stability and local headcount management. One chief constable suggested that the proposed cohort size was too limited and would need to be increased to adequately meet the needs of forces, particularly the Metropolitan Police Service. The importance of providing a managed and centrally coordinated training and awareness programme for candidates was acknowledged.
22. The **Association of Chief Police Officers (ACPO)** highlighted that there are already high numbers of talented staff qualified for promotion so that any direct entry scheme would need to be proportionate and not restrict opportunities for existing officers.
23. ACPO's response echoed comments made by some chief constables who called for one of the key determinants for being accepted on the scheme to be candidates' demonstration of their ability to achieve the high standards needed to become an inspector in the police.
24. The **Police Superintendents' Association of England and Wales (PSAEW)** disagreed with the introduction of a nationally agreed cohort size due to a risk of recruiting according to cohort size rather than nationally agreed standards. The PSAEW agreed that there should be an overall limit to the number of recruits on the scheme based on the level of demand shown by forces.

## Government response

25. In his review Tom Winsor felt that 80 inspectors a year were needed in order to ensure that there was enough talent coming up through the scheme to have an impact on the senior ranks. The Government recognises that there may need to be some flexibility to allow for workforce planning and we believe there should be in the region of 80 places on each annual cohort of the inspectors' scheme.

**Question six** explained that the review suggested that graduates should be targeted for the inspectors' scheme.

Respondents were asked to what extent they agreed or disagreed with this suggestion.

**Question seven** explained that the review also suggested that graduates with 'good' degrees should be eligible for the inspectors' scheme.

Respondents were asked which of the following came closest to their view on who should be eligible for the scheme:

- Only those who achieve a first class degree
- Those who achieved a 2:1 or above in their degree
- Those who achieved a 2:2 or above in their degree
- Those who achieved any level in their degree
- I don't think a degree should be a mandatory requirement
- Not sure

**Question eight** explained that the review suggested targeting the longest-established and most prestigious universities (such as the Russell Group of universities) with information about the scheme.

Respondents were asked to what extent they agreed or disagreed with this suggestion.

## Key themes

26. Most respondents did not agree that participants on the scheme should have to have a degree, or that only the most prestigious universities should be targeted, as they felt that this would make the inspectors' scheme elitist and would act as a barrier to **improving the diversity** and community representation of the workforce.
27. Some respondents believed that acquiring a degree would not necessarily mean that individuals would be competent at dealing with **difficult and complex situations**. It was also suggested that the standards between degrees were not always comparable and therefore not always a reliable predictor of success.
28. Those who said a degree should be a mandatory requirement for the inspectors' scheme thought that this would ensure that candidates would have demonstrated the academic ability to carry out the job and be able to **cope at a strategic level**. Half of those suggested that that candidates should be required to achieve a 2:1 or above in their degree.
29. Eighty three percent of respondents did not agree with targeting long established and prestigious universities. Those who agreed with targeting long established and prestigious universities thought that the scheme would **provide an opportunity to attract those who might otherwise not consider a career in policing**.

## Constituent groups

30. The majority of **PCCs** responding to this question believe that a degree should be a requirement but there was not a consensus on the level of degree that should be required. Some PCCs did not believe a degree should be an eligibility requirement for the scheme.
31. **Police forces** that agreed with a degree being part of the eligibility requirements for the scheme tended to suggest that the standard to be achieved should be a 2:1.
32. The majority of **chief constables** who responded to this question did not agree that a degree should be a mandatory requirement for the scheme. It was suggested that individuals who have strong operational and leadership backgrounds, but are not educated to degree level, should not be excluded from the scheme. Chief constables who thought a degree should be part of the eligibility requirements for the scheme tended to prefer that candidates are expected to have achieved a 2:2.
33. Responses received from **staff associations** tended to disagree with a degree being a mandatory requirement for the scheme. **PSAEW** strongly disagree with the proposal that a degree should be a mandatory requirement. PSAEW suggested that this would mitigate the risk of excluding people from less affluent, deprived backgrounds, who could become future leaders within the police, but had not at this stage had the means or opportunity to fulfil their academic potential.
34. **ACPO** acknowledged that some of their members questioned the need for candidates to have a degree and would prefer a robust selection method, similar to the Senior Police National Assessment Centre (PNAC) – the assessment centre run by the College of Policing that police officers must pass before they can advance to the most senior ranks.
35. The **Equality and Human Rights Commission** believe that targeting graduates with good degrees for the inspectors' scheme and targeting the Russell Group of universities would tend to act against the goal of increasing diversity within the police.

## Government response

36. We recognise that many respondents felt that the important skills needed to do most police work – speaking to the community, investigating crime, policing a public order event – are not gained from academic qualifications. But higher education goes far wider than giving individuals the skills that can be taught as part of police training. It teaches people about using evidence, critical thinking and innovation – all qualities we want to see in police leaders. We want to show that a career in policing should be viewed in the same way as other prestigious careers.
37. The Government recognises that successful candidates will be expected to demonstrate a capacity to undertake the practical policing skills referenced above. However, we expect the College of Policing to stipulate the possession of a good quality degree for external applicants to the inspectors' scheme. Internal applicants should not need to have a degree to apply to the scheme. This will include those serving in the Special Constabulary. This will provide alternative routes onto the scheme and help ensure that it is open to people from a range of different backgrounds.
38. As part of its marketing campaign the College should try to encourage those from top universities but it should also consider other factors such as how diverse the institution is. We would not expect the College to limit applications to certain universities.



The review suggested that along with an external graduate selection process half of the annual cohort of participants on this scheme should be drawn from serving officers and police staff via an internal selection process.

**Question nine** asked respondents to what extent they agreed or disagreed with this suggestion.

## Key themes

39. Two thirds of respondents agreed that half of the annual cohort should be drawn from serving officers as this would provide development and **career pathways for existing officers**.
40. Some disagreed that there should be fixed percentages for internal and external participants as they thought that applicants should be **judged on merit** with only the best being put through.

## Constituent groups

41. The **PCCs** who responded tended to disagree with a target being set for recruiting internal personnel. It was suggested that this approach could result in internal personnel being put through the process to satisfy the selection process targets rather than all applications being based on merit. PCCs responding to this question tended to welcome internal candidates being encouraged to apply to join the scheme.
42. Most of the **chief constables** responding to this question agreed with the proposal and welcomed candidates being drawn from both existing officers and external candidates.
43. The **PSAEW** supported the view that a proportion of participants on the scheme should be drawn from existing officers.

## Government response

44. The Government agrees that the scheme should be open to internal and external applicants and that through combining internal and external candidates on each cohort there will be an opportunity to learn from each other.
45. It will be for the College of Policing to decide how to best strike the balance between a mixed group without compromising on the ability and potential of either group.
46. The College will also need to consider the best route onto the scheme for internal applicants who may not have completed the full police constable two year training programme. We expect most staff will have to undergo the full three year programme but some experienced Specials may be eligible to join in the second year.

The review suggested that the assessment of candidates for the direct entry inspectors' scheme should be rigorous. Assessment centres evaluate applicants by observing performance across a variety of exercises and assessing potential to perform in the role.

**Question ten** asked respondents to what extent they agreed or disagreed that a rigorous assessment centre would be an appropriate way to assess candidates for the direct entry inspectors' scheme.

## Key themes

47. Over half of respondents either strongly agreed or tended to agree that an assessment centre would be an appropriate way to assess candidates for the scheme. Some respondents said that assessment centres should assess **evidence of potential** as well as evidence of competence and leadership skills.
48. Many respondents indicated that the use of an assessment centre would help to ensure that candidates were assessed against **competencies and skills needed to be a police leader** and not solely on their academic achievement.
49. Many of these respondents said they thought an assessment centre was **one of the fairest ways to determine an individual's suitability** for the role. It was suggested that the selection process should include both police and non-police assessors to ensure the selection process is objective. Some respondents proposed that the assessment process should include an assessment of values and of the predilection for unconscious bias towards other social groups.
50. Some respondents were concerned that assessment centres select people with an **aptitude for tests**. It was suggested that content and format should be frequently changed to reduce the potential to learn what is required in order to beat the system and pass the selection process.

## Constituent groups

51. **PCCs** tended to agree with the use of assessment centres. It was suggested that online psychometric testing would also help ensure the assessment is robust and considers a range of attributes. PCCs were largely agreed that the deciding factors for selection should include demonstrable potential coupled with proven skills and experience. Some said the use of an assessment centre may also prove useful to prospective candidates who will be able to use the process to determine whether they think the role is suitable for them.
52. The majority of responses received from **police forces** tended to agree with the proposal and thought that a centrally operated system would ensure a consistency of approach and place the responsibility for the standards with a central team.
53. Responses received from **chief constables** largely agreed with the proposal. One chief constable suggested that assessment centres could be based on Senior Police National Assessment Centre (SPNAC) and Higher Potential Development Scheme assessment centre models. It was also suggested that the assessment process should regularly evolve to reduce the likelihood of candidates being coached to pass.

54. The **Police Federation of England and Wales** (PFEW) expressed confidence in the current assessment process for recruits (known as SEARCH) and suggested that it provides for the identification of people with a full range of competencies to undertake the Office of Constable. This view was broadly supported by **PSAEW** who suggested that applicants for the scheme should initially pass the existing SEARCH recruitment process and then pass a robust assessment process which would consider their leadership potential.
55. Responses from some **PCCs, police forces and chief constables** suggested that in addition to academic qualifications other attributes that should be demonstrated as part of securing a place on the scheme might include:
- leadership skills
  - operational ability
  - life experience and common sense
  - respecting people and their values
  - building and developing individuals and teams
  - honesty and professionalism

## Government response

56. We recognise that a well designed assessment centre is a good and fair way of assessing the behaviours associated with the role. The College of Policing should consider how best to make use of an assessment centre to determine candidates' suitability for the scheme giving additional consideration to:
- ensuring the relevant skills needed for the role are assessed
  - ensuring the selection process is objective, for example, including non police assessors
  - ensuring that assessment centres are regularly refreshed

The review suggested that entrants onto the inspectors' scheme should have to pass an approved policing knowledge qualification before they could join. This would include information about policing which would then cut down on training needed in the post. The qualification costs around £800 which applicants may have to fund themselves.

**Question eleven** asked respondents to what extent they agreed or disagreed with this suggestion.

**Question twelve** asked respondents whether applicants should have to pass this qualification prior to applying to the scheme, or only start it when they are told they have been successful.

## Key themes

57. Respondents were almost equally split on whether a policing knowledge qualification should be a requirement. Many were concerned that this may be a prohibitive time and **financial commitment** if there was no guarantee of success, leaving people with a qualification that, although accredited, has limited transferability. There was also concern that the cost and time commitment could affect people from deprived backgrounds, ethnic minority communities and women.

58. Some thought that requiring this qualification may also encourage graduates to **choose other employers** where the expense of qualification is usually borne by the employer (e.g. accountancy). Some were also concerned that it would attract only those who were most determined rather than the most talented who the police should be competing to attract.
59. Some respondents thought that if this qualification was to be a requirement it should only have to be completed once a **conditional job offer** had been made as this may be a more acceptable expenditure for individuals.
60. Those who thought the policing qualification should be mandatory thought that this would **demonstrate commitment from candidates** and give them a better understanding of police work. Some respondents thought that the commitment and understanding gained would help to improve the attrition rates of the scheme.

## Constituent groups

61. Responses received from **PCCs** largely agreed that entrants onto the inspector scheme should be required to pass a policing qualification before they can join. A number of PCCs suggested that there would need to be a mechanism in place to facilitate applications from individuals with limited financial capacity. Suggestions included reimbursing the cost of the course to those who pass or providing a loan to candidates to enable them to undertake the policing qualification.
62. Some PCCs tended to agree that candidates should only be required to pass a policing qualification once they had received a conditional offer of being accepted on the scheme. It was also suggested that this approach would reduce the likelihood of candidates being put off from applying due to the personal financial commitment when there was no guarantee of being accepted on the scheme.
63. Responses received from **police forces** tended to agree that candidates should be required to pass a policing qualification prior to joining the scheme as this would show their commitment to the police. Some suggested that any costs associated with the course could be refunded once the officers joined the organisation. It was also suggested that the more hurdles there were to join the scheme the less people would be interested in applying.
64. Responses received from **chief constables** tended to agree that a policing qualification should be required to join the scheme. The majority of these respondents also suggested that applicants should only start the qualification when told they have been successful (with an offer conditional on passing the qualification).
65. **PSAEW** supported in principle the need to obtain a pre-join certificate prior to application; but only if there were multiple routes by which to access the relevant training for the certificate. Furthermore, PSAEW suggested that the cost of obtaining a pre-joining certificate could be exclusionary to individuals from certain backgrounds and so would support the use of bursaries by forces to ensure suitable candidates were not disadvantaged or discouraged from applying.
66. The **Equality and Human Rights Commission** believed that requiring candidates to complete a policing qualification would deter and disproportionately affect groups that were more likely to have lower incomes including some ethnic minorities, disabled people and many women. It was suggested that this proposal would tend to act against the goal of increasing diversity within the police.

## Government response

67. The Certificate of Knowledge in Policing<sup>1</sup> is a useful tool for new entrants to build up relevant policing knowledge that can be accredited against police training. Its advantages in a programme designed to rapidly train new police officers would be particularly beneficial. Clearly some respondents are concerned that it could act as an unnecessary barrier. The College of Policing should consider if this can be implemented, taking into account the possible sequencing of the Certificate in the recruitment process, while ensuring that high quality applicants and those from deprived backgrounds are still encouraged to apply to the schemes.
68. It is not expected that internal candidates who have already achieved this level of knowledge, for example police officers who have completed their training, should have to complete the qualification.

**Question thirteen** advised that recruitment to the police should be fair and open to those from a diverse range of backgrounds.

Respondents were asked how they thought this can be best achieved.

## Key themes

69. A range of suggestions were received from respondents. Key themes included:
- building on the current recruitment process which is considered by a number of respondents as fair and open to those from a diverse range of backgrounds
  - instilling confidence and building greater trust in the police to attract applicants from different backgrounds:
    - PCCs spending time with their communities and tackling the things they see as important
    - the police working with local universities to encourage applications from diverse backgrounds
    - developing community engagement activities which may include workshops and ride-alongs enabling communities to experience front line policing
  - not introducing a low upper age limit for application so that life and business experience is explicitly valued in the selection process.
  - ‘blind recruitment’ such as removing details about applicants’ age, race, gender, faith or sexuality during the application process. It was suggested that this approach will help to ensure that only the best applicants will get through and on their own merit. It would also help to provide confidence to all groups that they will be treated fairly and equally and possibly stimulate more applications from individuals with different backgrounds

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<sup>1</sup> <http://www.college.police.uk/en/5248.htm>

## Constituent groups

70. Responses received from some **PCCs** suggested that the police needed to be transparent in their actions and practices. It was also suggested that the scheme would need to be promoted in a variety of media to ensure that those from diverse communities were aware of it and encouraged to apply.
71. Responses received from **police forces** suggested a range of methods for increasing the diversity of potential participants on the scheme including:
  - taster events with target groups
  - using appropriate technology to attract a wider audience
  - the use of role models that individuals and groups can relate to
  - a continuous drip feed of news stories in publications that can positively engage with groups who would not consider a career in the police
  - good careers advice and talent spotting within educational establishments
72. **ACPO** suggested that there may be some challenges involved in trying to market a national scheme when it cannot be guaranteed that particular forces or PCCs have the capacity or interest to be involved. It was suggested that for many forces the challenge is not only how to attract in more talented people, but how to maintain the morale of those already serving as police officers.
73. **PSAEW** called for the recruitment process to be fair, transparent and inclusive to ensure that the best talent is attracted to the police. There should be means of targeting individuals from all walks of life. PSAEW suggested that this could be achieved by:
  - Ensuring that any application criteria for the scheme are not exclusionary
  - Using a broad range of assessors from varied backgrounds, including under-represented groups
  - Including staff association representatives on assessment panels
  - Completing an appropriate equality impact assessment and dealing with any inequalities prior to the implementation of the scheme

## Government response

74. The Government fully supports initiatives to improve diversity in the police, especially at senior ranks. A police force that is more like the communities it serves will be better able to forge crucial links and fight crime. Improving the diversity of officers at senior ranks goes to very nature of what the direct entry schemes are trying to achieve – an open culture.
75. The direct entry scheme for inspector has the opportunity to draw applicants from a wide range of backgrounds and move them quickly to more senior ranks where women and those from an ethnic minority background are unacceptably underrepresented. The College must ensure it makes the most of positive action initiatives permitted by the Equality Act 2010 and demonstrate to the public that working with the police is open to all.
76. The College of Policing should ensure that it works with partners and diversity support associations to improve diversity levels on the scheme and taking into account factors such as:

- how best to market and promote the scheme at both national and local levels
- how to effectively secure the engagement of forces to support awareness raising and the engagement of diverse groups
- how best to raise awareness of the scheme amongst graduates across the country.

The review suggested that a candidate on the inspectors' scheme should spend a year as a constable and then be promoted to a sergeant if he or she shows potential.

It also suggested that candidates should then undergo a two year intensive training course focussing on leadership, management and operational knowledge and skills. This time should be split between the classroom and the force and there should be regular assessments. If the candidate is successful he or she will be promoted to inspector.

**Question fourteen** asked respondents to what extent they agreed or disagreed with this suggestion

**Question fifteen** explained that the review also suggested that six months of the training for the scheme should be delivered at a residential centre. This would facilitate networking with other people on the scheme but could also involve spending lengthy periods of time away from home.

Respondents were asked to what extent they agreed or disagreed with this suggestion.

## Key themes

77. Responses were almost evenly divided on whether they agreed with the training scheme set out. Some were concerned that it would be **too intensive to train as a police constable in one year** which is half the time allowed for regular student police officers. It was also suggested that the scheme would need to ensure any academic and learning about the theory of policing should be supported by providing candidates with **opportunities to gain practical experience** in a range of environments
78. Most respondents disagreed or strongly **disagreed that six months of the training for the scheme should be delivered at a residential centre** as they were concerned about equality issues. Many thought this would restrict applications from candidates with family or primary care commitments who are more likely to be women and that the proposal may be discriminatory.
79. Those who agreed with residential training said it would **create a standardised approach** and would help with the significant and intensive learning on legislation, policies and procedures. Some respondents believe that this approach would help to ensure candidates could show dedication to the role as well as resilience and aptitude.

## Constituent groups

80. Responses received from **PCCs** provided differing views. It was suggested that the approach would help to provide a focused and cost effective training option for the scheme.
81. Responses received from **police forces** largely agreed with the proposal but tended to disagree with a six month residential element being included. It was suggested that this was an outdated approach. It was also suggested that there may be merit in considering

a reversal of timescales with two years being served as a constable and one year as a sergeant, which may increase integration within the organisation by being comparable with the standard two years probationary period.

82. Responses received from **chief constables** tended to agree with the proposal but were evenly divided about whether participants on the scheme should be required to attend a residential centre for six months. It was also suggested that the review was wrong to start constructing the training delivery (timing and geography) methods without properly analysing the need and design of what was actually required.
83. **ACPO** acknowledged the need to ensure strong links were established with other public sector leadership institutions and with private sector bodies. It was suggested that the scheme should include an element where participants prove their leadership capability, and their ability to cut crime and drive efficiency.
84. **PSAEW** raised concerns about the proposal to restrict the period of performing the role of a constable to one year. It was suggested that this would not be sufficient to learn the practical skills of a police officer particularly when a period of classroom based training during this period is to be taken into account. PSAEW called for flexibility in relation this time period.
85. PSAEW also suggested that it is important to recognise that training is not just knowledge based but it is also gained through operational practice and the reality of policing communities. PSAEW reflected concerns about the proposal for six months residential training and highlighted that it would disadvantage candidates with caring responsibilities.
86. PSAEW also advised that any future training would need to take into account the development of Foundation Skills and Threshold tests that are being developed as part of the implementation of other recommendations made by Tom Winsor.
87. The **Equality and Human Rights Commission** believed that the delivery of training at a residential centre would disproportionately affect those with family and caring responsibilities and would tend to act against the goal of increasing diversity within the police.

## Government response

88. The training scheme for inspectors will need to be ambitious to take those who have shown excellent potential but who may have no policing experience to fully competent inspectors within three years. We believe it realistic to expect external recruits to undergo their initial training in one year, rather than the two years it takes for regular police recruits. It will then allow them to join the internal cohort for years two and three as they undertake further development to progress into police leadership.
89. The earliest experiences of leadership can be the most informative and therefore the design of the scheme is fundamental to the success of the participants taking part. The College is in the right place to design the training requirements of the scheme in order to fulfil the requirements needed for the role.
90. There is clearly a risk that long periods of residential training could have an impact on those who have caring and other commitments and we would expect the College of Policing to minimise the requirement for lengthy periods away from home during the training period.



The review suggested that candidates on the inspectors' scheme should not have to complete the sergeant and inspector promotion exams that existing officers are required to pass.

It was suggested that this approach would take into account other assessments undertaken by candidates and enable them to progress rapidly.

**Question sixteen** asked respondents to what extent they agreed or disagreed with the suggestion that candidates on the inspectors scheme should not have to complete these exams.

## Key themes

91. Eighty percent of respondents thought candidates should be required to complete the same promotion exams that other police officers are required to pass. Respondents expressed the feeling that **candidates' credibility would be questioned** if they were not required to pass the same exams as existing officers seeking promotion. It was suggested that candidates on the scheme should be required to pass the sergeant and inspectors' examination; otherwise the scheme could be viewed by officers as an easy pathway to promotion and thus unfair.

## Constituent groups

92. While responses received from **PCCs** presented mixed views the majority tended to think that candidates should have to pass the sergeant and inspector exams taken by existing officers. It was pointed out that there is already concern expressed amongst officers that fast-tracked inspectors will lack the "on-the-job" experience and that the implementation of a separate assessment system would enhance this divide. It was suggested that wherever possible, fast tracked and non fast tracked officers should be provided with comparable assessment experiences to ensure future parity and to prevent the development of a two tiered system.
93. Some PCCs supported the need to ensure that assessments should be as varied and robust as possible to ensure officers completing the scheme are fully prepared for their roles. It was also suggested that candidates should be allowed to fail and if necessary, be offered the opportunity to take longer to complete the scheme. This would ensure confidence in the calibre of recruits and that only the very best are retained and provided with opportunities for further advancement.
94. The majority of responses received from **police forces** and **chief constables** said candidates on the scheme should be required to pass the national sergeant and inspector exams. They said direct entry officers could sit their exams at a different time to other officers around the country to fit in with the timescales related to the scheme.
95. **PSAEW** said that candidates should be required to undertake the standard examinations for promotion to sergeant and inspector. PSAEW agreed with the views submitted by some forces that this may mean direct entry participants may need to take their exams at different times to other officers.

## Government response

96. The direct entry scheme for inspectors will be only for the most able and comprise a demanding training schedule that will regularly test the participants. Therefore participants on the scheme should not need to undergo the normal promotion exams for sergeant and inspector. There should be flexibility for the College in determining how participants on the scheme can demonstrate they are not only competent but that they are excelling the standards required. The College should ensure that the training programme and assessments can be shown to be of equivalence to those exams.

The review suggested that candidates on the scheme should have two examinations a year.

**Question seventeen** asked respondents what forms of assessment, if any, should be used on the inspectors' scheme and were provided with eight options:

- Regular examinations
- Work based assessment
- Assessed in a work simulation
- 360 degree feedback – from peers and those that the candidate manages
- Appraisal
- None of these
- Other (respondents were asked to specify)

## Key themes

97. Most respondents **selected a range of assessment methods** indicating that this would provide a more rounded view of how participants were performing.
98. The majority of respondents believe that 360 degree feedback would help to accurately assess candidates on the scheme. Many respondents supported the concept of **work based assessment** and simulations believing that these would allow participants' to demonstrate the skills they have learnt. However there was a desire to see this backed up with the rigour that examinations provide.
99. Many respondents believe that assessment **processes should allow for people to fail**, and for those who do to be subject to additional development or removed from the scheme. Respondents tended to agree that candidates not meeting the required standards during their time on the scheme should be removed.

## Constituent groups

100. Responses received from **PCCs** tended to favour work based assessments, 360 degree feedback and appraisals. It was suggested that academic ability would have been assessed on commencement of the scheme and that there needs to be an approach that ensures individuals have the people skills to undertake a leadership role and transfer their learning to the workplace.
101. Regular examinations was the most popular option selected by **police forces** as it was suggested that this will allow candidates to demonstrate serious intent to gain the skills and knowledge needed. The merits of work based assessments, work based simulation and

360 degree feedback was acknowledged by some forces. It was suggested that the current HPDS selection process is seen as rigorous and has credibility so an assessment centre based on this format would be suitable for the scheme.

102. The **PSAEW** said they would expect to see some individuals fail the assessment process at various stages. It was suggested that this would help to ensure that the police and the public can be confident that the assessment process is rigorous and that only the most talented individuals succeed. It was also suggested that this approach would provide participants with credibility and provide confidence to those who will be working with them.
103. In terms of development the PSAEW supported the use of 360 degree appraisals and continued professional development, particularly in relation to operational policing issues

## Government response

104. The College of Policing should consider how best to use a broad range of assessment approaches for candidates on the scheme with particular focus on:
- Work based assessments and simulations
  - 360 degree feedback and
  - Regular examinations

**Question eighteen** asked respondents what support, if any, should be provided for participants in this scheme. A number of options were provided:

- Peer support / buddying – from those who are on the same scheme or the same rank
- Mentoring / coaching – from someone more senior who can give independent advice
- Creation of a fast track inspector network
- Working in action learning sets
- None of these
- Not sure
- Other

## Key themes

105. Most respondents suggesting that participants of in the scheme should be provided with opportunities to secure mentoring or coaching from someone more senior who can provide independent advice. It was suggested that this may **provide the candidate further insight into policing and leadership**.
106. Many respondents also suggested that offering peer support / budding opportunities for candidates on the scheme would **support their development** and help build a network of trusted colleagues.

## Constituent groups

107. Responses received from **PCCs** tended to agree that mentoring and coaching is a proven approach that supports and focuses on an individuals' personal development. It was suggested that Action Learning Sets would be the most appropriate form of support for individuals as long as they are provided with sufficient access to tutors and others. It was

suggested that these are used in other courses including the Strategic Command Course (the course police officers are required to pass before they can progress to the most senior ranks) and allows people to explore ideas with colleagues in a challenging but safe environment. The remaining options supported by PCCs were the creation of a fast track inspector network and peer support / buddying opportunities being provided for participants on the scheme

108. Responses received from **police forces** largely agreed that peer support, mentoring and action learning sets would enable candidates to develop an understanding of how learning can be applied in practice and provides individuals with the best chance of delivering measurable results.
109. The **PSAEW** suggested that any form of mentoring would need to be undertaken through accredited personnel who are qualified to perform these roles. PSAEW recommended that the mentor should be no more than two ranks above the officer in order to avoid perceptions of patronage.

## Government response

110. Providing adequate support for those on the scheme is vital. Participants will be expected to work hard to achieve excellence in the role. The College of Policing should consider how best to provide candidates with a mixture of support mechanisms, with specific focus on mentoring or coaching; peer support or buddying and Action Learning Sets.

## Part Two – Superintendents Scheme

**Question nineteen** explained that there are over 800 superintendents in England and Wales and that the review suggested that the cohort should be set at 40 per year. Consultation respondents were asked to what extent they agreed or disagreed that there should be a centrally managed number of participants/ a national limit

**Question twenty** asked respondents, if there was a nationally agreed cohort size/limit what it should be.

### Key themes

111. Most respondents disagreed or strongly disagreed that there should be a centrally managed limit or number of participants recruited onto the scheme. As with the inspectors' scheme respondents were concerned that this would **not provide the flexibility required** to meet the changing needs of forces.
112. The majority of respondents thought that **40 direct entrant superintendents a year would be too many**. They were concerned that many forces are restructuring their workforce and are reducing the number of officers who are at superintending ranks. This would also have a demotivating impact on serving officers who have the talent and skills to aspire to promotion at this rank.
113. Many respondents suggested that the decision as to the size of any annual cohort should be informed by chief constables and that each force should decide how many, if any, superintendents it will take on. It was suggested that this would **help to allow for effective workforce planning**, particularly during a time when efficiency savings are being made. Some said that assessment standards should not be compromised to ensure that there are full cohorts.
114. Those who agreed there should be an annual cohort of 40 thought that direct entry superintendents should bring **additional expertise and competence** in areas such as resource and financial management.

### Constituent groups

115. **PCCs** provided mixed views on whether they agreed or disagreed with a centrally managed annual cohort and not all PCCs saw merit in the scheme. However, PCCs tended to agree that there should be some local discretion allowed to enable the number of officers in the scheme to be tailored to meet local needs.
116. Most of the **police forces** responding to this question suggested that there should be a lower limit of less than forty per year. Forces that did not agree with a national limit suggested that only those that meet the standards required should be eligible to join the scheme. It was also suggested that avoiding a national limit would provide the flexibility to recruit appropriate numbers for the scheme and meet the needs of the organisation. Clarification was sought from some respondents as to whether individual forces will be expected to take on a set number of candidates annually.

117. Some police forces thought that individuals who were already well established in successful careers may find taking part in a demanding scheme, that did not guarantee success, as too risky which may deter them from applying for the scheme.
118. Some **chief constables** did not agree with the proposal for direct entry at superintendent rank. Other chief constables agreed in principle but tended to propose that the annual cohort for this scheme should start with less than forty. It was suggested that there may only be limited opportunities for forces to recruit at this level. One chief constable advised that he is likely to appoint only a handful of superintendents over the next two years.
119. The **PFEW** does not support entry into the police above constable. The PFEW raised concerns about potential safety to the public and officers and believes that each rank within the police hierarchy carries its own level of personal responsibility and accountability that equips a candidate for the next rank or role. Furthermore, the PFEW suggested that the superintendents scheme will be demotivating for lower ranks who aspire to become superintendents or above, a view supported by ACPO. ACPO also supported the views of some chief constables by suggesting that the lack of existing and future promotion opportunities and the challenge for forces to develop talented serving staff will make it difficult for chief constables to consider offering places under the direct entry scheme.
120. The **PSAEW** disagreed with a national cohort size as they believe that this could lead to a risk of recruiting according to cohort size rather than the nationally agreed standard. The PSAEW supported the views of many other respondents who believe that the number of recruits accepted onto the scheme should be informed by demand.

## Government response

121. The direct entry scheme for superintendents is a significant part of the Government's police reform agenda. It represents an opportunity to open up senior police leadership to those who have already achieved significant success in other fields and bring that experience to directly benefit the whole of policing. We are confident that existing high calibre police leaders will continue to have opportunities to progress, developing their own skills by absorbing the different approaches from, and providing invaluable support to, those coming in at superintendent level. We also believe that every force, irrespective of size, should give serious consideration to the benefits to its existing leadership that direct entry at superintendent level would provide, above and beyond the expertise already provided by serving senior police officers.
122. We recognise that there needs to be some flexibility in numbers to allow for effective workforce planning. However, in order to reap significant benefits from the scheme it needs to be introduced with a sizeable cohort of superintendents each year in order to build momentum.
123. The first direct entry superintendents will be completing their training in over two year's time giving forces a significant lead-in to plan available postings and incorporate within their workforce planning. We therefore believe the superintendents' scheme should develop so that there are at least 20 places on each annual cohort.

**Question twenty one** asked respondents which of the following would be suitable applicants for the direct entry superintendent's scheme.

- Officers from the armed forces
- Members of the intelligence service
- Other enforcement agencies
- Lawyers
- Senior public sector managers
- People with experience of running private sector operations
- Prison governors
- Senior police staff roles
- Members of the special constabulary
- None of these
- Not sure

Respondents were able to select multiple responses.

**Question twenty two** asked respondents to select which of the following high-level skills and experience, if any, should applicants be expected to be able to demonstrate:

- Leadership
- Management of people/teams
- Financial/Budget management
- Change management
- None of these
- Not sure

Respondents could select multiple options.

## Key themes

124. Approximately a third of respondents selected officers from the armed forces or members of the intelligence service. Approximately a quarter of respondents selected other enforcement agencies or senior police staff roles.

125. It suggested that a police superintendent should be able to offer impeccable leadership; manage the people working for them; **adapt regularly to an ever changing environment**; understand how crime works; and have a firm understanding of crime prevention techniques. Most respondents expected applicants to be able to demonstrate leadership, management of people/teams, financial/budget management and change management.

## Constituent groups

126. **Many PCCs** said that suitable candidates could be identified from a range of backgrounds and it was suggested that the scheme should be open to all. PCCs also tended to select all of the high level skills set out at Question 22. It was also suggested that adaptability is considered one of the most valuable characteristics required of leaders particularly within an organisation experiencing significant changes. Problem solving and resilience were also identified as key skills which applicants should be able to demonstrate.

127. **Police forces** tended to suggest that the scheme should be open to all who can demonstrate the skills and aptitude required and included most of the career choices in their responses. One force suggested that the selection process should not be based on previous experience but skills, ability and aptitude. Key skills, including operational leadership, people skills and critical incident decision-making skills were also identified. Not all forces agreed with financial management as a key skill that candidates should be able to demonstrate for the scheme. It was recognised that in order to respond to complex demands, individuals with diverse skill sets will be required for the scheme.
128. Responses from **chief constables** included recognition of the rank being a key operational role that manages threat/risk and harm in an ethical and proportionate manner. It was suggested that candidates should be able to demonstrate these skills and a range of additional skills and knowledge including strategic ability, partnership and cooperative working, and understanding diverse communities.
129. The **PSAEW** do not think it appropriate to suggest what background candidates may come from as they believe that candidates could come from a variety of walks of life. The PSAEW suggested that the police needs to be clear about the types of leader it requires in these roles as some leadership styles will be less successful in a policing environment than others. The PSAEW suggested that proven experience as an operational leader of the type that is sought should be a priority. Other critical skills suggested by PSAEW included change management, people skills, decision making and emotional awareness. PSAEW also suggested that suitable candidates should have proven senior level organisational capability, high level management capacity and perspectives from a range of other organisational settings.

## Government response

130. The Government wants the direct entry scheme – particularly at the superintendent rank – to attract talent from across all sectors to ensure that police forces can benefit from a wide range of experience. The College of Policing should consider how to attract candidates from a wide range of backgrounds who can demonstrate the necessary experience and skills required for the rank. The College of Policing should consider how to market the scheme to target particular groups who are likely to be suitable for the scheme.

The review suggested that entrants onto the direct entry scheme should have to pass a policing qualification before they join. **Question twenty three** asked respondents to what extent they agreed or disagreed with the proposal.

**Question twenty four** asked respondents whether applicants should have to pass this qualification prior to applying to the scheme or only when they are told they have been successful.

## Key themes

131. As with the inspectors' scheme respondents were evenly divided as to whether applicants should have to pass a policing qualification.



132. Respondents were also divided as to whether applicants should be required to pass the qualification prior to applying on the scheme, with 40% believing that they should as part of demonstrating their commitment to policing.

## Constituent groups

133. **PCCs, police forces and chief constables** provided mixed views on whether potential candidates should be required to pass a policing qualification prior to joining the scheme. There was a general consensus that if required, a policing qualification should only be undertaken when candidates have been informed that they have been successful. Some PCCs recognised that this requirement could deter individuals without resources available to fund the course and suggested that funding options may be available to ensure individuals are not excluded from the scheme on a financial basis.

134. The **PSAEW** advised that there are mixed views as to whether a pre-join certificate is appropriate as part of the recruitment scheme for superintendents. If this is the case PSAEW advised that the curriculum should be tailored to the rank rather than that for a generic constable.

## Government response

135. As with the new fast track inspectors' scheme the Certificate of Knowledge in Policing is a useful tool for new entrants to build up relevant policing knowledge that can be accredited against police training. The College should determine its relevance for the rank of superintendent. The College of Policing should consider if this should be implemented while ensuring that high quality applicants from all backgrounds are encouraged to apply to the scheme.

**Question twenty five** set out that the assessment of candidates for the direct entry superintendents scheme should be rigorous.

Respondents were asked to what extent they agreed or disagreed that a rigorous assessment centre would be an appropriate way to assess candidates for the direct entry superintendents scheme. Respondents were invited to provide reasons for their selection.

## Key themes

136. As with the inspectors' scheme over half of respondents either strongly agreed or tended to agree that an assessment centre should form part of a selection process. Similar points were raised in relation to assessing **leadership behaviours**.

137. Respondents again commented that assessment centres were a fair way of assessing potential recruits and that everything possible should be done to ensure that they **assess objectively** and do not discriminate.

## Constituent groups

138. **PCCs** largely supported use of assessment centres, providing that they are focused on the role. It was suggested that this would help to prevent an over reliance on academic achievement. However, it was recognised that the consultation document did not set out

pre-requisite qualifications as with the inspectors scheme and it was suggested that in the interest of consistency, a degree should be required for both schemes.

139. The majority of **police forces** responding to this question strongly agreed that thorough assessment centres would be key to ensuring the right people are recruited. It was suggested that the prime objective of the assessment centre should be to explore and establish the level of capability and potential of candidates and that a centrally operated centre would ensure a consistent approach and place the responsibility for standards in the hands of a dedicated team.
140. **Chief constables** who responded to this question strongly agreed that a rigorous assessment centre would be an appropriate way to assess candidates for direct entry to the scheme. It was suggested that the standard expected should be as a minimum, equivalent to SPNAC
141. **Staff associations** directly responding to this question tended to recognise the merits of a robust assessment centre being a key part of the selection process. The **PSAEW** suggested that a fair and transparent selection process is more likely if it involves a broad range of assessors from varied backgrounds.

## Government response

142. The College of Policing should consider how best to develop an assessment centre for candidates applying to the scheme. As with the inspectors' scheme, it should consider:

- How to ensure the relevant skills needed for the role are assessed
- How to ensure the selection process is objective such as including non police assessors
- How to ensure that assessment centres are regularly refreshed.

**Question twenty six** asked respondents to provide views on how recruitment to the police can be fair and open to those from a diverse range of backgrounds.

## Key themes

143. Suggestions for ensuring that recruitment to the scheme is open and fair to individuals from a diverse range of backgrounds included:
- Making the scheme purely skills and assessment centre based and not driven by educational qualifications.
  - Assessment centres like OSPRE Part II (based on job related role plays) that increases the number of female and BME successful candidates.
  - Blind selection – i.e. one based on merit not appearance/belief.
  - Focus on qualities required of a superintendent rather than simply looking at knowledge of policing. The role itself will encourage people from diverse backgrounds as it is interesting, financially attractive and a job that people can use to actually influence the way policing is performed.

## Constituent groups

144. PCCs suggested that there is better consultation and engagement with diverse communities to understand the barriers to joining the police.

145. Police forces suggested using a recruitment campaign that is imaginative and persistent with the groups who may not traditionally think about a career in the police.
146. Chief constables suggested that improving the breadth and range of individuals who come into the police may be improved by identifying specific needs of communities (such as languages, customs and practices) and reflecting this in future recruitment drives.
147. **ACPO** raised concerns about how direct entry schemes would increase diversity. It was suggested that there is a strong possibility that the superintendent scheme will be attractive to existing staff from within the police family. The **PFEW** does not think that direct entry schemes will help to increase diversity within senior ranks and expressed reservations that the scheme will be successful in attracting the calibre of candidates it expects, based on the financial incentive. The **PSAEW** believe that it is vitally important to ensure that the eligibility criteria for the scheme are not exclusionary.

## Government response

148. The superintendent direct entry scheme has the chance to draw people in from a wide range of backgrounds and take them straight to senior roles in the police. Even when candidates themselves are not from an underrepresented group, many will bring with them the experience of working in more diverse work settings and will bring with them an openness to identify and develop previously unnoticed talent from within the police. The College must ensure it makes the most of positive action initiatives permitted by the Equality Act 2010 and demonstrate to the public that working with the police is open to all.
149. The College of Policing should ensure that it works with partners and diversity support associations to improve diversity levels on the scheme.

**Question twenty seven** set out a proposed design for the scheme and asked respondents to indicate whether they agreed or disagreed with the proposed structure. Respondents were invited to provide comments to explain their responses.

## Outline of the proposed scheme for direct entry superintendents

Block	Length	Aim	Key elements	Key elements
<b>Pre-joining qualification</b>	Eight weeks	To learn essential knowledge required by a police officer that can be taught to a non-practitioner, and to support the basic training provided in block one.	<ul style="list-style-type: none"> <li>- Self-directed learning</li> <li>- Focuses on legislation, policies and procedures</li> </ul>	Members should have learnt the knowledge required of a constable which can be taught to a non-practitioner.
<b>Block 1 – becoming a police officer</b>	20 weeks	To introduce members to policing and gain an insight into the key constable roles.	<ul style="list-style-type: none"> <li>- Induction to the scheme</li> <li>- Begin engagement with ACPO mentor</li> <li>- Basic training</li> <li>- Shadowing constables in force</li> </ul>	Members should leave with an understanding of the role of a constable and other ranks and staff within the police service; and have an understanding of, and practice basic practical skills required by an officer.
<b>Block 2 – becoming a superintendent</b>	18 weeks	To teach the knowledge and skills necessary for senior police leadership, focusing on operational leadership.	<ul style="list-style-type: none"> <li>- Policing in context</li> <li>- Operational command</li> <li>- Legal responsibilities</li> <li>- Managing in the police</li> <li>- Partnership working</li> <li>- Assessment through examinations and scenarios</li> </ul>	Members should leave with the key skills and knowledge required to operate as a superintendent.
<b>Block 3 – in-force training</b>	26 weeks	To give members experience in operational command and being a police leader in a supportive environment.	<ul style="list-style-type: none"> <li>- Lead an appropriate area of a police force.</li> <li>- Undertake gold command accreditation in public order or firearms or both.</li> </ul>	Members should leave competent and confident in the application of their policing knowledge and skills and as an accredited gold commander.
<b>Block 4 – final selection board</b>	One to two days	To ensure that all those who pass the scheme are appropriately skilled and are performing at an appropriate standard to take on the full responsibilities of a superintendent safely and competently.	<ul style="list-style-type: none"> <li>- Board of senior police and external members</li> <li>- Draw on continuing assessments and examinations results to determine whether an individual is ready to pass the scheme.</li> </ul>	Those superintendents assessed as competent to progress to being a full, generalist superintendent should pass the scheme.
<b>Total length</b>	64 weeks	(One year and three months)		

## Key themes

150. Seventy percent of respondents disagreed or strongly **disagreed with the proposed structure for the scheme**. Key points raised included:
- 20 weeks is not long enough to learn about becoming a police officer, especially when they will only be shadowing constables
  - Block 1 is too short – there needs to be time to go beyond shadowing. Another three to six months was suggested.
  - It was questioned how one can go from block one, becoming a police officer to block 2, becoming a superintendent in such a short timescale. A police senior manager is responsible for operational policing decisions – these can be a matter of life and death which is developed through experiential learning.
  - Sixty four weeks was considered an insufficient length of time to develop the skills and knowledge required for the role.

## Constituent groups

151. Some **PCCs** raised concerns about the length of the programme and that individuals would have very limited actual operational experience. Other PCCs, however, tended to agree with the proposed structure, with one agreeing provided that the ‘in force’ element includes a significant period of working alongside police constables so they have a sound understanding of the role of individuals under their command.
152. Some **chief constables** identified areas that were omitted from the scheme’s design included a focus on the investigation and detection of crime, the role of the Senior Investigating Officer and homicide. It was suggested that the scheme’s design should also include learning about terrorism, child protection and the Safeguarding agenda.
153. Some chief constables suggested that the proposed structure for the scheme will not prepare candidates for operational command and leadership and that the programme is insufficient in terms of the amount of immersion into the breadth of policing scenarios that make for a competent and confident superintendent.
154. The **PSAEW** did not support the training programme outlined and raised concerns about the scheme’s design, particularly how the training relates to roles undertaken by superintendents. It was suggested that there appears to be limited rationale for the length of the programme or indeed the length of the elements within it. The PSAEW questioned proposals in the consultation document whereby a three year training programme is provided for the inspector scheme and a training period of fifteen months is proposed for the superintendents scheme. The PSAEW are, however, keen to support the learning and development programme for the scheme.

## Government response

155. The superintendents’ scheme will be attracting those who have demonstrated success as experienced leaders in their previous profession. The training should focus on enabling them to apply that experience in a police setting – they will not have to undergo all the training that is required of a constable.

156. The College should ensure that the training scheme provides a good grounding in policing and provides an opportunity for participants to gain experience of front line duties. The College should consider where there is scope to build some flexibility into the programme so that the most can be made of the skills that participants will bring to policing. There can be some flexibility in the length on the training scheme which should last between 15 and 18 months.

**Question twenty eight** asked respondents what forms of assessment, if any, should be used on the superintendents' scheme.

- Regular examinations
- Work based assessment
- Assessed in a work situation
- 360 degree feedback – from peers and those that the candidate manages
- Appraisal
- None of these
- Other
- Not sure

**Question twenty nine** asked respondents to indicate what support, if any, should be provided for the superintendent direct entrants

- Peer support / buddying
- Mentoring / coaching
- Creation of superintendent network
- Working in action learning sets
- None of these
- Other

## Key themes

157. Sixty two percent of respondents indicated a preference for **work based assessment**. Half of the respondents thought 360% feedback is a form of assessment that should be used on the superintendents' scheme
158. Approximately one third of respondents thought that **regular examinations, assessment in a work simulation and appraisals** should be used as part of the assessment for the scheme.
159. Over half of the respondents thought that the type of support that should be provided to candidates on the scheme should include **mentoring / coaching support**. Approximately one third of respondents selected peer support / buddying and working in action learning sets as the type of support that candidates on the scheme could receive.

## Constituent groups

160. The most favoured type of support selected by **PCCs** was peer support and mentoring / buddying.
161. Responses received from **police forces** tended to select all of the assessment approaches proposed. It was suggested that it is critical for candidates to demonstrate a rigorous and sustained capability. It was also suggested that regular examinations will allow the

candidates to demonstrate a serious intent to gain the skills and knowledge needed for the role. In response to question twenty nine, forces provided differing views. The most popular forms of support selected were peer support, buddying and working in action learning sets. It was suggested that these approaches already deliver proven benefits to the police.

162. Some **chief constables** suggested that the scheme will require dedicated resource to properly mentor, train and support direct entrants at this level. It was suggested that the scale should be understood before a scheme is launched.
163. The **PSAEW** suggested that mentoring arrangements should be in place for candidates on the scheme from the outset.

## Government response

164. As with the inspectors' scheme the College of Policing should ensure that a wide range of assessment approaches are included within the superintendents' scheme.
165. The College of Policing should consider how best to ensure that candidates on the scheme are supported, providing particular attention to approaches such as buddying and mentoring opportunities.

## Part Three – Chief Constables

**Question Thirty** explained that the review suggested that training for chief constables from overseas should be tailored to meet the needs of the individual but should include several broad areas of knowledge and expertise which include: the political and criminal justice context of policing in England and Wales; operational command in England and Wales; the legal responsibilities of chief constables; managing in the police; and working with other agencies.

Respondents were asked to what extent they agreed or disagreed with this suggestion

**Question Thirty-one** explained that the review also suggested that a newly appointed chief constable should be offered contact with an established chief constable as an advisor during their initial first few weeks.

Respondents were asked to what extent they agreed or disagreed with this suggestion

### Key themes

166. Almost half of respondents agreed with proposals set out at question 30. However, 45% of respondents did not agree.
167. Over half of respondents agreed that a newly appointed chief constable should be offered contact with an established police constable as an advisor during their initial first few weeks.

### Constituent groups

168. Of the PCCs who responded most agreed with the recommendations and the principle of direct entry at chief constable. Police forces provided mixed responses to questions 30 and 31. One force did not support employing chief constables from overseas. Others tended to agree with both proposals. It was suggested that new appointees would need a range of contacts across the public and private sectors to stimulate new ideas and understand the political and cultural differences that exist.
169. Staff associations tended to disagree with the proposals. The **PFEW, PSAEW and ACPO** said they were against the principle of direct entry at chief constable level. The reasons given include that there is enough talent within UK police forces; UK policing experience is important; and the UK culture of a more restrained use of force.

### Government response

170. The Government wants to give PCCs the choice to choose their chief constable, not only from the senior ranks in the United Kingdom, but also from other countries with a similar legal framework and policing model to ours, so that they can choose the very best person for the job. In most cases we would expect that will be someone who is a serving police officer in the UK. Therefore the number of chief constables going through this process is likely to be small and should therefore be done on an individual and bespoke basis.
171. In designing each programme, we would expect the College of Policing to provide an analysis of training needs and an individual learning package to ensure that those appointed have the knowledge they need to apply the skills from their previous roles to the context of policing in the UK.



