

<b>Meeting</b>	<b>Scottish Police Authority People Committee</b>
<b>Date</b>	<b>28<sup>th</sup> February 2022</b>
<b>Location</b>	<b>MS Teams</b>
<b>Title of Paper</b>	<b>Police Leadership Development Programme (PLDP) 6 month Evaluation Report</b>
<b>Presented By</b>	<b>Jude Helliker, Director of P&amp;D</b>
<b>Recommendation to Members</b>	<b>For Noting</b>
<b>Appendix Attached</b>	<b>Yes Appendix A – PLDP 6 month Evaluation Report Appendix B – Sergeant Promotion process map</b>

**PURPOSE**

The purpose of this paper is to provide Board Members with an update on the Police Leadership Development Programme (PLDP) 6 month Evaluation Report.

The paper is submitted for Consultation.

## 1. BACKGROUND

- 1.1 Police Scotland first introduced the Diploma in Police Service Leadership & Management (DPSLM) in 2007. In 2015, a full review of the DPSLM was carried out and various updates and improvements were applied to the qualification. In 2017, a review of the journey from substantive Constable to Sergeant was carried out which encompassed various components including reviews of the DPSLM. This review identified concerns across the organisation that the DPSLM was no longer fit for purpose and was no longer best serving the needs of officers and staff. This identified that a new modernised qualification, which would better suit the needs of officers across the organisation, was required.
- 1.2 Various consultations were thereafter held with Constables, Sergeants, Inspectors and Senior Managers across the organisation. The result of the consultations was there was a belief that the organisation required a promotion qualification which was vocationally based and would allow officers to demonstrate their practical abilities, which in Policing were seen to be more valued. In an evolutionary method, the reviews started to inform the high level concept of 'Leadership Pathways' which sought to amalgamate and better align the component processes required to be promoted to the rank of Sergeant into a sequential pathway.
- 1.3 Following the said consultations which took place during 2019, in January 2020 the build of the new Police Leadership Development Programme (PLDP) was commenced. Underpinned by the Competency & Values Framework (CVF), it was considered that the qualification complied with the commitment made by the Chief Constable in respect of Promotion and Performance *"I will provide a fair and transparent promotion process that recognises everyday performance"*.
- 1.4 Following required changes to legislation approved by the Scottish Government in December 2020 and approval from Scottish Police Consultancy Forum (SPCF) on 15th March 2021, the pilot commenced on 1st April 2021 and is due to conclude on 31<sup>st</sup> March 2022.
- 1.5 This qualification will entitle the learners to apply for promotion in future promotion processes.

## **Officer Selection**

- 1.6 Officers were selected from all Divisions and National Departments across Police Scotland to undertake the PLDP on a pilot basis. Divisional Commanders were tasked to identify an officer for inclusion. The selected officers (learners) commenced the qualification in the role of Temporary Sergeant. The legislative requirement is that they will remain in the said rank for the duration of the qualification.
- 1.7 In total 21 learners commenced the qualification, with 15 based in operational roles and six in specialist roles. The learners consist of 15 males and six females. One of the learners selected is undertaking the Accelerated Promotion Programme (ALP) and one learner is currently undertaking a part time role. One further learner is undertaking a Flexible Working Plan and one is in a role undertaking modified duties. These learners were selected to ensure the pilot tested the qualification across a range of work streams.
- 1.8 In October 2021, one learner voluntarily withdrew from the pilot after being placed in a well-established CID team. The learner was the highest scoring officer in their Division in their application and had engaged in the programme wholeheartedly. On reflection by the learner's Division, it was considered that an operational role would have been more suitable. This has been included in the Evaluation Strategy.
- 1.9 All PLDP learners have been allocated a Programme Tutor who has worked with them since commencement and will continue to assist them for the remainder of the pilot. Consultation, updates, advice, direction and support are provided to the learners, along with learner's line managers, on a regular basis.

## **Evaluation Methodology**

- 1.10 Ongoing evaluation continues to be carried out by the Programme Tutors throughout the pilot in line with the PLDP Evaluation Strategy.
- 1.11 This report is a culmination of all the evaluation elements gathered over the initial six months of the pilot. This will help shape the remaining months of the pilot along with future cohorts of the qualification. It will also assist Police Scotland with the intended proposal and recommendation to the Scottish Government (post

pilot) to approve the PLDP as the confirmed Police Scotland promotion qualification.

1.12 The evaluation report has been submitted to, and subsequently approved by, the Leadership Programme Management Board (PMB).

**PLDP Pilot Recommendations and Actions**

1.13 On completion of the PLDP six month Evaluative Report, a number of recommendations were captured for inclusion in future PLDP cohorts. In total, 30 recommendations were identified.

1.14 The recommendations were captured following feedback from a number of stakeholders including Programme Tutors, PLDP Participants, Line Managers and Divisional Commanders. The feedback was accumulated by a number of means including face to face meetings, surveys and email correspondence.

1.15 All recommendations have been defined as ‘Actions’ and prioritised using the following MoSCoW rules:

**Must have** – actions that are fundamental prior to the national roll-out (22)

**Should have** – important actions for which there may be a workaround in the short term (7)

**Could have** – these are actions that can more easily be left out at this point, if their delivery would jeopardise the ‘must haves’ or ‘should haves’ above (1)

**Won’t have** – actions which, whilst valuable, can wait until later (0)

1.18 A summary of these actions can be found below:

ACTIONS - MUST
Recommendation that all learners are set up with a Divisional mentor i.e. a well-established Sergeant that they can seek guidance from
All learners are afforded protected time in the course of their duties to complete vocational tasks e.g. one day bi-monthly
Commitment to support levels for learners by line management and organisation as a whole
Ensure clear expectations are set with line managers of learners undertaking multiple work streams concurrently
Update guidance in Operational Leadership module to include more examples of key tasks that can be used within specialist roles, in particular CID
One-to-one call with Divisional SPOCs to set up expectations of placement and support Divisionally
One-to-one introduction call between Inspector (Line Manager) and tutor to explain expectations, key responsibilities and agree a working support plan

Recommendation that all learners remain in one role during the course of their studies
Recommendation that all learners remain with one Inspector (Line Manager) during the course of their studies where possible
PLDP to take place of the online elements of the FLM for all new Sergeants who require to study PLDP
Arrange for iVPD course to be completed by new Sergeants prior to commencement of the qualification where possible
PLDP Intranet pages to be designed to contain all relevant details for applicants, learners and line managers
Frequently Asked Questions (FAQs) to be included in the proposed LTD Intranet site incorporating key questions raised during the pilot
Arrange for the e-learning team to create personal notepads for each unit
Arrange for the e-learning team to create one Contact My Tutor (CMT) area instead of four separate CMT areas
Transition PLDP qualification, utilising RISE as the preferred platform for launch in 2022
Update learning content for LO2 for the Operational Leadership Module to include details of the SID system
Create a bank of case studies to reduce the chance of plagiarism – Performance Management and Wellbeing Unit
Removal of PDC content post pilot – Performance Appraisal Unit
Increase word count for LO1 for the Operational Leadership Module to 750 words
Monitor levels of support communication between learner and tutor to ensure tutor workload continues to be manageable
Assessments to be marked and tracked when submitted and not waiting for key task completion
<b>ACTIONS – SHOULD</b>
Create facilitators guide for one-to-one calls with learners, line managers and Divisional SPOCs so that all calls are consistent and covering the same topics
Create and run Microsoft Teams workshops to provide additional support in a range of topics i.e. academic writing and meet and greet co-learners
Add the feedback questionnaire at the end of each learning outcome for the Operational Leadership Module
Review word count for all assessments for the Leading Change Unit with the exception of the Business Justification Case (BJC)
Review number of assessments for the Leading Change Unit
Review additional reading for LO3 and LO4 for Operational Leadership and decide if this can be reduced
Update the instructions surrounding the demonstration of the CVF values for all the CVF assessments
<b>ACTIONS – COULD</b>
The addition of a video from an experienced PPU officer in which terms of concern, risk and the assistance which may be provided by Partner Agencies can be utilised – applicable to the Operational Leadership Module

## 2. FURTHER DETAIL ON THE REPORT TOPIC

## **Next Steps**

- 2.1 All agreed actions will be tracked via the baselined PLDP Project Plan. It is planned that all actions will be progressed and implemented by the Programme Tutors with the completion target of 31 March 2022, the date on which the pilot concludes. Regular progress-against-plan updates will be provided to the Leadership Project Management Board (PMB). The first update was provided to the PMB in January 2022 and further updates will be provided at the PMB meetings in February and March 2022. PMB members will be presented with the opportunity to contribute suggestions with regards development.

## **PLDP – 2022 Cohort**

- 2.4 It is planned to undertake a further cohort of the PLDP in 2022. Police Scotland has a legislative requirement under Regulation 4A Police Service of Scotland (Promotion) Regulations 2013 to undertake one promotions qualification per calendar year. In order to recruit learners, an application process was held in December 2021. The process was open to all officers, who are not qualified for promotion, across Police Scotland. The postings for successful applicants are in the Northern Divisions (A, D and N Divisions).
- 2.5 The designated process is that applicants who are supported by their Divisions will be allocated to the National Promotions Assessment Centres (NPAC) which are scheduled for February, March and April 2022. If successful, applicants will undertake a role of Temporary Sergeant in A, D or N Division (either in Local Policing or Specialist roles) over a 12 month period, during which they will undertake the PLDP. If successful on conclusion, applicants will be promoted into post and confirmed in the rank of substantive Sergeant.
- 2.6 All actions identified following the six month Evaluation Strategy will be incorporated for this cohort.

## **PLDP Long Term Strategy**

- 2.7 Agreement has been reached with Strategic Workforce Planning and Recruitment that, should the PLDP be agreed as the Police Scotland Promotion qualification by the Scottish Government, the following process will be undertaken by officers seeking promotion in future.

- Officer is declared 'Ready Now' on the MyCareer Appraisal Process
- The officer, if supported by Division or Department, is allocated to the NPAC
- If successful at the NPAC, they will be allocated the post of Temporary Sergeant which they will undertake over a 12 month period. They will undertake the PLDP over the stated 12 month period.
- If successful on conclusion, the officer will be confirmed in the rank of substantive Sergeant.

2.8 As stated above, all learning from the PLDP pilot, in addition to learning obtained in the 2022 Cohort, will be incorporated in all future PLDP cohorts.

### **Conclusion**

2.10 The PLDP pilot is considered to be on track for successful completion. The feedback received from learners, line managers and Divisional Commanders has been invaluable and will assist in the population and structure of future cohorts. The six month evaluation has also provided a rich picture of both the product and participant experience which will be used to develop the qualification in future.

2.11 A long term strategy is in place with regards future cohorts. The strategies have been agreed with Strategic Workforce Planning and Recruitment and are designed to provide Police Scotland with a new, improved and modernised promotion qualification. The six month evaluation has incorporated all relevant feedback and learning points which will be included in future cohorts.

2.12 A full impact assessment has been created and published in respect of the PLDP pilot. A revised impact assessment has been compiled in respect of future cohorts. This is currently under review by the Human Resources Policy Department.

### **3. FINANCIAL IMPLICATIONS**

3.1 There are no Financial Implications associated with this Report.

### **4. PERSONNEL IMPLICATIONS**

4.1 There are no personnel implication associated with this Report.

## **5. LEGAL IMPLICATIONS**

5.1 There are no Legal implications associated with this Report. Legal colleagues will be consulted with as appropriate.

## **6. REPUTATIONAL IMPLICATIONS**

6.1 There are no Reputational implications associated with this Report. Monthly risk reviews take place across the project with all risks outwith tolerance presented to the Project Board.

## **7. SOCIAL IMPLICATIONS**

7.1 There are no Social implications associated with this Report.

## **8. COMMUNITY IMPACT**

8.1 There are no Community Impact Implications associated with this Report.

8.2 The delivery of a vocational qualification will ensure our officers are best equipped to serve their communities.

## **9. EQUALITIES IMPLICATIONS**

9.1 An EqHRIA has been completed for the PLDP workstream and this is being reviewed upon completion of the 6 month Evaluation. Engagement continues with Policy and E&D colleagues who have been identified as Critical Friends for reviewing refreshed training, briefings, policies etc.

## **10. ENVIRONMENT IMPLICATIONS**

10.1 There are no Environmental implications associated with this Report.

10.2 Smarter ways of conducting meetings remotely are being used to reduce unnecessary travel. Amendments are also being made to training delivery, so that in part it can be conducted virtually utilising MS Teams.



**RECOMMENDATIONS**

Members are requested to: *Note the information contained within this report.*



# **Police Leadership Development Programme Pilot 6 Month Evaluation Report October 2021**

# Contents

<b>Section 1. EVALUATION CONTROL</b>	<b>3</b>
1.1 Document Owner	3
1.2 Document Reviewers	3
1.3 Version Control	3
<b>Section 2. EXECUTIVE SUMMARY</b>	<b>4</b>
<b>Section 3. BACKGROUND</b>	<b>6</b>
<b>Section 4. METHODOLOGY</b>	<b>8</b>
<b>Section 5. FINDINGS</b>	<b>9</b>
5.1 ALP, Part Time and Specialist Roles	9
5.2 Set Up and Introductions	10
5.3 Additional Training	14
5.4 Communications	15
5.5 Processes	16
5.6 Modular Findings	17
5.7 Vocational Feedback	21
5.8 Programme Tutor Feedback	23
5.9 Inspector Feedback	25
5.10 Completion Rates	27
<b>Section 6. CONCLUSION</b>	<b>28</b>
<b>Section 7. APPENDICES</b>	<b>32</b>

## Section 1 - EVALUATION CONTROL

### 1.1 Document Owner

<b>Owning Department:</b>	Leadership and Talent
<b>Author</b>	Sara Davidson, Jennifer Chesney
<b>Version Number:</b>	V0.16
<b>Published Date:</b>	25/11/2021
<b>Theme(s):</b>	Your work and life Your career and development

### 1.2 Document Reviewers

Date	Name	Role
03/09/21 16/11/21	James Beatie	Business Analyst
17/11/21	Laura Stuart	Project Manager
17/11/21	Howard Kennett	Programme Manager
18/11/21	Julie McKee	Portfolio Assurance
18/11/21	Stacey Battles	Portfolio Assurance
24/11/21	Alex Hunter	Head of Department, Leadership and Talent

### 1.3 Version Control Table

Version	Author	Date	Amendments
0.01	Ally Matheson	20/08/21	Template created
0.02	Ally Matheson	27/08/21	First draft created
0.03	Ally Matheson	03/09/21	Amendments following Business Analyst review
0.04	Jennifer Chesney	07/10/21	Amendments following Programme Tutor review
0.05	Sara Davidson	10/11/21	New template created
0.06	Jennifer Chesney	11/11/21	Amendments following Programme Tutor review
0.07	Jennifer Chesney/ Sara Davidson	15/11/21	Amendments following Programme Tutor review
0.08	Sara Davidson	16/11/21	Section on ALP added and intranet, comms and inbound queries amalgamated

0.09	Sara Davidson	16/11/21	Amendments following Programme Tutor review
0.10	Sara Davidson	17/11/21	Amendments following Programme Tutor review
0.11	Ally Matheson	18/11/21	Amendments following Project Management review
0.12	Sara Davidson	19/11/21	Amendments following Portfolio Assurance review
0.13	Sara Davidson	19/11/21	Amendments following Portfolio Assurance review
0.14	Jennifer Chesney	22/11/21	Amendments following Programme Tutor review
0.15	Ally Matheson	25/11/21	Amendments following HOD review
0.16	Jennifer Chesney	25/11/21	Amendments following HOD review

## Section 2 – EXECUTIVE SUMMARY

The Police Leadership Development Programme (PLDP) is our new promotion qualification and is the intended replacement for the Diploma in Police Service Leadership and Management (DPSLM). The PLDP launched as a pilot on 1<sup>st</sup> April 2021 and is due to conclude on 31<sup>st</sup> March 2022.

The PLDP is underpinned by the Competency & Values Framework (CVF), which is interlinked in all learning content and assessment criteria, of the qualification.

Ongoing evaluation continues to be carried out by the Programme Tutors throughout the pilot in line with the PLDP Evaluation Strategy.

This report is a culmination of all the evaluation elements gathered over the initial six months of the pilot. This will help shape the remaining six months of the pilot along with future cohorts of the qualification. It will also assist Police Scotland with the intended proposal and recommendation to the Scottish Government (post pilot) to approve the PLDP as the confirmed Police Scotland promotion qualification.

The PLDP tutors will continue to be part of the ongoing evaluation strategy for the next 18 months, concluding in April 2023. The learners undertaking the PLDP pilot, along with line managers, will be tasked to provide further evaluation one year following pilot conclusion, in order for assessment to be carried out on the impact on their core vocational roles and benefits to the Force.

This report captures a number of actions and recommendations. These have been prioritised using the following MoSCoW rules:

- Must have – actions that are fundamental prior to the further cohorts
- Should have – important actions for which there may be a workaround in the short term
- Could have – these are actions that can more easily be left out at this point, if their delivery would jeopardise the ‘must haves’ or ‘should haves’ above
- Won’t have – actions which, whilst valuable, can wait until later.

Actions and recommendations already carried out have been included and clearly labelled as ‘Actioned’.

Fuller details of the actions and recommendations are within the report which include:

1. A focus on providing learners and line managers with adequate support when setting up and during completion of the qualification
2. The requirement for a PLDP intranet page to tailor communications to interested parties i.e. applicants, learners and line managers
3. The requirement to update Moodle to make it more aesthetically pleasing, interactive and user friendly
4. The consideration of support available for temporary Sergeants in the vocational setting

In total 21 learners commenced the qualification, with 15 based in operational roles and 6 in specialist roles. The learners consist of 15 males and 6 females. One of the learners selected is undertaking the Accelerated Promotion Programme (ALP) and one learner is currently undertaking a part time role. One further learner is undertaking a Flexible Working Plan and one is in a role undertaking modified duties. These officers were selected to ensure the pilot tested the qualification across a range of work streams. In October 2021, one learner voluntarily withdrew from the pilot (20 remain). The circumstances of withdrawal are contained in Section 5.7.

All learners are progressing in the qualification.

## Section 3 – BACKGROUND

Police Scotland first introduced the Diploma in Police Service Leadership & Management (DPSLM) in 2007 as the approved organisational promotion qualification. This replaced the annual examinations (Crime, General Police Duties and Road Traffic) as the qualification required by officers seeking promotion. In 2015, a full review of the DPSLM was carried out and various updates and improvements were applied to the qualification.

In 2017, a review of the journey from substantive Constable to Sergeant was carried out which encompassed various components including reviews of the DPSLM. This review identified concerns across the organisation that the DPSLM was no longer fit for purpose and was no longer best serving the needs of officers and staff. This identified that a new modernised qualification, which would better suit the needs of officers across the organisation, was required.

Various consultations were thereafter held with Constables, Sergeants, Inspectors and Senior Managers across the organisation. The result of the consultations was there was a belief that the organisation required a promotion qualification which was vocationally based and would allow officers to demonstrate their practical abilities, which in Policing were seen to be more valued. In an evolutionary method, the reviews started to inform the high level concept of 'Leadership Pathways' which sought to amalgamate and better align the component processes required to be promoted to the rank of Sergeant into a sequential pathway.

Following the said consultations which took place during 2019, in January 2020 the build of the new promotion qualification, now called the Police Leadership Development Programme (PLDP), was commenced. It was considered that the qualification complied with the commitment made by the Chief Constable in respect of Promotion and Performance *"I will provide a fair and transparent promotion process that recognises everyday performance"*.

Following required changes to legislation approved by the Scottish Government in December 2020 and approval from Scottish Police Consultancy Forum (SPCF) on 15th March 2021, the pilot commenced on 1st April 2021.

Officers were selected from all Divisions and National Departments across Police Scotland. Divisional Commanders were tasked to identify an officer for inclusion in the pilot. The selected

officers commenced the qualification in the role of Temporary Sergeant. The legislative requirement is that they will remain in the said rank for the duration of the qualification.

All PLDP learners have been allocated a Programme Tutor who has worked with them since commencement and will continue to assist them for the remainder of the pilot. Consultation, updates, advice, direction and support are provided to the learners, along with learner's line managers, on a regular basis. This includes the following:

- Regular 'check in' meetings with tutors and learners including Contact My Tutor (CMT) and email queries
- Bi-monthly 'check in' meetings with PLDP learner's line managers have, and continue to be, conducted by the PLDP Sergeant
- Population of PLDP updates under the title of 'Important Announcements' on the PLDP Moodle learning platform
- Quarterly updates on PLDP progress provided to learners, line managers and Divisional Commanders by means of email. Quarterly updates are provided to the Force, by means of Police Scotland Intranet submission, under the 'Latest News' section.



## Section 4 – METHODOLOGY

The pilot is subject to ongoing evaluation. The Evaluation Strategy was signed off in April 2021. Prior to commencement of the PLDP pilot, an agreement was made with the PMB that quarterly updates would be provided to ensure members were able to review progress. The first progress update was provided to the PMB on 15 July 2021 with no concerns raised.

A variety of tools for the purpose of collating feedback on the PLDP pilot are in use and will continue to be utilised for the **duration** of the pilot. These include:

- Email – emails submitted directly to tutors by learners / line managers
- Contact my Tutor – messages sent directly to tutors via the Moodle platform
- Telephone updates – feedback provided directly to tutors by means of telephone contact with learners and line managers
- Moodle questionnaire – questionnaires completed by learners on conclusion of units
- Unit Completion Data – data regarding individual units completed by learners. Such data includes pass / fail rates
- Resit Data – data regarding the number of resits completed by learners, including whether first or second resits have been required.

The following tools will be used to collate data on **conclusion** of the pilot:

- Citizen Space learner survey
- Citizen Space line manager survey
- Programme Tutor Focus Group
- Focus Groups for Inspectors and learners
- Staff Associations Questionnaire.

The following tools will be used to collate data 12 months **post** pilot.

- Citizen Space learner survey
- Citizen Space line manager survey.

This report provides the outcomes and proposed actions from detailed analysis of the above. All data presented has been collated from the beginning of the programme until the 9<sup>th</sup> November 2021.

## Section 5 – FINDINGS

### 5.1 ALP, Part Time and Specialist Roles

#### ALP

Consultations have taken place with the learner and line manager. The feedback has suggested, due to undertaking the two work streams concurrently (ALP and PLDP), it has proved highly challenging. The learner’s department have provided a good level of support including a laptop computer, degree of home working and a level of ‘protected’ time on a monthly basis, to ensure progression on both work streams. All support measures have supported the learner in progression.

#### Part time role

The learner is currently based in a surveillance role which provides supervision of a small team. The learner is making good progress with a range of assessments across the qualification. No time challenges have been presented by the individual.

#### Specialist roles

Four learners have reported challenges with demonstrating some of the key tasks with in the Operational Leadership module. In consultation with their tutors, examples have been suggested, agreed and progressed. Three of the learners are based in the Criminal Investigation Department (CID).

<b>Part Time and Specialist Roles</b> <b>ACTIONS</b>	<b>PRIORITISATION</b>
Ensure clear expectations are set with line manager of learners undertaking multiple work streams concurrently	Must
Update guidance on Operational Leadership module to include more examples of key tasks that can be used within specialist roles, in particular CID	Must

## 5.2 Set Up and Introductions

### Divisional Single Points of Contact (SPOC) set up

Each division selected a candidate to participate in the PLDP pilot. They were given an available Sergeant role within their division.

The initial details provided to Divisional SPOCs included:

- An email with an attached document containing general guidance on the selection process of a PLDP candidate
- Two emails providing specific guidance detailing the criteria for selection of the PLDP candidate ([Appendix 1](#))

### Line Manager set up

The initial details provided to line managers included:

- An intranet message detailing the commencement of the qualification and key component parts ([Appendix 2](#))
- A welcome email in which line managers were welcomed to the programme and advised on the location of the Inspector Handbook
- A welcome email in which requirements are highlighted ([Appendix 3](#)).

### Learner set up

The line manager inducted the learner to their role. The tutor inducted the learner to the programme.

The initial details provided to learners included:

- An Intranet message detailing the commencement of the qualification and key component parts ([Appendix 2](#))
- A welcome email in which learners were welcomed to the programme and provided with Moodle login details and instructions on access
- An invitation to an induction meeting on Microsoft Teams with their tutor ([Appendix 4](#)), lasting 30 minutes, covering the following topics:

- Introductions
- Roles and responsibilities
- Moodle login
- Programme overview
- Recommended timetable
- Moodle navigation and help areas
- Module overview
- Tutor support

Introduction calls were optional, however, all learners chose to participate in the calls offered.

Calls were offered to learners, either in a group format, or individually. All 21 learners opted for an individual call, reasons for this provided were:

- Availability – Due to operating varying working hours (dayshift, backshift etc.)
- Confidence levels – an opportunity to liaise with, ask questions, and get to know the tutor.

Feedback discussing the PLDP setup has been received by tutors from Divisional SPOC's, line managers and learners, via emails and telephone calls. Comments have been collated and logged on the 'PLDP Set up Feedback' spreadsheet ([Appendix 5](#)). In addition to the feedback recorded on the said spreadsheet focussed discussions were held with Divisional SPOCs and the PLDP Sergeant in order to gauge feedback from the Divisional SPOCs.

### Divisional SPOC Outcomes

Specific guidance ([Appendix 1](#)) for candidate selection was provided, however feedback suggests additional support to Divisional SPOCs is required post pilot.

In one instance a learner withdrew from the programme. They were placed in a well-established CID team. On reflection it was considered that this placement was unsuitable based on the learner's capabilities and background.

Two learners transferred roles during the pilot due to Divisional requirements. This resulted in the following challenges, including requirements to:

- Re-write sections of the Personal Leadership assessment to comply with their new role

- Recommence MyCareer Appraisal discussions with their new team, resulting in alterations to the Performance Management and Wellbeing unit assessments
- Some assessments i.e. Multi Agency and Leading Change needed to be reviewed and consideration given to potentially restarting.

This potentially could now lead to the affected learners having to undertake additional work.

A further consideration is in respect of learners home or work circumstances. Due to the vocational nature of the qualification, learners require to evidence and record vocational tasks carried out during the time of their tour of duty. Should a learner take a long period of leave e.g. long-term sickness / maternity they would be required to withdraw from the qualification, however solutions are being sought in conjunction with recruitment.

### Line Manager Outcomes

The feedback from line managers provided that a select number did not gain access to the Inspectors Handbook prior to commencement of the qualification, with some stating a level of time had passed post commencement prior to receipt of the document. It is confirmed that on commencement, the learners were tasked to provide their line manager with the Handbook, with the welcome email to Inspectors confirming the location (included in the Moodle platform). In future the document will be sent directly to line managers to ensure there is no repetition of the said circumstances.

Line manager feedback also provided that due to the length of the Inspectors Handbook (17 pages), it was highly challenging to fully review due to operational commitments. The feedback suggests this has resulted in certain line managers not being fully aware of their responsibilities. Due to this, an abbreviated version, in which the key points are highlighted, has been created and provided to all line managers. A short video in which the said requirements are provided has also been compiled and circulated.

In six instances during the initial six months, the line manager supervising learners has changed post. This has proved challenging to the learner, due to the requirement to 'restart' with a new line manager and build a new working relationship. It is, however, recognised that due to Divisional requirements, there will be circumstances in which line managers will require to move posts.

Learner Outcomes

Feedback suggests the set up calls were invaluable in answering any ‘burning’ questions and preventing initial confusion with logging on and navigation. It was the policy of the tutors that they only introduced key points at this stage, to ensure learners did not become overwhelmed.

Learner feedback also suggests there are topics which would have been advantageous to cover off in the said workshops, e.g.

- SMART Action Plans
- Academic writing
- Moodle navigation

Finally, five learners stated they believe it would have been advantageous to be in contact with other learners for additional support/ideas.

<b>Set Up and Introductions</b> <b>ACTIONS</b>	<b>PRIORITISATION</b>
One-to-one call established and carried out with all Inspectors (Line Managers) to identify key responsibilities	Actioned
Video circulated summarising the key points of the Inspector/Line Manager Handbook	Actioned
Short guide created and circulated, summarising Inspector/Line Manager Handbook	Actioned
One-to-one call with Divisional SPOCs to set up expectations of placement and support divisionally – preference of one Inspector throughout and no role change	Must
One-to-one introduction call between Inspector (Line Manager) and tutor to explain expectations, key responsibilities, and agree a work support plan	Must
Recommend that all learners remain in one role during the course of their studies	Must
Create ‘Facilitators Guide’ for one-to-one calls with learners, line manager and Divisional SPOCs to ensure all calls are consistent and cover the same topics	Should

Create and undertake Microsoft Teams workshops to provide additional support in a range of topics e.g. academic writing and meet and greet co-learners	Should
--	--------

### 5.3 Additional Training

#### FLM (First Line Manager)

Current protocols dictate that new Sergeants must undertake the FLM course. It had initially been planned that PLDP would replace the online elements of FLM, all PLDP materials have been built with this in mind, mapping directly to the FLM online course materials. A final decision has not been made on this and it would be suggested that this should be decided prior to the PLDP going live.

As the PLDP is still in pilot phase the learners were provided a 12 week period on commencement of their PLDP studies to complete the FLM course online. Anecdotal feedback has suggested completing FLM placed additional and unnecessary pressure on learners at the initial point of the PLDP. There was also comment that there was crossover in the learning content between the PLDP and FLM studies. PLDP replacing FLM would mean that future learners do not have this additional pressure and wont have to complete similar work for both courses.

#### iVPD

There is also a requirement for all new Sergeants to complete a Vulnerable Persons Database (iVPD) supervisory course which, on conclusion, provides supervisory access to iVPD forms. Again, the PLDP learners required to complete this training on commencement of their studies. This placed additional pressure at the early stages of the qualification.

<b>Additional Training ACTIONS</b>	<b>PRIORITISATION</b>
PLDP to take place of the online elements of the FLM for all new Sergeants who require to study PLDP	Must
Arrange for iVPD course to be completed by new Sergeants prior to commencement of the qualification where possible	Must

## 5.4 Communications

Regular meetings were held with the Corporate Communications Project Manager during which a full and structured Communications Plan was compiled ([Appendix 6](#)). The plan was continually tracked and updated to reflect information requirements.

Initial communications were provided on the Intranet. On confirmation of the launch date, email communications were provided to learners, line managers and Divisional Commanders with regards the format and intention of the pilot.

Quarterly progress updates have been and continue to be provided to all staff and officers with more specific updates going to PMB, learners and line managers.

During the build of the PLDP, updates were provided on the Leadership, Training and Development (LTD) Intranet, both on the home page and under a link to the DPSLM. A full list of Leadership & Talent Tutors was also provided within this page, along with contact details. During the build, it was not possible to create a specific area for PLDP. The build of a new overall LTD Intranet site is currently ongoing. It is intended that this site will contain details of all LTD programmes with PLDP owning its own page covering key details of the programme.

The volume of queries was noticeably higher in the timescale (average 2- 3 weeks) following quarterly Intranet updates. Some of the main themes included:

- Queries around the link between PLDP to the promotions process.
- Queries from officers (particularly Constables) who are not engaged in the pilot with regards future opportunities to undertake the PLDP.
- Queries as to whether a further cohort of the DPSLM would be undertaken.

Communications ACTIONS	PRIORITISATION
PLDP Intranet pages to be designed to contain all relevant details for applicants, learners and line managers	Must
Frequently Asked Questions (FAQs) to be included in the proposed LTD intranet site incorporating key questions raised during the pilot	Must



## 5.5 Processes

The personal notepad function on Moodle is currently set up to hold learners’ notes for the entire qualification. Learners have fed back that they find the current set up confusing as it is currently set up as one long page making it challenging for learners to locate notes they have recorded for a particular Module/Unit.

The Contact My Tutor (CMT) function on Moodle allows for students to send private messages directly to their tutor. It is currently set up for each of the four modules. Having four separate CMT areas creates extra work for the tutors having to check four areas instead of one and increases the chances of learners’ messages being missed.

The current PLDP qualification has been designed on Microsoft Word and uploaded on to the Moodle platform. To improve the learner’ experience, the current PLDP qualification will be transitioned over to the RISE platform as this will increase the quality and interaction of the online experience, including built in knowledge checks and self-assessments, making the programme more interactive and adaptable to different learning styles.

At present the feedback questionnaire is set up to be completed at the end of each unit with the exception of the Operational Leadership Module which is completed at the end of the module. To obtain feedback whilst it is fresh in the learner’s mind it is proposed that the feedback questionnaire should be completed at the end of each learning outcome of the Operational Leadership Module as this module takes on average 5 months to complete.

Processes ACTIONS	PRIORITISATION
Arrange for the e-learning team to create personal notepads for each unit	Must
Arrange for the e-learning team to create one Contact My Tutor (CMT) area instead of four separate CMT areas	Must
Transition PLDP qualification, using RISE as the preferred platform, for launch in 2022	Must
Add the feedback questionnaire at the end of each learning outcome for the Operational Leadership Module	Should

## 5.6 Modular Findings

As part of the ongoing PLDP pilot evaluation learners are asked to give feedback following the completion of a unit via an end of unit questionnaire, with the exception of the Operational Leadership Module where an end of module questionnaire is required to be completed. Key findings are below (**with fuller details of all responses being available in [Appendix 7](#)**).

In addition to the above learners have also provided regular feedback during their one-to-ones with their respective tutors.

From the learner responses so far it can be seen that the learners' agreed that the resources contained within each unit were relevant with 11 out of 14 strongly agreeing and 3 agreeing. In addition, 10 out of the 14 learners strongly agreed, 3 agreed and 1 somewhat agreed that the unit had assisted them in undertaking their role as Sergeant.

**Key:**

**Completed Unit** = All assessments submitted, marked and passed for a unit

**Completed Questionnaire** = End of unit questionnaire completed by learner and submitted via Moodle

Leading Change Unit - five learners completed the unit / four completed questionnaires

- Learners fed back that the Business Justification Case (BJC) that they are asked to research and complete as part of the assessment for this unit was beneficial. In addition the lack of word count for this assessment meant it was less restrictive. However, learners also fed back they thought the word count for the remaining assessments in this unit hindered their ability to apply the learning within the assessments.
- The learner's grid did not state that theory was required however the assessment was returned asking for theory to be added. The learners' grid was updated accordingly.
- The amount of assessments for this unit were demanding in comparison to other units / modules. Following a consultation with Quality Assurance (QA) the number of CVF statements required were reduced.

- Clarification required regarding whether different change scenarios required to be utilised or whether the same could be carried through - assessment guidance updated to reflect different change scenarios could be utilised.
- Apprehension of performing change to meet an evidential requirement, rather than as necessity “Although I understand the requirement to incorporate some vocational element within a unit of this type I feel that the PLDP risks forcing Sergeants into making changes for change sake just to satisfy the requirements of the unit.

This has been a historical issue in Police promotion systems where managers make changes in order to evidence material for development and this part of the unit feels very much like a return to this which could have negative connotations associated with it from colleagues.”

Operational Leadership Module – Three learners completed module / three completed questionnaires

- The content was relevant to tasks an Operational Sergeant would conduct.
- National Decision Model (NDM) was a good assessment for the role required by a Sergeant.
- Consider a higher word count for the NDM assessment.
- Method of prioritisation was a good assessment for the role required by a Sergeant.
- Consideration of other National Police Systems for example the Scottish Intelligence Database (SID) to be included in learning material.
- Management of a Critical Incident was a good assessment for the role required by a Sergeant.
- More scope for National Priorities for specialist officers.
- Demanding additional reading in areas - consideration of reduction.
- Further clarification required in assessment guidance
  - Learning Outcome Three (LO3) - time required between briefings and whether a briefing and debriefing is required.
  - Learning Outcome Four (LO4) - clarify assessment submission process – that all four supporting statements submissions require to be submitted together.
- Suggestion made for a possible addition of advice from a Public Protection Unit (PPU) perspective to Sergeants. A video from an experienced PPU officer to explain risk, highlight

what to look for in terms of concern, ways of dealing with risk and how partners can assist Sergeants.

Performance Management Unit – three learners completed unit / three completed questionnaires

- Application of vocational work to unit assessment and simplicity of transfer to unit submissions.
- Good content, applicable to role of Sergeant with examples easily transferrable to theory/learning material.
- Bank of case studies required to reduce risk of plagiarism.

Performance Appraisal Unit – one learner completed unit / one completed questionnaire

- Content clearer and easier to follow than the briefing notes produced for MyCareer.
- PDC to be removed post pilot.

Wellbeing Unit – three learners completed unit / three completed questionnaires

- Learners have fed back that the unit content was relevant to their job and led them through situations relating to wellbeing effectively.
- Removal of Backup Buddy – feedback received to advise this had been removed from the play store, further research done and app review and activity removed.
- Bank of case studies needed to reduce risk of plagiarism.

### Assessment Strategy

Each module requires learners to complete a series of CVF statements. Within the statement learners are required to 'provide examples of how the CVF values (Integrity, Fairness, Respect and Human Rights) were demonstrated'. There has been a consistent trend of learners being unsuccessful at first attempt based on the learner not providing examples of how the CVF values were demonstrated.

Modular Findings ACTIONS	PRIORITISATION
Review word count for all assessments for the Leading Change Unit with the exception of the Business Justification Case (BJC)	Should
Update guidance on the learners' grid to state that theory is required – Leading Change Assessment	Actioned
Seek clarification whether different change scenarios have to be utilised or whether the same scenarios could be carried through - Leading Change Unit	Actioned
Review number of assessments for the Leading Change Unit	Should
Increase word count for LO1 for the Operational Leadership Module to 750 words	Must
Update learning content for LO2 for the Operational Leadership Module to include details of the SID system	Must
Review additional reading for LO3 and LO4 for Operational Leadership and decide if this can be reduced	Should
Review assessment guidance for LO3 and LO4 and clarify below points: LO3 – timing required between first and second briefing and whether a briefing and debriefing are required LO4 – clarification required regarding assessment submission – all four statements require to be submitted at the same time	Actioned
The addition of a video from an experienced PPU officer in which terms of concern, risk and the assistance which may be provided by Partner Agencies can be utilised – applicable to Operational Leadership Module	Could
Create a bank of case studies to reduce the risk of plagiarism – Performance Management Unit	Must
Removal of PDC content post pilot – Performance Appraisal Unit	Must
Removal of Backup Buddy and Activity – Wellbeing Unit	Actioned
Create bank of case studies to reduce the risk of plagiarism – Wellbeing Unit	Actioned
Update the instructions surrounding the demonstration of the CVF values for all the CVF assessments	Should

## 5.7 Vocational Feedback

Feedback on the vocational aspect of the qualification was gained through a feedback request email sent to learners after three months ([Appendix 8](#)). This information was logged on the 'Vocational Feedback' spreadsheet. Calls, emails and Contact my Tutor messages were also logged and collated on the spreadsheet ([Appendix 9](#)).

In addition to the above feedback one learner voluntarily removed themselves from the qualification after being placed in a well-established CID team and feeling out their depth. The learner was the highest scoring officer in their Division in their application and had engaged in the programme wholeheartedly. An exit meeting was held with the learner who advised they were not comfortable with their placement and no suitable alternative was found.

A Chief Inspector contacted the Diploma Team with a view of removing a learner, with specific reference to the learner acting in a negative manner. It was decided that feedback would be provided to the individual prior to any decisions being made. On receiving the feedback the learner re-raised issues with regards to resourcing and a highly demanding workload, which has been the source of their 'negativity'. The tutor attended a face to face meeting to offer further support. The line manager acknowledged resourcing issues however was unable to resolve at the present time.

### Key Headlines

- The majority of learners are enjoying the vocational element of the qualification.
- One learner removed from programme.
- Two learners have been moved roles during the PLDP – resulting in some assessments having to be re-started or amended.
- Six learners have reported a change in Inspector - resulting in setting up new Inspectors with expectations. The learner and Inspector also required to build trust and establish a new relationship.
- Ten learners are reporting not receiving sufficient time or any time at work to complete vocational tasks.
- Six learners reported feeling they had limited support in Division due to:
  - Availability and workload of Inspector
  - No substantive Sergeant or support contact in Division

- Double sectoring (responsibility for two Sub-Divisions)
- All learners reported that Inspectors required a better set up at the start of the course.

<b>Vocational Feedback ACTIONS</b>	<b>PRIORITISATION</b>
One-to-one call with Divisional SPOCs to set up expectations of placement and support Divisionally – preference of one Inspector throughout and no role change	Must
One-to-one introduction call between Line Management and Programme Tutor to explain expectations and role and agree a support plan	Must
Recommendation that all learners remain in one role during the course of their studies	Must
Recommendation that all learners remain with one Inspector (Line Manager) during the course of their studies where possible	Must
Recommendation that all learners are set up with a Divisional mentor i.e. a well-established Sergeant they can seek guidance from	Must
Recommendation that all learners are afforded protected time in the course of their duties to complete vocational tasks e.g. one day bi-monthly	Must

## 5.8 Programme Tutor Feedback

### Support Levels

Standing support arrangements between learners and tutors were made which involved regular contact, usually ranging between fortnightly and monthly. This has settled for most learners and tutors to it now being monthly support/tutorial contacts, usually by MS Teams or phone.

Discussions were also held within the tutor team as to whether this individual contact would be sustainable post pilot with higher numbers of learners, the team felt that this would be manageable. The 'Contact my Tutor' tool and e-mail is still available and these tend to be used for routine queries.

The tutors have identified clear links in those requiring more tutor support or struggling with the rigours of the programme being linked with the support that they are receiving from their Divisional Line Management.

In order to provide the best level of tutor support possible, there is a belief from the tutor team that they need to have a closer relationship with the line managers of the learners for whom they are responsible. Post pilot, communication will be made with the line managers to have 'check in' sessions with them and answer any queries that they have. It is anticipated that this will then provide the learners with a better level of support as a result.

### Additional Support

Some common themes have emerged through tutor queries and some common mistakes/omissions within the submitted assessments. Moving forward the tutor team will develop a series of tutorials that will address the themes to ensure future PLDP cohorts will not have the same queries or encounter the same issues.

### Assessment Strategy

A decision was taken at the start of the pilot to only mark assessments once a 'key task' had been completed. This has resulted in learners submitting all assessments associated with the 'key task' prior to marking taking place. The exception to this is the Operational Leadership Module where a



decision was made to mark assessments based on learning outcomes rather than key tasks. This process has resulted on learners not receiving feedback on certain assessments for a length of time. It is proposed post pilot that this practice is amended and all assessments are marked at the time they are submitted.

<b>Tutor Feedback</b>  <b>ACTIONS</b>	<b>PRIORITISATION</b>
Monitor levels of support between learner and tutor to ensure tutor workload continues to be manageable	Must
Commitment to support levels for learners by Divisional Line Management and organisation	Must
One-to-one introduction call between Inspector and tutors to explain expectations, key responsibilities, and agree a support plan	Must
Create and undertake Microsoft Teams workshops to provide additional support in a range of topics e.g. academic writing and meet and greet co-learners	Should
Assessments to be marked and tracked when submitted and not on completion of the key task	Must

## 5.9 Inspector Feedback

All line managers have received a personal input detailing their requirements and responsibilities. A number have engaged in bi-monthly meetings in which a range of matters, including their responsibilities and the progress of the learner, have been discussed. Others have elected to refrain from regular meetings.

As part of the pilot evaluation, the line managers have been asked to provide feedback on the following key points:

- Views of their role in supporting their Temporary Sergeant undertaking the PLDP
- Views on the role of the learner in undertaking the PLDP.

The following examples of positive feedback have been provided:

- “One of the biggest benefits is my Sergeant is learning how to deal with staff issues and the means in which assistance can be provided”
- “My Sergeant is certainly progressing well in the PLDP and regularly identifies examples she can use for her assessment objectives”
- “My Sergeant is enthusiastic about the qualification and it is certainly better that the qualification we have at present”
- “I have regular meetings with my Sergeant in order to validate evidence, I find this beneficial”
- “An evidence based qualification is the best means of assessment. It is also important for me, as Inspector, to ensure that all recorded details are accurate as my name will be all over it”.

The following examples of constructive feedback have been provided:

- “My Sergeant is not finding much time to record evidence of vocational tasks due to resource issues”
- “Due to my Sergeant being in an operational role, it is hard to find time to record evidence of vocational tasks. I am aware of a Sergeant (PLDP Sergeant) in a specialist role who does not encounter such an issue. I believe for future Sergeants should undertake six months in an operational role and six months in a specialist role”.

- “At the start of the qualification, I received communications and the Line Manager Handbook. This is a lengthy document which I did not have time to read and consider due to the requirements of my role”.
- “It would have been hugely beneficial to hold a Line Manager Focus Group at the start of the qualification”

A further theme which has been identified by tutors is that on occasion line managers have moved post and have failed to notify the tutors. This has resulted in information and updates not being provided to the correct line manager.

<b>Inspector Feedback ACTIONS</b>	<b>PRIORITISATION</b>
One-to-one call established and carried out with all line managers to identify key responsibilities	Actioned
Video created and circulated summarising the key points of the Inspector Handbook	Actioned
Short guide created and circulated, summarising Inspector Handbook	Actioned
Recommendation that all learners remain in one role during the course of their studies	Must
Recommendation that all learners remain with one line manager during the course of their studies where possible	Must
One-to-one call with Divisional SPOCs to set up expectations of placement and support Divisionally	Must

## 5.10 Completion Rates

Learners' completion rates have been produced and will continue to be tracked/shared throughout the course of the pilot. In total **155 assessments** have been submitted, further breakdown of assessment results can be found in ([Appendix 10](#)).

Learners were given the freedom to complete the assessments in order of preference with the only stipulation being that learning outcomes 1 and 2 were completed from the Personal Leadership Unit prior to progressing onto other units/modules.

Regular monitoring of completion rates is essential to avoid lack of academic progress. It is important that completion rates are monitored and that tutors and learners take corrective actions where rates are low. The last graph ([Appendix 10](#)) shows all learner progress so far on the pilot with an indicative line of where learners should be at the six month stage of the programme.

Currently, all learners are progressing and there are no major concerns around progress of assessments. Learners are at varying stages of the completion of key tasks and the tutors are content that all will successfully complete the qualification. Tutors will continue to monitor submissions and highlight timescales to learners.

Feedback suggests that the reasons for the disparity between learner progress and the indicative line at the six month stage are:

- Evidence gathering – Lack of available time to gather suitable evidence due to operational demands
- Role familiarisation – time to adjust to demands of new role and strike appropriate balance between role and programme workload
- Strategy for submissions – learners seeking best vocational evidence for assessment purposes
- Apprehension – lack of academic understanding in certain instances
- Operation Urram – abstractions and additional workload.

## SECTION 6 – CONCLUSION

The PLDP pilot is considered to be on track for successful completion. The feedback received from learners, line managers and Divisional Commanders has been invaluable and will assist in the population and structure of future cohorts. The six month evaluation has also provided a rich picture of both the product and learner experience which will be used to develop the qualification in future. Reviewing the key parts in chronological order:

**ALP, Part Time and Specialist** – the evidence has shown that officers undertaking two work streams concurrently will face challenges with the workload and may require additional support. Learner's undertaking specialist and part time roles are progressing with minor concerns around alternative key tasks which have been addressed on an individual basis with further improvements suggested.

**Set up and Introduction** – the evidence identifies the requirement for further communications both with Divisional SPOCs and line managers. Set up calls with tutors will be implemented going forward to ensure clear expectations are set with Division and line manager.

**Additional Training** – FLM and iVPD requirements placed additional pressure on learners at the early stages of the qualification. Going forward, training will be requested from the earliest point, aiming for completion prior to commencement of the qualification.

**Communications** – A lack of a designated Intranet page meant that updates could be hard to find and there was always a high volume of queries after an update. An Internet site is under design and the intention is to provide more frequent updates here with information tailored to applicants, learners and line managers.

**Processes and Modular Findings** - suggested additions and amendments to the Module content. The suggestions will be incorporated accordingly in future cohorts.

**Vocational Feedback** – learners enjoy the vocational element of the qualification. 50% of learners report not receiving the required time at work to evidence / submit key tasks. Recommendations

have been made in terms of support for the learners within the Division with regards protected time and the allocation of a designated mentor.

**SME Feedback**– tutors observe that learners can submit assessments without marking taking place due to a key task not being complete. Going forward assessments will be marked as they are submitted. Workshops will also be created to provide additional support in a range of topics and allow learners to engage with each other.

**Inspector Feedback** – the evidence has shown some Inspectors feel the information provided in the beginning was insufficient. Some actions have been put in place to provide information in easier formats. Going forward line managers will be incorporated in the set up with the learners and have ‘check-ins’ with the tutor.

**Completion rates** – these continue to be monitored and timescales highlighted to learners.

The actions and recommendations are noted below, and prioritised as shown.

ACTIONS - MUST
Recommendation that all learners are set up with a Divisional mentor i.e. a well-established Sergeant that they can seek guidance from
All learners are afforded protected time in the course of their duties to complete vocational tasks e.g. one day bi-monthly
Commitment to support levels for learners by line management and organisation as a whole
Ensure clear expectations are set with line managers of learners undertaking multiple work streams concurrently
Update guidance in Operational Leadership module to include more examples of key tasks that can be used within specialist roles, in particular CID
One-to-one call with Divisional SPOCs to set up expectations of placement and support Divisionally

One-to-one introduction call between Inspector (Line Manager) and tutor to explain expectations, key responsibilities and agree a working support plan
Recommendation that all learners remain in one role during the course of their studies
Recommendation that all learners remain with one Inspector (Line Manager) during the course of their studies where possible
PLDP to take place of the online elements of the FLM for all new Sergeants who require to study PLDP ( <b>L&amp;T to Confirm</b> )
Arrange for iVPD course to be completed by new Sergeants prior to commencement of the qualification where possible
PLDP Intranet pages to be designed to contain all relevant details for applicants, learners and line managers
Frequently Asked Questions (FAQs) to be included in the proposed LTD Intranet site incorporating key questions raised during the pilot
Arrange for the e-learning team to create personal notepads for each unit
Arrange for the e-learning team to create one Contact My Tutor (CMT) area instead of four separate CMT areas
Transition PLDP qualification, utilising RISE as the preferred platform for launch in 2022 ( <b>L&amp;T to Confirm</b> )
Update learning content for LO2 for the Operational Leadership Module to include details of the SID system
Create a bank of case studies to reduce the chance of plagiarism – Performance Management and Wellbeing Unit
Removal of PDC content post pilot – Performance Appraisal Unit
Increase word count for LO1 for the Operational Leadership Module to 750 words

Monitor levels of support communication between learner and tutor to ensure tutor workload continues to be manageable
Assessments to be marked and tracked when submitted and not waiting for key task completion
<b>ACTIONS – SHOULD</b>
Create facilitators guide for one-to-one calls with learners, line managers and Divisional SPOCs so that all calls are consistent and covering the same topics
Create and run Microsoft Teams workshops to provide additional support in a range of topics i.e. academic writing and meet and greet co-learners
Add the feedback questionnaire at the end of each learning outcome for the Operational Leadership Module
Review word count for all assessments for the Leading Change Unit with the exception of the Business Justification Case (BJC)
Review number of assessments for the Leading Change Unit
Review additional reading for LO3 and LO4 for Operational Leadership and decide if this can be reduced
Update the instructions surrounding the demonstration of the CVF values for all the CVF assessments
<b>ACTIONS – COULD</b>
The addition of a video from an experienced PPU officer in which terms of concern, risk and the assistance which may be provided by Partner Agencies can be utilised – applicable to the Operational Leadership Module

All agreed actions will be tracked via the PLDP Project Plan and implemented prior to launch in 2022. The PLDP 6 Month Evaluation Report will be shared with divisional commanders for information and consideration.



## Section 7 - APPENDICES

<a href="#"><u>Appendix 1. Divisional Guidance</u></a>	<b>33</b>
<a href="#"><u>Appendix 2. Intranet PLDP Update</u></a>	<b>35</b>
<a href="#"><u>Appendix 3. Inspector Emails</u></a>	<b>36</b>
<a href="#"><u>Appendix 4. Participant Emails</u></a>	<b>38</b>
<a href="#"><u>Appendix 5. Setup Feedback</u></a>	<b>40</b>
<a href="#"><u>Appendix 6. Communication Plan</u></a>	<b>41</b>
<a href="#"><u>Appendix 7. Questionnaire results</u></a>	<b>41</b>
<a href="#"><u>Appendix 8. Expectation Vs Reality email</u></a>	<b>42</b>
<a href="#"><u>Appendix 9. Vocational Feedback</u></a>	<b>42</b>
<a href="#"><u>Appendix 10. Completion Rates</u></a>	<b>43</b>

## Appendix 1 – Divisional Guidance

### General Guidance



Div Commanders  
HOD Comms2.docx

### Specific Guidance Email 1

The Divisional Commander/Head of Department must also choose one of the successful applicants to take part in the pilot of the Police Leadership Development Programme (PLDP). This applicant must be eligible to take part in the PLDP using the following criteria:

- Officers must have completed the probationary period.
- Officers must NOT have passed all three Police Promotion Exams (but CAN have passed one or two of the exams).
- Officers must not have previously undertaken any element of the Diploma
- Officers must not have previously operated in a sergeant rank (in any Force)
- Officers must otherwise be considered ready to undertake temporary sergeant rank.
- It is anticipated the majority of successful candidates would prefer to undertake the PLDP. However, unlike the Diploma, officers will not be able to undertake the PLDP in their current role and officers must be made aware that they will be required to move post. This may involve a change of shift pattern, change of workplace, and in Departments that can't offer suitably operational posts, officers may be required to undertake the PLDP within another Division / Department.
- For this reason, there may be those who do not wish to be considered for the pilot for welfare/wellbeing reasons. Therefore only those who wish to be considered for the trial should be considered for the PDLP.

Thereafter, once the above criteria has been met, it is recommended that selection be left with Divisional Commanders / Heads of Departments to choose their preferred candidate.

Specific Guidance Email 2

Liaison has taken place with Resource Planning & Co-ordination and a final instruction with regards creation of posts has now been issued. I can now confirm that the PLDP will commence on 1st April 2021.

I would appreciate if the Divisional SPOCs could arrange for the following actions to be carried out.

- Each Division should create a Supernumerary Sergeant post for the PLDP participant. The subject officer (PLDP participant) **MUST** retain a PC base post within your Divisional structure (Your Division have the autonomy to decide as long as it's a permanent post within your Divisional structure).
- When created, please provide the post number to me in order that I can update Resource Planning & Co-ordination who will arrange for the officers to be moved into the posts for them commencing the qualification. I am aware that some Divisions have already provided me with the post number.
- Please carry out all necessary actions for the temporary promotion including notification to the Professional Standards Department (PSD) as per procedure for placing an officer in a temporary Sergeants post. If any clarification on necessary details is required PSD can be contacted on 0131 311 3630. They have confirmed that this is not a time consuming process and the checks will be carried out within a short period of time.
- Please notify the officers of the post which they will be allocated and the commencement date. Please ensure that they are provided with a minimum of a 28 day notice period.

Over the coming week or so, I will arrange for communications to be provided to the PLDP participants with regards joining instructions etc.

Thank you in advance for your assistance with this matter.

## Appendix 2 – Intranet PLDP Update

### Police Leadership Development Programme (PLDP)

The pilot of the new Police Leadership Development Programme (PLDP) is to commence on 1st April 2021. It is intended that the PLDP will become the new qualification required prior to promotion to the rank of sergeant rank, replacing the DPSLM (Diploma).

The aim of the PLDP pilot is ultimately to provide Police Scotland with a new and modern promotion qualification in which officers are assessed on work based performance by undertaking vocational tasks, while reducing the home working element associated with the Diploma.

All Divisions / Departments have been provided with one place on the pilot and have selected their candidate. Officers selected for the PLDP will complete the new qualification in the rank of Temporary Sergeant over a 12-month period, concluding in March 2022. The qualification will be delivered via Moodle Virtual Learning. All Divisions / Departments have selected suitable postings for officers undertaking the PLDP pilot, and all candidates are aware.

Full implementation of the qualification is subject to an evaluation and review process and may also be dependent on the full roll-out of the MyCareer appraisal system. Officers who successfully complete the pilot of the PLDP WILL be qualified to apply for promotion to the rank of Sergeant, regardless of the outcome of that evaluation and review process.

Full details of the PLDP pilot will be provided to the officers participating and Divisional Commanders prior to the date of commencement. Details will also be published on this intranet page.

If further details are required meantime, please contact the Programme Lead, Sergeant Alasdair Matheson, Leadership and Talent, Scottish Police College.

## Appendix 3 – Inspector Emails

### Welcome Email

Today marks the first day of the new PLDP pilot and I, along with the team, are very much looking forward to getting started.

We have managed to catch up with some of you over the last few weeks and for those who we have not spoken to, I'm sure we will catch up with you soon. This marks a new era for Police Scotland, an era which you and the temporary Sergeants that you line manage, will very much be a part of.

I, along with the Tutors, are here to support you so please feel free to call at anytime. This pilot will be a learning curve for all involved and we will very much welcome your honest feedback.

The Line Manager / Inspector Handbook is included in the Programme Content on Moodle. An instruction has been provided to the temporary Sergeants to ensure that you are provided with a copy. If you have any queries I am available on the number below, or alternatively, on my mobile 0740 013 1003.

I look forward to working with you all over the coming months.

### Requirements Email

As you are aware, the new Police Leadership Development Programme (PLDP) is due to go live on 1<sup>st</sup> April 2021. I understand that you will be the line manager of a temporary Sergeant undertaking the qualification. This is an exciting opportunity for the temporary Sergeant and for Police Scotland. The temporary Sergeant, along with yourself as supervising Inspector, will be an integral part of a new era for the Service in which the promotion qualification is developed and modernised in order to better serve officers and the needs of the organisation.

In progression of the PLDP, the temporary Sergeant will undertake vocational tasks under four modules - **Leadership, Operational Leadership, Performance Management and Multi-Agency Working**. Within the four modules there are seven units and 11 'key tasks'. They will be expected to undertake, on average, approximately four to six hours home study per week.

Prior to commencement, they will be provided with joining instructions and full programme details to allow them to prepare for the qualification. They will also be provided with details of a designated Programme Tutor, who will assist with advice and guidance while completing the qualification. You, as Inspector, will also receive information in due course about the Programme by means of an Inspector / Line Manager handbook, which will be provided to you on commencement.

If you have any questions please do not hesitate to get in touch with the Tutors, Leadership & Talent Team.

The Leadership & Talent Team look forward to working with you in this exciting time for Police Scotland.

## Appendix 4 – Participant Emails

### Welcome Email

Good morning and welcome,

Today marks the first day of the new PLDP pilot and I, along with the team, are very much looking forward to getting started.

The Moodle platform is now live and available for your access. Your initial log in details are:

**Username:** Your PSI

**Password:** PleaseLetMeIn5!

If you have any problems logging in please let us know.

As stated in previous correspondence, this marks a new era for Police Scotland, an era which you will very much be a part of. We have managed to speak to some of you so far and for those of you who we haven't spoken to as yet, we will look to catch up over the coming week.

The pilot will be a big learning experience for you as learners, as well as us as Tutors, therefore we will welcome your honest feedback at every stage. We fully appreciate that you are starting your role as temporary Sergeant, as well as starting a new qualification and therefore will have a lot to deal with. I remind you that you have been selected by your Divisional Commanders / Heads of Departments to undertake this pilot, therefore this shows the level of faith they have in you.

I can assure you that the Tutors will be here to help with any queries so please don't hesitate to get in touch, there is no such thing as a stupid question!

Good luck to everyone in getting started.

We look forward to hearing from you.

Introduction Call Invite

Hi All,

Hope you are well.

I am going to be your diploma tutor for the next year on the Police Leadership Development Programme.

Massive congrats on being selected!!

I was hoping I could catch you all at one point for a team's/zoom/some kind of video call to explain some basics and get a chat before you get in and started. I note a high level of AL in the coming weeks so we may have to have a couple of calls. Can you please let me know if you are available for a call (30 minutes max) on any of the below dates:

- Wed 31st March 2021
- Tue 6th of April 2021

If you are free can you let me know what times?

This can be done in or out of work as long as you have a PC with internet access.



## Appendix 5 – Setup Feedback

### Learner Set up Feedback - from learner

I understand that it is not really possible for classes to take place with COVID, but maybe a two day course in person prior to the start of the course would be beneficial for the next intake. Where the course can be explained to learners and they can meet other people etc.

I do believe that learners would have benefited at the start of the qualification if there was some sort of in person seminar explaining what is expected and how we go about gathering evidence during our daily duties.

In my opinion there should be a mentor, the Inspector is so busy with her own work and sometimes I do not have a colleague for guidance. I believe you should be shadowing a mentor to allow continuous coaching / support. Sergeants' posts are so short at the moment that from the beginning of the process you could be sent to a different office to work with a different shift when you feel you are only grasping the basics.

### Learner Set up Feedback - logged by tutor

Michael stated in a 2 week catch up (24/08/2021, 5 months in) that he is unsure of the means of writing essay assessments. He did not want to disclose this at the start due to not wishing to present as incompetent.

Kate called and advised that the Programme Guidance detailed that referencing should be done under the Harvard model, however did not elaborate on exactly how it should be done. She asked if she could be provided with guidance in respect of the Harvard model.

### Line Manager Set up Feedback - from learner

It would have greatly benefitted from an input between PLDP learners and the Inspectors, even if this was done through teams. The tutor support is good. The Inspector support is not quite as good as there is no real joint understanding of what the course involves due to no introductory training, or joint conversations at start of course.

From Inspector perspective it may have been advantageous for them to receive a short introduction (e-mail, PowerPoint, booklet or otherwise) as to the expectations and requirements from them throughout the process.

I think a meeting with the Inspectors at the offset would have been good to explain the process and discuss the expectations from them would have been helpful.

### Line Manager Set up Feedback - from line manager, logged by tutors

That although he received the welcome email / Inspector Handbook, he believes communication from the Diploma Team could have been better. He believed a Focus Group in which expectations / details of course content should be provided, would be beneficial in future.

That at first, she believes the support for Inspectors was not adequate. She advised that she had to research on the Intranet to find the Inspectors Handbook and that the support for Inspectors could have been better, e.g. a Teams meeting to inform of requirements.

## Appendix 6 – Communication Plan



Appendix - Comms  
Plan.xlsx

## Appendix 7 – Questionnaire Results



Evaluation  
Questionnaire Data.

## Appendix 8 – Expectation Vs Reality email

As you are aware, we are now at the 4 month stage of the PLDP pilot. We would like to thank you all very much for your continued commitment and dedication in your progression of the qualification. It is clear from the quality of work submitted, both in assessment submission and population of the evidence portfolios, that the amount of work you are all putting into the qualification is substantial.

As always, we are looking to improve the service we provide you as well as seek out areas which we can improve the qualification. For this reason, we are carrying out an 'Expectation V Reality' survey and would value your views. We would appreciate if you could advise on the following key points:

- Was the qualification what you expected? Please explain your answer
- What do you consider have been the positives?
- What do you consider have been the shortfalls?
- Is the level of support correct from your Tutor and Inspector? Please explain your answer

I can assure you that all replies will be strictly anonymous and in providing this feedback, it will assist us in progressing with the pilot.

## Appendix 9 – Vocational Feedback

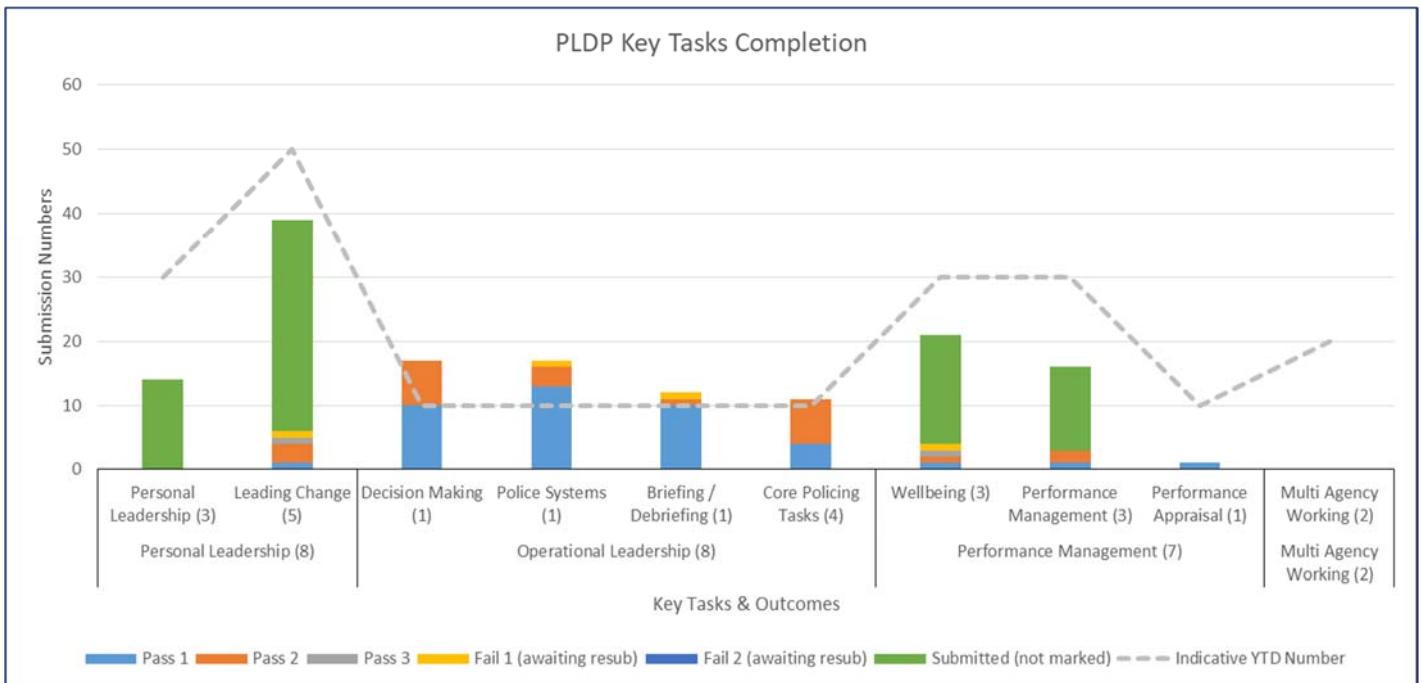


PLDP Vocational  
Feedback.xlsx

## Appendix 10 – Completion Rates

Completion Rates per Unit:

Units	Pass 1	Pass 2	Pass 3	Fail	Narrative
Personal Leadership	0	0	0	0	14 assessments submitted awaiting marking following completion of key task
Leading Change	1	3	1	0	39 assessments submitted, with only 5 learners completing the key task and one Fail 1
Decision Making	10	7	0	0	17 assessments submitted, with 17 learners completing the key task
Police Systems	13	3	0	0	17 assessments submitted, with only 16 learners completing the key task and one Fail 1
Briefing / Debriefing	10	1	0	0	12 assessments submitted, with only 11 learners completing the key task and one Fail 1
Core Policing Tasks	4	7	0	0	11 assessments submitted (7 CVF statements)
Wellbeing	1	1	1	0	21 assessments submitted, with only 3 learners completing the task and one Fail 1
Performance Management	1	2	0	0	16 assessments submitted, with only 3 learners completing the key task
Performance Appraisal	1	0	0	0	1 assessment submitted, with one learner completing the key task
Multi Agency Working	0	0	0	0	



# LONG TERM STRATEGY

## PROMOTIONS PROCESS INCORPORATING PLDP

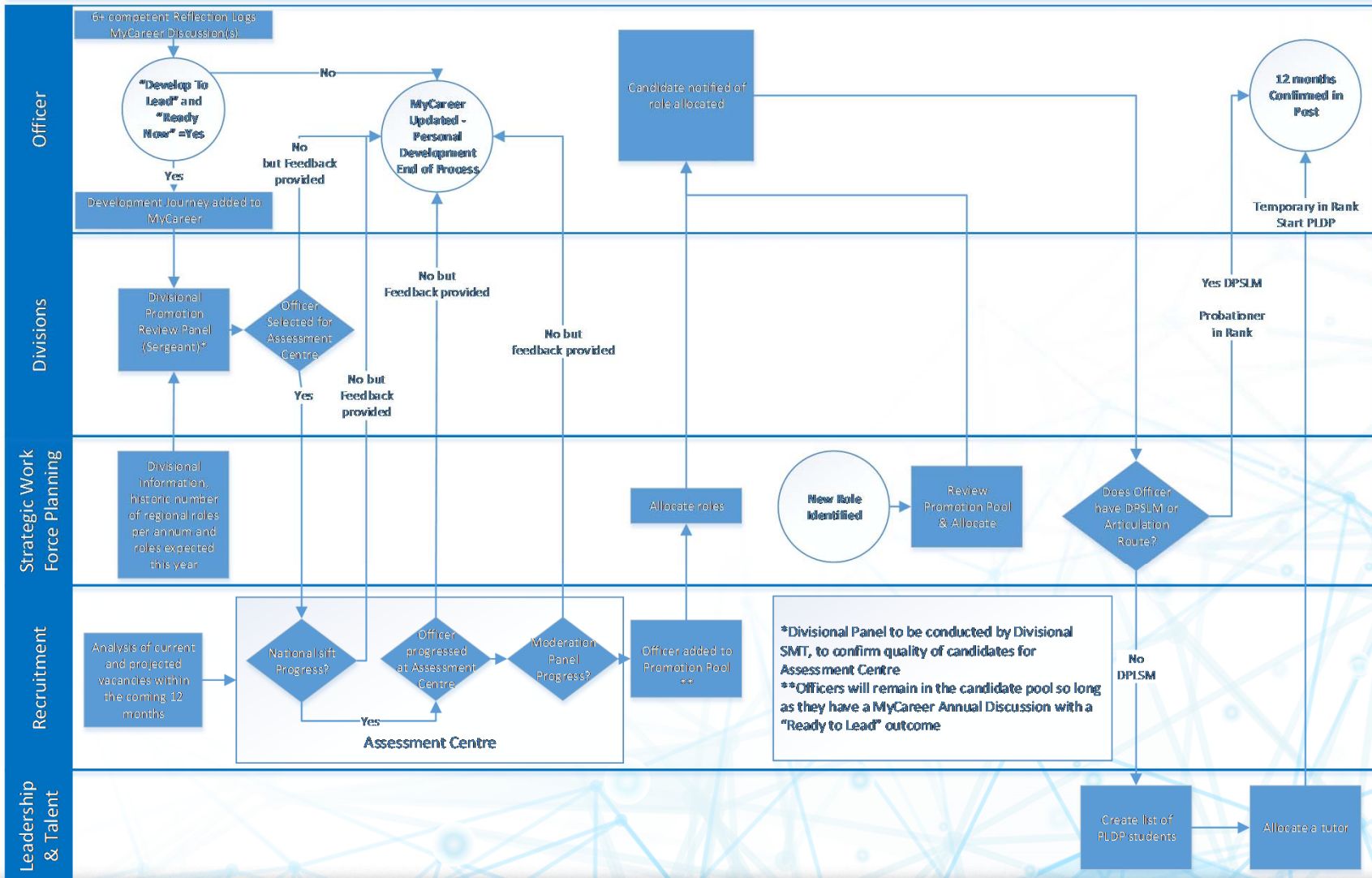
SERVING A  
CHANGING SCOTLAND



SCOTTISH POLICE  
**AUTHORITY**

**OFFICIAL**

# Police Leadership Development Programme (PLDP) Sergeant



SERVING A  
CHANGING SCOTLAND



SCOTTISH POLICE  
AUTHORITY

OFFICIAL