
PSNI

**EQUALITY IMPACT ASSESSMENT
REPORT**

PROMOTION: POLICE OFFICERS

Published March 2008

CONTENTS

1.	INTRODUCTION	1
	1.1 Background to EQIA	
	1.2 Screening	1
2.	AIMS OF THE PROMOTION PROCESS	2
3.	AVAILABLE DATA AND RESEARCH	2
	3.1 Analysis of Statistical Information, Analysis of Superintendent Assessment Centre November 2001 Promotion Process (2002) and Women and Promotion, Interim Report 2005	2
	3.2 Her Majesty's Inspector of Constabulary Review	4
	3.3 Analysis of Chief Inspector Promotion Process 2006 and DCU Commander Selection Process 2006	9
4.	ASSESSMENTS OF IMPACTS	10
	4.1 Men and Women Generally	10
	4.2 Persons with Disability and Persons without Disability	10
	4.3 Persons of Different Religion	10
	4.4 Persons of Different Race	10
	4.5 Persons of Different Marital Status	11
	4.6 Persons of Different Political Opinion	11
	4.7 Persons of Different Sexual Orientation	11
	4.8 Age	11
5.	MEASURES AND ALTERNATIVE POLICIES THAT MIGHT MITIGATE ADVERSE IMPACTS.	11
	5.1 Stage Three of Promotion Process	11
	5.2 Disability Discrimination Act (DDA)	12
	5.3 Promotion Regulations	12
	5.4 New Policies	12
	5.5 Other impinging factors	12
	5.6 Section 75 Imbalances	12
6.	CONSULTATION	12
	6.1 Consultation Key Findings	13

7.	DECISIONS	14
7.1	Monitoring	14
7.2	Length of Service Criterion	15
7.3	Appraisal	15
7.4	Men and Women in General	15
7.5	Religious Belief	17
7.6	Racial Background	17
7.7	Persons of different sexual orientation	18
7.8	Disability	19
7.9	Work Based Assessment	19
7.10	Career Development and Training	19

APPENDICES:

APPENDIX I SCREENING DOCUMENT

APPENDIX II STATISTICAL INFORMATION RELATING TO PROMOTION PROCESS

APPENDIX III ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE NOVEMBER 2001 PROMOTION PROCESS (2002)

APPENDIX IV WOMEN AND PROMOTION, INTERIM REPORT 2005

APPENDIX V HER MAJESTY'S INSPECTOR OF CONSTABULARY (HMIC) REVIEW – DECEMBER 2005

APPENDIX VI ANALYSIS OF CHIEF INSPECTOR PROMOTION PROCESS 2006

APPENDIX VII ANALYSIS OF DCU COMMANDER SELECTION PROCESS 2006

APPENDIX VIII PUBLIC CONSULTATION - SUBMISSIONS/RESPONSES

1. INTRODUCTION

This Equality Impact Assessment (EQIA) relates to the process employed by the Police Service for Northern Ireland (PSNI) for selection of officers for promotion. The PSNI is committed to equality assessing this process and are keen to hear what you think about the present scheme and your suggestions in respect of how you think it can be improved in terms of Section 75 of the Northern Ireland Act 1998.

1.1 Background to EQIA

Section 75 of the Northern Ireland Act (1998) requires Public Authorities to have due regard to promote Equality of Opportunity between:

Persons of different religious belief;
Persons of different political opinion;
Persons of different racial groups;
Persons of different age;
Persons of different marital status;
Persons of different sexual orientation;
Men and women generally;
Persons with a disability and persons without; and
Persons with dependants and persons without.

Should the public authority identify anything in the way they carry out their role that means someone in any of the groups listed above experience an Adverse Differential Impact then the public authority have to look at the policy and assess how those people are affected. The public authority can then look again at what they are doing and see if they can change or improve how they affect those people. The way in which they do that is known as an Equality Impact Assessment or EQIA.

The PSNI screened all their policies in 2005 and selected several they felt needed to be subjected to an EQIA. One of those was the internal Promotion process for Police Officers. The Screening Paper that came to that conclusion can be examined at [Appendix I](#) of this paper.

1.2 Screening

The rationale for implementing that EQIA as derived from screening was based on evidence that women are less likely to put themselves forward for promotion opportunities. In addition, the impact of the historical imbalance in terms of religion, which means fewer officers of the Catholic faith are eligible for promotion, was highlighted.

2. AIMS OF THE PROMOTION PROCESS.

The promotion process is designed by Occupational Psychologists applying best practice principles with applicants having to meet set criteria for entry into the promotion process. The process aims to promote the most suitable individuals, which will enhance the leadership capacity of the organisation and ensure a better service delivery to the public thus achieving targets set by both the Policing Plan and local District Policing Partnerships (DPP).

The function seeks to ensure that all members receive fair and equal career development to provide the best possible service to PSNI, the individual and the community. It aims to implement promotion procedures that are credible, transparent and equitable and have the confidence of the staff. It seeks to select the best leaders for the organisation, reduce the number of challenges of the process and highlight development needs for officers.

The PSNI Promotion process is directed towards the selection of the best person to fit the role, duties and ranks required to fulfil the organisations commitments and duties.

3. AVAILABLE DATA AND RESEARCH

The main sources of data and information that data and information was taken from for this EQIA are: -

- Statistical Information relating to promotion process. (Appendix II)
- Analysis of Superintendent Assessment Centre November 2001 Promotion Process (2002) (Appendix III)
- Women and Promotion, Interim Report 2005 (Appendix IV)
- Her Majesty's Inspector of Constabulary (HMIC) Review – December 2005. (Appendix V)
- Analysis of Chief Inspector Promotion Process 2006 (Appendix VI)
- Analysis of DCU Commander Selection Process 2006 (Appendix VII)

A summary of the data/information provided below incorporates the main findings from all these sources. It reflects both quantitative and qualitative data/information. Wide ranging consultation was also an integral element of the data collection.

3.1 Analysis of Statistical Information, Analysis of Superintendent Assessment Centre November 2001 Promotion Process (2002) and Women and Promotion, Interim Report 2005

Data and information from monitoring and evaluating the promotion process provides an analysis of those officers applying for and those successful in achieving promotion.

Examination of the figures relating to promotion within the PSNI shows that officers of female gender were not putting themselves forward for promotion for higher rank positions (Superintendent and above) in comparison to their male colleagues. There were also obvious lower numbers of catholic and ethnic officers being promoted in comparison to white protestant officers.

An analysis of statistical information relating to female officers found that:

- On average during 2003 – 2005, females applied for Part 1 Sergeants process sooner i.e. with less experience, than their male counterparts. This trend is the same with applicants applying for Part 1 in the Inspectors process.
- Over the years 2003-2005 there have been consistently more males than females in the pool eligible to apply for Part 2, based on the numbers passing Part 1 for that year. This is the case for both the Sergeants and the Inspectors exams.
- In the 2003 and 2004 Sergeants promotion process, women applying for part 2 applied sooner and with less experience than their male counterparts.
- In the last Stage 3 Sergeants and Inspectors promotion process the majority of those listed for promotion were male.

Overall, results indicate that for the Part 1 and Part 2 of the Sergeant and Inspector promotion processes, women are applying with less years experience than men. However, when it comes to applying for Stage 3, women tend to wait slightly longer than their male counterparts. Additionally, although less women than men are applying for Stage 3 and the subsequent promotion list is dominated by men, out of those females that do apply their success rate has been consistently higher than men for the last two promotion processes.

Analysis of the statistics relating to the Part 1 promotion exam also reveals that of the 121 who applied within their first year of eligibility 31% were female. This is a close reflection of the percentage of females being recruited into the role of Constable (36%) since PSNI recruitment started in November 2001.

Analyses of data relating to promotion for higher ranks (Superintending) indicate fewer female officers (6.4% of the total group) are applying for promotion at the higher ranks (Superintendent and above). It is also evident that female candidates are more likely to fail the paper sift procedures for these ranks than male candidates. In 2004 6 female officers applied and only one passed the paper sift process and in 2006 9 females applied and 2 passed the paper sift process.

In terms of Catholic officers of both male and female gender the imbalance that existed means fewer of these officers are represented in higher ranks. There is nothing to indicate that these officers are differentially impacted on as a result of the present promotion Process. It is rather a result of history. The same can be said of those officers from ethnic groups.

3.2 Her Majesty’s Inspector of Constabulary Review

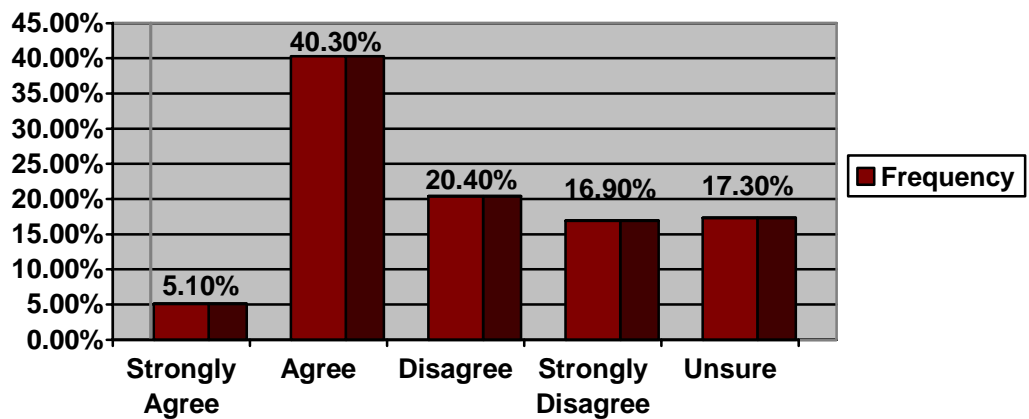
In reviewing the processes relating to promotion up to the rank of Chief Inspector a questionnaire was sent to officers and other key stakeholders within PSNI and separate interviews were held with key stakeholders both internal and external to the organisation. A return rate of 22% was achieved for the questionnaire. Data was also obtained from staff that had been unsuccessful in previous competitions and those who have not yet engaged with the process. These groups were targeted following extraction of data held in the PSNI internal HR system(s) with reference to those qualified to the ranks of sergeant and inspector.

An equality impact assessment element was an integral part of that review seeking respondent’s perspectives on statements about equality issues. A list of groups and people interviewed can be found in Appendix C of HMIC Review at Appendix VI of this report.

3.2.1 Responses from HMI Review

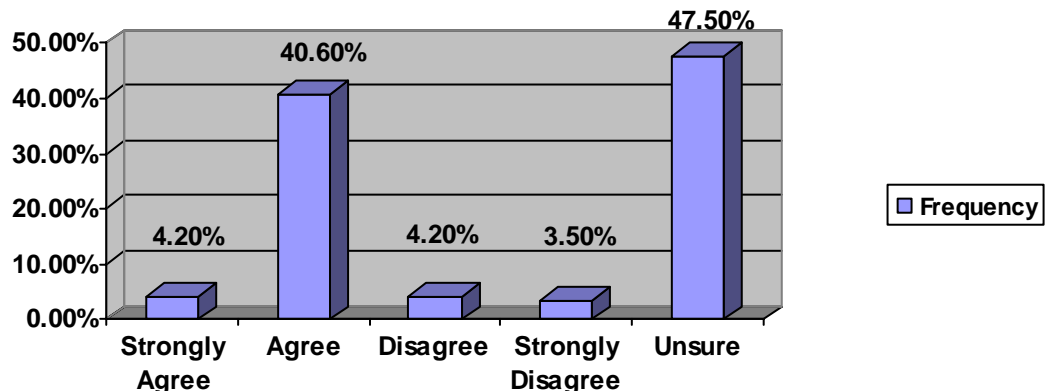
Responses to those Equality and Diversity statements were as follows:

Statement - “The current promotion processes enables diversity?”



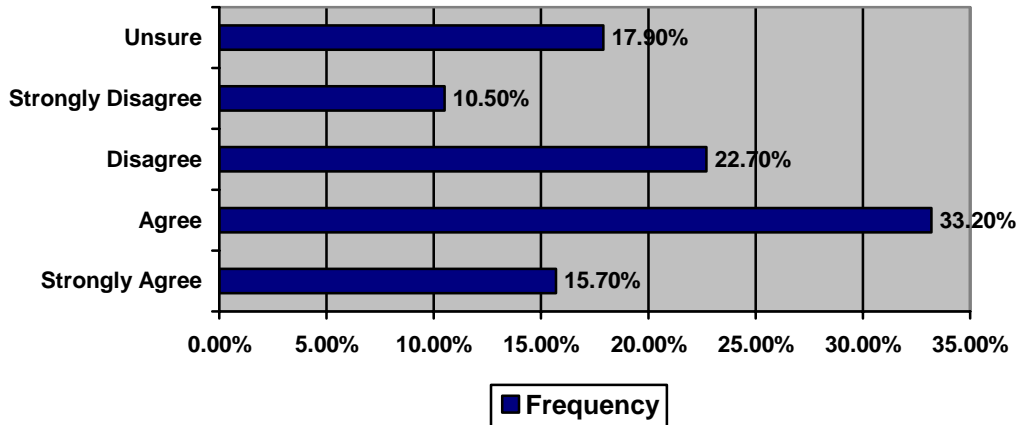
45.4% of respondents agreed or strongly agreed the current promotion processes enable diversity. 37.3% disagreed or strongly disagreed to this statement, whilst 17.3% were unsure if the processes enabled diversity.

Statement - “Promotion processes meet the 1995 Disability Act?”



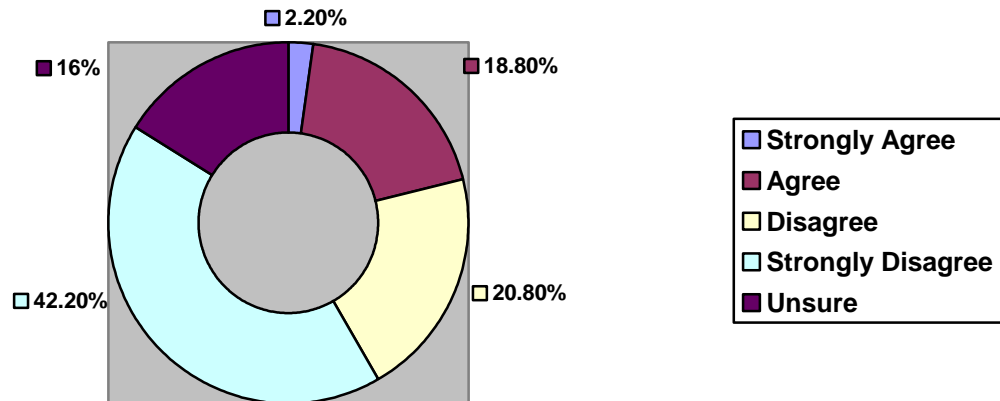
44.8% of respondents agreed or strongly agreed the promotion processes meet the 1995 Disability Act. Only 7.7% disagreed or strongly disagreed to this statement, however, interestingly 47.5% were unsure whether the requirements of the Disability Act were met.

Statement - “The Service actively targets under-represented groups for promotion?”



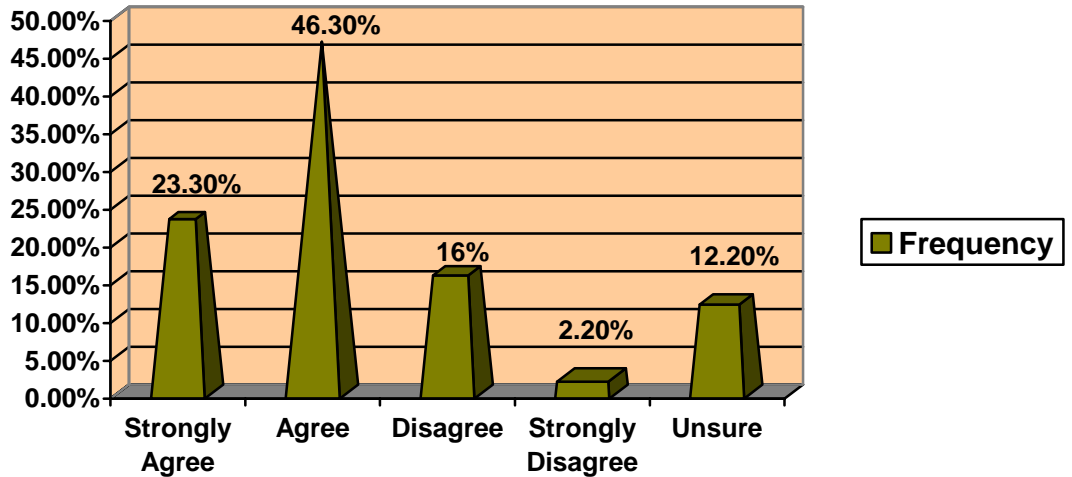
48.9% of respondents agreed or strongly agreed the service actively targets under-represented groups. However, 33.2% of respondents disagreed or strongly disagreed that these groups were targeted. 17.9% were unsure.

Statement - “Stage 3 is deemed a non-discriminatory system?”



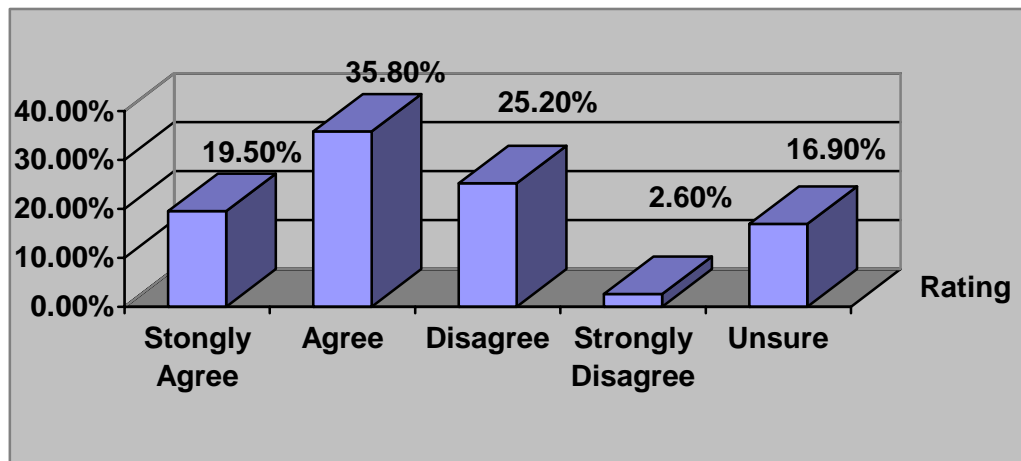
63% of respondents deemed Stage 3 a discriminatory system, whilst 21% deemed it to be non-discriminatory. 16% were unsure whether it was discriminatory or non-discriminatory.

Statement - “If the PSNI internal promotion processes were improved then more officers would seek promotion to the next rank?”



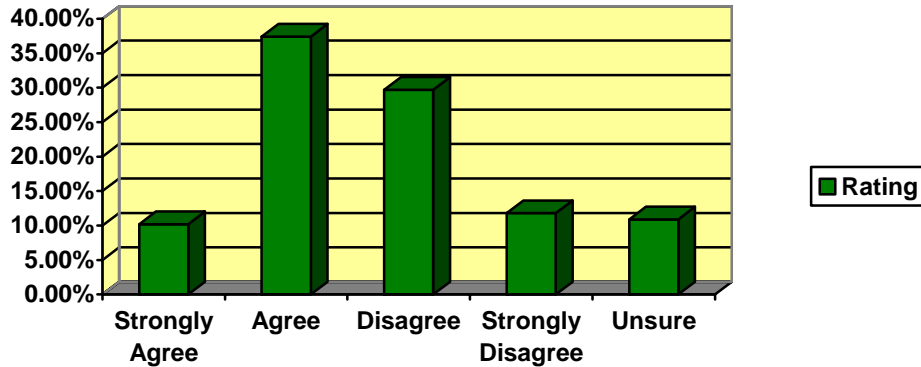
The majority of respondents (69.6%) agreed or strongly agreed if the internal promotion process were improved then more officers would seek promotion to the higher rank. 18.2% disagreed or strongly disagreed with this statement, whilst 12.2% of respondents were unsure.

Statement - “The terms & conditions associated with promotion to the next rank cause hardship on some groups of staff?”



55.3% of respondents agreed or strongly agreed the terms and conditions associated with promotion to the next rank cause hardship on some groups of staff. 27.8% of respondents disagreed or strongly disagreed to this statement, whilst 16.9% were unsure.

Statement - "Part-time/flexible working should be available to newly promoted officers"



Whilst 47.6% of respondents agreed or strongly agreed that part-time/flexible working should be available to newly promoted officers, 41.5% disagreed or strongly disagreed.

3.2.2 Summary of Responses

Responses to statements relating directly to diversity issues revealed the following:

- While a number (45.4%) felt the current promotion examination process enables diversity 37.3% disagreed with 17 % feeling they were unsure.
- In relation to the whether they though the processes met the 1995 Disability Act slightly more were unsure about this (47.5%) as those who felt they did (44.8%). A small number felt it didn't (7.7%).
- When asked if they felt the service actively targeted under represented groups for promotion 48.9% felt it did while 33.2% did not and 17.9% were unsure.
- Asked if they felt Stage 3 of the process could be deemed a non-discriminatory system a majority of 63% felt it was a discriminatory system, 21% thought it wasn't and 16% were unsure.

Responses to statements relating to factors associated with rationales for applying or not applying for promotion revealed the following:

- Asked if they felt improvements to the process would encourage applications for promotion a majority of 69.6% indicated it would, 16.9% felt it wouldn't and 12.2% were unsure.

- Directly asked if the terms and conditions associated with promotion to the next rank because hardship on some groups of staff 55.3% felt they did, 27.8% considered they didn't and 16.9% were unsure.
- The availability of part-time/flexible working for newly promoted officers was considered by 47.6% as positive while 41.5% felt it wasn't and 10.9% were unsure.

The Equality Commission, a key HR stakeholder, and chief officers considered eligibility criteria based on time served to be unfair and possibly discriminatory on the basis of age.

In relation to the illness criteria associated with promotion eligibility a number of key stakeholders and interviewees felt that the management attendance Process should be extended to include the probationary period of officers newly promoted to the rank of sergeant and inspector. This was also extended to probationary periods in the rank where stakeholders believe that if an officer took more than a certain number of days sickness absence within the probationary period (or extended probationary period) then he or she may not be signed out of probation or confirmed in the rank. Stakeholders were of this opinion due to the fact if officers availed of a certain number of days sickness in this period, then they may be unable to demonstrate fully the competence required to be signed off as substantive in the rank sought. They also felt due cognisance should be taken of the Disability Discrimination Act.

Stakeholders expressed concern in relation to some work-life balance issues, e.g.

- ❖ The perception of some key stakeholders and interviewees is that, given the extensive hours and overtime worked by some specialist sergeants, there is no financial incentive for them to seek promotion to the inspector rank.
- ❖ Some stakeholders highlight the lack of incentive including the removal of the Inspectors shift allowance.
- ❖ Other respondents indicate that the operational requirement and protracted hours of duty placed on certain roles, for example that of Tactical Support Group (TSG) inspector or operational detective inspector may act as a barrier to officers desiring promotion. Some individuals consider that the current '4 on, 4 off 12-hour shift' pattern made these roles even more unattractive and is having a direct negative impact on the organisation's ability to attract applicants when opportunities arose.
- ❖ Other stakeholders suggest that this shift system might have a negative impact on diverse groups. Staff groups suggest this had the effect of stretching limited resources in some specialist areas.
- ❖ Both key stakeholders and interviewees alike allude to the necessity for the organisation to ensure that promotion to certain roles does not inadvertently cause a disproportionate hardship on diverse groups. Some stakeholders suggest that local pay flexibility allowing the staff required to work long and difficult hours in varying

locations to receive the appropriate remuneration may help to alleviate this problem. Others suggest the service should carry out a full review of the shift patterns and investigate the long-term effect of protracted hours on diverse groups.

In relation to the lower take up by females of promotion at higher ranks stakeholders suggested that the initial work in offering development opportunities for females in certain roles to increase their breadth of experience should be extended beyond the rank.

In addition, as the pool of eligible officers available for promotion to the rank of superintendent consists of a majority of male officers, key stakeholders state that, should the organisation run senior competitions to these ranks, this will only serve further to exacerbate the current under representation of females. They further indicate that 'given the profile of successful male candidates, both in terms of age and service, there would be even more limited opportunities in the future to redress the gender imbalance'. These stakeholders allude to the need for the service to think 'outside the box' in relation to initiating positive action not only to ensure that more females secure senior roles, but also that senior levels within the organisation become more representative of a greater religious mix. A consensus exists among this group that any future promotion competitions, particularly to the superintending ranks, should await the outcome of the present structural review, which in turn will inform the number of vacancies to be advertised.

Key stakeholders and HR professionals acknowledge that the service should monitor and evaluate all categories encompassed within Section 75 of the Northern Ireland Act 1998 at each and every level of promotion competition.

3.3 Analysis of Chief Inspector Promotion Process 2006 and DCU Commander Selection Process 2006

Analysis of the Chief Inspector promotion process provided predominately positive feedback in terms of most of the process employed. There were a small number of negative comments relevant to the actual process, e.g.

- Interview not perceived as best method of selection (Chief Inspector's Process)
- Speed of process (Chief Inspector's Process)
- Examination orientated towards uniform officers or weighted towards CID officers (Chief Inspector's Process)
- Some questions not perceived as relevant i.e. neutral working environment, RIPA, acceptable use (Chief Inspector's Process)

While no specific questions or analysis was directed towards specific Section 75 categories the opportunity existed for individuals to identify impacts on any category or categories as a result of the process. None were identified.

Analysis of the DCU Commander promotion process found the process to have been administered in a 'valid', reliable and fair manner'. No candidate suffered any adverse impact in relation to pass rates with respect to their community background, job role, length of service and day of attendance at the assessment process. However, no analysis was made in respect of gender as no female took part or was eligible for the process. In addition the lack of monitoring in regards to all Section 75 categories and the need for this to be addressed was identified.

4. ASSESSMENTS AND IMPACTS

The information from these sources provides evidence and indicators relative to Section 75 categories/groups as follows:

4.1 Men and Women Generally

Analysis of the quantitative data relating to promotion indicated that in the promotion processes of Constable to Sergeant and Sergeant to Inspector no negative impact or potentially negative impacts were highlighted. Variances were noted in terms of gender. These appear related to a choice by female officers to wait longer than male colleagues when sitting Stage 3 of the promotion process. While less female officers are likely to apply for promotion at this stage there is nothing to indicate there is a differential impact as a direct result of the promotion procedure.

In relation to applications for higher rank there are indicators that less female officers put themselves forward for promotion in comparison to their colleagues. The number of females who are likely to be successful in such a competition is low. This is due, in part, to the fact that the backlog of officers eligible to seek promotion to the rank of chief inspector is predominately male. Female candidates are also more likely to fail the paper sift procedures for superintending promotion processes.

4.2 Persons with Disability and Persons without Disability

There is a negative differential impact on officers who have a specific record of sick leave. This is a direct differential impact by reason of established criteria for promotion.

4.3 Persons of Different Religion

A differential exists between the number of catholic officers promoted and their protestant colleagues. The differential appears to be due to the legacy of the historical imbalance. A 50/50 policy of recruitment is geared towards addressing that imbalance which should have a knock on effect on promotion.

4.4 Persons of Different Race

This is similar to religion were there is negative differential existing as a result of historical factors and the present low numbers of officers from the ethnic minorities.

4.5 Persons of different Marital Status

There is nothing to indicate that there is a negative or positive differential in relation to marital status.

4.6 Persons of different Political Opinion

No data is recorded by PSNI in relation to political viewpoint so there is nothing to indicate positive or negative differential impact. The association with religion may allow for speculation but such would be inaccurate and invalid.

4.7 Persons of different Sexual Orientation

At the time of this EQIA no data was recorded by PSNI in terms of sexual orientation. It is now included as a question in the equality monitoring process. There is nothing to indicate that a differential exists, either positive or negative, in the promotion process.

4.8 Age

Officers have to complete a set period of experience within the rank to be able to move forward to the next level. In some ranks these are probation periods. The time served criteria for substantive officers has the potential to have a differential impact on some officers making them have to wait until they have the prerequisite period before being allowed to go forward for promotion.

5. MEASURES AND ALTERNATIVE POLICIES THAT MIGHT MITIGATE ADVERSE IMPACTS.

There are a number of measures and potential policies, which might impact on the adverse impacts identified in this EQIA.

5.1 Stage Three of Promotion Process

Despite 45.4% of respondents to the HMIC survey indicating that the service actively targets under-represented groups for promotion, there is a perception that Stage Three of the process is discriminatory (63%). It appears to have some influence on the decision of female officers coming forward for that part of the process.

In the recent promotion processes for Constable to Sergeant and Sergeant to Inspector Stage Three has been removed. This change should help remove some of the discriminatory perceptions. The introduction of a work based assessment as a measure of competence in place of this stage may also enhance equality of opportunity.

5.2 Disability Discrimination Act (DDA)

The DDA is applicable to all police officers and this will mitigate any potential adverse impacts on those with a disability.

5.3 Promotion Regulations

Promotion regulations are also being changed as follows:

- A probation period of twelve months will be introduced for Inspectors.
- An assessment of competency will be introduced for Sergeants and Inspectors.
- The qualifying examination will be 'time-bound' – the period which candidates can hold the examination qualification, as an entry to the promotion process will be limited.

These changes will remove the time served criteria for these ranks, which will in turn positively impact on age, religion, gender and race Section 75 categories.

5.4 New Policies

A policy to ensure standardisation and consistency of work based portfolios used in probationary periods will also be implemented. This will enhance equality across all categories.

5.5 Other impinging factors

There are other factors that appear to impinge on the rate of officers placing themselves forward for promotion and these have been highlighted in the EQIA, e.g. financial, shift patterns, terms and conditions, part-time and flexible working. These cannot be dealt with as part of the promotion process but are recognised as influencing factors. As these are progressed as organisational issues their influence as decision-making factors may diminish. Shift patterns are being addressed at this moment and given they were identified as an issue the result of changes to them may have a positive impact on promotion candidature.

5.6 Section 75 Imbalances

The EQIA has also highlighted the need for more proactive action in regards to addressing the imbalance in regards to the various Section 75 categories across all ranks and senior ranks in particular. Obvious measures such as removing the time served criteria for promotion to the next rank would allow a greater pot of candidates from under-represented groups to apply as they are represented in greater numbers at the lower ranks. This would exclude the necessary probationary period, which newly promoted Sergeants and Inspectors must serve.

6 CONSULTATION

A consultation process was employed which attempted to reach and engage not only those the policy impacts on but those who had an interest in and direct involvement with Section 75 categories. A twelve-week period of consultation was set-aside for this EQIA, which ran from the 16th March 2007 to 8th June 2007.

The following actions were taken:

Letters were distributed to Key stakeholders and individuals informing them of the consultation and availability of relevant consultations documents. A notice was sent to each member of the organisation. Public notices were placed in the *Belfast Telegraph*, *Irish News* and *News Letter* newspapers, inviting comment in accordance with good practice. Direct accessibility to IT formats via the Home Page was offered on the PSNI's website. Offers for individual consultation meetings were made available. PSNI offered the availability of suitable copies of documents in diverse formats and in a timely manner. No requests were made. Fourteen meetings/interviews and a focus group of nine female trainees were arranged. Twelve of the meetings/interviews involved 15 individual female members and one male member of police staff and the following stakeholders were also represented at meetings/interviews:

Ethnic Minority Police Association
Gay Police Officers Association
British Association of Women Police Officers
Equality Commission for Northern Ireland

The following section sets out the findings from the submissions and meetings/interviews.

6.1 Consultation Key Findings

The Equality Commission made specific comment in respect to the methodology applied to the EQIA, i.e. more analysis and information should have been provided in respect to gender, religious background and disability and these have been addressed where possible in the final EQIA document. In addition to a general agreement that promotion is a life style choice and officers promoted should be capable and able of carrying out the role required the key findings of the consultation process were as follows: -

- **Potential Impacts:**
 - Under-representation –
 - There is under-representation of
 - Female officers in senior ranks (Superintending and above)
 - Catholics in senior ranks.
 - Ethnic Minority officers in all ranks
 - Profile –
 - The organisation should raise the profile of ethnic minority categories.
 - Affirmative targeting –
 - External respondent feels there is a need for affirmative targeting and support to address under-representation of Female, Catholic and Ethnic Minority Officers.
- **Promotion Process**
 - Competencies –

- Bound to specific posts and it is difficult to evidence them for some officers due to position and role.
- There is a lack of formal or informal opportunities to gain evidence of competencies.
- Some respondents feel the length of service criterion should be abandoned while others feel it should be maintained.

Ethnic Representation –

- More ethnic representation should be considered for promotion processes.

Consistency –

- There should be consistency in the promotion process.

Appraisal System –

- The use of an appraisal system or work based assessment are perceived as being prone to subjectivity and abuse by appraisers, intentionally or otherwise.
- The under-representation of female senior officers means there is a potential for appraisers, being male, to fail to understand female expectations or needs.
- Any appraisal system used needs to be seen and considered as robust and fair.

Attendance Records –

- External respondent feels there is a need to examine the use of attendance records in assessing suitability for promotion.

- **Career Development/Support**

Policy/Process –

- There is no career development or management of expectations available for officers considering promotion.

Support –

- Support services and policies for members with families or dependents are as yet unavailable.
- There is a perception among some respondents that there is a lack of support and training for newly promoted officers.

The submissions made by respondents both written and from meetings/interviews are attached at [Appendix VIII](#). PSNI responses to the written responses are also included.

7. DECISIONS

Having considered the findings from the consultation PSNI will take the following actions:

7.1 Monitoring

The need for monitoring of all Section 75 categories to ensure adequate valid and reliable data/information is available to screen and carry out EQIAs of policies etc. is recognised by PSNI

Action – From June 2007 all members of staff (police and police staff) will have been requested to provide data/information in respect of all nine Section 75 categories. This will form part of their personal record and steps are being taken to allow all employees to access and update their personal record including information in respect of equality. This will also allow all nine Section 75 categories to be monitored and potential impacts identified.

7.2 Length of Service Criterion

Probation periods have been introduced for the ranks of Sergeant and Inspector. PSNI does not feel that the removal of length of service as a criterion for senior rank positions can be removed as yet. The continuance of the severance scheme in compliance with the Patton Commission has an impact on the knowledge and experience base of the organisation. To ensure those appointed into senior positions are adequately equipped for the role the organisation will continue to apply this criterion to the promotion processes where and when required. Skill gaps have arisen on occasions, which have required the organisation to seek transfers for specific ranks, e.g. Sergeants from other forces. As with all promotions advertising takes place across all UK police services and An Garda Síochána.

7.3 Appraisal

PSNI introduced a revised performance appraisal process for police officers in April 2007. This process is directed towards the fair and consistent evaluation of performance. The appraisal will form a key component of the promotions process for police officers. The process will be assessed and evaluated to ensure that it is robust and objective in its application.

7.4 Men and Women in General

PSNI recognises the under-representation in regards to female officers in senior ranks and the low level of take up of opportunity in regards to them seeking such positions. The consultation has highlighted various factors, which impinge on the decision by female officers in seeking promotion to higher ranks. To assist in increasing the numbers of female officers considering promotion to senior ranks individual interviews have been held with female officers who may be eligible for promotion to those ranks. This has resulted in all of those female officers who meet the criteria for the next promotion process to the senior rank of Superintendent applying.

A Positive Action Leadership Development Programme is available which is directed towards personal leadership development with an emphasis on individuals recognising their own skills and assisting them to develop their careers in whatever direction they chose to take. To assist in the consideration of career development to more senior positions access to this programme will be made available to female officers in supervisory ranks.

In addition to the above actions policies and schemes which are targeted towards reducing the influence of factors which may influence a female

officer's decision to seek promotion are in the process of being introduced and applied to the organisation, i.e. Gender Action Plan, Child Care Voucher Scheme, Flexible Working, Work Life Balance and Shared Future Strategy.

In 2003 PSNI introduced a Gender Action Plan, which is directed towards:

- To investigate and address existing and future policies, procedures and practices which inhibit or exclude females from playing a full role within the Police Service of Northern Ireland.
- To examine the working practices of the organisation and propose actions which will enhance the work/life balance while ensuring operational effectiveness.

Since its inception the plan has been progressed with the establishment of a Women's Police Association, the PSNI joining the British Association of Women Police (BAWP). Mentoring for female officers was specifically identified within the plan and this is being progressed. Some informal mentoring has taken place as a result of the initial meetings among female officers within the Association.

The Child Care Voucher Scheme has been introduced with a Child Care Coordinator appointed to manage the process. This will assist officers in accessing Child Care thereby reducing one of the impacts on female officer's consideration of career development.

In addition to this the Shared Future Strategy targets women's needs and sets targets towards which the organisation is committed to achieving.

Action – PSNI will monitor the Gender Action Plan and the Shared Future Strategy to ensure their progress is maintained and the recommendations in regards to a mentoring scheme for female officers and targeted training and development programmes are implemented.

Action – Where there is a clearly identified under representation of female officers, Human Resource will conduct personal career development interviews with female officers eligible for promotion to senior ranks. These interviews will be directed towards assisting officers identify skills and competencies needed to prepare them for meeting criteria for promotion should they wish it.

Action – PSNI will invite female supervisory officers to access the Positive Action Leadership Development Programme.

Action – PSNI will monitor the rate of applications for senior ranks by female officers and analyse the influence of support measures on those rates.

Action – Subject to continuous funding and selection of a suitable candidate, a Network Support Officer will be appointed to support and raise the profile of female officers.

7.5 Religious Belief

While there may be some variance in the ratio of Catholic to Non-catholic officers as the severance programme continues PSNI anticipates an increase in the ratio of Catholic officers being promoted through the ranks. Analysis of those officers promoted from November 2001 indicates the following:

	Catholic Background	Non-Catholic Background
Sergeants Promoted	51.52%	48.46%
Inspectors Promoted	25%	75%

There were only four Inspectors promoted and the pool of eligible catholic Sergeants would not have been as big as those from Non-Catholic background. The overall trend reflects a movement towards equal success rates in regards to promotion in terms of religious background. PSNI is committed to continuing this trend and will seek to encourage officers from a Catholic background to consider promotion as part of their career development.

In pursuit of that aim officers from a Catholic background will be invited to attend the Positive Action Leadership Development Programme as described in the men and women in general reference above.

Action – PSNI will continue to monitor and review the number of Catholic officers seeking and gaining promotion.

Action – PSNI will invite officers from Catholic backgrounds to access the Positive Action Leadership Development Programme.

7.6 Racial Background

There is a need for ethnic minority officers to feel they can seek and gain promotion within the PSNI. Due to the historical fact that ethnic minorities were few in both Northern Ireland society and the police numbers are low in comparison to officers from Catholic and Protestant backgrounds. There are some ethnic minority officers in middle management positions.

Ethnic minority officers have attended the Positive Action Leadership Development Programme, as described above. Officers attending this programme provided a positive feedback as to its effectiveness in assisting them with personal/career development.

In addition to this a number of strategies, programmes, seminars and campaigns in liaison with representatives of ethnic minority groups have been organised to address issues around hate crime and police response. These help raise the profile relative to how PSNI is perceived in addressing the needs and concerns of the ethnic minority community. The introduction of an Independent Advisory Group with whom the organisation can consult also

reflects a commitment to responding to the needs and concerns of ethnic minorities.

A full-time Network Support Officer will be appointed to support the ethnic minority police association. This will raise and establish the profile of ethnic minority officers from an organisational perspective.

Action – PSNI will continue to monitor and review the number of ethnic minority officers seeking and gaining promotion.

Action – PSNI will examine potential strategies to encourage and support ethnic minority officers in seeking and gaining promotion.

Action – PSNI will appoint a full-time Network Support Officer to support the ethnic minority police association (this will be subject to continuous funding). This will raise and establish the profile of ethnic minority officers from an organisational perspective.

7.7 Persons of different sexual orientation

While the EQIA did not identify anything, which was felt to impact adversely on members of the Lesbian, Gay, Bisexual and Transsexual community the consultation did highlight some issues for this community. There was a feeling that some affirmative action should take place to ensure the organisation was reflective of society. It is felt that equality would be helped by members being able to feel secure enough to identify with their sexuality. Positive action leadership in relation to recognition of sexual orientation needs and issues and more positive action in regards to hate crime and the treatment of victims from the LGBT community would help improve the organisational climate in respect of sexual orientation.

Similar to people of different racial backgrounds a number of strategies, programmes, seminars and campaigns in liaison with representatives of the LGBT community have been organised to address issues around hate crime and police response. The success of many has been highlighted by the LGBT community, e.g. Foyle District Command Unit's recognition and response to hate crime in Londonderry/Derry.

Independent Advisory Groups (IAGs) have also been established which are consulted on issues relevant to the groups they represent.

Action – Subject to continuous funding and selection of a suitable candidate, a Network Support Officer will be appointed to support the development of the gay police association within the PSNI. This will raise and establish the profile of gay officers from an organisational perspective.

7.8 Disability

The requirements of the Disability Discrimination Act are applied to all policies etc. within the PSNI. The consideration of an application by an officer in regards to promotion, who may have declared they have a disability, is done so on an individual basis. A number of officers have been accommodated during the promotion process. Assistance has been provided to officers with writing difficulties, by the provision of scribes to assist in the written aspect of the process.

Action – PSNI will continue to monitor and analyse applications for promotion from officers who have declared a disability and ensure the requirements of the DDA are fairly applied.

7.9 Work Based Assessment

The introduction of a work based assessment in lieu of Stage Three of the promotion process for sergeants/Inspectors is directed towards measurement of competencies. Some concern has been raised in regards to the subjectivity of this process. The process will be subject to quality assurance measurement and the right of appeal will be provided. It is anticipated that these measures will counter subjectivity and provide objective measurement.

Action – PSNI will monitor the application of and assess the effectiveness and equality of the work based assessment process.

7.10 Career Development and Training

Consistency was highlighted as an issue, particularly among female officer respondents.

Consistency of process has an impact on all officers considering their career development and planning for achievement of evidence of competencies irrespective of background. PSNI is committed to achieving consistency but due to the dynamic aspect the organization finds itself in as a result of reorganization PSNI reserves the right to adjust promotion processes to meet the organizational needs and operational requirements.

Reference has been made to influencing factors which impact on decision by officers, of whatever background, in respect of promotion e.g.

- Mentoring
- Family commitments

PSNI recognises these and reference has been made to some of the support policies/schemes, which might assist female officers. These would also impact on officers with dependents irrespective of gender. To that end the following actions will be taken.

Action – A First Line Managers Course will be implemented in early 2008 during which individual training needs will be identified and an ongoing programme of development through the Core Leadership Development Programme will be established for each officer promoted. This will be followed by the establishment of an Inspector's programme in October 2008, which will complement the process of development established through the Sergeant's programme.

Action – Both programmes will be monitored and assessed to ensure compatibility with and benefit for the officers concerned.

PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX I

SCREENING DOCUMENT

**APPENDIX I
SCREENINT DOCUMENT**

SCREENING PAPER - PROMOTION

1. POLICY TO BE SCREENED

What is a policy?

The Equality Commission has defined 'policies' as '**all the ways a public authority carries out or proposes to carry out its functions relating to Northern Ireland**'. The Act defines 'functions' as including powers and duties'.

These are effectively a catch-all definitions that cover all Departmental policies, strategies, schemes, procedures and functions. If in doubt please contact the Equality Unit for advice.

1.1 Title of area to be screened:
PSNI Promotion

1.2 Brief description of area to be screened:

The policy aims to promote the most suitable supervisors and managers which will enhance the leadership capacity of the organisation and ensure a better service delivery to the public thus achieving targets set by both the Policing Plan and local DPPs.

1.3 Aims of policy to be screened:

The function seeks to ensure that all members receive fair and equal career development to provide the best possible service to PSNI, the individual and the community. It aims to implement promotion procedures that are credible, transparent and equitable and have the confidence of the staff. It seeks to select the best leaders for the organisation, reduce the number of challenges of the process and highlight development needs for officers.

1.4 Branch responsible for devising and delivering policy:

Occupational Psychology

1.5 Name of and contact details for person carrying out screening:
Contact PSNI Corporate Diversity Unit Ext: 69770

**APPENDIX I
SCREENINT DOCUMENT**

SCREENING ANALYSIS

When proceeding to screening “proper”, the Equality Commission has stated that there are four criteria to be considered. These are listed at 2.1- 2.4 below. You are asked to consider the criteria in relation to the Section 75 groups and to answer the questions accordingly.

“Don’t know”?, “No evidence”?

The questions ask for evidence in relation to the Section 75 groups. You should not think of the “don’t know” column in the form as the easy option to respond to any of the questions. In cases where you don’t know and you don’t have data on file, you will need to make a pragmatic judgement based on experience as to whether the policy you are screening may have an impact on any of the groups. If your judgement is that the policy may have a differential adverse impact on any of the Section 75 groups (i.e. it affects them differently and less favourably than other groups), you should seek to obtain evidence. You should note that evidence can be qualitative – i.e. drawn from the experience of individuals from their perspective - as well as quantitative. Officials must give consideration to steps that they could reasonably be expected to take to obtain evidence and thereby inform their decision-making. Such steps could include meeting with a representative group or selective consultation.

Where there is little or no evidence, and common sense indicates that a differential impact may be expected, you should discuss this with the Equality Unit.

2.1 Is there any evidence of higher or lower participation or uptake by different groups? If so, please indicate below.

CATEGORY	YES	NO	DON'T KNOW
Gender			
Sexual orientation			
Religion			
Political opinion			
Disability (physical and learning)			
Race or ethnic origin (includes Travellers)			
Age			
Dependant responsibilities			
Marital status			

**APPENDIX I
SCREENINT DOCUMENT**

If **YES** give details:

Evidence indicates that women in PSNI are less likely to apply for promotion than men.

Give brief details of the evidence available/used:

By using analysis highlighting adverse impact, significant differences, validity and reliability. Feedback questionnaires were used and the process was reviewed upon completion. The number of complaints against the process were also analysed and external quality assurance (Assessment Ombudsman, Equal Opportunities and Diversity Specialist) was used.

2.2 Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy?

CATEGORY	YES	NO	DON'T KNOW
Gender			
Sexual orientation			
Religion			
Political opinion			
Disability (physical and learning)			
Race or ethnic origin (includes Travellers)			
Age			
Dependant responsibilities			
Marital status			

If **YES** give details:

As above

2.3 Is there an opportunity to better promote equality of opportunity or better community relations by altering the policy or working with others in Government or in the larger community?

**APPENDIX I
SCREENINT DOCUMENT**

CATEGORY	YES	NO	DON'T KNOW
Gender			
Sexual orientation			
Religion			
Political opinion			
Disability (physical and learning)			
Race or ethnic origin (includes Travellers)			
Age			
Dependant responsibilities			
Marital status			

If **YES** give details:

2.4 Have consultations with relevant groups, organisations or individuals indicated that particular policies create problems that are specific to them?

CATEGORY	YES	NO	DON'T KNOW
Gender			
Sexual orientation			
Religion			
Political opinion			
Disability (physical and learning)			
Race or ethnic origin (includes Travellers)			
Age			
Dependant responsibilities			
Marital status			

If **YES** give details:

A working group and research into women's experience in relation to promotion was set up to address issues raised.

**APPENDIX I
SCREENINT DOCUMENT**

If the answer to **any** of the questions in respect of any of the categories is “**YES**”, you – in discussion with the Equality Unit – will have to consider whether the policy has a significant impact on equality of opportunity and, therefore, should be subject to an equality impact assessment.

If the answer to **all** the questions in section 2 is **NO** an equality impact assessment is not required.

If the answer to any of the above questions is **DON'T KNOW**, and common sense and experience indicate that a differential impact may be expected, you will need to discuss this with the Equality Unit.

It may be that a policy has an adverse differential impact on certain people in one or more of the categories as a consequence of targeting or affirmative action to combat an existing or historical inequality. If this is the case, please give details below and contact the Equality Unit if you are in doubt:

--

3. EQUALITY IMPACT ASSESSMENT RECOMMENDATION

Equality impact assessment procedures are confined to those policies considered likely to have significant implications for equality of opportunity.

3.1 If screening has indicated that a policy is having an adverse differential impact, how would you categorise it?

Please tick.

Significant impact	<input type="checkbox"/>
--------------------	--------------------------

Low impact	<input type="checkbox"/>
------------	--------------------------

3.2 Do you consider that this policy needs to be submitted to a full equality impact assessment?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Reasons for your recommendation:

**APPENDIX I
SCREENINT DOCUMENT**

Ensuring that people feel that they have equality of access to promotion opportunities regardless of gender is key to ensuring that PSNI promote the most effective managers and supervisors and an Equality Impact Assessment is therefore recommended.

Please indicate the time it has taken to complete this form and at what level.

Occupational Psychologist – 1 day.

Please forward a copy of this form to the Equality Unit

PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX II

STATISTICAL INFORMATION

**APPENDIX II
STATISTICAL INFORMATION**

Promotion - Constable to Sergeant

Year	% of those eligible to apply by gender		% of those who did apply by gender		Average length of service of those who applied		Gender breakdown of those in pool for interactive stage 2		Average length of service of those in pool for stage 2		Gender breakdown of those in pool for written stage 3		Average length of service of those in pool for stage 3		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2003	85.17	14.83	87.33	12.67	9	6	66	18	9	5	30	12	10	5	13	8	10	5
2004	85.14	14.86	88.15	11.85	9	7	71	8	9	5	36	5	9	5	34	5	9	5
2005	83.58	16.42	80.37	19.63	8	4	66	16	8	5								

Promotion - Sergeant to Inspector

Year	% of those eligible to apply by gender		% of those who did apply by gender		Average length of service of those who applied		Gender breakdown of those in pool for interactive stage 2		Average length of service of those in pool for stage 2		Gender breakdown of those in pool for written stage 3		Average length of service of those in pool for stage 3		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2003	89.58	10.42	89.29	10.71	14	11	53	5	11	8	30	4	11	9	26	1	11	15

**APPENDIX II
STATISTICAL INFORMATION**

2004	88.83	11.17	88.17	11.83	14	12	33	7	12	12	15	3	11	16	13	3	11	16
2005	88.20	11.80	84.40	15.60	14	10	39	6	13	8	19	5	12	7				

Promotion - Inspector to Chief Inspector

Year	% of those eligible to apply by gender		% of those who did apply by gender		Average length of service of those who applied		Gender breakdown of those in pool for interactive & written stage 2		Average length of service of those in pool for stage 2		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2003														
2004	NO PROMOTION PROCESSES WERE HELD DURING THIS PERIOD													
2005														
2006	90.02	9.98												

**APPENDIX II
STATISTICAL INFORMATION**

**Promotion - Chief Inspector to
Superintendent**

Year	% of those eligible to apply by gender		% of those who did apply by gender		Average length of service of those who applied		Gender breakdown of those in pool for interview stage 2		Average length of service of those in pool for stage 2		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2003	N/A													
2004	89.39	10.61	91.75	8.25	23	20	33	1	22	20	23	0	21	0
2005	N/A													
2006	83.52	16.48	86.77	13.23	23	24	30	2	22	24	23	1	21	28

**APPENDIX II
STATISTICAL INFORMATION**

Promotion - Superintendent to Chief Superintendent

Year	% of those eligible to apply by gender		% of those who did apply by gender		Average length of service of those who applied		Gender breakdown of those in pool for interview stage 2		Average length of service of those in pool for stage 2		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2003	N/A													
2004	97.26	2.74	100	0	24	0	16	0	24	0	7	0	24	0
2005	N/A													

Promotion - Chief Superintendent to Assistant Chief Constable

Year	% of those eligible to apply by gender		% of those who did apply by gender		Average length of service of those who applied		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F	M	F	M	F
2003										
2004	EXTERNAL COMPETITIONS HELD TO FILL POSTS									
2005										

**APPENDIX II
STATISTICAL INFORMATION**

**High Potential Development
Scheme**

Year	% of those eligible to apply by gender		% of those who did apply by gender		Average length of service of those who applied		Gender breakdown of those in pool for psychometric test stage 2		Average length of service of those in pool for stage 2		Gender breakdown of those in pool for interview stage 3		Average length of service of those in pool for stage 3		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Sep-03	84.82	15.18																
Feb-04	84.44	15.56																
Sep-04	83.13	16.87																
Feb-05	82.5	17.5																
Sep-05	81.5	18.5																
Feb-06	80.67	19.33																

PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX III

**ANALYSIS OF SUPERINTENDENT ASSESSMENT
CENTRE**

NOVEMBER 2001 PROMOTION PROCESS (2002)

APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

Analysis from November 2001 Promotion Process

Produced for PSNI
Head of Staff & Policy Development
Director of Personnel
Senior Director of Human Resources

By

Sharon Beattie
Yvonne Cooke
Occupational Psychologists

12th March 2002

**APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE**

ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

Executive Summary

As a consequence of recommendations made by a PSNI Working Group reviewing their internal promotion process for the rank of Superintendent, the 2001 process was re-designed and delivered following a new design model. The Assessment Centre exercises were designed to accurately reflect the issues and problems faced by officers holding that rank and were unlike the past, all set within a policing context.

This analysis reports on the results of the first Assessment Centre designed using this approach and was recommended to establish the fairness and objectivity of the process.

The analysis was conducted on 86 candidates attending the Assessment Centre with a further analysis conducted on the 36 successful candidates. This excludes those candidates affected by the Guidance for Promotions, Appointments and Transfers Appeals –service procedure. These candidates were excluded as the appeals process was still in operation at the time the analysis was conducted.

The Vacancy Bulletin and Notes of Guidance stated that 35 candidates would be required at the rank of Superintendent. 36 candidates were subsequently taken. The reason for taken an additional candidate was due to joint scores associated with the final three candidates.

This analysis is statistical based and is complementary to additional qualitative and quantitative analysis currently being carried out looking at responses from Candidate Feedback Questionnaires and the reliability of the Assessment Centre by conducting an inter-rater reliability analysis. We analysed statistical data under the following areas:

- **Community Background**
- Gender
- Age
- Job Role
- Assessor qualifications (namely OSPRE)
- Day of attendance at the centre
- Allocated centre

The results highlighted that there was no adverse impact in relation to any of the areas analysed although differences were found in the results for successful candidates.

APPENDIX III ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

1. Introduction

A vital part of any assessment is to monitor and evaluate that it does what it was designed to do in a valid, reliable and fair manner. Therefore, it is important that mechanisms are in place to carry out checks and inform the test designers (the Occupational Psychologists) and the Organisation of any potential problems with the system. There are a number of ways to monitor and to evaluate a system.

Qualitative methods focus on the reactions and experiences of candidates. These can be established by debriefs, questionnaires or a combination of both. In relation to the Superintendent Assessment Centre areas of particular interest include administrative arrangements, briefings, assessment location, fairness and relevance of the exercises, opportunity to display skills, time spent preparing for the Assessment Centre etc. A candidate questionnaire focusing on these issues was designed and distributed to all candidates upon completion of the Assessment Centre. These questionnaires are currently being analysed and the results will be presented in a Management Report.

The results from this questionnaire should be examined and considered thoroughly, as any information, which may improve exercise design, and the assessment process can only be of benefit to all concerned. Any changes made to the process should be communicated to all interested parties.

In addition to this, quantitative research can be carried out on the demographic information collected or held on PSNI Human Resource Systems. This type of analyses is more telling and provides detailed information about how certain biographical factors may impact on overall assessment performance. It is therefore vital that this biographical information is collected to ensure that no particular groups are adversely disadvantaged by the assessment process. Biographical information, which is of particular interest, should be collected as a matter of course or should be ready available for analyses. Biographical information, which is of particular interest, includes gender, age, community background, assessor qualifications, job role, day of attendance at the centre and allocated site.

The analysis was conducted on a newly designed Assessment Centre Approach. This arose as a consequence of recommendations made by a PSNI Working Group reviewing their internal promotion process for the rank of Superintendent. The 2001 process was re-designed and delivered following a new design model.

This design model involved the following steps:

- Writers Meeting 1
- Critical Scenario Interviews
- Writers Meeting 2

APPENDIX III

ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

- Stakeholder consultation
- Exercise Writing
- Exercise Trial
- Exercise Review 1
- Group Discussions
- Exercise Review 2
- Pilot
- Exercise Review 3
- Checklist Design
- Validation
- Checklist refinement

Given the litigious nature of the organisation this model was adopted as the basis for producing valid, reliable and fair assessment exercises to stand all scrutiny if future challenges occurred to the process.

Before commencing the Design Model a job analysis workshop was conducted with existing Superintendents to establish the key tasks and competencies required for the role. The tasks and competencies from both the National Competency Framework project and the Bramshill model were used as a basis for conducting the job analysis. This workshop established that six key competencies would be assessed at the centre and a number of key tasks. The behavioural competencies were as follows:

- Strategic Planning
- Leadership
- Communication
- Professional & Ethical Standards
- Self Motivation
- Decision Making

All exercises were developed using the model outlined and were designed with the key tasks and behavioural competencies in mind.

The final validation produced five exercises - three written and two interactive. A summary of these exercises is outlined on the following page.

APPENDIX III ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

Mc Donald

Candidates were required to prepare a report for Assistant Chief Constable in relation to a planned protest at the CompuDrive factory by the Ulster Movement for Protestant Rights. Their report had to include a clear statement of policy, which established strategic objectives for policing the protest and an explanation how the issue might impact in the medium and longer term.

Woods

Candidates were required to reply to a letter from the Managing Director of CompuDrive. The MD had written a letter to the Assistant Chief Constable expressing his concern about the planned protest by the Ulster Movement for Protestant Rights. He was alarmed to learn that this organisation intended to protest outside CompuDrive factory gates during the factory's opening ceremony. The MD wanted to know how police were going to ensure that the factory's opening ceremony would take place unhindered, and how his workforce and suppliers would be protected in the future.

King (written)

Candidates were required to prepare a report for the Regional Assistant Chief Constable in relation to the issues raised in a letter received from the Chairperson of Whitefield Residents Association and the minutes of a recent meeting of the association. The meeting had been held to discuss the perceived growing drug problem on the Whitefield estate. Candidates were asked to outline their plan of action/strategy to deal with the problem covering short, medium and long term.

King (Interactive)

Candidates met with Inspector King, Sector Inspector, Glenowen to discuss the contents of a letter received from the Chairperson of Whitefield Residents Association and the contents of minutes of a recent meeting, which was attended by Inspector King. The meeting had been held to discuss the perceived growing drugs problem on the Whitefield estate. In the letter the Chairperson referred to the fragmented response to the problem by interested bodies and stated her disappointment with some of the comments made by Inspector King.

Magill

Candidates met with a local MLA to discuss issues raised in an article, which had appeared in the Castlemeade Chronicle. The MLA had been quoted in the article complaining about cutbacks in community policing in the Ballymachan estates.

**APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE**

2. Method

A Fisher's Exact test was used to analyse pass rates. Further analyses were conducted on the mean scores for successful candidates. The tests used for these analyses were a mixture of t-Tests and Analysis of Variance (ANOVA).

3. Sample Analysed

Total Group = 86 applicants

Community Background	Protestant = 76
	Catholic = 8
	Other = 2
Gender	Male = 81
	Female = 5
Age	Between 35 & 40 = 14
	Between 40 & 45 = 48
	Between 45 & 50 = 21
	More than 50 = 3
OSPRE qualification	OSPRE qualified = 19
	No OSPRE qualification = 67
Job Role	Operational (DCU) = 28
	Headquarters = 24
	Special Branch = 16
	CID = 16
	MSU (TSG) = 3

All members of the group are of white ethnic origin, highlighting English as their first language.

4. Results

Gender – 81 males (94.2%) and 5 females (5.8%) took part at the Assessment Centre. Of the successful candidates 94.4% (34) were males and 5.6% (2) were females. A Fisher's Exact analysis indicates that there was no significant difference in the male and female pass rates. A further analysis was conducted on the successful candidates. A t-Test analysis highlighted that there was no significant difference between the mean scores achieved by male and female candidates.

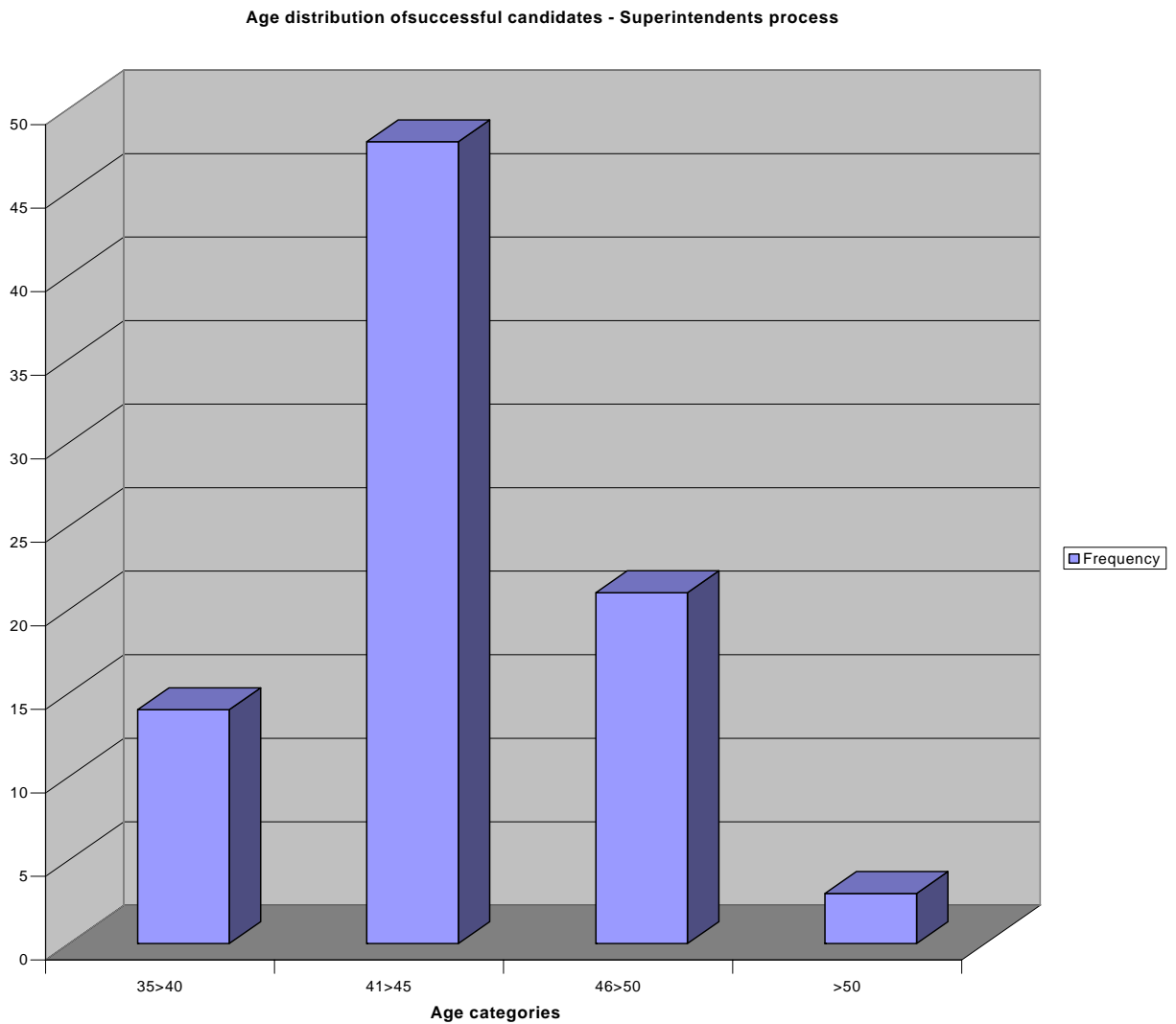
Community Background – 76 candidates (88.4%) from Community Background 1 (Protestant), 8 candidates (9.3%) from Community Background 2 (Catholic) and 2 candidates (2.3%) from Community Background 3 (Others) took part at the Assessment Centre. 80.5% (29) Protestants, 13.9% (5) Catholics and 5.6% (2) Others were successful. A

APPENDIX III ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

Fisher's Exact analysis indicates that there was no significant difference in pass rates between the two main categories. The 'Other' group was too small a group to analysis.

Age – There was no relationship between the age of candidates and likelihood of succeeding at the Assessment Centre. The average age of candidates taking part in the process was between 40 and 45. The age groups are illustrated in the below chart:

Table 1 – Percentage Pass Rate by Age Band



APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

Age Band	Percentage Pass Rate
Between 35 & 40	19.4% (7)
Between 40 & 45	63.9% (23)
Between 45 & 50	13.9% (5)
Over 50	2.8% (1)

Although results indicated that there was no significant difference in pass rates, this should be closely monitored as one more individual succeeding from the between 40 & 45 age group could have indicated a significant difference.

These results were further analysed by means of ANOVA. This test looked at the differences in scores for the successful candidates. Results from this analysis highlighted a significant difference between the scores with the younger age group performing better than the older age groups.

Before considering the results from this analysis it is worth bearing in mind that no adverse impact was demonstrated. In addition the following research information is worth considering:

The fairness of the Assessment Centre with respect to age is difficult to judge (Baron & Janman 96). There are a number of confounding factors, which make analysis in this area difficult to interpret. Firstly age is confounded with experience. Secondly it would seem likely that people with the greatest potential tend to be promoted earlier, therefore when older and younger candidates are assessed together, the older group may on average be a relatively lower performing sample of their cohort than the younger ones. On the other hand, older poor performers may also be less likely to be assessed if they have realistically lowered their career aspirations (perhaps linked in to the smaller number of the older group actually applying for promotion and the link with severance). Thirdly, the relationship between age and performance may not be linear. For instance, for younger groups there may be a strong positive relationship whilst the learning curve is steep, in middle age the curve may flatten out and, towards retirement age, there might be a slight drop in performance levels.

Some research backs up this linear relationship whilst other research found no such relationship. Other research has highlighted that older people may be less used to the circumstance of being assessed. Young managers closer to the constant assessment of educational institutions, and on steeper advancement track, are likely to have more experience of being assessed. Dulewicz & Fletcher (82) found a negative correlation between overall assessment results and age but the effect size was small. Overall research in this area is inconclusive. What is important is for the practitioner is to be aware where the threats to equity are likely to arise and to monitor these.

APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

Finally, even though one group may perform differently from another this does not mean that the process is unfair. If the proper steps are taken through out the design process starting from the job analysis through to the mapping of more than one exercise against each dimension to provide multiple sources of information it should therefore minimise unfairness and bias against any applicant group.

OSPRE qualification – This dimension was analysed following assumptions from candidates that those individuals holding this qualification were at an advantage compared to applicants without the qualification. 19(22.1%) candidates who held the qualification and 67(77.9%) without the qualification took part at the Assessment Centre. Of those candidates 27.8% (10) with the qualification and 72.2% (26) without the qualification were successful. A Fisher’s Exact analysis indicates that there was no significant difference in pass rates between those who held the qualification versus those who didn’t. A further analysis was conducted on the successful candidates and demonstrated that there was no difference in mean scores between those who held the qualification and those without.

Job Role – Again this dimension was analysed following assumptions from candidates that individuals who worked within the area of Special Branch at the time of the Assessment Centre were at an advantage compared to applicants who worked in other areas of the Organisation. This assumption arose as a number of candidates from this discipline attended development centres in England prior to the process. These centres were not funded by the Organisation. The breakdown of applicants and success rates are outlined in the tables below:

Table 2 – Breakdown of number of applicants by Job Role

Job Role	Number of Candidates
Operational (DCU)	28 (32.6%)
Headquarters	24 (27.9%)
Special Branch	16 (18.6%)
CID	15 (17.4%)
MSU (TSG)	3 (3.5%)

Table 3 – Percentage Pass Rate by Job Role

Job Role	Percentage Pass Rate
Operational (DCU)	27.8% (10)
Headquarters	27.8% (10)
Special Branch	25% (9)
CID	16.7% (6)
MSU (TSG)	2.8% (1)

APPENDIX III ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

A Fisher's Exact analysis indicates that there was no significant difference in the pass rates in relation to job role. A further analysis was conducted on the successful candidates. An ANOVA analysis highlighted that there was no significant difference between job roles in the scores achieved at the Assessment Centre.

Day of Attendance - The Assessment Centre for the rank of Superintendent was conducted over three days from the 28-30 November 2001 at La Mon Hotel & Country Club, Belfast. No significant differences in pass rates were evident between the different days. The following table shows the pass rates for each of the different days:

Table 4 – Percentage Pass Rate by Day

Day	Percentage Pass Rate	Total Candidates
One	30.6%	11
Two	33.3%	12
Three	36.1%	13

Although no Adverse Impact was found between the pass rates for each of the different days, a difference was found in the mean scores for each of the days. Day 3 achieved the highest mean score for the Assessment Centre. One might conclude that this is due to leakage of material. However, as there was no difference in pass rates for each of the days and research has stated that candidates actually disadvantage themselves by being made aware of the content of an Assessment Centre before attending then no definite conclusions can be drawn. For example, often candidates will forget to probe the key points and will go straight to a conclusion if they are aware of an exercise, hence fail to pick up valuable scores. Other factors should also be looked at before conclusions can be drawn. For example the age range of individuals attending on day 3, the job function, and their location. All these factors could interact to affect the results.

Test Centre - The Assessment Centre was split into two sites – red and blue. Candidates were allocated one of these sites and each was run at the same time. For example syndicate two, red and blue were both registered at the same time and conducted their exercises in exactly the same order. This meant that double the amount of assessors were required for run the process, but enabled the process to assess double the amount of candidates in half the time it would have taken if a single site had been run. A potential problem with running double sites is the differences in marking between assessors and role acting. To ensure that this didn't occur all assessors used in the process were trained to the same standard. An additional training day was held the day before the centre commenced. Assessors and Role Actors were given specific training in relation to the

APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

exercises they would mark and role act. They were also quality assured during this day and a full rehearsal was conducted before commencement of the actual centre.

During the three days the Assessment Centre was moderated by Quality Assurers and external moderators to ensure consistency. In addition an inter-rater reliability study was carried out. The aim of this study was to establish the inter-rater reliability of the Assessment Centre for the purpose of providing confidence in the process to candidates and senior management alike. The research involved one 'ghost' assessor, assessing alongside qualified assessors. The overall findings of the study show that the inter-rater reliability in relation to the process was considered to be substantial (0.78). This inter-rater analysis was conducted on both the red and blue sites.

To add further support for running a double site a Fisher's Exact test was carried out to look at the pass rates for both sites. 42 (48.8%) of candidates attended the red site while 44 (51.2%) of candidates attended the blue site. No significant difference was found in the pass rates. A further analysis was carried out on the mean scores for successful candidates. A T-Test demonstrated that there were no differences in scores for candidates attending the red site compared to candidates attending the blue site. These results support the continual use of double sites at future Assessment Centres.

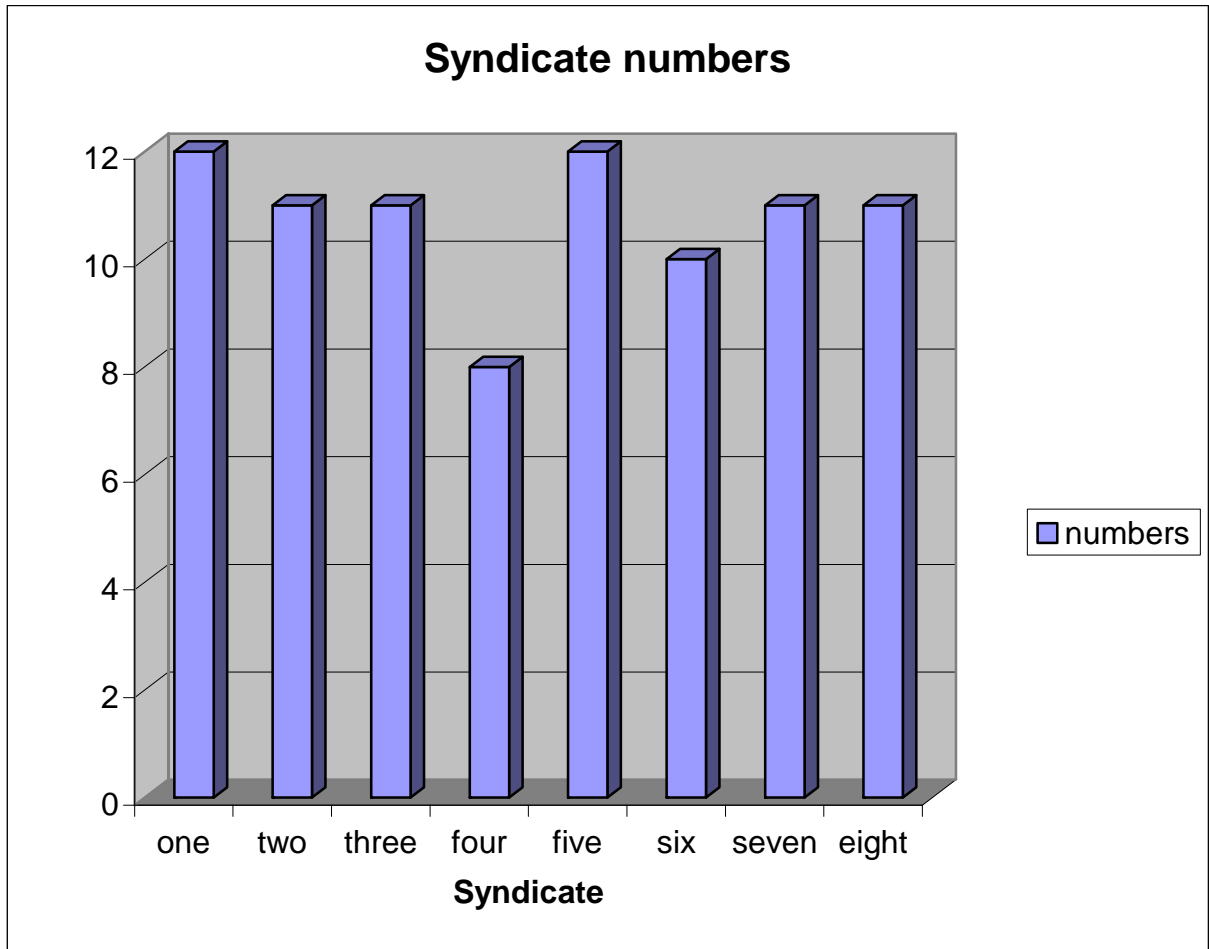
Syndicate time – Eight syndicates a day were assessed at the centre. The registration time for each of the syndicates was as follows:

Table 5 – Registration time for each syndicate

<u>Syndicate</u>	<u>Registration time</u>
<u>1</u>	<u>8.15 hours</u>
<u>2</u>	<u>8.45 hours</u>
<u>3</u>	<u>9.15 hours</u>
<u>4</u>	<u>9.45 hours</u>
<u>5</u>	<u>12.30 hours</u>
<u>6</u>	<u>13.00 hours</u>
<u>7</u>	<u>13.30 hours</u>
<u>8</u>	<u>14.00 hours</u>

The Graph below page highlights the numbers that attended for each of the syndicates.

**APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE**



Pass rates for each of the syndicates are as follows:

Syndicate	Percentage Pass Rate	Total Candidates
1	16.7%	6
2	19.4%	7
3	8.3%	3
4	5.6%	2
5	13.9%	5
6	16.7%	6
7	11.1%	4
8	8.3%	3

A Fisher's Exact test was conducted on the pass rates for each syndicate. No significant difference was found between each syndicate in relation to pass marks.

An ANOVA was carried out on the successful candidates' scores. This analysis indicated that there was no significant difference in mean scores between any of the syndicates. This analysis supports the continual monitoring of candidates by both the Quality Assurance Team and the external moderators.

APPENDIX III ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

5. Conclusions

Overall the analyses highlight that the Assessment Centre for promotion to the rank of Superintendent did what it was designed to do in a valid, reliable and fair manner. No candidate suffered any adverse impact in relation to pass rates with respect to their gender, age, community background, job role, whether they held an OSPRE qualification, the syndicate they attended, the actual site and the day of attendance.

It is strongly recommended that other biographical data is monitored in the future. This should include the categories established under Section 75, such as disability. The results analysed from this centre should also be analysed in the future with a valid method of assessing job performance. This will highlight the predictive validity of the Assessment Centre. This however can only be achieved when the Organisation has a fully effective and valid appraisal system that achieves the support and commitment of all its members.

On the basis of these quantitative analyses one could make a recommendation for the next promotion process for this rank to be conducted in a similar fashion. However, before the decision is made the reactions and experiences of candidates should be taken on board. These will be established by analysing the data from the candidate feedback questionnaires, which was distributed to all candidates upon completion of the Assessment Centre. These questionnaires are currently being analysed and the results will be presented in a Management Report. Only then can any firm recommendations be made in relation to the way forward.

APPENDIX III
ANALYSIS OF SUPERINTENDENT ASSESSMENT CENTRE

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PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX IV

**WOMEN AND PROMOTION
INTERIM REPORT 2005**

APPENDIX IV
WOMEN AND PROMOTION, INTERIM REPORT
WOMEN AND PROMOTION, INTERIM REPORT
5th August 2005

Background

This report pertains to the project entitled 'Women and Promotion' being undertaken by the Occupational Psychology Unit to investigate the progression of female officers through the ranks in PSNI and the barriers they may experience. The report details the quantitative findings from the first stage of the project, which relates to recommendation 7 of the Gender Action Plan:

"It is recommended that as part of the Promotion Review chaired by ACC Sheridan, an analysis is carried out to establish if there is a significant disparity between the length of service of male applicants and female applicants for promotion and between success rates of the respective genders."

The report also contains additional data, which was not outlined in the Women and Promotion project specification, but would prove useful to the Diversity Unit and their general work as part of the Gender Action Plan.

Methodology

The results outlined below were gathered based on information held by Centrex who manage the Part 1 and Part 2 promotion exams for Constables and Sergeants. All results outlined are specific to PSNI applicants. Results relating to the Stage 3 promotion competitions are gathered from databases held within the Occupational Psychology Unit.

Findings

The first stage of the project outlines three key research questions. Each of these questions and the associated findings are outlined below.

1. "Identify any differences in the number of men and women applying within their first year of eligibility to the Part 1 and Part 2 Constable to Sergeant promotion process (2005)."

In the case of Constables going for promotion the first year of eligibility is their first year after finishing probation. Probation usually lasts for two years, assuming it has not been extended due to performance or sickness related issues. As such, the first year Constables are eligible to apply for Part 1 and Part 2 is usually two years after they are attested. That is the assumption on which the data below is based.

Results for the number of males and females applying for Part I during their first year of eligibility in 2005 are outlined below. Additional information is included on the 2004 and 2003 Part 1 exam. Results from the 2005 Part 2 exam are currently unavailable, because the Part 2 exam does not take place until September.

**APPENDIX IV
WOMEN AND PROMOTION, INTERIM REPORT**

	Male	Female	Total
Total number of officers in 1st year of eligibility¹	294	126	420
Total number of applicants 2005	217	53	270
No. of applicants applying within 1st year of eligibility 2005	83 (38% of all male applicants)	38 (71% of all female applicants)	121 (45% of all applicants)
% of applicants applying within 1st year of eligibility	28%	30%	29%
Total number of applicants 2004	238	32	270
No. of applicants applying within first year of eligibility 2004**	8 (3% of all applicants)	2 (1% of all applicants)	10 (4% of all applicants)
Total number of applicants 2003	262	38	300
No. of applicants applying within first year of eligibility 2003**	40 (13% of all applicants)	12 (4% of all applicants)	52 (17% of all applicants)

Table 1: Number of officers applying for Part 1 within their first year of eligibility 2005, 2004 and 2003.

** Please note that prior to PSNI recruitment in November 2001, the RUC had not recruited constables since 1989/99. Therefore the above figures for 2004 and 2003 must be read within a context in which there were few applicants who would fall into the 'first year of eligibility' category.

The 2005 data points to an encouraging finding for females. The figures indicate that 30% of all females who were eligible to apply for the Part 1 exam in March 2005 applied. This figure is slightly higher than the 28% of percentage of males who applied in their first year of eligibility.

Results also indicate that out of the total pool of females who applied for Part 1, 71% of them were applying within their first year of eligibility. This is quite a different to the situation for males. Those applying within their first

¹ These figures are based on the number of officers attested between March 2002 and February 2003.

**APPENDIX IV
WOMEN AND PROMOTION, INTERIM REPORT**

year of eligibility made up only 38% of all male applications. This finding indicates that a lot of interest in promotion is coming from new female recruits.

Furthermore, the figures relating to the Part 1 promotion exam would reflect that out of those that **applied within their first year of eligibility** (n=121) 31% of them were female. This is a positive finding considering that since PSNI recruitment started in November 2001, 36.09% of all recruits have been female. This indicates that the percentage of females applying for the Part 1 Constable to Sergeant promotion process within their first year of eligibility (31%) is a close reflection of the percentage of females being recruited into the role of Constable (36%).

2. “Identify if there is any disparity in the length of service of men and women applying for the Stage 3 Constable to Sergeant and Sergeant to Inspector promotion process (2005).”

Due to the large numbers of applicants in the 2005 Stage 3 exams, a random sample of 20 officers (10 male and 10 female Constables and 12 male and 8 female Sergeants) from each process has been taken to calculate the average length of service of applicants.

The sample results of the average length of service of men and women applying for Stage 3 Sergeants and Inspectors promotion process (2005) are outlined below:

	Male	Female
Length of service Sergeants process	10.8 years	12.8 years
Length of service Inspectors process	15.8 years	16.1 years

Table 2: Average length of service of officers applying for Stage 3 Sergeants and Inspectors promotion process (2005)

Results based on this random sample indicate a slight difference in the number of year's males and females wait before applying for Stage 3 Sergeants process, with women waiting slightly longer. There is no great difference in the number of years experience male and female officers have when applying for the Inspectors promotion processes. However, these results are based on a small sample and it is strongly recommended that further research is carried out with a larger sample size to ensure reliability of results.

**APPENDIX IV
WOMEN AND PROMOTION, INTERIM REPORT**

3. “Provide information on the success rates of men and women applying for the Stage III Sergeants and Inspectors promotion process (2003 & 2005).”

The results relating to this research questions are outlined below:

	Male	Female	Total
Total number of applicants Inspectors 2003	132	15	147
Number of officers successful Inspectors 2003	50 (38% of all males)	10 (67% of all females)	60
Total number of applicants Sergeants 2003	291	61	352
Number of officers successful Sergeants 2003	153 (53 % of all males)	37 (61% of all females)	190
Total number of applicants Inspectors 2005	115	8	123
Number of officers successful Inspectors 2005	72 (63% of all males)	8 (100% of all females)	80
Total number of applicants Sergeants 2005	199	33	232
Number of officers successful Sergeants 2005	150 (75% of all males)	25 (76% of all females)	175

Table 3: Number of officers successful in the Stage III Sergeants and Inspector promotion processes in 2003 & 2005.

Statistical analysis, sited from the adverse impact report produced by the Occupational Psychology unit, indicates that for the 2003 Sergeants process there was no difference in the performance of males and females. In the 2003 Inspectors process females performed significantly better than males.

The statistical analysis of the 2005 Sergeant and Inspectors process is still pending and will be included in the final report.

APPENDIX IV WOMEN AND PROMOTION, INTERIM REPORT

Additional Findings

During research and data gathering conducted with Centrex for this project, additional data was identified which was not part of the initial remit of this project but which should prove useful to the Diversity Unit. This data is summarised in Tables 4 and 5 in Appendix A. A brief interpretation of these and the previous findings is outlined below:

- Between 2003 – 2005 on average, females applied for Part 1 Sergeants process sooner i.e. with less experience, than their male counterparts. This trend is the same with applicants applying for Part 1 in the Inspectors process.
- Over the years 2003-2005 there has been consistently more males than females in the pool eligible to apply for Part 2, based on the numbers passing Part 1 for that year. This is the case for both the Sergeants and the Inspectors exams.
- In the 2003 and 2004 Sergeants promotion process, women applying for part 2 applied sooner and with less experience than their male counterparts.
- In the last Stage 3 Sergeants and Inspectors promotion process the majority of those listed for promotion were male.

Conclusion

Overall, results indicate that for the Part 1 and Part 2 Sergeant and Inspector promotion processes, women are applying with less years experience than men. However, when it comes to applying for Stage 3, women tend to wait slightly longer than their male counterparts. Additionally, although less women than men are applying for Stage 3, and the subsequent promotion list are dominated by men, out of those females that do apply their success rate has been consistently higher than men for the last two promotion processes.

**APPENDIX IV
WOMEN AND PROMOTION, INTERIM REPORT**

Appendix A

Promotion - Constable to Sergeant

Year	% of those who did apply by gender		% of officers applying for Part I in first year of eligibility*		Average length of service of those who applied for Part 1		Gender breakdown of those in pool for interactive stage**		Average length of service of those who applied for stage 2		Gender breakdown of those in pool for written stage 3	
	M	F	M	F	M	F	M	F	M	F	M	F
2003	87%	13%	15%	32%	9yrs	6yrs	67	18	9yrs	6yrs		
2004	88%	12%	3%	6%	9yrs	7yrs	71	8	9yrs	6yrs	n/a	n/a
2005	80%	20%	38%	71%	8yrs	4yrs	66	16	Not avail	Not avail		

Year	Average length of service of those who applied for stage 3		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F
2003						
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	See Table 2		86%	14%		

Table 4: Details of applicants for Part 1, Part 2 and Stage 3 Sergeants process 2003 – 2005 broken down by gender.

* These percentages are based on the number of males or females applying in their first year of eligibility out of the total number of males or females who applied.

** These figures are based on the number of candidates who passed Stage 1 in that year. They do not include individuals who may have passed Part 1 in a previous year.

**APPENDIX IV
WOMEN AND PROMOTION, INTERIM REPORT**

Promotion – Sergeant to Inspector

Year	% of those who did apply by gender		% of officers applying for Part I in first year of eligibility		Average length of service of those who applied for Part 1		Gender breakdown of those in pool for interactive stage 2*		Average length of service of those who applied for stage 2		Gender breakdown of those in pool for written stage 3	
	M	F	M	F	M	F	M	F	M	F	M	F
2003	89%	11%	Not avail	Not avail	14yrs	10yrs	53	5	Error	5yrs		
2004	88%	12%	Not avail	Not avail	15yrs	11yrs	33	7	2yrs	5yrs	n/a	n/a
2005	84%	16%	Not avail	Not avail	14yrs	10yrs	39	6	Not avail	Not avail		

Year	Average length of service of those in pool for stage 3		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F
2003			83%	17%		
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	See Table 2		90%	10%		

Table 5: Details of applicants for Part 1, Part 2 and Stage 3 Inspectors process 2003 – 2005 broken down by gender.

* These figures are based on the number of candidates who passed Stage 1 in that year. They do not include individuals who may have passed Part 1 in a previous year.

PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX V

HER MAJESTY'S INSPECTORATE OF CONSTABULARY

REVIEW OF PSNI PROMOTION - 2005

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI



HMIC REVIEW

REVIEW OF PROMOTIONAL PROCESSES WITHIN
POLICE SERVICE of NORTHERN IRELAND (PSNI)

2005

A report by Her Majesty's Inspectorate of Constabulary

**APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI**

Table of Contents	Page
EXECUTIVE SUMMARY	3
Acknowledgements	5
1 Introduction	6
2 Purpose of the Review	8
3 Methodology	9
4 Findings	9
5 The Future	23
6 Recommendations	24
 Appendices	
A Promotion Questionnaire	
B Questionnaire analysis	
C List of Stakeholders interviewed	
D Abbreviations, Acronyms and Definitions	
E Core Leadership Development Programme Promotion Modules	
F Flow diagrams highlighting the existing process, interim measure and proposed new process	
G Women and promotion, interim report 5th August 2005, Kerri McDonnell, Occupational Psychologist, PSNI.	

APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

EXECUTIVE SUMMARY

At the request of the PSNI examination board a review led by Robin Field-Smith MBE MA Chartered FCIPD FCMI, Her Majesty's Inspector of Constabulary (Personnel, Training and Diversity), was conducted between September and November 2005 to review the Police Service of Northern Ireland (PSNI) police promotion processes, up to and including the rank of chief inspector.

The findings from the review highlight the following:

- Stage 3¹ process should be discontinued.
- An interim measure is required to deal with the backlog of qualified officers before moving to any proposed new process.
- Any proposed process should take account of the annual performance review (APR), competence in the role and potential to hold rank sought and ensure a link is created between development and the promotion process.

Flow diagrams highlighting the existing process, interim measure and proposed new process are attached at Appendix F.

Proposed Process

Findings from the review highlight a general consensus amongst stakeholders that Stage 3 is an inappropriate component to the sergeant and inspector promotion process. Stakeholders recommend that line management must deem an officer suitable before entry to the promotion process. This suitability rating must link to actual evidence endorsed in the APR. Upon completion of OSPRE™ Part II (in which a merit list should be created) potential competence for the rank sought should be assessed by the development of a portfolio. Insofar as assessing officers' willingness or potential to achieve competence in the rank sought is concerned; a strong consensus exists for officers to undergo development in their current rank prior to engaging in promotion competitions. Stakeholders recommend that this development could be obtained by completing certain minimum mandatory modules from the Core Leadership Development Programme (CLDP).

The majority of stakeholders state that the APR has 'no credibility' within the service, with no clearly defined purpose. Stakeholders recommend a full review of the existing APR and how it operates. A link should be made to the National Intelligence Model (NIM) and Service planning cycle and should become an effective tool to determine performance in the role.

Stakeholders also consider that officers should only be promoted as substantive in the rank sought after successful completion of the portfolio of competence. There was wide support amongst chief and senior officers for officers to be promoted 'temporarily' for a period of 12 months or until successful completion of the portfolio. Stakeholders further recommend that an external body independently validate the assessment process. In addition, they suggest the service should extend the probationary period to the rank of inspector.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

The majority of staff groups and respondents to the questionnaire support the requirement to have served two years in the rank prior to being eligible for promotion to the next rank. This viewpoint does not support the ACPO vision for police modernisation. HMIC support the ACPO vision and suggest that promotion should be dependent on competence and not time served. There was little support for the service to run separate promotion processes for specialisms (or for regions to run their own processes). However, there was general consensus that officers should have an option of remaining in their identified career specialism when promoted.

No key diversity issues were raised at the sergeant and inspector ranks by the stakeholders, however at superintendent level and above women account for only 6.4% of the total group. A further point was raised that as the majority of the existing pool at chief inspector rank were male, then should the organisation run more senior competitions before this issue was addressed then the gender imbalance would become further exacerbated.

Interim Measure – Eligible Pool

Stakeholders recommend that those officers in the pool should be promoted if they are able to demonstrate their professional competence in the rank by clear endorsement through their APR. These officers should also be required successfully to complete the minimum mandatory CLDP modules and have a clear action plan to the higher rank. The service should identify where current and projected vacancies are, in terms of geographical area, core and specialist roles and advertise these posts. Officers should be invited to apply. If more officers than the number of projected vacancies apply then a sifting process should be applied.

This proposal reflects the opportunity for the service to reduce the pool of eligible officers to an appropriate size and remove the necessity of running another Stage 3 process. The number of officers who sit in the pool for promotion more or less mirrors the projected number of vacancies anticipated within each rank for the next 14 months. These projected numbers have given the service the first available opportunity to address this issue.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

ACKNOWLEDGEMENTS

Her Majesty's Inspector is grateful for the time and effort invested by both police officers and police staff within PSNI in responding to his questionnaire, and wishes to extend his appreciation to all those individuals for their time, engagement and assistance in the inspection process. He pays significant thanks to those external stakeholders that were interviewed including:

- Centrex
- Criminal Justice Inspectorate Northern Ireland
- Home Office (Police Recruitment, Training and Development Team)
- University of Ulster
- Northern Ireland Policing Board.

There was evidence of staff involved in the process being highly motivated and committed to achieving a high level of professional service. Staff groups were universally open in sharing their views with the review team.

The HMIC Lead Staff Officer (Personnel), Mrs Mandy Wynn, headed the review team, supported by a loan Staff Officer, Ms Sharon Beattie from PSNI, who is to be commended on her commitment, professionalism and analytical capability.

Robin Field-Smith
Her Majesty's Inspector (Personnel, Training and Diversity)

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

1 Introduction

- 1.1** The current promotion process to the ranks of sergeant and inspector requires an officer to submit an application to apply for OSPRE™ Parts I and II. The officer can apply without support from their line manager or proof of competence in their current role. Upon successful completion, the officer is eligible to complete Stage 3, an internal promotion process. If the officer is unsuccessful at this third stage, then they remain in the eligible pool until selection. There is no current filter or organisational control at the start of the process.
- 1.2** In July 2000, on the direction of the ACC 'B' & 'G' a team was established to review promotions amongst other internal processes. Following the recommendations of the stated team in 2001 the interview board was replaced by a written assessment for the sergeant and inspector processes and was subsequently referred to as Stage 3.
- 1.3** For the past three promotion processes to these ranks, the third stage selection process for candidates who have successfully completed OSPRE™ Parts I and II has been by way of this written assessment. This written assessment consists of candidates writing reports and letters in response to information given to them.
- 1.4** The Stage 3 process has highlighted issues, which give rise to some concerns. Some of these concerns have been expressed over the fairness of Stage 3 and the length of time some officers have been qualified to the next rank but have been unsuccessful in the Stage 3 selection process. Currently, there are 54 sergeants qualified to the rank of inspector (one female and 53 male) and 124 constables qualified to the rank of sergeant (25 females and 99 male) (data gathered prior to publication of the 2005 OSPRE™ Part II results). Some of these officers have been qualified from as far back as 1980. Issues over diversity were also raised. For example in a recent gender analysis of Stage 3, results indicate that when it comes to applying for Stage 3, women tend to wait slightly longer than their male counterparts. Additionally, although less women than men are applying for Stage 3 and the subsequent promotion lists are dominated by men, out of those females that do apply their success rate has been consistently higher than men for the last two promotion processes².
- 1.5** Following the Stage 3 promotion processes to the ranks of sergeant and inspector in November 2003, the Chief Constable of the Police Service of Northern Ireland (PSNI) directed that a review of Stage 3 be commissioned.
- 1.6** Internal Investigations Branch and the nominated Appeals Panel for Stage 3 carried out their own investigations and, whilst no evidence was

²Women and promotion, interim report 5th August 2005, Kerri McDonnell, Occupational Psychologist, PSNI.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

found to substantiate claims that anyone had been less favourably treated, the organisation deemed it important to deal with the lack of confidence these perceptions created amongst officers. In the last 24 months there have been at least 30 Appeals, one outstanding employment tribunal and a review as a result of Stage 3. These have cost the service at least £10,000³ in working hours and have taken key staff away from operational policing. Assistant Chief Constable Peter Sheridan, PSNI, Rural Region conducted this review and a number of key recommendations were made. Two key recommendations included a review of the promotions policy and the feasibility of recognising previous/current policing experience in future promotion processes.

- 1.7** Progress on these key recommendations was queried at the PSNI Police Promotions Examinations Board (PPEB)⁴ meetings in January and June 2005 by the HMI Mr Robin Field-Smith (who acts as advisor to the board) and it was agreed that such a review should not be limited to Stage 3 only, but should extend to include a revision of the promotion policy in its totality.

- 1.8** It is HMIC's view that, 'Any promotion process should be linked to the appraisal process and the results of work-based assessment.' It is important that such procedures are credible, transparent and equitable, enjoy the confidence of staff and serve to select the best candidates. Not only should any process be rigorous and robust but should, at the same time, withstand critical examination, an important consideration given the increasingly litigious environment any organisation faces. Although previous processes have been a reliable⁵ way of creating a list of candidates suitable for promotion, questions have arisen as to their validity⁶ given the little weight placed on practical experience or assessment in the work place.

- 1.9** Currently 7 Home Office forces in England are trialling a five-step process as an alternative to the existing promotion arrangements for sergeants and inspectors. This includes the introduction of work-based assessment element and the potential dispensing of OSPRE™ Part II. The trial continues to be overseen by a group comprising representatives of various police forces, Centrex, the Home Office, independent educational and development specialists and HMIC has twice inspected the participating forces. The external evaluation (which the board recommended) will examine the reliability, validity and fairness of the alternative assessment process.

³ Based On PSNI Ready Reckoner costing analysis

⁴ PPEB was set up as a requirement under police promotion regulations to oversee and quality assure all promotion processes. The composition of the board comprises of an external chair from the University of Ulster, member of the NI Policing Board, representation from Centrex and HMI Robin Field-Smith who acts as an independent advisor to the board.

⁵ Reliability refers to consistency of measurement.

⁶ Validity refers to whether a process is measuring what it was designed to measure.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

To assist the PSNI in applying valuable lessons arising from the conduct of the national project HMIC have agreed to produce a review paper in time for the Police Promotions Examination Board meeting in December 2005.

2 Purpose of Review

- 2.1** The project's purpose was to review promotional career options within PSNI. The research focused on the promotion of police officers up to and including the ranks of chief inspector. Chief Officers agreed that the review would not extend to police staff and full time reservists. Although the review did not extend to police staff or senior officers, consistency and integration is key and, therefore, some of the key recommendations outlined in this report should be considered for the promotion processes of such groups.
- 2.2** The review considered the views and comments of key stakeholders, including District Command Unit (DCU) Commanders, Staff Associations, Centrex, Skills for Justice, Policing Board as well as taking cognisance of the Home Office National Police Promotion Review.
- 2.3** The review was undertaken with the following purposes in mind:
- The establishment of the essential systems/elements required for the delivery of an effective promotion process, including the degree to which an effective work-force planning process exists.
 - The establishment of the necessary components, including the extent to which an effective appraisal system exists.
 - The establishment of effective eligibility criteria.
 - The identification of the proposed structure of the promotion process.
 - The establishment of a process that reflects the community served at all levels.
 - The identification of potential barriers to the introduction of any revised process irrespective of the source, including those of a statutory, administrative or technological nature.
 - The identification of an exit strategy from the current Stage 3 to the proposed new process.
 - The consideration of the ongoing work of the National Police Promotion Review.
 - The formulation of conclusions.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

- Production of recommendations for the PSNI PPEB to consider.

3 Methodology

- 3.1** In order to ensure that a comprehensive range of views was sought, a questionnaire was sent to officers and other key stakeholders within PSNI. A return rate of 22% was achieved and an analysis of the questionnaire responses can be found at Appendix B. Separate interviews were held with key stakeholders both internal and external to the organisation, such as the Northern Ireland Policing Board, Centrex, Home Office (Police Recruitment, Training and Development Team), University of Ulster, Deputy Chief Constable, Director of Human Resources, Assistant Chief Constable, Rural Region (See Appendix C for list of Stakeholders interviewed). (A copy of the questionnaire is attached at Appendix A).
- 3.2** Data was also obtained from staff that has been unsuccessful in previous competitions and those who have not yet engaged with the process. These groups were targeted following extraction of data held in the PSNI internal HR system(s) with reference to those qualified to the ranks of sergeant and inspector.
- 3.3** The data collection was obtained with minimal disruption to operational activity and recommendations have been made with due consideration to the feasibility of the implementation process. Even though HMIC would have liked to see a higher return rate, not all officers targeted are affected by promotion processes. Some are not eligible for promotion whilst others are not interested in promotion. All the findings were validated by the interviews with stakeholders and staff groups.

4. Findings

Introduction

- 4.1** There was a general consensus amongst stakeholders that Stage 3 was an unnecessary component to the promotion process. Prior to 2005, Stage 3 had been used as a method of determining a merit list⁷. Several respondents considered that it was not an effective means of either creating a merit list, or as a means of deselecting successful candidates following OSPRE™ Part II. Some of the reasons given included issues over its validity, its reliability and failure to measure experience in the role. From an assessment point of view, Stage 3 does not contribute to the validity of the overall process as it essentially measures the same competencies assessed at OSPRE™ Part II however in written format. More than 88% of respondents indicated the Stage 3 process had no

⁷ Merit List refers to the successful list of candidates following a promotion competition. The names are listed by score in descending order.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

credibility across the service. 68.4% stated that it was not a factor in encouraging officers to seek promotion to the higher rank. Key stakeholders stated that if the Stage 3 process was removed then the service should consider how officers from other forces could apply for promotion within PSNI.

- 4.2** The findings reinforce the previous report by Assistant Chief Constable Peter Sheridan. As intimated in ACC Sheridan's report, there remains strong support to recognise not only officers' experience and ability in their current rank, but also their willingness to develop their ability to become competent in the higher rank to which they aspire.

Way Forward – Proposed Process

The review highlights a number of key issues to be addressed. These include the following.

- The removal of the Stage 3 process.
- An interim measure to deal with the backlog of qualified officers before moving to any proposed new process.
- Support from line management and a measure of competence in the role as the gateway into the promotion process.
- A proposed process that takes account of the annual performance review (APR), competence in the role and rank sought and one that ensures a link is created between development and the promotion process.
- The process for confirming suitability in the higher rank.

Suitability for Promotion

- 4.4** Before officers apply for promotion they require support from their line manager and proof of competence in their current role. Insofar as assessing officers' willingness or potential to achieve competence in the higher rank a strong consensus exists for officers to undergo a relevant development programme prior to engaging in promotion competitions (85%). Key stakeholders indicate that a direct link should exist. One key stakeholder had a contrary view that development should occur post promotion. It was suggested that an officer should discuss with their line manager prior to engaging with the promotion process, their interest in progression to the higher rank. This must be supported by an APR that deems the officer competent in the role and outlines an action plan of development needs.

Annual Performance Review (APR)

- 4.5** Currently, Annual Performance Review (APR) information is not used to inform any aspect of the promotion process. More than 65% of respondents consider that the existing APR is not a sufficiently 'good tool' to allow it be linked to promotion. However, if the APR was working effectively, then such a development would attract strong support amongst staff as 78% of respondents and other main stakeholders interviewed voiced this very preference.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Recommendation 1

The Service should make use of the Annual Performance Review (APR), and formally include it as part of the promotion process. In order to be considered eligible for promotion, officers would first need to be assessed as competent in their current rank as prescribed by the Integrated Competency Framework (ICF).

- 4.6** The majority of respondents consider the APR to be inconsistently delivered. Although there was wide support for an APR process, many consider the existing scoring mechanism encourages supervisors and line managers 'to give a professional score'. This is one of the ratings in the existing APR and does not require supervisors and line managers to provide evidence of performance or development needs. Key stakeholders consider it extremely difficult for outstanding performance or those suitable for promotion to be identified, as there is no consistent way of capturing this data. Many consider that the existing APR is not linked to operational priorities and performance targets. It does not take into account the National Intelligence Model, policing plan objectives or key local objectives. The review of the APR is outlined as a policing plan objective and is a key priority of the Policing Board.

Recommendation 2

A full review of the existing APR is required. The APR should link to the National Intelligence Model (NIM) and service planning cycle and should become an effective tool to determine performance in the role.

Preparation for Promotion – Link to Development

- 4.7** Initially officers should be required to undertake minimum developmental opportunities if they wished to be considered for promotion to the higher rank. 82.4% of respondents agreed that developmental requirements could be obtained by completing the Core Leadership Development Programme (CLDP)⁸⁹. CLDP is delivered by the Police College within PSNI. The majority of stakeholders agree that certain CLDP modules should be mandatory. Key stakeholders within the Police College recommend 'Leadership', 'Information Handling' and 'PDR Review' (or proof of competence in these areas) as minimum mandatory development modules for promotion to the rank of sergeant. These modules should be completed prior to commencement of the promotion process (see Appendix E for more information). To this must be added 'Being a leader', 'Health & Safety', 'Learning & Development', 'Planning & Performance Management', 'Diversity & Professional Practice', 'Staff Welfare', 'Operational Activities', 'Racist & Hate Crime' and 'Approaches to Crime Reduction' if candidates for promotion are not yet fully competent in these areas. These must be completed prior to confirmation in the rank. 'Inspector Statutory Responsibilities' and one of

⁸ If CLDP is linked to promotion, then the service should ensure that its key purpose is not undermined. CLDP's core purpose is the development of both police officers and staff and should continue to be available to all.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

the Leadership modules are recommenced as the minimum mandatory development module for promotion to the rank of inspector (see Appendix E for more information). Candidates for promotion to this rank for the foreseeable future will need to study 'PDR' and 'Staff Welfare' also.

This minimum development path should not be to the exclusion of other modules. If the officers did not have the experience or other qualifications, then it is recommended by key stakeholders to undertake additional modules.

Recommendation 3

Those intending to apply for promotion to the ranks of sergeant and inspector should undertake relevant CLDP developmental modules if they wished to be considered for promotion to the higher rank.

- 4.8** Whilst it was widely acknowledged that promotion to sergeant and inspector ranks offered the opportunity for development via CLDP, it was acknowledged there was no similar scheme for inspectors seeking promotion to the rank of chief inspector. There was unanimous support for such a development programme.

Recommendation 4

The service should identify a method of development for those seeking promotion to the rank of chief inspector. These development needs should be outlined in the officer's APR.

Eligibility Criteria – Managing Attendance

- 4.9** Under existing provision the number of days sickness under the management attendance policy is considered when seeking promotion. There is support that sickness should continue to be considered when applying for promotion. 55% of respondents agreed or strongly agreed that the current management attendance eligibility criterion for promotion is effective.
- 4.10** A number of key stakeholders and interviewees concur with the view that the management attendance policy should be extended to include the probationary period of officers newly promoted to the rank of sergeant and inspector. Stakeholders consider if an officer took more than a certain number of days sickness absence within the probationary period (or extended probationary period), (see paragraph 4.23) then he or she may not be signed out of probation or confirmed in the rank. Stakeholders were of this opinion due to the fact if officers availed of a certain number of days sickness in this period, then they may be unable to demonstrate fully the competence required to be signed off as substantive in the rank sought. Due cognisance should be made of the Disability Discrimination Act.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Recommendation 5

The service should consider extending the managing attendance policy to cover the promotion probationary period. Excessive days lost through sickness may preclude substantive promotion.

Eligibility Criteria – Service Criteria

4.11 Currently constables can only sit OSPRE™ Part I having completed their probationary period. Sergeants can only sit Stage 3 for promotion to inspector rank having served two years in the rank from the date of their promotion. A small minority consider that this is not the best means to either encourage or determine an officer's competence or development in their current rank, or their suitability for progression to the next rank. Stakeholders suggest an officer's suitability for promotion to the next rank is better assessed by securing broad experience as evidenced in part by attainment of the relevant National Occupational Standards within the framework of the Integrated Competency Framework and by having that experience subsequently endorsed and signed off by line management within the formal appraisal performance report. This approach links to that currently being advocated in the draft ACPO vision for workforce modernisation⁹. It is quoted in this draft paper that "skills and expertise are rewarded and recognised in the place of longevity and rank. A presumption of performance is made, with underperformance effectively and proactively managed. Continual learning and personal development are encouraged and supported." In reality, for an officer to attain the requisite standard and thereby evidence his or her readiness for promotion a significant amount of time will be required to achieve this competence.

4.12 All stakeholders recognise the importance of officers being competent in the existing rank before seeking promotion. The Equality Commission, a key HR stakeholder, and chief officers consider eligibility criteria based on time served to be unfair and possibly discriminatory on the basis of age. Over 70% of respondents indicate that the current promotion processes do not test competence.

Recommendation 6

Suitability for promotion should be dependent on competence and not time served. Officers seeking promotion to sergeant and inspector ranks must be competent in the existing rank and have the identified potential to be effective in the next. This must be supported by a valid APR before sitting OSPRE™ Part I.

4.13 Currently, inspectors can only apply for promotion to the chief inspector rank having served two years in the rank from the date of their

⁹ ACPO Vision for Workforce Modernisation – The Missing Component of Police Reform – prepared by ACC Mark Rowley and Liz Elder, 12th October 2005

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

promotion. Similarly, as in 4.12, stakeholders suggest that promotion should be dependent on competence and not time served.

Recommendation 7

The service requirement based on time served should be removed for those seeking promotion to the rank of chief inspector. Officers seeking this promotion must be competent in the existing rank supported by a valid APR and have the identified potential to be effective in the next.

High Potential Development Scheme

- 4.14** There was a perception amongst key stakeholders and interviewees that the High Potential Development Scheme (HPDS) could become the only route to promotion. This is causing some tension within the Service. Many interviewees consider that the HPDS is limiting opportunities for those seeking promotion via the 'normal route'. Interviewees would welcome the requirement for all officers including those on HPDS to demonstrate competence within the APR before seeking promotion. Those interviewed were keen to maintain a service led route to promotion.

Workforce Planning Process

- 4.15** Key stakeholders identify the critical importance of the service having a sophisticated workforce-planning process in place that would enable the organisation effectively to predict when and where future promotion job vacancies arose. This is not only considered good management but would inform both the organisation and individual officers of the probable timing and extent of future promotion opportunities. A succession planning process is in existence, however, in addition to those already identified other stakeholders perceive that the future vacancies are not fully identified and/or made transparent. Almost 60% of respondents do not consider the current workforce planning system to be effective in identifying promotional needs.

Recommendation 8

Full details of the succession/workforce plan relating to promotion should be made transparent within the overall HR plan. Details should be briefed to chief officers, DCU commanders, HR professionals and those seeking promotion.

OSPRESM

- 4.1** Key Stakeholders recommend that OSPRESM Parts I and II should remain as part of the promotion process to the ranks of sergeant and inspector. They went on to say that OSPRESM Part II should be used as the mechanism to ensure the numbers of officers placed on the merit list matches the number of vacancies. For this to occur, a change to the OSPRESM scoring mechanism is required. Prior to 2005, each OSPRESM Part I and II examination was marked as a specific occasion. Individuals' scores were only valid for a specific examination. This could mean that at different examinations an individual might obtain a different score for a comparable response. Using data gathered prior to 2005 Centrex have

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

been able to score an individual in a more comparable way. Now an individual's score can be compared no matter which year they sit the examination. This is known as 'the absolute scoring mechanism'. The absolute score will continue to be reviewed by Centrex using data from subsequent examinations.

Recommendation 9

A change in the OSPRE™ scoring mechanism is required. The service should consider introducing an absolute scoring mechanism to the Part I and II processes.

Probationary Period

4.17 The majority of key stakeholders interviewed, including staff associations, support the introduction of a probationary period for inspectors prior to being made substantive, as currently is the case with promotion to the sergeant rank. This would necessitate a change in the present PSNI regulations and would bring the service into line with a similar recommendation outlined in the England and Wales review of promotions.

4.18 Whilst the majority consider the existing probationary period for sergeants to be ineffective, they would welcome comparable treatment for sergeant and inspector ranks. Improving the quality and effectiveness of the probationary period is a pre-requisite, and is discussed in paragraph 4.22.

Recommendation 10

The service should introduce a probationary period for inspectors.

Portfolio of Competence

4.19 A significant majority of key stakeholders, interviewees and respondents express support for the probationary period for both sergeants and inspectors to incorporate completion of some form of portfolio of competence. This portfolio should require evidence that the officer was both competent and capable in performing the roles and responsibilities of the rank assumed. Almost 80% of respondents expressed the view that a portfolio of competence in this regard would be an effective means of such assessment.

4.20 Stakeholders envisage that the portfolio would be a much more extensive proof of competence and be directly linked to assessing the officer in the workplace against selected National Occupational Standards (NOS) appropriate to the new rank. It is felt that within the portfolio of competence line managers would sign off attainment of the standards. District Commanders or Branch Heads would countersign to provide endorsement. Key stakeholders deem it important that the assessment process was further independently validated by means of dip sampling by an external body. It is perceived that this would provide a rigorous quality assurance function. 90% of respondents state that if a

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

portfolio of competence was introduced then officers applying on promotion from other forces should be subject to the same requirement. Staff groups suggest that officers applying from other forces must be deemed competent in their role by evidence within their APR. Those officers should be subject to successful completion of a similar portfolio of competence post appointment to PSNI. Evidence can be used from their existing force to form part of the portfolio.

Recommendation 11

The service should develop a portfolio of competence for the rank sought. Separate portfolios should be used for sergeant, inspector and chief inspector.

Recommendation 12

Officers applying to PSNI on promotion from other forces should be subject to successful completion of a similar portfolio of competence post appointment to PSNI.

Temporary Promotion

- 4.21** Nearly all respondents and interviewees consider officers should only be promoted as substantive in the rank aspired to after successful completion of the portfolio of competence. There was wide support amongst chief and senior officers for officers to be promoted ‘temporarily’ whilst gathering the portfolio of competence. However, staff groups and associations consider this to be unworkable as a change to the police regulations would be required. They would welcome promotion to the rank, with an effective probationary period being applied. Seven Home Office forces in England are currently trialling a work-based assessment process as a possible replacement for OSPRE™ Part II. After successful completion of a number of steps including passing OSPRE™ Part I, officers are promoted ‘temporarily’. These ‘trial’ forces were able to make the required amendments to the police regulations. Staff groups and some key stakeholders suggest a similar amendment could be achieved for PSNI police promotions.

Recommendation 13

Officers should be temporarily promoted to the rank sought up to the rank of chief inspector. These ‘temporary promotions’ must be related to a vacant post. The officer should satisfactorily complete a portfolio of competence. Confirmation to the substantive rank should be dependent on satisfactory completion of the portfolio of competence. This recommendation should also apply to external applicants.

Improvement to Probationary Period

- 4.22** Under existing promotion processes, sergeants are promoted and spend approximately 12 months in a probationary period. During this time any under performance or development needs should be met. Officers who do not achieve the required standard should revert to the previous rank. It was widely and fully acknowledged that this rarely happens. Those interviewed were unable to provide an example where officers reverted

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

to the previous rank due to inadequate performance. This was attributed by stakeholders to various reasons including fear of litigation, lack of training, lack of consistency in the application of the APR and management weakness and resilience. 73% of respondents indicate that supervisors are not properly skilled to assess the APR. The lack of use/confidence in the existing sergeant probationary period and trust and confidence in the APR is a potential indicator that any probationary period in the future rank may be similarly ineffective. Stakeholders state a portfolio of competence used effectively could act as an effective probationary management tool.

Recommendation 14

The service should ensure satisfactory completion of the period of probation linked to the portfolio of competence, before promotion to the rank is made substantive.

- 4.23** Staff groups and one key promotion stakeholder would welcome the opportunity to extend the probationary period in the rank sought, should performance need to improve. However, the same stakeholders consider continued non-achievement of competence in the higher rank should lead to the officer reverting to their previous rank. The officer would then need to re-sit OSPRE™ Part II.
- 4.24** In the event of an officer not achieving the required standard within the extended probationary period then the officer would be required to re-sit OSPRE™ Part II; should a period of more than 36 months have elapsed since the date of initial qualification at OSPRE™ Part II. This timeline mirrors the period of time that OSPRE™ Part I remains valid.

Continual Development

- 4.25** Following 'temporary' promotion the officer should continue to develop by completion of other modules. This was reinforced by key stakeholders within Centrex and the PSNI Leadership Development Programmes. It is further suggested that development courses should be 'just-in-time' and therefore scheduled commensurate with the promotion competition timetable (88%).

Recommendation 15

Officers should undertake CLDP minimum mandatory development modules scheduled commensurate with the promotion competition timetable if they wish to be considered for promotion to the higher rank.

Career Pathways

- 4.26** Key stakeholders and interviewees clearly oppose the idea of separate promotion processes being held for specialisms (or regions being allowed to run their own processes. 68% of respondents similarly disagree with the latter suggestion. The principal concerns relate to the issues of standardisation, consistency and equity. There was a general consensus amongst senior staff and questionnaire respondents (72%) that officers should be able to remain in their identified career specialism

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

when promoted. This supports the proposals outlined in the draft ACPO vision for workforce modernisation. The paper states “career pathways allow individuals with expertise to progress both laterally and vertically whilst staying within this arena. Individuals do not need to move away from their specialist discipline in order to achieve promotion. Investment in training and specialist skills are not lost as staff are promoted within this arena, ensuring that leadership potential of individuals can be properly realised” (See footnote 10).

Recommendation 16

The service should consider the development of ‘career pathways’ in order to ensure investment in training and specialist skills are not lost. Cognisance should be taken of the Skills for Justice work in this area.

4.27 In so far as the officer’s portfolio of competence is concerned, it is suggested by departmental heads and some external stakeholders that this could simply be tailored to reflect the various skill sets and standards for each respective specialism. These individuals consider evidence gathered as part of the CLDP could be used towards completion of their portfolio of competence. The portfolio and associated action plan could advocate training and development needs in order to allow the officer to attain the necessary competence and help develop in the workplace. Whilst the majority of stakeholders support career pathways others want to ensure the existence of opportunities for lateral movement. They went on to say that the organisation must ensure that officers can still apply for roles in other specialisms and thereby allow lateral entry. Individual career development must be clearly linked to the APR and any associated action plan of development needs clearly outlined to ensure equality of opportunity and treatment.

Recommendation 17

To allow the opportunity for lateral development, individual career development should be linked to an effective APR process and must complement and reflect the evidence and development within the portfolio of competence. APR should be used for development in the current rank and the portfolio used for development for the rank sought.

Diversity Issues – Extensive hours and overtime

4.28 The perception of some key stakeholders and interviewees is that, given the extensive hours and overtime worked by some specialist sergeants, there is no financial incentive for them to seek promotion to the inspector rank. Some stakeholders highlight the lack of incentive including the removal of the inspectors shift allowance whilst other respondents indicate that the operational requirement and protracted hours of duty placed on certain roles, for example that of Territorial Support Group (TSG) inspector or operational detective inspector may act as a barrier to officers desiring promotion. Some individuals consider that the current ‘4 on, 4 off 12-hour shift’ pattern made these roles even more unattractive and is having a direct negative impact on the organisation’s ability to attract applicants when opportunities arose. Other stakeholders suggest

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

that this shift system might have a negative impact on diverse groups. Staff groups suggest this had the effect of stretching limited resources in some specialist areas. Both key stakeholders and interviewees alike allude to the necessity for the organisation to ensure that promotion to certain roles does not inadvertently cause a disproportionate hardship on diverse groups. Some stakeholders suggest that local pay flexibility allowing the staff required to work long and difficult hours in varying locations to receive the appropriate remuneration may help to alleviate this problem.

Others suggest the service should carry out a full review of the shift patterns and investigate the long-term effect of protracted hours on diverse groups. They went on to suggest that PSNI is obliged to carry out this review as outlined by Section 75¹⁰ of the Northern Ireland Act 1998.

Recommendation 18

The service to review existing shift patterns of specialist teams to ensure that duty arrangements do not adversely affect any diverse group from seeking promotion.

Recommendation 19

The service to evaluate and review the reasons behind the overtime payment with a view to enhancing the work life balance and potentially reducing the spend.

Diversity Issues – Gender (sergeant and inspector)

- 4.29** The review further identifies diversity issues around promotion. ‘Within the sergeant and inspector ranks results indicate women are applying with less years experience than men. However, when it comes to applying for Stage 3, women tend to wait slightly longer than their male counterparts. Additionally, although less women than men are applying for Stage 3, and the subsequent promotion lists are dominated by men, out of those females that do apply their success rate has been consistently higher than men for the last two promotion processes¹¹.

Diversity Issues – Gender (chief inspector and above)

¹⁰ Section 75 of the Northern Ireland Act requires an organisation, in carrying out its functions, powers and duties, to have due regard to the need to promote equality of opportunity: between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation; between men and women generally; between persons with a disability and persons without; and between persons with dependents and persons without.

¹¹ Women and Promotion Interim Report (Kerri McDonnell, Occupational Psychologist, August 2005. See Appendix G)

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Rank	Females	Actual Strength	% Females
Chief Officers	1	9	11%
Chief Superintendents	3	25 (22)	12%
Superintendents	3 ¹²	78 (68) ¹³	4%
Total	7	110	6.4%

4.30 This success rate for females is not reflected at chief inspector level and above. At superintendent level and above women account for 6.4% of the total group. Chief Officers and interviewees are aware of the imbalance at these higher ranks and the service has expressed a wish to take steps to tackle the rank of chief inspector, the service has not had the opportunity to address this in full. Some initial positive action has been undertaken with females at the chief inspector rank. This work looked at the reasons for females not performing as well as their male counterparts and looked at ways to address this. One of the ways was this diversity issue.

However, due to the infrequency of running a promotion process to offer development opportunities for females in certain roles to increase their breadth of experience. Stakeholders suggest that this initial work should extend beyond this rank.

4.31 Before the organisation engages in a chief inspector process as a means to increase the pool of female officers eligible for promotion to superintendent and beyond, key stakeholders highlight a note of caution. The number of females who are likely to be successful in such a competition is low. This is due, in part, to the fact that the backlog of officers eligible to seek promotion to the rank of chief inspector is predominately male, and the numbers, setting aside any limiting eligibility consideration, are large enough to cause further concern.

4.32 In addition, as the pool of eligible officers available for promotion to the rank of superintendent consists of a majority of male officers, key stakeholders state that, should the organisation run senior competitions to these ranks, this will only serve further to exacerbate the current under representation of females. They further indicate that ‘given the profile of successful male candidates, both in terms of age and service, there would be even more limited opportunities in the future to redress the gender imbalance’. These stakeholders allude to the need for the service to think ‘outside the box’ in relation to initiating positive action not only to ensure that more females secure senior roles, but also that senior

¹² Two are temporary, one within PSNI and one within HMIC. Chief Superintendent posts are currently over establishment by 3 and Superintendent posts are over establishment by 10.

¹³ The figures in brackets are the establishment figures. Chief Superintendent posts are currently over establishment by 3 and Superintendent posts are over establishment by 10.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

levels within the organisation become more representative of a greater religious mix. A consensus exists among this group that any future promotion competitions, particularly to the superintending ranks, should await the outcome of the present structural review, which in turn will inform the number of vacancies to be advertised.

Recommendation 20

The service to identify and engage in a process compliant with Section 75 of the Northern Ireland Act 1998 that will enable a greater diverse representation within both the chief inspector and superintending ranks.

Recommendation 21

The service should consider reviewing the timescales for running future promotion competitions to the chief inspector and superintending ranks. This should be pending the outcome of the current restructuring arrangements when and exact projection vacancies can be made. Future dates for these processes should be published.

- 4.33** Key stakeholders and HR professionals acknowledge that the service should monitor and evaluate all categories encompassed within Section 75 of the Northern Ireland Act 1998 at each and every level of promotion competition. PSNI is obliged to do this to see if there may be an adverse impact on any of the key Section 75 groups. Upon enquiry by HMIC, it was found that the only monitoring and evaluation data currently recorded is in relation to religion, gender and age. That said, key HR stakeholders state the promotion processes are subject to a gender impact analysis as part of the Section 75 returns. This analysis is yet to be completed, although an initial report has been conducted by the department to investigate the progression of female officers through the ranks in PSNI and the barriers they may experience. The report details the quantitative findings from the first stage of the project, which relates to recommendation 7 of the Gender Action Plan. This recommendation advocates 'that as part of the promotion review chaired by ACC Sheridan, an analysis is carried out to establish if there is a significant disparity between the length of service of male applicants and female applicants for promotion and between success rates of the respective genders'¹⁴¹⁵ (see appendix G for a copy of this report).

Recommendation 22

The Service should monitor all diverse categories outlined within Section 75 of the Northern Ireland Act 1998. Recommendation should also apply to the PSNI OSPRE™ examinations administered by Centrex.

Interim Proposal

¹⁴Women and promotion, interim report 5th August 2005, Kerri McDonnell, Occupational Psychologist, PSNI.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

4.34 If there was no backlog of officers eligible for promotion to the ranks of sergeant and inspector, then the service could move easily from the old process to the new. However, from data collected and the views of key stakeholders, the current situation reflects one whereby approximately 190 officers sit in a pool for promotion to the sergeant rank, with a further 85 sitting in a pool for promotion to the rank of inspector. An interim measure is therefore required to deal with the backlog of qualified officers before moving to any proposed new process. In addition, due to the infrequency of running a promotion process to the rank of chief inspector, there are currently 345 (if two year service eligibility remains) or 403 (if two year service eligibility is removed) inspectors eligible for promotion to higher rank. Although strictly outside the scope of this review, an urgent review needs to be conducted to find a fair and sensitive way to manage down the pool with dignity and generosity.

Demonstration of Competence

4.35 It is suggested by stakeholders and staff groups that those officers in the pool should be promoted if they are able to demonstrate their professional competence in the rank by clear endorsement of their APR. These officers should also be required successfully to complete the mandatory CLDP modules and have a clear action plan to the higher rank. These action plans should address specific areas of development and should be subject to a quality assurance programme by an independent body.

Recommendation 23

Officers in the eligible pool should be signed off as competent by endorsement of their APR with a clear action plan towards the higher rank and completion of the relevant CLDP modules.

Timeline

4.36 HR professionals and key stakeholders suggest those officers not wishing to seek promotion or to accept these proposed arrangements within a specific timeline should have to resit OSPRE™ Part II in line with that proposed around those officers who fail successfully to complete their probationary period (see section 4.24).

Identification of Posts

4.37 Officers are often invited to volunteer for promotion to several more challenging District Command Units. Staff groups suggest the service should identify where current and projected vacancies are, in terms of geographical area, core and specialist roles and advertise these posts. These staff groups went on to suggest that officers should be invited to apply. If more than projected vacancies apply then a sifting process should be applied.

Removal of Pool

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

- 4.38** This proposal reflects the opportunity for the service to extinguish the pool of eligible officers and remove the necessity of running another Stage 3 process. The number of officers who sit in the pool for promotion more or less mirrors the projected number of vacancies anticipated within each rank for the next 14 months. These projected numbers have given the service the first available opportunity to address this issue.

Recommendation 24

The current and projected vacancies for geographical area, core and specialist posts should be identified and advertised. Officers who meet the criteria should be invited to apply for promotion to these posts. If more officers than the projected number of vacancies apply then a sifting process would be recommended.

5 The Future

- 5.1** In order to implement the recommendations a number of amendments to the police regulations may have to be made. This may include the following:

- The introduction of inspector probationary period.
- ‘Temporary promotion’ to the rank until successful completion of the portfolio of competence.
- The introduction of a validity period for the promotion exams.
- Promotion exams to be changed from a ‘qualifying exam’ to a ‘selection’ tool that expires after a certain time period if the officer is not promoted.
- The removal of time served as part of the eligibility criteria for promotion to the higher rank.

- 5.2** Other recommendations will take time and effort to ensure they are ‘fit-for’ purpose. This includes the following:

- Review of the current APR and its purpose.
- The design of the portfolio of competence, with the proper operational guidelines in place.
- A full training package devised for both the revised APR and the portfolio of competence.
- Changes to OSPRE™ rules and regulations including the use of OSPRE™ Part II to create a merit list.
- The introduction of a validity period for OSPRE™ Part II.

- 5.3** A communication strategy is required to inform all key stakeholders and officers engaged in the promotion processes of the proposed changes in an appropriate fashion with time scales set out.

6 Recommendations

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

This chapter contains all of the recommendations made within this report and an assessment of what benefits the PSNI police promotion processes will gain from adopting each of them, as well as the possible penalties of failing to do so. The likely investment implications involved in embracing these proposals are also indicated, as is an assessment of their immediacy.

6.1 Benefit/Penalty Assessment Framework

The framework provides an uncomplicated method of estimating the level of benefit to be gained from the adoption of each recommendation. Conversely, it also contains an appraisal of the penalty of failing to do so. This is a subjective process and is not a guarantee that the results will occur.

Benefit:

- High gain – The PSNI police promotion processes will gain the greatest qualitative benefit in terms of effectiveness and/or public reassurance and/or human resource efficiency
- Medium gain – The PSNI police promotion processes will gain measurable benefit in terms of effectiveness and/or public reassurance and/or human resource efficiency.
- Low gain – The PSNI police promotion processes will gain perceptible benefit in terms of organisational effectiveness and/or public reassurance and/or human resource efficiency.

Penalty:

- High risk – The PSNI police promotion processes faces the greatest risk in terms of ineffectiveness and/or loss of public confidence and/or human resource inefficiency.
- Medium risk – The PSNI police promotion processes faces measurable risk in terms of ineffectiveness and/or loss of public confidence and/or human resource inefficiency
- Low risk– The PSNI police promotion processes face perceptible risk in terms of ineffectiveness and/or loss of public confidence and/or human resource inefficiency.

6.2 Impact and Investment

Each recommendation has been analysed for its likely financial impact and broad bands have been used to categorise the criterion. The calculations are only based on start up costs. Many will not result in a requirement for extra funding as they will only involve the improvement of existing processes and others may result in financial gains. HM Inspector believes that delivering appropriate promotion processes should be considered an investment and this section should be viewed in that context.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Criteria:

- Substantial investment – in excess of £500,000
- Intermediate investment – between £100,000 and £500,000
- Nominal investment – up to £100,000
- Cost neutral – no additional funding
- Possible gain – likely savings in excess of £100,000

Immediacy:

Immediacy is defined, in relation to the timing of the publication of this report, as being either an immediate, short-term or long-term consideration for each recommendation.

- Immediate to be adopted immediately
- Short-term to be achieved within one to two years
- Long-term to be achieved within two or more years.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

6. Recommendations

Number	Page	Recommendation	Impact and Investment Implications
1	16	The Service should make use of the Annual Performance Review (APR), and to formally include it as part of the promotion process. In order to be considered eligible for promotion, officers would first need to be assessed as competent in their current rank as prescribed by the Integrated Competency Framework (ICF).	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
2	17	A full review of the existing APR is required. The APR should link to the National Intelligence Model (NIM) and service planning cycle and should become an effective tool to determine performance in the role.	Benefit: High Penalty: High Investment: Nominal Immediacy: Short-term
3	18	Those intending to apply for promotion to the ranks of sergeant and inspector should undertake relevant CLDP developmental modules if they wished to be considered for promotion to the higher rank.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
4	18	The service should identify a method of development for those seeking promotion to the rank of chief inspector. These development needs should be outlined in the officer's APR.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
5	19	The service should consider extending the managing attendance policy to cover the promotion probationary period. Excessive days lost through sickness may preclude substantive promotion.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
6	21	Suitability for promotion should be dependent on competence and not time served. Officers seeking promotion to sergeant and inspector ranks must be competent in the existing rank	Benefit: High Penalty: Medium Investment: Nominal

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

		and have the identified potential to be effective in the next. This must be supported by a valid APR before sitting OSPRE™ Part I.	Immediacy: Short-term
7	21	The service requirement based on time served should be removed for those seeking promotion to the rank of chief inspector. Officers seeking this promotion must be competent in the existing rank supported by a valid APR and have the identified potential to be effective in the next.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
8	23	Full details of the succession/workforce plan relating to promotion should be made transparent within the overall HR plan. Details should be briefed to chief officers, DCU commanders, HR professionals and those seeking promotion.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
9	24	A change in the OSPRE™ scoring mechanism is required. The service should consider introducing an absolute scoring mechanism to the Part I and II processes.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
10	24	The service should introduce a probationary period for inspectors.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
11	25	The service should develop a portfolio of competence for the rank sought. Separate portfolios should be used for sergeant, inspector and chief inspector.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
12	26	Officers applying to PSNI on promotion from other forces should be subject to successful completion of a similar portfolio of competence post appointment to PSNI.	Benefit: High Penalty: Medium Investment: Nominal

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

			Immediacy: Short-term
13	27	Officers should be temporarily promoted to the rank sought up to the rank of chief inspector. These 'temporary promotions' must be related to a vacant post. The officer should satisfactorily complete a portfolio of competence. Confirmation to the substantive rank should be dependent on satisfactory completion of the portfolio of competence. This recommendation should also apply to external applicants.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
14	28	The service should ensure satisfactory completion of the period of probation linked to the portfolio of competence, before promotion to the rank is made substantive.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
15	29	Officers should undertake CLDP minimum mandatory development modules scheduled commensurate with the promotion competition timetable if they wish to be considered for promotion to the higher rank.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
16	29	The service should consider the development of 'career pathways' in order to ensure investment in training and specialist skills are not lost. Cognisance should be taken of the Skills for Justice work in this area.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
17	30	To allow the opportunity for lateral development, individual career development should be linked to an effective APR process and must complement and reflect the evidence and development within the portfolio of competence. APR should be used for development in the current rank and the portfolio	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

		used for development for the rank sought.	
18	32	The service to review existing shift patterns of specialist teams to ensure that duty arrangements do not adversely affect any diverse group from seeking promotion.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
19	32	The service to evaluate and review the reasons behind the overtime payment with a view to enhancing the work life balance and potentially reducing the spend.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
20	34	The service to identify and engage in a process compliant with Section 75 of the Northern Ireland Act 1998 that will enable a greater diverse representation within both the chief inspector and superintending ranks.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
21	34	The service should consider reviewing the timescales for running future promotion competitions to the chief inspector and superintending ranks. This should be pending the outcome of the current restructuring arrangements when exact projected vacancies can be made. Future dates for these processes should be published.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Immediate
22	35	The Service should monitor all diverse categories outlined within Section 75 of the Northern Ireland Act 1998. Recommendation should also apply to the PSNI OSPRE™ examinations administered by Centrex.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Immediate

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

23	37	Officers in the eligible pool should be signed off as competent by endorsement of their APR with a clear action plan towards the higher rank and completion of the relevant CLDP modules.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term
24	38	The current and projected vacancies for geographical area, core and specialist posts should be identified and advertised. Officers who meet the criteria should be invited to apply for promotion to these posts. If more officers than the projected number of vacancies apply then a sifting process would be recommended.	Benefit: High Penalty: Medium Investment: Nominal Immediacy: Short-term

**APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI**

APPENDIX A



PROMOTION REVIEW QUESTIONNAIRE

Name (optional): _____ **Rank/Grade** _____ **and**
Position: _____

This questionnaire is the first step in the review of promotional career options within PSNI. The research will focus on the promotion of police officers up to and including the ranks of Chief Inspector.

The review will consider the views and comments of key stakeholders, including DCU Commanders, Line Supervisors and Managers, Staff Associations, Centrex, Skills for Justice, Policing Board as well as taking cognisance of the England & Wales Police Promotion Review. Data will be collected via this questionnaire and will be backed-up and validated where possible by focus groups and one-to-one interviews.

It should take about 15 minutes to complete.

The following questionnaire should be completed in relation to PSNI internal processes rather than reflecting on the National OSPRE Part 1 and Part II examinations.

6A Strategy and Planning

Please rate the extent of your agreement with the following statements by marking the appropriate box with an **X**:

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

1. The promotion plan is linked to the overall Human Resource Strategy and Plan?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
2. The current promotion processes support frontline policing?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
3. The current promotion processes enable diversity?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure

If you have any additional comments to add to the above statements, please indicate in the adjacent box.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

6A Resourcing

Please rate the extent of your agreement with the following statements by marking the appropriate box with an X:

4. The current workforce planning system is effective in identifying promotional needs?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
5. HR promotion processes comply with data protection, Freedom of Information and Human Rights requirements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
6. Promotion processes meet the 1995 Disability Act?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
7. The Service actively targets under-represented groups for promotion?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
8. Promotion processes are communicated effectively to staff?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
9. The organisation engages effectively with DCU Commanders/ Heads of Departments in relation to promotional needs?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
10. The system for posting officers following promotion is deemed effective?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
11. Stage 3 has credibility across the service?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
12. Stage 3 is deemed a non-discriminatory system?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
13. Having to undertake a 3 rd stage encourages officers to seek promotion?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
14. After qualifying through OSPRE there is a need for an in-house assessment process?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
15. Using a merit list from OSPRE Part II would be an	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

effective way to promote officers to the rank of sergeant and inspector?						
16. The current promotion process for Chief Inspectors is deemed effective?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
17. The High Potential Development Scheme process encourages officers to seek promotion.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
18. If the PSNI internal promotion processes were improved then more officers would seek promotion to the next rank?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
19. The current promotion processes test competence?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
20. The promotion appeals/review process is effective?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
21. Promotion processes are timed to meet operational requirements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
22. A pre-screening process should exist before officers sit Ospre Part 1?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
23. The two-year service in the rank should remain as part of the eligibility criteria?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
24. The current Managing Attendance eligibility criterion for promotion is effective?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
25. There should be separate promotion processes for specialisms?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
26. Officers should be able to remain in identified career specialisms when promoted?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
27. Regions should be allowed to run their own promotion processes?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
28. The opportunities for promotion will diminish in the future?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

29. Please indicate your preferred mechanism for promotion as an alternative to Stage 3	Interview	Work Based Assessment	Appraisal Approach	Merit List Using OSPRE Part II	Mixture of approaches or other (please indicate in the additional comments box)
30. It is important that by introducing a new process, officers who have yet to seek promotion are engaged and that diversity issues are taken into account. In light of this statement, what should PSNI do with the large number of officers "qualified" for promotion to the ranks of sergeant and inspector but not yet promoted?					
31. How would you ensure the number of officers "qualified" as competent for promotion are kept broadly in line with the number of vacancies?					
32. How would you ensure that promotion processes reflect 'operational experience'? Please record any ideas that you may have in the adjacent box.					

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

If you have any additional comments to add to the above statements, please indicate in the adjacent box.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

6A Development

Please rate the extent of your agreement with the following statements by marking the appropriate box with an **X**:

33. The current promotion processes are effective in identifying officers with potential for the next rank?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
34. A workplace assessment in the rank aspired to would be effective?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
35. A workplace assessment in the rank aspired to would be practical?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
36. A workplace assessment in the rank aspired to would become easily corrupted?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
37. If workplace assessment is introduced then officers applying on promotion from other forces should have to complete a similar process?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
38. Annual Performance Review and competence in the existing job should form part of the eligibility criteria for promotion?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
39. The current APR system is a good tool to assess an officer's performance?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
40. The APR should take cognisance of the Skills for Justice occupational standards, and activities?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
41. These standards, skills and behaviours are effectively embedded across the whole organisation?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
42. APR operates effectively, at all levels?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
43. Supervisors are properly skilled to assess through either	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

a work-based assessment or appraisal process?						
44. There should be a direct link between promotion and development. This might include a requirement to complete a development programme such as the Core or Senior Leadership Development Programme modules for managers?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
45. The organisation ensures that officers are properly developed for the next rank upon completion of a promotion competition?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
46. All officers (if they wish to be) should be developed for the next rank prior to taking part in a promotion competition?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
47. Timeliness of development courses should be taken into account when planning promotion processes?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
48. Cognisance is taken by HR of officers' development needs when determining postings?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
49. The appointment of officers to either an 'acting-up' or temporary promotion status is open and transparent?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	

If you have any additional comments to add to the above statements, please indicate in the adjacent box.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

6A Reward & Recognition

Please rate the extent of your agreement with the following statements by marking the appropriate box with an **X**:

0. When officers are promoted 'temporarily' they should be paid the salary equivalent to the next rank?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
1. When officers are 'acting-up' they should be paid the salary equivalent to the next rank?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
2. There is an effective reward package for those seeking promotion?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure

If you have any additional comments to add to the above statements, please indicate in the adjacent box.

6A Individual & Corporate Health

Please rate the extent of your agreement with the following statements by marking the appropriate box with an **X**:

53 The terms & conditions associated with promotion to the next rank cause hardship on some groups of staff?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
54 Part-time/flexible working should be available to newly promoted officers	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
55 The Service ensures there are sufficient supervisors and managers to contribute to a healthy service	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
56 There is a variation in the number of supervisors and managers deployed to periods of high and low	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

demand?						
57 Supervisors and managers are held to account for their actions?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
58 Supervisors are getting enough support from line management?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	
59 Supervisors are getting enough support from the organisation?	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	

If you have any additional comments to add to the above statements, please indicate in the adjacent box.

Thank you for taking your time to complete this questionnaire. Your contribution is important to this review.

Please e-mail the completed questionnaire by 21 October 2005 to:

Sharon Beattie, Staff Officer, HMIC c/o
Jamie.cobbett2@homeoffice.gsi.gov.uk

Alternatively, the completed questionnaire can be returned to:

Sharon Beattie
Staff Officer
HMIC Personnel & Training
White Rose Court
Oriental Road
Woking, Surrey GU22 7PJ

**APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI**

APPENDIX B

PROMOTION REVIEW QUESTIONNAIRE

Questionnaire Analysis

Q1: The promotion plan is linked to the overall Human Resource Strategy and Plan?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	3.2%	31.6%	19.5%	11.8%	33.9%

34.8% of respondents either agreed or strongly agreed that the promotion plan was linked to the overall Human Resource Strategy. 31.3% disagreed or strongly disagreed to the above statement whilst 33.9% of respondents were unsure of the link.

Q2: The current promotion processes support frontline policing?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	2.2%	16.6%	34.5%	34.5%	12.2%

69% of respondents disagreed or strongly disagreed that the promotion processes supported frontline policing. Only 18.8% agreed or strongly agreed to the statement whilst 12.2% of respondents were unsure.

Q3: The current promotion processes enable diversity?

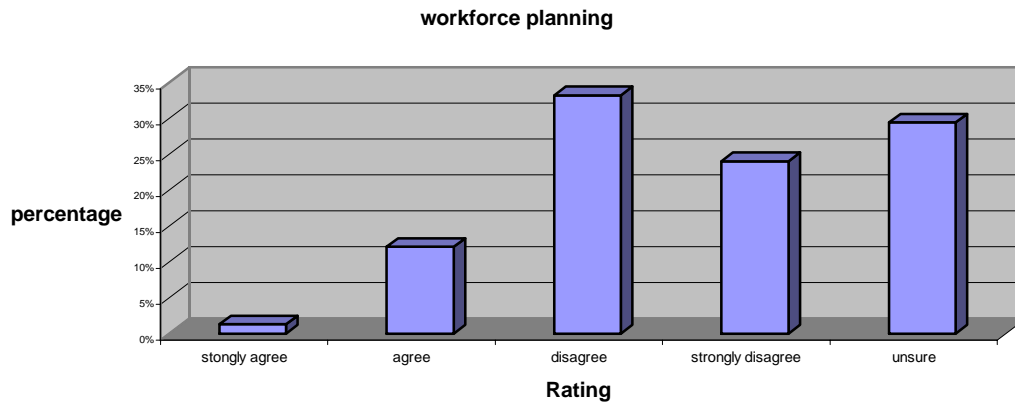
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	5.1%	40.3%	20.4%	16.9%	17.3%

45.4% of respondents agreed or strongly agreed the current promotion processes enable diversity. 37.3% disagreed or strongly disagreed to this statement, whilst 17.3% were unsure if the processes enabled diversity.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Q4: The current workforce planning system is effective in identifying promotional needs?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.3%	12.1%	33.2%	24%	29.4%



57.2% of respondents disagreed or strongly disagreed to the statement the current workforce planning system are effective in identifying promotional needs. Only 13.4% agreed or strongly agreed to this statement, whilst 29.4% were unsure of its effectiveness.

Q5: HR promotion processes comply with data protection, Freedom of Information and Human Rights requirements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	5.4%	46.6%	11.8%	12.5%	23.7%

52% of respondents agreed or strongly agreed to the above statement. 24.3% disagreed or strongly disagreed, whilst a similar percentage of respondents (23.7%) were unsure of the compliance.

Q6: Promotion processes meet the 1995 Disability Act?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	4.2%	40.6%	4.2%	3.5%	47.5%

44.8% of respondents agreed or strongly agreed the promotion processes meet the 1995 Disability Act. Only 7.7% disagreed or strongly disagreed to this statement, however, interestingly 47.5% were unsure whether the requirements of the Disability Act were met.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Q7: The Service actively targets under-represented groups for promotion?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	15.7%	33.2%	22.7%	10.5%	17.9%

48.9% of respondents agreed or strongly agreed the service actively targets under-represented groups. However, 33.2% of respondents disagreed or strongly disagreed that these groups were targeted. 17.9% were unsure.

Q8: Promotion processes are communicated effectively to staff?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	8.9%	42.5%	24.6%	20.4%	3.6%

Just over half of the respondents (50.9%) agreed or strongly agreed that promotion processes are communicated effectively to them. However, just under half (45%) disagreed or strongly disagreed to this statement. 3.6% of respondents were unsure.

Q9: The organisation engages effectively with DCU Commanders/ Heads of Departments in relation to promotional needs?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1%	11.8%	31.6%	19.2%	36.4%

Just over half (50.8%) of respondents assumed the organisation did not engage effectively with DCU Commanders/Heads of Departments in relation to promotional needs. Only 12.8% agreed or strongly agreed that these groups were engaged with effectively. 36.4% of respondents were unsure of this statement. A point worth noting is that the majority of respondents to the questionnaire were officers at the rank of sergeant and inspector.

Q10: The system for posting officers following promotion is deemed effective?

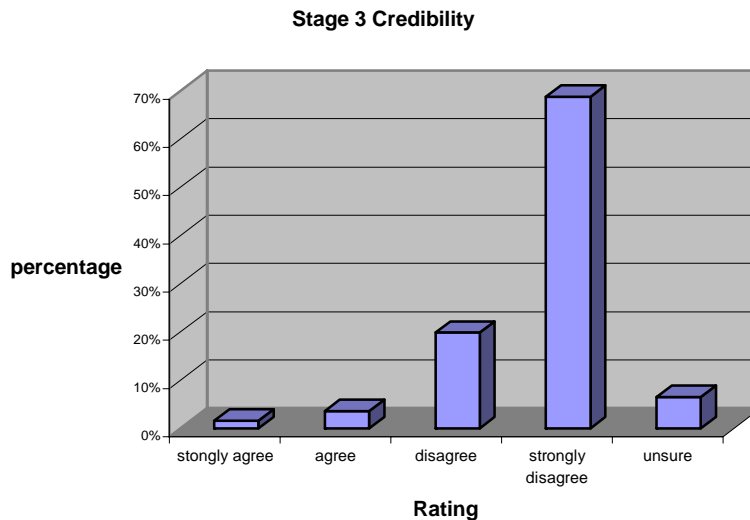
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.9%	24.3%	29.4%	29.7%	14.7%

59.1% of respondents disagreed or strongly disagreed the system of posting officers is effective. 26.2% agreed or strongly agreed to its effectiveness, whilst 14.7% were unsure.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Q11: Stage 3 has credibility across the service?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.6%	3.5%	19.8%	68.7%	6.4%



The majority of respondents (88.5%) deemed Stage 3 to have no credibility across the service. Only 5.1% agreed or strongly agreed that it had any credibility, whilst 6.4% were unsure of this statement.

Q12: Stage 3 is deemed a non-discriminatory system?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	2.2%	18.8%	20.8%	42.2%	16%

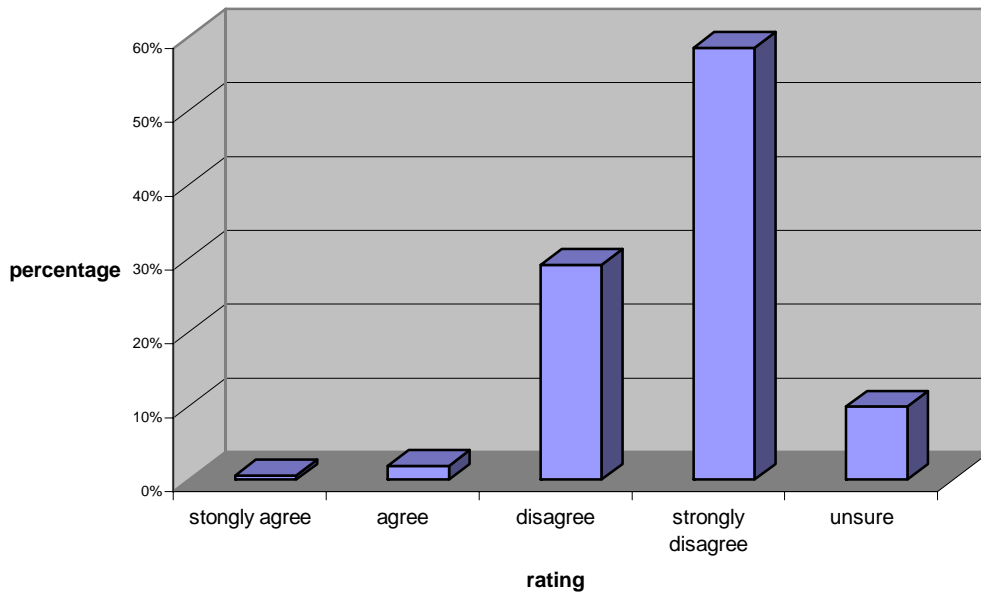
63% of respondents deemed Stage 3 a discriminatory system, whilst 21% deemed it to be non-discriminatory. 16% were unsure whether it was discriminatory or non-discriminatory.

Q13: Having to undertake a 3rd stage encourages officers to seek promotion?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	0.6%	1.9%	29.1%	58.5%	9.9%

APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Stage 3 encouragement



68.4% of respondents disagreed or strongly disagreed having to undertake Stage 3 encouraged officers to seek promotion. Only 2.5% of respondents agreed or strongly agreed that it encouraged officers to seek promotion, whilst 9.9% were unsure.

Q14: After qualifying through OSPRE there is a need for an in-house assessment process?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	14.1%	25.9%	18.5%	35.1%	6.4%

53.6% of respondents felt there was no need for an in-house assessment process following OSPRE, whilst 40% of respondents believed there was such a need. 6.4% of respondents were unsure of this need.

Q15: Using a merit list from OSPRE Part II would be an effective way to promote officers to the rank of sergeant and inspector?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	26.2%	32.6%	19.5%	14.7%	7%

Over half the respondents (58.8%) agreed or strongly agreed using a merit list from OSPRE Part II would be an effective way to promote officers. 34.2% of respondents disagreed or strongly disagreed that this method would be effective, whilst 7% were unsure of its effectiveness.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Q16: The current promotion process for Chief Inspectors is deemed effective?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.6%	9.6%	14.7%	23.3%	50.8%

38% of respondents disagreed or strongly disagreed the promotion process to Chief Inspector was effective. 11.2% agreed or strongly agreed to its effectiveness. Interestingly, over half of the respondents (50.8%) were unsure to its effectiveness. A point worth noting was there has been no PSNI promotion process to the rank of Chief Inspector since 2001.

Q17: The High Potential Development Scheme process encourages officers to seek promotion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	6.4%	27.5%	22.7%	27.2%	16.2%

Nearly half of the respondents (49.9%) disagreed or strongly disagreed that the HPD scheme encouraged officers to seek promotion. 33.9% agreed or strongly agreed that it encouraged officers, whilst 16.2% of respondents were unsure.

Q18: If the PSNI internal promotion processes were improved then more officers would seek promotion to the next rank?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	23.3%	46.3%	16%	2.2%	12.2%

The majority of respondents (69.6%) agreed or strongly agreed if the internal promotion process were improved then more officers would seek promotion to the higher rank. 18.2% disagreed or strongly disagreed with this statement, whilst 12.2% of respondents were unsure.

Q19: The current promotion processes test competence?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	2.9%	20.4%	37.1%	37.1%	2.5%

The majority of respondents (74.2%) disagreed or strongly disagreed the current promotion processes test competence, whilst 23.3% agreed or strongly agreed that they did. 2.5% of respondents were unsure.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Q20: The promotion appeals/review process is effective?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.3%	12.1%	19.2%	25.2%	42.2%

44.4% of respondents disagreed or strongly disagreed that the promotion appeals/review process is effective, whilst 13.4% agreed or strongly agreed with this statement. Interestingly, 42.2% indicated that they were unsure to its effectiveness.

Q21: Promotion processes are timed to meet operational requirements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.7%	21.7%	29.7%	16.9%	30%

46.6% of respondents disagreed or strongly disagreed that promotion processes are timed to meet operational requirements, whilst 23.4% agreed or strongly agreed that they were. Notably, 30% were unsure in response to this statement.

Q22: A pre-screening process should exist before officers sit OSPRE Part 1?

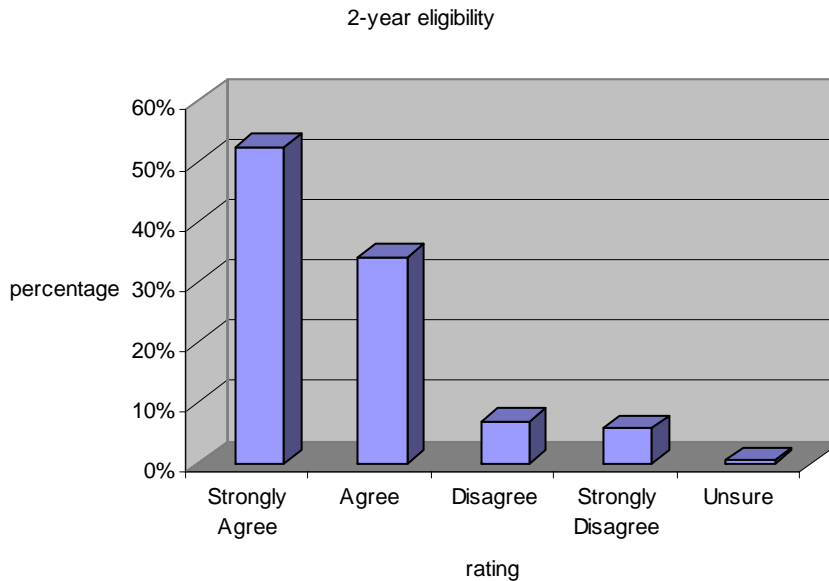
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	17.9%	37.7%	22.7%	7%	14.7%

The majority of respondents (55.6%) agreed or strongly agreed that a pre-screening process should exist before officers sit OSPRE Part 1, whilst 29.7% disagreed or strongly disagreed. 14.7% were unsure whether one should exist or not.

Q23: The two-year service in the rank should remain as part of the eligibility criteria?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	52.4%	34.2%	7%	5.8%	0.6%

APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI



The majority of respondents (86.6%) agreed or strongly agreed that the two-year service in the rank should remain as part of the eligibility criteria, whilst only 12.8% thought it should not. 6.1% were unsure whether it should remain or not.

Q24: The current Managing Attendance eligibility criterion for promotion is effective?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	12.5%	43.1%	23.6%	14.7%	6.1%

55.6% of respondents agreed or strongly agreed that the current management attendance eligibility criterion for promotion is effective, whilst 38.3% thought it was not.

Q25: There should be separate promotion processes for specialisms?

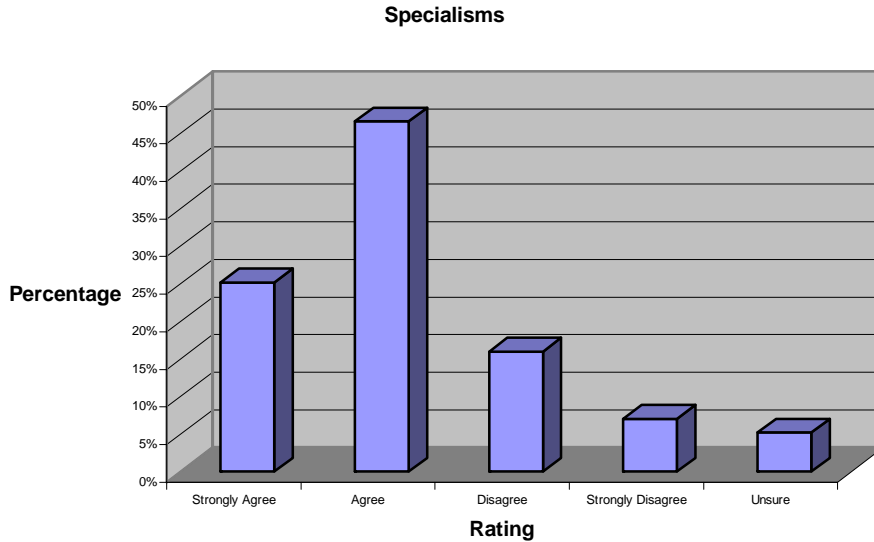
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	14.1%	28.8%	29.1%	20.8%	7.2%

There was a mixed response to this question in that whilst 49.9% disagreed or strongly disagreed that there should be separate promotion processes for specialisms, 42.9% thought that there should. 7.2% were unsure.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Q26: Officers should be able to remain in identified career specialisms when promoted?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	25.2%	46.6%	16.0%	7%	5.2%



The majority of respondents (71.8%) agreed or strongly agreed that officers should be able to remain in identified career specialisms when promoted, whilst 23% disagreed or strongly disagreed that they should. 5.2% were not sure.

Q27: Regions should be allowed to run their own promotion processes?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	10.2%	16.3%	34.5%	33.5%	5.5%

The majority of respondents (68%) disagreed or strongly disagreed that regions should be able to run their own promotion processes, whilst 26.5% thought that they should.

Q28: The opportunities for promotion will diminish in the future?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	43.1%	42.2%	6.4%	1%	7.3%

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

The majority of respondents (85.3%) agreed or strongly agreed the opportunities for promotion will diminish in future, whilst only 7.4% disagreed or strongly disagreed.

Q29: Please indicate your preferred mechanism for promotion as an alternative to Stage 3

	Interview	Work based assessment	Appraisal approach	Merit list using OSPRE II	Mixture of approaches
Frequency	11.5%	28.1%	7.3%	24%	29.1%

There was a general balance of support amongst respondents for either work-based assessments, merit list using OSPRE Part II or a mixture of approaches being used as an alternative to Stage 3.

Q33: The current promotion processes are effective in identifying officers with potential for the next rank?

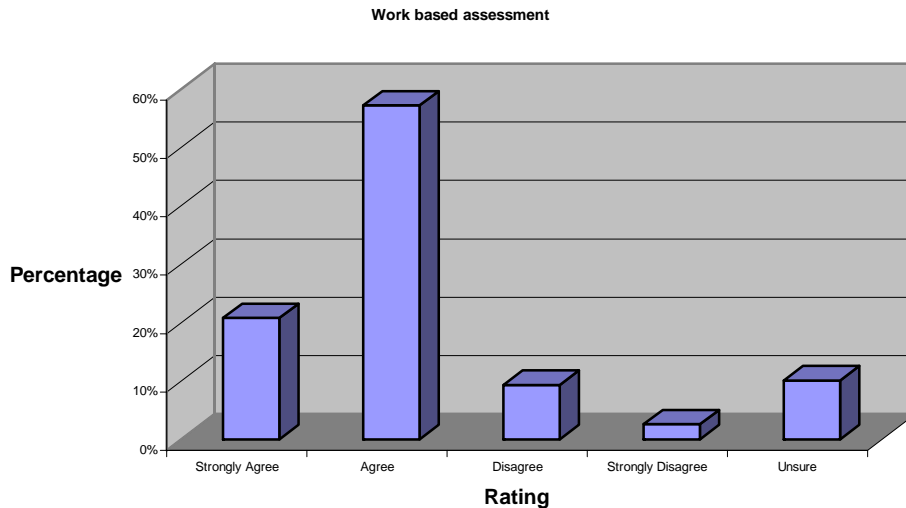
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	2.3%	18.5%	41.5%	31.3%	6.4%

The majority of respondents (72.8%) disagreed or strongly disagreed that the current promotion processes are effective in identifying officers with potential for the next rank, whilst 20.8% disagreed or strongly disagreed.

Q34: A workplace assessment in the rank aspired to would be effective?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	20.8%	57.2%	9.3%	2.6%	10.1%

APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI



The majority of respondents (78%) agreed or strongly agreed that a workplace assessment in the rank aspired to would be effective, whilst 11.9% thought that it would not. 10.1% were unsure as to its effectiveness.

Q35: A workplace assessment in the rank aspired to would be practical?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	16.3%	50.5%	18.2%	3.5%	11.5%

The majority of respondents (66.8%) agreed or strongly agreed that a workplace assessment in the rank aspired to would be practical, whilst 21.5% disagreed or strongly disagreed. 11.5% were unsure as to whether it would or not.

Q36: A workplace assessment in the rank aspired to would become easily corrupted?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	9.6%	32.6%	34.8%	3.5%	19.5%

44.4% of respondents agreed or strongly agreed that a workplace assessment in the rank aspired to would be easily corrupted, whilst 38.3% thought that it would not. 19.5% were unsure whether it would or not.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

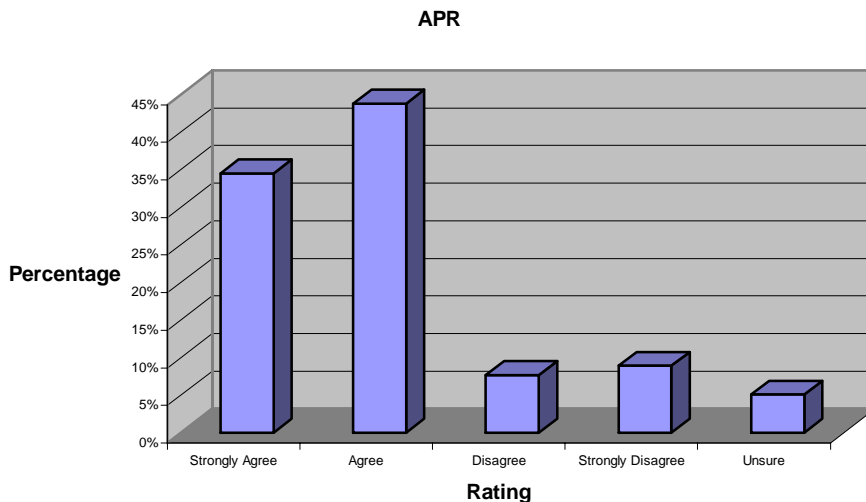
Q37: If workplace assessment is introduced then officers applying on promotion from other forces should have to complete a similar process?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	33.2%	56.5%	4.5%	1%	4.8%

The majority of respondents (89.7%) agreed or strongly agreed that if a workplace assessment was introduced then officers applying on promotion from other forces should have to complete a similar process, whilst only 5.5% disagreed or strongly disagreed.

Q38: Annual Performance Review and competence in the existing job should form part of the eligibility criteria for promotion?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	34.5%	43.8%	7.7%	8.9%	5.1%

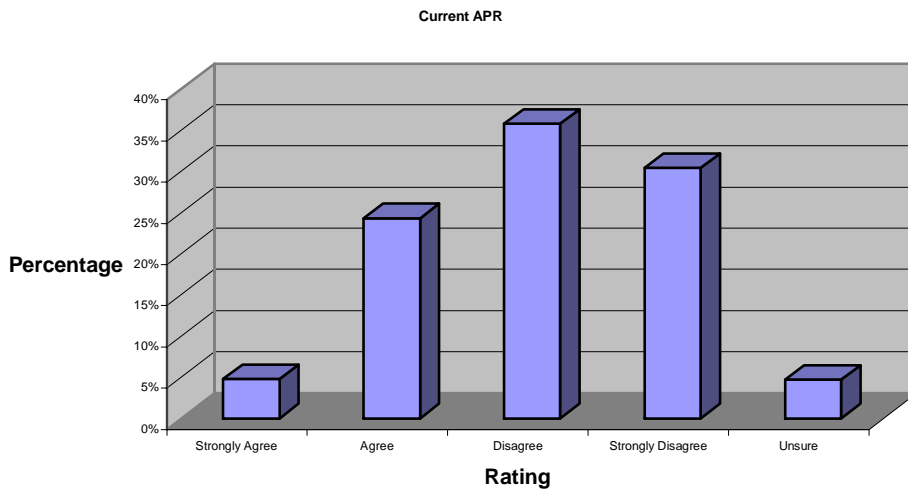


The majority of respondents (78.3%) agreed or strongly agreed that the Annual Performance Review and competence in the existing job should form part of the eligibility criteria for promotion, whilst 16.6% thought that they should not. 5.1% were unsure.

Q39: The current APR system is a good tool to assess an officer's performance?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	4.8%	24.3%	35.8%	30.4%	4.7%

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI



The majority of respondents (66.2%) disagreed or strongly disagreed that current APR system is a good tool to assess an officer's performance, whilst 29.1% thought that it was.

Q40: The APR should take cognisance of the Skills for Justice occupational standards, and activities?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	10.2%	49.5%	6.1%	3.2%	31%

The majority of respondents (59.7%) agreed or strongly agreed that the APR should take cognisance of the Skills for Justice occupational standards and activities, whilst 9.3% disagreed or strongly disagreed. Notably, 31% were unsure whether it should or not.

Q41: These standards, skills and behaviours are effectively embedded across the whole organisation?

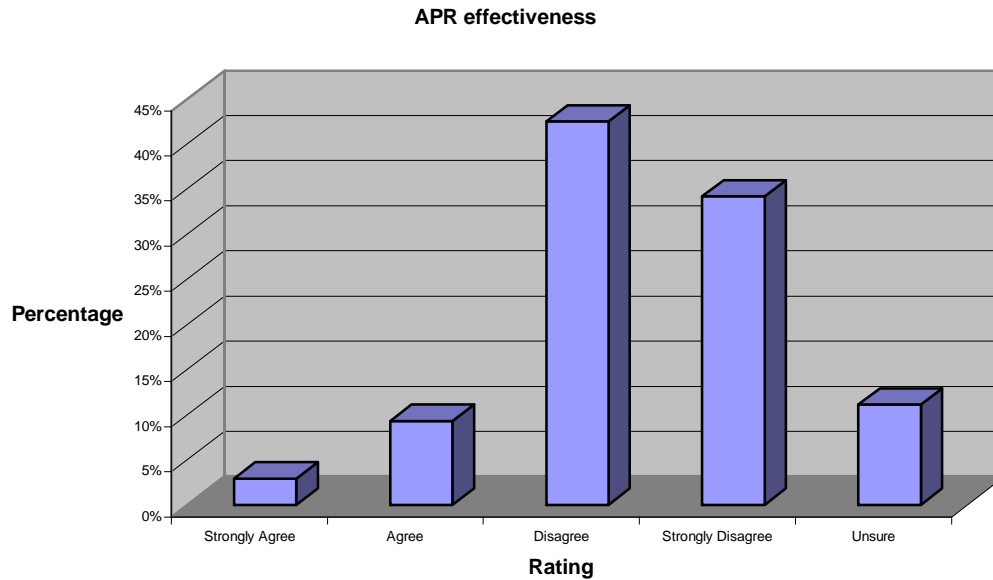
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.6%	19.5%	38%	10.9%	30%

48.9% of respondents disagreed or strongly disagreed that these skills, standards and behaviours are effectively embedded across the whole organisation, whilst 21.1% agreed or strongly agreed that they were. Interestingly, 30% were unsure whether they were or not.

**APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI**

Q42: APR operates effectively, at all levels?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	2.9%	9.3%	42.5%	34.2%	11.1%

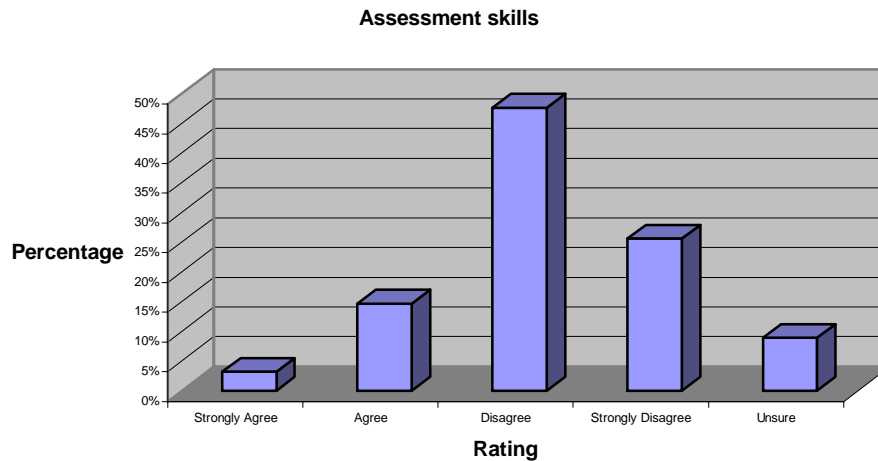


The majority of respondents (76.7%) disagreed or strongly disagreed that the APR operates effectively at all levels, whilst 12.2% thought that it did.

Q43: Supervisors are properly skilled to assess through either a work-based assessment or appraisal process?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	3.2%	14.7%	47.6%	25.6%	8.9%

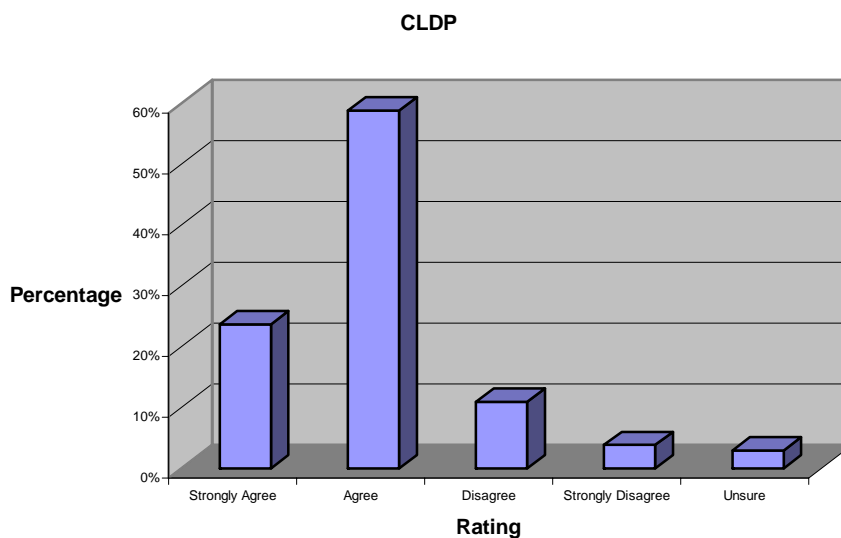
APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI



The majority of respondents (73.2%) disagreed or strongly disagreed that supervisors are properly skilled to assess either through a work based assessment or appraisal process, whilst 17.9% agreed or strongly agreed. 8.9% were unsure.

Q44: There should be a direct link between promotion and development. This might include a requirement to complete a development programme such as the Core or Senior Leadership Development Programme modules for managers?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	23.6%	58.8%	10.9%	3.8%	2.9%



The majority of respondents (82.4%) agreed or strongly agreed that there should be a direct link between promotion and development, whilst 14.7% thought that there should be no such link.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

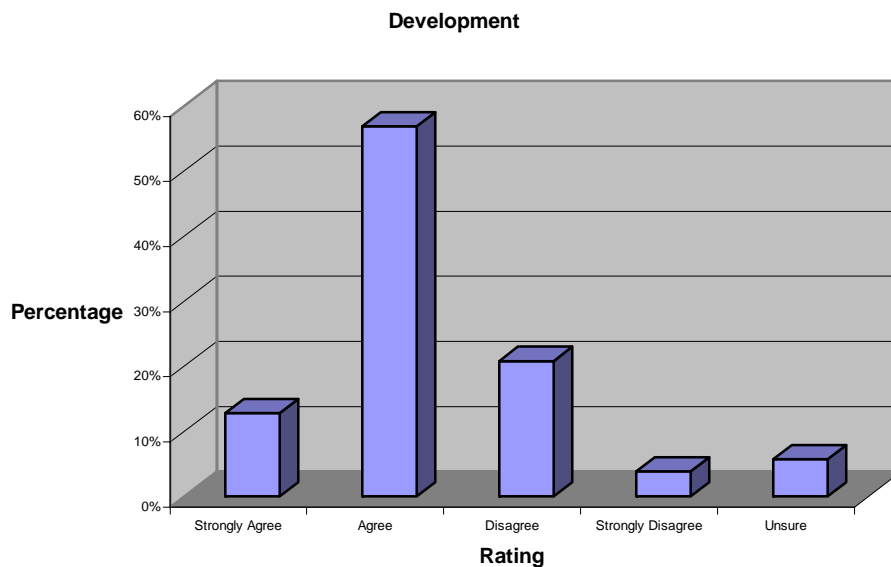
Q45: The organisation ensures that officers are properly developed for the next rank upon completion of a promotion competition?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	3.2%	6.4%	38.3%	47%	5.1%

The majority of respondents (85.3%) disagreed or strongly disagreed that the organisation ensures that officers are properly developed for the next rank upon completion of a promotion competition, whilst only 9.6% thought that it did. 5.1% were unsure.

Q46: All officers (if they wish to be) should be developed for the next rank prior to taking part in a promotion competition?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	12.8%	56.9%	20.8%	3.8%	5.7%

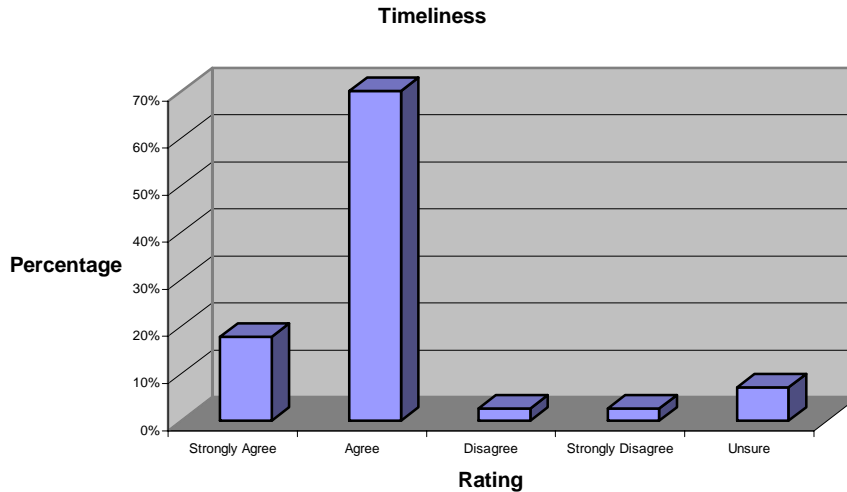


The majority of respondents (69.7%) agreed or strongly agreed that all officers should be developed for the next rank prior to taking part in a promotion competition, whilst 24.6% disagreed or strongly disagreed.

Q47: Timeliness of development courses should be taken into account when planning promotion processes?

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	17.8%	70%	2.6%	2.6%	7%



The majority of respondents (87.8%) agreed or strongly agreed that the timeliness of development courses should be taken into account when planning promotion processes, whilst only 5.2% disagreed or strongly disagreed. 7% were unsure whether or not they should be taken into account.

Q48: Cognisance is taken by HR of officers' development needs when determining postings?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	3.8%	14.2%	38.3%	26.8%	16.9%

The majority of respondents (65.1%) disagreed or strongly disagreed that HR take cognisance of officers' development needs when determining postings, whilst 18% thought that they did. 16.9% were unsure as to whether they did or not.

Q49: The appointment of officers to either an 'acting-up' or temporary promotion status is open and transparent?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	5.1%	23%	34.2%	28.8%	8.9%

The majority of respondents (63%) disagreed or strongly disagreed that the appointment of officers to either an 'acting-up' or temporary promotion status

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

is open and transparent. 28.1% agreed or strongly agreed that it was, whilst 8.9% were unsure.

Q50: When officers are promoted ‘temporarily’ they should be paid the salary equivalent to the next rank?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	47%	48.2%	2.8%	1%	1%

Nearly all respondents (95.2%) agreed or strongly agreed that when officers are promoted ‘temporarily’ they should be paid the salary equivalent to the next rank. Only 3.8% of respondents disagreed or strongly disagreed.

Q51: When officers are ‘acting-up’ they should be paid the salary equivalent to the next rank?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	45.7%	47.6%	4.7%	1%	1%

The majority of respondents (93.3%) agreed or strongly agreed that when officers are ‘acting-up’ they should be paid the salary equivalent to the next rank. Only 5.7% disagreed or strongly disagreed.

Q52: There is an effective reward package for those seeking promotion?

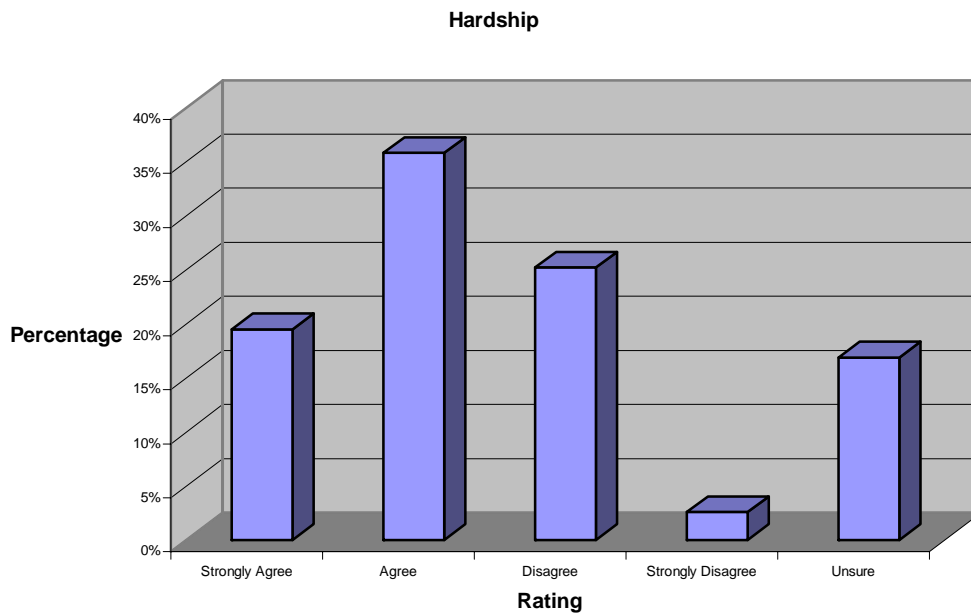
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	7%	21.1%	39.6%	26.8%	5.5%

The majority of respondents (66%) disagreed or strongly disagreed there is an effective reward package for those seeking promotion, whilst 28.1% agreed or strongly agreed there was.

Q53: The terms & conditions associated with promotion to the next rank cause hardship on some groups of staff?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	19.5%	35.8%	25.2%	2.6%	16.9%

APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI



55.3% of respondents agreed or strongly agreed the terms and conditions associated with promotion to the next rank cause hardship on some groups of staff. 27.8% of respondents disagreed or strongly disagreed to this statement, whilst 16.9% were unsure.

Q54: Part-time/flexible working should be available to newly promoted officers

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	10.2 %	37.4%	29.7%	11.8%	10.9%

Whilst 47.6% of respondents agreed or strongly agreed that part-time/flexible working should be available to newly promoted officers, 41.5% disagreed or strongly disagreed.

Q55: The Service ensures there are sufficient supervisors and managers to contribute to a healthy service

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1.6%	29.1%	39.3%	17.6%	12.4%

56.9% of respondents disagreed or strongly disagreed there are sufficient supervisors and managers to contribute to a healthy service, whilst 30.7% agreed or strongly agreed. 12.4% of respondents were unsure.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Q56: There is a variation in the number of supervisors and managers deployed to periods of high and low demand?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	6.7%	33.5%	27.5%	9.3%	23%

Whilst 40.2% of respondents agreed or strongly agreed there is variation in the number of supervisors and managers deployed to periods of high and low demand, 36.8% disagreed or strongly disagreed there was such a variation. 23% were unsure.

Q57: Supervisors and managers are held to account for their actions?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	16%	47%	24%	8.3%	4.7%

The majority of respondents (63%) agreed or strongly agreed that supervisors and managers are held to account for their actions, whilst 32.3% of respondents disagreed or strongly disagreed that they are.

Q58: Supervisors are getting enough support from line management?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1%	28.1%	37.7%	18.8%	14.4%

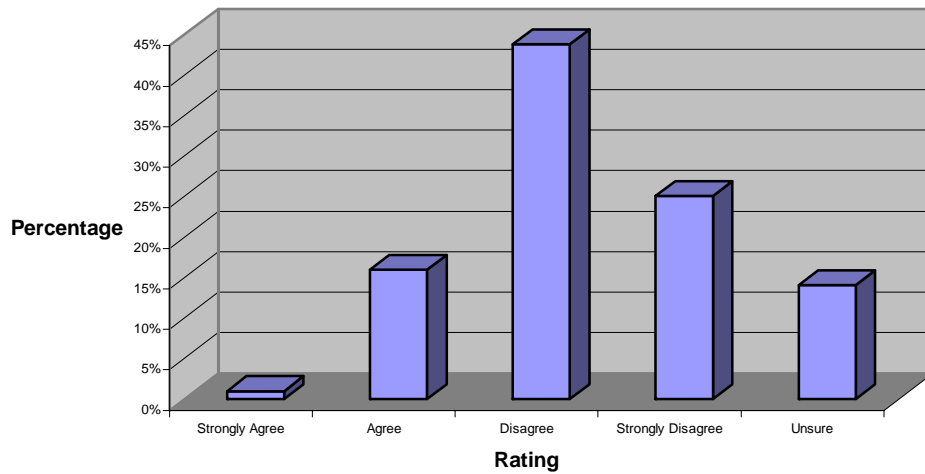
56.5% of respondents disagreed or strongly disagreed that supervisors are getting enough support from line management, whilst 29.1% agreed or strongly agreed that they were. 14.4% of respondents were unsure.

Q59: Supervisors are getting enough support from the organisation?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Frequency	1%	16%	43.8%	25.1%	14.1%

APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Support



The majority of respondents (68.9%) disagreed or strongly disagreed that supervisors are getting enough support from the organisation, whilst 17% thought they were. 14.1% of respondents were unsure.

**APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI**

APPENDIX C

LIST OF STAKEHOLDERS/DEPARTMENTS INTERVIEWED

External

Centrex
Criminal Justice Inspectorate Northern Ireland
Key Stakeholder form Home Office (Police Recruitment, Training and Development Team)
Member of PPEB from University of Ulster
Policing Board
Skills for Justice
Tulliallan Police College

Internal

Centre for Leadership
Chief Officers
DCU Commanders
Diversity Department
Ethnic Minority Police Association
Gay Police Officers Association
HR Planning and Appointments
Managers from HR Department and Regions
NIPSA
Occupational Health and Welfare
Occupational Psychologists
People Development
Police College
Police Federation for Northern Ireland
Resourcing Solutions
Reward and Recognition
Superintendents Association for Northern Ireland

Staff Groups

Chief Inspectors/HPDS
Officers who were unsuccessful in the promotion processes or awaiting promotion
Personnel Officers
Sergeants awaiting promotion
Sergeants qualified in OSPRE Parts I & II

**APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI**

APPENDIX D

ABBREVIATIONS, ACRONYMS AND DEFINITIONS

ACC	Assistant Chief Constable
ACPO	Association of Chief Police Officers
APR	Annual Performance Review
CLDP	Core Leadership Development Programme
DCU	District Command Unit
Foyle	District Command Unit in the North of the Province (Rural Region)
Grid	Leadership training by Blake and Mouton
HMIC	Her Majesty's Inspectorate of Constabulary
HPDS	High Potential Development Scheme
HR	Human Resources
ICF	Integrated Competency Framework
NIM	National Intelligence Model
NOS	National Occupational Standards
OSPRES TM Parts I and II	National promotion examinations for the ranks of Sergeant and Inspector.
PPEB	Police Promotions Examination Board
PSNI	Police Service of Northern Ireland
Qualifying exam promotion	An exam that certifies officers eligibility for
Selection exam	A process that selects officers to the next rank
SFJ	Skills for Justice
Stage 3	PSNI Internal promotion process following OSPRE Stage II
TSG	Tactical Support Group

Core Leadership Development Programme

Proposed mandatory modules for promotion

Being a Leader

Being a leader is aimed at all sergeants, first line managers and above. It may also be suitable for those staff under active development for these roles. Completion of the CLDP Leadership module or similar learning is a pre-requisite to undertaking this module. Completion of the CLDP Leadership module or similar learning is a pre-requisite to undertaking this module.

This module, which builds on the Leadership module, is intended for those who are new to their management role. Covering the fundamental leadership skills and knowledge needed by every manager, it focuses on four areas:

- Leadership: effective leadership style in a diverse workforce
- Workload management: delegation, time management and meetings
- Decision making and change management
- Problem solving and conflict management.

Objectives

Being a Leader will assist learners to:

- Define what constitutes effective leadership
- Identify a range of factors that contribute to motivation
- Summarise some theoretical models for productive teamwork
- Detail the leadership implications of achieving and managing diversity in the workforce
- Outline a productive delegation process
- Summarise a range of methods for managing time
- Identify the factors contributing to effective meetings
- Explain a method for making decisions effectively
- Identify the factors leading to successful organisational change
- Detail a method for diagnosing and resolving problems
- Explain the skills and approaches needed to resolve conflict.

ICF and NOS

This module links to:

ICF activity 219; and Management NOS C10

ICF activity 221; and NOS 4D1

ICF activity 223; and NOS 4D1

ICF activity 141; and NOS 4C2

ICF activity 1042; and Admin NOS 305

ICF activity 236; and NOS 1A2, 1A4 and 4H1

Target Group

All sergeants, inspectors, first and second line managers.

Also available to those under active development for these roles.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Learning Outcomes

Area	Topic	Participants who have successfully completed this module will be able to:
Leadership	Leadership Styles	Defines what constitutes effective leadership
	Motivation	Identify a range of factors that contribute to motivation
	Leading the team Leading a diverse workforce	Detail the leadership implications of achieving and managing diversity in the workforce.
Workload Management	Delegation	Outline a productive delegation process
	Time management	Summarise a range of methods for managing time
Decisions and change	Managing meetings	Identifies the factors leading to successful organisational change
	Decision making	Explain a method for making decisions effectively
Problems and conflict	Change leadership	Identify the factors leading to successful organisational change
	Conflict management	Explain the skills and approaches needed to resolve conflict
	Problem solving	Detail a method for diagnosing and resolving problems

APPENDIC V REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Operational Activities

Operational Activities is aimed at all sergeants and inspectors. It may also be suitable for constables and police staff with a role-related requirement.

Completion of the CLDP Leadership module or similar learning is a prerequisite to undertaking this module.

This module is about the leadership skills and knowledge needed by police personnel to plan and manage operational activities. It focuses on three areas:

- The principles of managing operational activities and how to set objectives
- Planning and managing operational activities: planning, contingency planning, maintaining control and the impact of child protection on operations
- Communication: briefing, handing over and debriefing

Objectives

Operational Activities will assist learners to:

- Detail the principles of operations management
- Describe how to formulate objectives
- Identify the factors that influence how to achieve objectives
- Detail the factors to be taken into account when planning a response
- Explain methods for contingency planning
- Identify methods for managing operations efficiently and effectively
- Explain the recommendations of the Laming report and their impact on operations
- Describe methods for briefing staff
- Describe methods for ensuring effective handovers
- Explain how to debrief staff in ways that contribute to staff motivation and development
- Describe the purpose of the PDP and how to use it with probationers

ICF and NOS

This module links to

ICF activity 113; and NOS 2B7 and 4A7

ICF activity 219; and Management NOS C10

ICF activity 226; and NOS 4D1

ICF activity 57; and NOS 2A1

ICF activity 140; and NOS 2A3

ICF activity 68; and NOS 2B6

ICF activity 104; and NOS 2B3, 4D2 and 4A7

ICF activity 204; and NOS 2B5

ICF activity 141; and NOS 1A4

ICF activity 127; and NOS 1A2, 1A5 and 4H1

Target Group

All sergeants, inspectors, first and second line managers.

Available to anyone else with a role related requirement.

24/06/2005 version 1.2 – Leadership Development Programme, PCNI

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI
Core Leadership Development Programme

Learning Outcomes

Area	Topic	Participants who have successfully completed this module will be able to:
Staff Welfare principles	The National Strategy for a Healthy Police Service	Explain the strategy and how it will affect force planning
	Creating a healthy environment	Describe a range of methods or creating a healthy environment
Staff Welfare Management	Handling Stress	Describe the causes and effects of stress and how it can be managed
	Absence	Describe the factors contributing to absence and how it can be reduced

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Racist Incidents and Hate Crime

Racist Incidents and Hate Crime is aimed at all sergeants and inspectors. It may also be suitable for constables and police staff with a role-related requirement.

Completion of the CLDP Leadership module or similar learning is a prerequisite to undertaking this module.

This module is about the leadership skills and knowledge needed by police personnel to reduce and deal with racist incidents and other forms of hate crime.

It focuses on three areas:

- Principles: the impact of hate crime on victims, communities and the policed service and the need to develop staff performance
- Approaches: effective investigation, supporting the victim and working in partnership with other agencies
- Procedures: civil and criminal justice issues and procedures and the importance of recording racist incidents.

Objectives

Racist Incidents and Hate Crime will assist learners to:

- Explain why racist and hate crime affects not only victims and their communities, but also perceptions of the police service
- Identify how the prevention and resolution of racist and hate crime can be integrated within systems for monitoring and developing staff performance
- Explain the issues and principles underpinning the effective investigation of racist and hate crime
- Identify a range of methods for supporting victims of racist and hate crime
- Describe how to work with other agencies and local communities to prevent and resolve racist incidents
- Detail civil and criminal justice issues and procedures in relation to racist incidents
- Explain how to collect and record detail about racist incidents and why it is important.

ICF and NOS

This module links to:

ICF activity 219; and Management NOS C10

ICF activity 226; and NOS 4D1

ICF activity 57; and NOS 2A1

ICF activity 68; and NOS 2B6

ICF activity 104; and NOS 2B3, 4D2 and 4A7

ICF activity 141; and NOS 1A4

ICF activity 127; and NOS 1A2, 1A5 and 4H1

ICF activity 142; and NOS 4D1, 4D2 and 4B3

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Target Group

All sergeants, inspectors and anyone under active development for these ranks. Available to anyone else with a role related requirement.

**APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI**

Core Leadership Development Programme

Learning Outcomes

Area	Topic	Participants who have successfully completed this module will be able to:
Principles	Racist Incidents	Explain why racist and hate crime affects not only victims and their communities, but also perceptions of the police service
	Monitoring and developing performance	Identify how the perception and resolution of racist and hate crime can be integrated within systems for monitoring and developing staff performance
	Effective Investigation	Explain the issues and principles underpinning the effective investigation of racist and hate crime
Approaches	Supporting the victim	Identify a range of methods for supporting victims of racist and hate crime
	Working in partnership	Describe how to work with other agencies and local communities to prevent and resolve racist incidents
	Civil and criminal justice	Detail civil and criminal justice issues and procedures in relation to racist incidents
Procedures	Recording racist incidents	Explain how to collect and record detail about racist incidents and why it is important

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI
Core Leadership Development Programme

Approaches to Crime Reduction

Approaches to Crime Reduction are aimed at all sergeants and inspectors. It may also be suitable for constables and police staff with a role-related requirement.

Completion of the CLDP Leadership module or similar learning is a pre-requisite to undertaking this module.

This module is about the leadership skills and knowledge needed by police personnel to reduce crime.

It focuses on three areas:

- The principles of crime reduction
- Intelligence and analysis
- Approaches: problem oriented policing and zero tolerance policing.

Objectives

Approaches to Crime Reduction will assist learners to:

- Explain the concepts and principles underpinning the crime reduction approach to policing
- Describe the partnership requirements of the Crime and Disorder Act and the benefits of working with other agencies
- Describe the justice gap and methods for narrowing it
- Explain how an analysis of local crime patterns can be used to support integrated policing responses and reduce crime
- Explain how to use intelligence led approaches to manage crime
- Explain the principles and components of the National Intelligence Model (NIM)
- Explain the principles of problem oriented policing and how to put it into practice
- Explain the principles of zero tolerance policing and how it relates to crime reduction.

ICF and NOS

This module links to:

ICF activity 113; and NOS 2B7 and 4A7

ICF activity 57; and NOS 2A1

ICF activity 140; and NOS 2A3

ICF activity 68; and NOS 2B6

ICF activity 141; and NOS 1A4

ICF activity 127; and NOS 1A2 and 4H1

Target Group

All sergeants, inspectors and anyone under active development for these ranks.

Available to anyone else with a role related requirement.

24/06/2005 version 1.2 – Leadership Development Programme, PCNI

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI
Core Leadership Development Programme

Learning Outcomes

Area	Topic	Participants who have successfully completed this module will be able to:
Crime Reduction Principles	A Crime Reduction approach to policing	Explain the concepts and principles underpinning the crime reduction approach to policing
	Partnership approaches to policing	Describe the partnership requirements of the Crime and Disorder Act and the benefits of working with other agencies
	Narrowing the justice gap	Describe the justice gap and methods for narrowing it
Crime Reduction intelligence and analysis	A problem analysis tool kit	Explain how an analysis of local crime patterns can be used to support integrated policing responses and reduce crime
	Intelligence led policing	Explain how to use intelligence led approaches to manage crime
Crime Reduction: Policing Approaches	Problem Oriented Policing	Explain the principles of problem oriented policing and how to put it into practise
	Zero tolerance Policing	Explain the principles of zero tolerance policing and how it relates to crime reduction

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Inspectors Statutory Responsibilities

Inspectors' Statutory Responsibilities is aimed at all inspectors. It may also be suitable for sergeants under active development from the role of inspector. Completion of the CLDP Leadership module or similar learning is a pre-requisite to undertaking this module.

The focus of this module is the key legislation underpinning police procedures and what this means in terms of the statutory responsibilities of inspectors.

There are two main areas:

- The Police and Criminal Evidence NI Order 1989 in relation to the rights of detained persons, searches, reviews before charge, identification and complaints against the police
- Other legislation in relation to surveillance, powers to stop and search, independent custody visiting and child protection.

Objectives

Inspectors' Statutory Responsibilities will assist learners to:

- Detail key responsibilities arising from PACE in relation to a detained person's rights to legal advice and to communicate with others
- Detail key responsibilities arising from PACE in relation to authorising the searching of premises after arrest
- Detail key responsibilities arising from PACE in relation to search warrants
- Detail key responsibilities arising from PACE in relation to review of a person's detention before charge
- Detail key responsibilities arising from PACE in relation to identification
- Detail key responsibilities arising from PACE in relation to complaints resulting from detention
- Detail key responsibilities arising from the Regulation of Investigatory Powers Act 2000 in relation to surveillance
- Detail key responsibilities arising from The Public Order NI Order 1987 in relation to powers to stop and search
- Outline the Home Office guidelines for independent custody visiting as required by the Police Reform Act 2002
- Detail key responsibilities arising from the Children NI Order 1995 in relation to child protection

ICF and NOS

ICF activity 249; and NOS 2G2

Target Group

All inspectors

Available to sergeants under active development for the role of inspector.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Learning Outcomes

Area	Topic	Participants who have successfully completed this module will be able to:
The Police and Criminal Evidence Act (PACE) 1984	The rights of detained persons	Detail key responsibilities arising from PACE in relation to a detained person's rights to legal advice and to communicate with others
	Searches	Detail key responsibilities arising from PACE in relation to authorising the searching of premises after arrest
	Search Warrants	Detail key responsibility arising from PACE in relation to search warrants
	Reviews before charge	Detail key responsibility arising from PACE in relation to review of a person's detention before charge
	Identification	Detail key responsibility arising from PACE in relation to identification
	Complaints against the police	Detail key responsibility arising from PACE in relation to complaints resulting in detention
	Surveillance	Detail key responsibility arising from the Regulation of Investigator Powers Act 2000 in relation to Surveillance
	Powers to stop and search	Detail key responsibility arising from the Criminal Justice and Public Order Act 1994 in relation to powers to stop and search
Other Legislation	Independent custody visiting	Outline the Home Officer guidelines for independent custody visiting as required by the Police Reform Act 2002
	Child Protection	Children Act 1989 in relation to child protection

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Performance & Development Review

The Performance and Development Review Process is aimed at all probationary police officers and all police staff.

Completion of the CLDP Leadership module or similar learning is a pre-requisite to undertaking this module.

This module is about the leadership skills and knowledge needed by managers to review staff performance and development.

It focuses on three areas:

- The purpose, principles and stages of the Performance and Development Review (APR/PDR) process
- Preparing and planning for the APR/PDR process
- Skills and methods: asking questions and giving feedback.

Objectives

Performance and Development Review will assist learners to:

- Explain the purpose and stages of the APR/PDR process
- Define the components of the Integrated Competency Framework and how they apply to staff
- Describe the principles underpinning an effective review process
- Describe the preparation needed for the review process
- Identify the factors that contribute towards successful review meetings
- Describe how to set objectives in the context of role requirements, current needs and future aspirations
- Detail how to produce development plans and describe recording and appeals procedures.
- Describe methods for ensuring effective communication during the review process
- Detail how to give feedback in a way that prevents conflict

ICF and NOS

This module links to:

ICF activity 219; and Management NOS C10

ICF activity 221; and NOS 4D1

ICF activity 226; and NOS 4D1

ICF activity 141; and NOS 1A4

ICF activity 142; and NOS 4D1, 4D2 and 4B3.

Target Group

All police personnel from post probationer constables and equivalent police staff up to second line managers and inspectors.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Learning Outcomes

Area	Topic	Participants who have successfully completed this module will be able to:
Purpose, Principles, and Stages	An overview of PDR	Explain the purpose and stages of the PDR Process
	The Integrated Competency Framework	Define the components of the framework and how they apply to staff
	The Review Process	Describe the principles underpinning an effective review process
Preparation and Planning	Preparing for Review	Describe the preparation needed for the review process
	Planning a review meeting	Identify the factors that contribute towards successful review meetings
	Setting objectives	Describe how to set objectives in the context of role requirements, current needs and future aspirations
PDR: Skills and Methods	Planning development	Detail how to produce development plans and describe recording and appeals procedures
	Asking Questions	Describe methods for ensuring effective communication during the review process
	Giving Feedback	Detail how to give feedback in a way that prevents conflict

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Core Leadership Development Programme

Staff Welfare

Staff Welfare is aimed at all sergeants, first line managers and above. It may also be suitable for anyone else with a role-related requirement.

Completion of the CLDP Leadership module of similar learning is a pre-requisite to undertaking this module.

This module is about the leadership skills and knowledge needed by managers to address the welfare needs of their staff.

It focuses on two broad areas:

- The principles of staff welfare: creating a healthy working environment in the context of the National Strategy for a Healthy Police Service
- The management of staff welfare: reducing absence, particularly that caused by stress.

Objectives

Staff Welfare will assist learners to:

- Explain the strategy and how it will effect force planning
- Describe a range of methods for creating a healthy environment
- Describe the causes and effects of stress and how it can be managed
- Describe the factors contributing to absence and how it can be reduced.

ICF and NOS

This module links to:

ICF activity 1160; and NOS 4D1

ICF activity 141; and NOS 1A4

Target Group

All sergeants, inspectors, first and second line managers.

Available to anyone else with a role related requirement.

Learning Outcomes

Area	Topic	Participants who have successfully completed this module will be able to:
Staff Welfare: Principles	The National Strategy for a Healthy Police Service	Explain the strategy and how it will affect force planning
	Create a healthy environment	Describe a range of methods for creating a healthy environment
Staff Welfare: Management	Handling Stress	Describe the causes and effects of stress and how it can be managed
	Absence	Describe the factors contributing to absence and how it can be reduced

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Appendix F

WOMEN AND PROMOTION, INTERIM REPORT
5th August 2005

Background

This report pertains to the project entitled 'Women and Promotion' being undertaken by the Occupational Psychology Unit to investigate the progression of female officers through the ranks in PSNI and the barriers they may experience. The report details the quantitative findings from the first stage of the project, which relates to recommendation 7 of the Gender Action Plan:

"It is recommended that as part of the Promotion Review chaired by ACC Sheridan, an analysis is carried out to establish if there is a significant disparity between the length of service of male applicants and female applicants for promotion and between success rates of the respective genders."

The report also contains additional data, which was not outlined in the Women and Promotion project specification, but would prove useful to the Diversity Unit and their general work as part of the Gender Action Plan.

Methodology

The results outlined below were gathered based on information held by Centrex who manage the Part 1 and Part 2 promotion exams for Constables and Sergeants. All results outlined are specific to PSNI applicants. Results relating to the Stage 3 promotion competitions are gathered from databases held within the Occupational Psychology Unit.

Findings

The first stage of the project outlines three key research questions. Each of these questions and the associated findings are outlined below.

4. "Identify any differences in the number of men and women applying within their first year of eligibility to the Part 1 and Part 2 Constable to Sergeant promotion process (2005)."

In the case of Constables going for promotion the first year of eligibility is their first year after finishing probation. Probation usually lasts for two years, assuming it has not been extended due to performance or sickness related issues. As such, the first year Constables are eligible to apply for Part 1 and Part 2 is usually two years after they are attested. That is the assumption on

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

which the data below is based. Results for the number of males and females applying for Part 1 during their first year of eligibility in 2005 are outlined below. Additional information is included on the 2004 and 2003 Part 1 exam. Results from the 2005 Part 2 exam are currently unavailable, because the Part 2 exam does not take place until September.

	Male	Female	Total
Total number of officers in 1st year of eligibility¹⁵	294	126	420
Total number of applicants 2005	217	53	270
No. of applicants applying within 1st year of eligibility 2005	83 (38% of all male applicants)	38 (71% of all female applicants)	121 (45% of all applicants)
% of applicants applying within 1st year of eligibility	28%	30%	29%
Total number of applicants 2004	238	32	270
No. of applicants applying within first year of eligibility 2004**	8 (3% of all applicants)	2 (1% of all applicants)	10 (4% of all applicants)
Total number of applicants 2003	262	38	300
No. of applicants applying within first year of eligibility 2003**	40 (13% of all applicants)	12 (4% of all applicants)	52 (17% of all applicants)

Table 1: Number of officers applying for Part 1 within their first year of eligibility 2005, 2004 and 2003.

*** Please note that prior to PSNI recruitment in November 2001, the RUC had not recruited constables since 1989/99. Therefore the above figures for 2004 and 2003 must be read within a context in which there were few applicants who would fall into the 'first year of eligibility' category.*

The 2005 data points to an encouraging finding for females. The figures indicate that 30% of all females who were eligible to apply for the Part 1 exam

¹⁵ These figures are based on the number of officers attested between March 2002 and February 2003.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

in March 2005 applied. This figure is slightly higher than the 28% of percentage of males who applied in their first year of eligibility.

Results also indicate that out of the total pool of females who applied for Part 1, 71% of them were applying within their first year of eligibility. This is quite a different to the situation for males. Those applying within their first year of eligibility made up only 38% of all male applications. This finding indicates that a lot of interest in promotion is coming from new female recruits.

Furthermore, the figures relating to the Part 1 promotion exam would reflect that out of those that **applied within their first year of eligibility** (n=121) 31% of them were female. This is a positive finding considering that since PSNI recruitment started in November 2001, 36.09% of all recruits have been female. This indicates that the percentage of females applying for the Part 1 Constable to Sergeant promotion process within their first year of eligibility (31%) is a close reflection of the percentage of females being recruited into the role of Constable (36%).

5. "Identify if there is any disparity in the length of service of men and women applying for the Stage 3 Constable to Sergeant and Sergeant to Inspector promotion process (2005)."

Due to the large numbers of applicants in the 2005 Stage 3 exams, a random sample of 20 officers (10 male and 10 female Constables and 12 male and 8 female Sergeants) from each process has been taken to calculate the average length of service of applicants.

The sample results of the average length of service of men and women applying for Stage 3 Sergeants and Inspectors promotion process (2005) are outlined below:

	Male	Female
Length of service Sergeants process	10.8 years	12.8 years
Length of service Inspectors process	15.8 years	16.1 years

Table 2: Average length of service of officers applying for Stage 3

Sergeants and Inspectors promotion process (2005)

Results based on this random sample indicate a slight difference in the number of year's males and females wait before applying for Stage 3

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Sergeants process, with women waiting slightly longer. There is no great difference in the number of years experience male and female officers have when applying for the Inspectors promotion processes. However, these results are based on a small sample and it is strongly recommended that further research is carried out with a larger sample size to ensure reliability of results.

6. “Provide information on the success rates of men and women applying for the Stage III Sergeants and Inspectors promotion process (2003 & 2005).”

The results relating to this research questions are outlined below:

	Male	Female	Total
Total number of applicants Inspectors 2003	132	15	147
Number of officers successful Inspectors 2003	50 (38% of all males)	10 (67% of all females)	60
Total number of applicants Sergeants 2003	291	61	352
Number of officers successful Sergeants 2003	153 (53 % of all males)	37 (61% of all females)	190
Total number of applicants Inspectors 2005	115	8	123
Number of officers successful Inspectors 2005	72 (63% of all males)	8 (100% of all females)	80
Total number of applicants Sergeants 2005	199	33	232
Number of officers successful Sergeants 2005	150 (75% of all males)	25 (76% of all females)	175

Table 3: Number of officers successful in the Stage III Sergeants and Inspector promotion processes in 2003 & 2005.

APPENDIC V

REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Statistical analysis, cited from the adverse impact report produced by the Occupational Psychology unit, indicates that for the 2003 Sergeants process there was no difference in the performance of males and females. In the 2003 Inspectors process females performed significantly better than males. The statistical analysis of the 2005 Sergeant and Inspectors process is still pending and will be included in the final report.

Additional Findings

During research and data gathering conducted with Centrex for this project, additional data was identified which was not part of the initial remit of this project but which should prove useful to the Diversity Unit. This data is summarised in Tables 4 and 5 in Appendix A. A brief interpretation of these and the previous findings is outlined below:

- Between 2003 – 2005 on average, females applied for Part 1 Sergeants process sooner i.e. with less experience, than their male counterparts. This trend is the same with applicants applying for Part 1 in the Inspectors process.
- Over the years 2003-2005 there has been consistently more males than females in the pool eligible to apply for Part 2, based on the numbers passing Part 1 for that year. This is the case for both the Sergeants and the Inspectors exams.
- In the 2003 and 2004 Sergeants promotion process, women applying for part 2 applied sooner and with less experience than their male counterparts.
- In the last Stage 3 Sergeants and Inspectors promotion process the majority of those listed for promotion were male.

Conclusion

Overall, results indicate that for the Part 1 and Part 2 Sergeant and Inspector promotion processes, women are applying with less years experience than men. However, when it comes to applying for Stage 3, women tend to wait slightly longer than their male counterparts.

Additionally, although less women than men are applying for Stage 3 and the subsequent promotion list are dominated by men, out of those females that do apply their success rate has been consistently higher than men for the last two promotion processes.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Appendix A

Promotion - Constable to Sergeant

Year	% of those who did apply by gender		% of officers applying for Part I in first year of eligibility*		Average length of service of those who applied for Part 1		Gender breakdown of those in pool for interactive stage**		Average length of service of those who applied for stage 2		Gender breakdown of those in pool for written stage 3	
	M	F	M	F	M	F	M	F	M	F	M	F
2003	87%	13%	15%	32%	9yrs	6yrs	67	18	9yrs	6yrs		
2004	88%	12%	3%	6%	9yrs	7yrs	71	8	9yrs	6yrs	n/a	n/a
2005	80%	20%	38%	71%	8yrs	4yrs	66	16	Not avail	Not avail		

Year	Average length of service of those who applied for stage 3		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F
2003						
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	See Table 2		86%	14%		

Table 4: Details of applicants for Part 1, Part 2 and Stage 3 Sergeants process 2003 – 2005 broken down by gender.

* These percentages are based on the number of males or females applying in their first year of eligibility out of the total number of males or females who applied.

** These figures are based on the number of candidates who passed Stage 1 in that year. They do not include individuals who may have passed Part 1 in a previous year.

APPENDIC V
REVIEW OF PROMOTIONAL PROCESSES WITHIN PSNI

Promotion – Sergeant to Inspector

Year	% of those who did apply by gender		% of officers applying for Part 1 in first year of eligibility		Average length of service of those who applied for Part 1		Gender breakdown of those in pool for interactive stage 2*		Average length of service of those who applied for stage 2		Gender breakdown of those in pool for written stage 3	
	M	F	M	F	M	F	M	F	M	F	M	F
2003	89%	11%	Not avail	Not avail	14yrs	10yrs	53	5	Error	5yrs		
2004	88%	12%	Not avail	Not avail	15yrs	11yrs	33	7	2yrs	5yrs	n/a	n/a
2005	84%	16%	Not avail	Not avail	14yrs	10yrs	39	6	Not avail	Not avail		

Year	Average length of service of those in pool for stage 3		Gender breakdown of successful applicants		Average length of service of successful applicants	
	M	F	M	F	M	F
2003			83%	17%		
2004	n/a	n/a	n/a	n/a	n/a	n/a
2005	See Table 2		90%	10%		

Table 5: Details of applicants for Part 1, Part 2 and Stage 3 Inspectors process 2003 – 2005 broken down by gender.

* These figures are based on the number of candidates who passed Stage 1 in that year. They do not include individuals who may have passed Part 1 in a previous year.

PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX VI

**ANALYSIS OF CHIEF INSPECTOR PROMOTION
PROCESS 2006**

APPENDIX VI
ANALYSIS OF CHIEF INSPECTOR PROMOTION PROCESS 2006

PROMOTION TO CHIEF INSPECTOR – JUNE 2006

Law, Policy and Procedure Examination

Feedback Analysis

Section 1 - The Examination Process

1. How satisfied were you with the registration process before the start of the examination?

97% were either satisfied or very satisfied. 3% were dissatisfied.

2. How satisfied were you with the instructions given by the invigilator before the start of the examination?

100% were either satisfied or very satisfied.

3. How satisfied were you with the facilities within the examination room

98% were either satisfied or very satisfied. 2% were dissatisfied.

4. In relation to the examination, to what extent did it provide you with the opportunity to display your skills and abilities?

81% stated that they were given either partly or a great deal of opportunity to display their skills. 19% stated they were not provided the opportunity.

5. During the examination, were you able to PERFORM to the best of your ability?

67% stated they were able to perform to the best of their ability. 13% stated they did not perform at their best whilst 20% were unsure.

6. If you were not able to perform to the best of your ability, why was this?

Recorded Reasons:

- Exit doors too noisy.
- Exam nerves
- Insufficient time to study
- Someone eating sweets and crunching through the exam
- Questions very intense
- Some confusing/ambiguous questions (3)
- Questions not rank specific – not required to know most of the material even in existing rank (3)
- Questions focused on RIPA and volume crime put me off (2)
- Personal circumstances (4)

Where more than one candidate gave reasons, numbers can be found in brackets.

APPENDIX VI
ANALYSIS OF CHIEF INSPECTOR PROMOTION PROCESS 2006

7. In relation to the examination, how RELEVANT was it to the current role of Chief Inspector?

87% stated it was partly relevant, relevant or very relevant. 13% stated it was not relevant.

8. Do you think the examination was fair?

70% stated it was fair whilst 15% stated it wasn't fair. 15% were unsure.

9. Which questions(s), if any, gave you cause for concern and why?

Recorded Reasons:

- Questions tuning in on one word – i.e. relying on the use of English (2)
- Some questions not relevant (4)
- Poor wording/vague questions (6)
- One of the questions had a double negative – made it confusing (4)
- Too many questions covered actions that may take place
- Half the questions in the exam were nonsense
- Some typos
- Exam orientated towards uniform officers (2)
- Questions weighted towards CID officers
- Surprised there was no questions on PACE
- Q 57 – intrusive surveillance – two options not relevant
- RIPA questions – mention of other agencies. Lack of validity for this rank
- Q37 based on Schedule 5. Mentioned in syllabus but relevant offences were not documented (3)
- Acceptable use policy does not cater well for non-experts. Questions on this were unfair.
- Not sure that general order - Human Rights and Police use of firearms covers the role of the Ombudsman
- Questions on neutral working environment were not appropriate

Where more than one candidate gave reasons, numbers can be found in brackets.

Section 2 - Additional Information

10. How useful were the Notes of Guidance (including study material) in preparing you for the examination?

96% stated they were either useful or extremely useful. 4% thought the material was not useful.

11. Were you satisfied with the administration process for the examination PRIOR to attending the assessment (e.g. knowing who to contact if you had any queries etc)?

98% were satisfied whilst only 2% were not satisfied.

APPENDIX VI
ANALYSIS OF CHIEF INSPECTOR PROMOTION PROCESS 2006

12. If you have any concerns about the administration process PRIOR to the examination, please provide details.

Recorded Reasons:

Positive

- Administrative process was very good
- Clear information provided from start of process

Negative

- No phone number or e-mail address given
- Didn't see any point in a generalised invite
- Information given at short notice (3)
- Timeframe given from initial advert to actual process
- Candidates on annual leave not updated appropriately (3)
- Seconded and felt had to chase information

Where more than one candidate gave reasons, numbers can be found in brackets.

13. Please use this space to raise any additional points about the examination.

Recorded Reasons:

Positive

- Copy of briefing provided on desk – this helped in following instructions (2)
- Accommodation of personal circumstances was excellent
- Exam room conditions were excellent
- Thank-you for the facilitation
- Very fair and appropriate material (2)

Negative

- Additional last minute stress caused by Judicial Review (4)
- Scenario questions difficult to prepare for given material supplied
- No structure to material provided
- A lot of surplus material (3)
- Syllabus bland and uninteresting
- Pencils were smudgy
- Exam was a memory test (6)
- Process not valid (5)
- Process is confusing and unlawful
- Chief inspector promotion process keeps changing – why? (2)
- Not treated with respect as “we are not promoted in post like civilians”
- CID officers could not avail of study time like uniform officers
- Paper sift process is better
- Didn't start on time – suppose to start at 1pm (4)
- Unnecessary travel to Coleraine. Not a central location
- No directions to exam room once arrived at location (2)
- Room hot
- No access to water unless leave the room

Where more than one candidate gave reasons, numbers can be found in brackets.

APPENDIX VI
ANALYSIS OF CHIEF INSPECTOR PROMOTION PROCESS 2006

Analysis based on a return rate of 82%

PROMOTION TO CHIEF INSPECTOR – JUNE 2006

Interview

Feedback Analysis

Section 1 - The Interview Process

14. How satisfied were you with the registration process before the start of the interview?

100% were either satisfied or very satisfied.

15. How satisfied were you with the instructions given by the invigilator before the start of the interview?

100% were either satisfied or very satisfied.

16. How satisfied were you with the facilities (including hotel business centre, interview room etc)

100% were either satisfied or very satisfied.

17. In relation to the interview, to what extent did it provide you with the opportunity to display your skills and abilities?

69% stated that they were given a great deal of opportunity to display their skills. 31% stated they were partly provided the opportunity to display their skills.

18. During the interview, were you able to PERFORM to the best of your ability?

46% stated they were able to perform to the best of their ability. 18% stated they did not perform at their best whilst 36% were unsure.

19. If you were not able to perform to the best of your ability, why was this?

Recorded Reasons:

- The interview itself and the false environment (5)
- Nerves (7)
- Time constraints (6)
- Not sure if question answers were what they were looking for
- Some questions took me by surprise
- Process stressful
- Could have done better
- Didn't clarify the question when I should have done so.
- Didn't sell myself
- Disappointed with how I interpreted the questions
- How do you encourage supervisors to be aware of diversity issues?
Stated I did it, but not how

APPENDIX VI
ANALYSIS OF CHIEF INSPECTOR PROMOTION PROCESS 2006

- Not enough preparation
- I spoke to quickly
- Structure and nature of questions were difficult
- Was not given opportunity to finalise example

Where more than one candidate gave reasons, numbers can be found in brackets.

20. In relation to the interview, how RELEVANT was it to the current role of Chief Inspector?

94% stated it was either relevant or very relevant. 6% stated it was partly relevant.

21. Do you think the interview was fair?

96% stated it was fair whilst 4% were unsure.

22. Which questions(s), if any, gave you cause for concern and why?

Recorded Reasons:

- Some questions were difficult to answer for people in specialist roles
- Questions on race and diversity
- Them all

Where more than one candidate gave reasons, numbers can be found in brackets.

Section 2 - Additional Information

23. How useful were the Notes of Guidance (including additional interview guidance) in preparing you for the interview?

96% stated they were either useful or extremely useful. 4% thought the material was not useful.

24. Were you satisfied with the administration process for the interview PRIOR to attending the process (e.g. knowing who to contact if you had any queries etc)?

99% were satisfied whilst only 1% was not satisfied.

25. If you have any concerns about the administration process PRIOR to the examination, please provide details.

Recorded Reasons:

- Change of approach for interview from that in notes of guidance
- Very little detail on what to expect
- Not enough time to prepare

Where more than one candidate gave reasons, numbers can be found in brackets.

APPENDIX VI
ANALYSIS OF CHIEF INSPECTOR PROMOTION PROCESS 2006

26. Please use this space to raise any additional points about the examination.

Recorded Reasons:

Positive

- Assessors attempted to make me feel relaxed
- The introduction was circulated to candidates prior to event. No surprises
- Process was as relaxing as could possibly be in such circumstances
- I feel the panel were relaxed and open to my comments, and gave me time to consider issues raised
- Excellent setting and facilities (5)
- Very professional process
- Selection at its best
- Welcome the use of civilians in the process and input from other forces. It increases the fairness

Negative

- Whole process was swift allowing, since the exam and results, little time for preparation for the panel
- Not knowing if process was going ahead due to JR affected preparation time
- Interviews are not the best method to select candidates
- Oral communication skills in interviews are key. If you are weak in this, then it affects your whole performance

Where more than one candidate gave reasons, numbers can be found in brackets.

Analysis based on a return rate of 81%

PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX VII

**ANALYSIS OF DCU COMMANDER SELECTION
PROCESS 2006**

**APPENDIX VII
ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS**



**ANALYSIS OF DCU COMMANDER
ASSESSMENT PROCESS**

Produced for PSNI
Deputy Director of Personnel
Head of Police College
Senior Director of Human Resources

Supporting front line policing through promoting
the most suitable officers into key leadership posts, in a timely fashion to meet
organisation need

Sharon Beattie
Hazel Dolan
Occupational Psychologists

30 January 2007

APPENDIX VII
ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

1. Executive Summary

A paper produced by the Occupational Psychology team in July 2006 outlined a proposed assessment process for appointment of DCU Commanders. The proposed process that was subsequently approved was as follows:

Stage 1 – Application stage

Stage 2 - Short-list stage (review of applications)

Stage 3 – Final assessment stage (media and written assessment plus interview)

Stage 1 - Application Stage

Applicants initially had to complete an application form in order to be considered for appointment. The form was structured around 6 key areas which were developed from the key requirements (also referred to as occupational standards) of the Integrated Competency Framework and eligibility criteria from the police national assessment centre (PNAC) competencies, selected through an internal job analysis process. In completing the form applicants had to provide evidence against questions related to those areas. The questions were built around the relevant occupational standards and additional criteria. Candidates had to familiarise themselves with the relevant occupational standards, but also ensure that the specific question related to each standard was addressed in their response: The areas were as follows:

- Set, monitor and review strategies for policing operations
- Establishment of strategies to guide the work of your organisation/ DCU/ Department
- Set and manage local media strategies
- Manage the use of finance and physical resources
- Promotion of equality, diversity and human rights
- Evaluate and improve organisational performance

Stage 2 - Short-listing Stage

Dependent on the numbers applying the organisation reserved the right to run a paper sift stage. The numbers applying for the process (sixteen) resulted in the Chief Officers deciding not to short-list candidates at this stage.

Stage 3 – Final Assessment Stage

This stage consisted of the following:

- Interview
- Media Brief
- Written Exercise

Applicants were assessed against the behavioural Indicators of the BCU role profile.

APPENDIX VII
ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

The interview assessed the following competencies:

Strategic Perspective,

Openness to Change,

Respect for Race and Diversity and

Community and Customer Focus.

The media brief assessed the following competencies:

Community and Customer Focus,

Effective Communication

Respect for Race and Diversity,

In addition the exercise linked to the standards of

Set, monitor and review strategies for policing operations,

Set and manage local media strategies and

Promote people's equality, diversity and human rights.

This exercise was set within a District Command Unit and candidates were expected to take on the role of DCU Commander. A representative from a local news programme interviewed them regarding a situation/incident that had recently arisen in the DCU. The DCU had been open to criticism and unsurprisingly this had resulted in media interest.

The written exercise assessed the following competencies:

Strategic Perspective,
Openness to Change,
Community and Customer Focus,
Effective Communication,
Planning and Organising

APPENDIX VII ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

In addition the exercise linked to the standards of

Establish strategies to guide the work of your organisation,

Manage the use of physical and financial resources and

Evaluate and improve organisational performance.

This exercise involved a police related problem(s) that would be dealt with by a District Commander. Candidates were presented with a large amount of information pertaining to their DCU. The information was presented in a variety of formats including crime figures, policing plans, letters and graphs. Candidates were required to analyse the data in order to produce a strategy and change plan for the ACC.

In order to be deemed successful, candidates had to fulfil all of the following criteria:

1. Achieve the minimum score.
2. Have scores that do not lead to an exclusion from the final select list. An exclusion would apply if a candidate had a **score of '1'** in any element of the process (either individual or overall competency score) or **two or more scores of '2'** on any overall competency score taken across all three exercises.
3. Achieve a place within the order of merit that falls within the number of vacancies required.

All three steps were applied to the assessment results and as a consequence of this criteria, 6 candidates were assessed as meeting the criteria to be promoted to the rank of Chief Superintendent and suitable for appointment to the role DCU Commander.

The analysis was conducted on 16 candidates attending the process.

This analysis is statistical based and is complementary to additional qualitative and quantitative analysis carried out looking at responses from candidate feedback questionnaires. Analysis was carried out against the following areas:

- Community Background
- Length of Service
- Job Role
- Day of attending process
- Competencies
- Exercises

Please note that as only 16 candidates took part in the process, care should be taken when interpreting the results.

APPENDIX VII

ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

The results highlighted that there was no adverse impact in relation to any of the areas analysed although slight variations existed for job role. Development requirements were highlighted for the competency area Respect for Race and Diversity and Media Training.

2. Introduction

A vital part of any assessment is to monitor and evaluate that it does what it was designed to do in a valid, reliable and fair manner. Therefore, it is important that mechanisms are in place to carry out checks and inform the test designers (the Occupational Psychologists) and the Organisation of any potential problems with the system. There are a number of ways to monitor and to evaluate a system.

Qualitative methods focus on the reactions and experiences of candidates. These can be established by debriefs, questionnaires or a combination of both. In relation to the DCU Commander selection process areas of particular interest include administrative arrangements, briefings, assessment location, fairness and relevance of the process etc. A candidate questionnaire focusing on these issues was designed and distributed to all candidates upon completion of all processes.

The results from these questionnaires should be examined and considered thoroughly, as any information that may improve assessment process design can only be of benefit to all concerned. Any changes made to the process should be communicated to all interested parties.

In addition to this, quantitative research can be carried out on the demographic information collected or held on PSNI Human Resource Systems. This type of analyses is more telling and provides detailed information about how certain biographical factors may impact on overall assessment performance. It is therefore vital that this biographical information is collected to ensure that the assessment process adversely disadvantages no particular groups. Biographical information that is of particular interest should be collected as a matter of course or should be ready available for analyses. Biographical information that is of particular interest includes gender, community background, all other Section 75 data if available, length of service, day of attendance etc.

3. Method

A Fisher's Exact test was used to analyse pass rates. Further analyses were conducted on the mean scores for successful candidates. The tests used for these analyses were a mixture of t-Tests and Analysis of Variance (ANOVA).

APPENDIX VII

ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

Sample Analysed

Total Group = 16

4. Results

Gender

16 males (100%) took part in the assessment. Due to no females taking part in the process, no analysis in relation to gender could be conducted. For such key posts it is concerning that no females were eligible to take part in the process. Before any future processes are conducted for the rank of Chief Superintendent, it is important to ensure a pool of eligible officers exist from both gender backgrounds.

Community Background

The specific breakdown on candidate numbers cannot be published, as this would identify the community background of some individual officers. Disclosure of this information is a criminal offence under the Monitoring Regulations 1999. However, a Fisher's Exact analysis was carried out and the results indicate that there were no significant differences in pass rates between the CB1 and CB2 categories.

Job Role

2 candidates (12.5%) from a crime background and 14 candidates (87.5%) from an operational background took part in the assessment. 5 operational candidates (83.3%) and 1 crime candidate (16.7%) were successful. A Fisher's Exact analysis indicates that there were no significant differences in pass rates according to job role.

A further analysis was conducted on the successful candidates. An ANOVA analysis highlighted that there was a significant difference between job roles in the scores achieved at the assessment. A difference was found between the results of the candidate from the crime background and the other candidates with the crime candidate performing significantly higher than the other candidates. The numbers involved with this group (6) may have been a contributing factor in this result.

Length of Service

2 candidates (12.5%) with 15-20 years service, 8 candidates (50%) with 21-25 years service and 6 candidates (37.5%) with 26-30 years service took part in the assessment. 2 candidates (33.3%) with 15-20 years service, 3 candidates (50%) with 21-25 years service, and 1 candidate (16.7%) with 26-30 years service were successful in the process. A Fisher's Exact analysis indicates that there were no significant differences in pass rates according to length of service.

APPENDIX VII

ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

A further analysis was conducted on the successful candidates. An ANOVA analysis highlighted that there was no significant differences for length of service in the scores achieved at the assessment.

Day of Attendance at the Centre

5 candidates (31.3%) attended the process on days one and three and 6 candidates (37.5%) attended on day two. 3 candidates from day three (50%), 2 candidates from day two (33.3%) and 1 candidate from day one (16.7%) were successful. A Fisher's Exact analysis indicates that there were no significant differences in pass rates between the days of attendance.

A further analysis was conducted on the successful candidates. An ANOVA analysis highlighted that there was no significant differences for day of attendance in the scores achieved at the assessment.

Competency Assessment

The DCU Commander process assessed the following competencies:

Respect for Race & Diversity

Community and Customer Focus

Effective Communication

Strategic Perspective

Openness to Change

Planning & Organising

The highest performing competency in the assessment was Strategic Perspective, closely followed by Openness to Change with Respect for Race and Diversity achieving the lowest score as measured by the competency indicators. The mean overall score for this competency was 2.75. This does not achieve the grade that represents 'generally acceptable, with occasional shortcomings in evidence' (see rating scale below)

Rating Scale

1	Significant weakness in this criterion
2	Some areas of weakness in this criterion
3	Generally acceptable – occasional shortcomings in evidence
4	Acceptable performance – the standard expected to meet this criterion
5	Exceeds the requirement of the criterion
6	Markedly exceeds the requirement of the criterion
7	Demonstrates an exceptionally strong level of skill in this area

APPENDIX VII ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

Exercise Assessment

The DCU Commander process assessed candidates using the following exercises:

Media

Written

Interview

The highest performing exercise was the interview closely followed by the written assessment. The media exercise achieved the lowest overall score in the assessment. It is not surprising that the interview scored the highest, as interviews allow candidates to present positive evidence of themselves, whereas the media and written exercises measure actual behaviours and therefore candidates provide both positive evidence and areas that require development in these type of exercises. This finding is a common feature in assessment centres and supports the need for interviews to be supplemented with work sample exercises.

The media exercise achieved a mean score of 2.4, which is similar to the competency assessment for Respect for Race and Diversity in that the score does not achieve the grade that represents 'generally acceptable, with occasional shortcomings in evidence' (see rating scale above). It should be noted that Respect for Race and Diversity was assessed in the media exercise as well as the interview and achieved the lowest score of the competencies measured in both of these exercises.

It should be noted that candidates performed less well in the media exercise in relation to Respect for Race and Diversity. Some candidates did not support their colleagues in dealing with community issues; they were inappropriately apologetic for the Crime Prevention Officers attendance at a local community meeting. Further there were many examples of exclusionary language and negative attitudes toward the migrant worker community.

Respect for Race and Diversity was also measured in the interview and was again the lowest scoring competency. Some candidates failed to bring their examples beyond the tactical level. It is acknowledged that the competency indicators in this area tend to lend themselves to this type of response, however better performing candidates were able to raise their evidence to a high level, including such things as changes in policy and procedure, outreach with whole communities as opposed to the individual level.

APPENDIX VII

ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

Conclusions

Overall the analyses highlight that the DCU Commander assessment process did what it was designed to do in a valid, reliable and fair manner. No candidate suffered any adverse impact in relation to pass rates with respect to their community background, job role, length of service and day of attendance at the assessment process. No analysis could be completed on gender due to no females taking part or even being eligible for the process. This is a significant imbalance, which the organisation must address. A slight difference was found in the mean scores for successful candidates in the assessment process. Those from a crime background achieved a higher mean score compared to officers from an operational role. This result has arisen due to the fact that only one candidate with a crime background was successful in the process. This result cannot be generalised and interpreted to apply to crime in its wider sense. The scores from this one candidate were exceptional which resulted in a skew in the results.

The competency and exercise analysis should be used to inform any future development or training requirements for the DCU Commanders. Respect for Race & Diversity specifically development at a strategic/policy level and media training should form part of this training package.

It is strongly recommended that other biographical data be monitored in the future. This should include the categories established under Section 75, such as disability and age. The results analysed from this process should also be analysed in the future with a valid method of assessing job performance. This process could be carried out with the new DCU Commanders at certain times in their new post. This will highlight the predictive validity of the process. Although an effective appraisal system is one method that can support this analysis, other measures such as training results and accountability performance can be used to complete this predictive analysis.

On the basis of these quantitative analyses one could make a recommendation for the next assessment process for specialised roles to be conducted in a similar fashion. However, before the decision is made the reactions and experiences of candidates should be taken on board. These will be established by analysing the data from the candidate feedback questionnaires, which was distributed to all candidates upon completion of the examination and interview processes. These questionnaires have been analysed and the results will be presented at the process debrief. Only then can any firm recommendations be made in relation to the way forward.

APPENDIX VII
ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

DCU COMMANDER ASSESSMENT

December 2006

Feedback Analysis

Section 1 - The Assessment Process

27. How satisfied were you with the briefing given by the Candidate Co-ordinator before the start of the assessment?

100% were either satisfied or very satisfied.

28. How satisfied were you with the facilities (Steeple & Hilton)

Steeple - 92.8% were either satisfied or very satisfied. 7.1% were dissatisfied.

Hilton – 100% were either satisfied or very satisfied.

29. In relation to the media exercise, to what extent did it provide you with the opportunity to display your skills and abilities?

50% stated that they were given a great deal of opportunity to display their skills whilst the other 50% stated they were partly provided the opportunity to display their skills.

30. In relation to the written exercise, to what extent did it provide you with the opportunity to display your skills and abilities?

57.1% stated that they were given a great deal of opportunity to display their skills and 35.7% stated they were partly provided the opportunity to display their skills. Only 7.1% they were not provided the opportunity to display their skills.

31. In relation to the interview, to what extent did it provide you with the opportunity to display your skills and abilities?

87.5% stated that they were given a great deal of opportunity to display their skills whilst the other 12.5% stated they were partly provided the opportunity to display their skills.

32. In relation to the assessment in totality, to what extent did it provide you with the opportunity to display your skills and abilities?

APPENDIX VII
ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

57.1% stated that they were given a great deal of opportunity to display their skills whilst the other 35.7% stated they were partly provided the opportunity to display their skills

33. During the written & media assessment, were you able to PERFORM to the best of your ability?

35.7% stated they were able to perform to the best of their ability. 14.3% stated they did not perform at their best whilst 50% were unsure.

34. If you were not able to perform to the best of your ability, why was this?

Recorded Reasons:

- Found it hard to concentrate after the media exercise
- The amount of pressure to complete a complex exercise in a very short space of time
- A technical fault severely disrupted planning & concentration. This was discussed with staff following the exercise
- To early to objectively assess

Where more than one candidate gave reasons, numbers can be found in brackets.

35. During the interview, were you able to PERFORM to the best of your ability?

75% stated they were able to perform to the best of their ability. 6.3% stated they did not perform at their best whilst 18.8% were unsure.

36. If you were not able to perform to the best of your ability, why was this?

Recorded Reasons:

- Pressure
- Unclear as to reason
- Haven't done a board interview for a long time
- To soon to assess objectively

Where more than one candidate gave reasons, numbers can be found in brackets.

37. In relation to the media assessment, how RELEVANT was it to the expected new role of DCU Commander

64.3% stated it was very relevant and 35.7% stated it was relevant.

APPENDIX VII
ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS

38. In relation to the written assessment, how RELEVANT was it to the expected new role of DCU Commander

28.6% stated it was very relevant and 64.3% stated it was relevant. 7.1% stated it was partly relevant.

39. In relation to the interview, how RELEVANT was it to the expected new role of DCU Commander

81.3% stated it was very relevant and 18.8% stated it was relevant.

40. Do you think the media exercise was fair?

85.7% stated it was fair whilst 14.3% were unsure.

41. Do you think the written exercise was fair?

64.3% stated it was fair, 14.3% were unsure and 21.4% didn't think it was fair.

42. Do you think the interview was fair?

100% stated it was fair.

43. Which exercises(s), if any, gave you cause for concern and why?

Recorded Reasons:

- For media exercise would have had access to press officer who would have managed briefing (2)
- For written exercise, certainly represented role of DCU Commander but limited timeframe meant it would be difficult to get a full flavour of the candidate
- In this age of Dictaphone, typists and PC's it's a bit unrealistic to compile a report by hand – not a big issue on basis that everyone is in the same situation
- No framework as to what should be done and how it should be presented
- No real 'feel' for the DCU described from information available
- Not appropriate level to test a DCU core skills and abilities
- Written exercise was very difficult and complex within such a short timeframe. This raises a question in terms of its overall reliability
- Most difficult interview questions were those related to diversity. That said, the questions were fair and reasonable and of a standard that I expected

Where more than one candidate gave reasons, numbers can be found in brackets.

**APPENDIX VII
ANALYSIS OF DCU COMMANDER ASSESSMENT PROCESS**

Section 2 - Additional Information

44. How useful were the Notes of Guidance (including additional guidance) in preparing you for the assessment?

85.7% stated they were either useful or extremely useful. 14.3% thought the material was not useful.

45. Were you satisfied with the administration process for the assessment PRIOR to attending the process (e.g. knowing who to contact if you had any queries etc)?

100% were satisfied

46. If you have any concerns about the administration process PRIOR to the examination, please provide details.

Recorded Reasons:

None recorded

47. Please use this space to raise any additional points about the assessment.

Recorded Reasons:

- Could give a more detailed response on reflection after some time
- Realistic assessment

Analysis based on a return rate of 87.5% for media and written assessment and 100% for interview

PSNI

EQUALITY IMPACT ASSESSMENT

PROMOTION: POLICE OFFICERS

APPENDIX VIII

PUBLIC CONSULTATION

SUBMISSIONS/RESPONSES

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
<p>PSNI RESPONSE</p> <p>EQUALITY COMMISSION</p> <p>FOR NORTHERN IRELAND</p> <p>(ECNI)</p>	<p>SUBMISSION:</p> <p><u>Background Information:</u> More information should have been provided in relation to:</p> <ul style="list-style-type: none"> • Current composition of the PSNI workforce in each job grade in terms of community background, sex, race, age and the other monitored equality categories. This would have helped set the EQIA analysis in a more practical analysis. This would have highlighted how fewer women and Roman Catholics are eligible for promotion due to them being substantially under-represented in the workforce generally. • A reference could have been made to the related Recruitment EQIA, which discusses the positive and affirmative steps being taken by the PSNI. <p><u>Monitoring:</u></p> <ul style="list-style-type: none"> • The Commission notes that the PSNI does not collect monitoring data about applicants and employees in regard to the equality categories of persons with dependants and political opinion. • The Commission recommends that the PSNI ‘take steps’ to obtain relevant data about applicants and employees in those areas where none currently exists. <p><u>Methodology:</u></p> <p>Reference should have been made to the Gender Action Plan 2004, which identified many of the same gender equality issues and made recommendations for action. While the Commission recognises the problems with analysing some promotion exercises due to lack of promotion processes for some ranks it feels data and analysis in respect of community background in the Constable to Sergeant promotion exercises should have been provided.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
<p>EQUALITY COMMISSION</p> <p>FOR NORTHERN IRELAND</p> <p>(ECNI)</p>	<p>ECNI SUBMISSION (Continued):</p> <p><u>Assessments of Impacts and mitigating Measures:</u></p> <p>Gender</p> <p>The Commission believes that this assessment would have benefited from a correlation of data relating to gender, marital status and dependency status. This may have assisted in explaining the variances that were noted in the timings of male and female applications for promotion.</p> <p>The decision to discontinue using the Third Stage of the promotion process is likely to have a positive impact on the promotion opportunities of women officers. The decision to abandon the length of service criterion will also have a positive impact not only on gender but other equality grounds.</p> <p>Reference should have been made to the recommendations of the Gender Action Plan which recommended the establishment of a mentor scheme for staff who wish to avail of it and investigation of the delivery of a woman only Leadership for Life programme for managers.</p> <p>Religious belief</p> <p>The Commission was not satisfied with the level of data and analysis that was provided on religious belief. It believes the 50/50 recruitment procedure for police trainees, by increasing the representation of Roman Catholic police officers at Constable level, will eventually have a positive impact by increasing the numbers and relative proportions of Roman Catholic officers who are eligible for promotion. The abandonment of the length of service criterion will also have a positive impact in this regard too.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
<p>EQUALITY COMMISSION</p> <p>FOR NORTHERN IRELAND</p> <p>(ECNI)</p>	<p>ECNI SUBMISSION (Continued):</p> <p><u>Assessments of Impacts – Religious Belief (Continued):</u></p> <p>The commission, however, feel that consideration should have been given to the adoption of other affirmative measures similar to those adopted in regard to gender equality, e.g. mentoring and targeted occupational and development training.</p> <p>The EQIA does not provide information regarding the extent that officers from other forces have opportunities to apply for promotion with the PSNI, nor does it indicate how often these are taken up. The recommendation of the Paten Commission that the PSNI should seek to encourage Roman Catholic officers serving with other forces to apply for positions in the PSNI is considered by the Commission as a means of affirmative action. This could also be utilised in respect of ethnic minority communities serving with other forces.</p> <p>Disability</p> <p>The data and analysis in respect of this category is not considered as satisfactory. The use of attendance records to assess eligibility for promotion is likely to have a negative impact on officers who have been absent from work due to illness or injury; however, these officers are not necessarily disabled by virtue of their illnesses or injuries. In addition, having a disability does not necessarily mean that an officer is ill or needs to take time off work. It would have been useful to have analysed how the promotion process actually affected officers who are disabled and to record the nature and extent of any reasonable adjustments that have been made, or refused, in practice.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
<p>PSNI RESPONSE</p> <p>EQUALITY COMMISSION</p> <p>FOR NORTHERN IRELAND</p> <p>(ECNI)</p>	<p>PSNI Response</p> <p><u>Background Information:</u> PSNI note the comments of the Commission in respect of the provision of more information in regards to these areas. The EQIA was written with the intention of providing the most relevant data/information utilised in its assessment.</p> <p><u>Monitoring:</u> PSNI again note the comments of the Commission in respect of monitoring of applicants and employees. From June 2007 all applicants and appointees will be requested to provide data/information in respect of all nine Section 75 categories. This will form part of their personal record and steps are being taken to allow all employees to access and update their personal record including information in respect of equality.</p> <p><u>Methodology:</u> PSNI note the comments of the omission in regards to the suggestions for inclusion of other factors, data and analysis.</p> <p><u>Assessments of Impacts and Mitigating Measures</u></p> <p>Gender The suggestion in regards to correlation of data relating to gender, marital status and dependency status are noted. PSNI will carry out an analysis of this data to provide explanation of variances noted.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
<p>PSNI RESPONSE</p> <p>EQUALITY COMMISSION</p> <p>FOR NORTHERN IRELAND</p> <p>(ECNI)</p>	<p>PSNI Response (Continued)</p> <p>Religious Belief (Continued)</p> <p>PSNI note the comments of the Commission in regards to consideration of other measures, i.e. affirmative mentoring and targeted occupational and development training.</p> <p>All senior rank positions are advertised throughout the UK in police and other general publications. No active targeting is carried out but the opportunity for officers to transfer from whatever category they may declare themselves associated with is available. A transfer process assists the officers with acclimatisation and orientation to equip them for the transfer.</p> <p>Disability</p> <p>The requirements of the Disability Discrimination Act are applied to all policies etc. within the PSNI. The consideration of an application by an officer in regards to promotion, who may have declared they have a disability, is done so on an individual basis. A number of officers have been accommodated during the promotion process. One officer was provided with scribes to assist in the written aspect of the process as a result of temporary injuries to his hands.</p> <p>Concluding Comment</p> <p>It should be noted that a Sergeants Training Programme will be implemented in September 2007 during which individual training needs will be identified. An ongoing programme of development will then be designed through the Core Leadership Development Programme for those officers. A training programme will be implemented for Inspectors and further developed through the Core Leadership Development Programme in 2008.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
PSNI SUPERINTENDENT'S ASSOCIATION	<p>SUBMISSION:</p> <p>Reasons for less females coming forward for promotion to higher ranks.</p> <p>The identified trend of female officers not coming forward for promotion to the higher ranks may be related to:</p> <ul style="list-style-type: none"> • Higher sickness levels • Higher number of early medical discharges • Increased number of females seeking reduced hours/more regular hours (therefore limiting posts available to them) <p>There may be a reluctance to be transferred on promotion due to personal choices re: life/work balance.</p> <p>In one district approximately six female officers have returned from maternity leave none of whom have returned to operational/shift duties. These officers have all been accommodated in roles such as CIO. These roles are however finite and there does not appear to be a corporate response to such issues.</p> <p>As the workforce gender ratio imbalance is addressed the question of maternity leave and more family friendly policies because of childcare or other dependant responsibilities, which have traditionally fallen to females, must be addressed in a cohesive and corporate manner.</p> <p>Removal of time served criterion.</p> <p>The promotion process must ensure that the PSNI can be certain that only those who are competent are selected for promotion – irrespective of gender.</p>

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PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

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Organisation/Individual	Submission/PSNI Response
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WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
PSNI SUPERINTENDENT'S ASSOCIATION	<p>Submission (Continued)</p> <p>The Association does not support the suggestion that the criterion of service in the rank should be removed. PSNI are already has increasing inexperienced supervisors and the current periods of service are not excessive; rather they provide a degree of reassurance that those who seek and obtain promotion are competent – irrespective of their gender.</p> <p>Work Based Assessment</p> <p>The Association cannot conceive of circumstances where work based assessment alone could address the question of female under-representation but it may be worthy of consideration.</p> <p>If work based assessment is overly bureaucratic and burdensome then supervisors may not be able devote sufficient time and would be subject to issues and factors associated with any appraisal system, i.e. grievance.</p> <p>Training and support would need to be carefully considered for those conducting the assessment.</p> <p>Suggestions to address Section 75 imbalance.</p> <p>Without further research it cannot be stated with any certainty whether patterns or identified trends have more relation to societal patterns and work/life balance than to organisational inequality, whether systemic or otherwise.</p> <p>Needs, issues or priorities of groups.</p> <p>The service’s promotion processes should indeed discriminate and select individuals for promotion on the basis of requisite and identified competence/skills/knowledge – irrespective of Section 75 categories.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
PSNI SUPERINTENDENT'S ASSOCIATION	<p>PSNI Response</p> <p>PSNI note the comments and anecdotal data/information provided by the Superintendent's Association.</p> <p>Any work-based assessment would have an appeals process and it would be equality assured to minimise potential problems in regards to subjectivity.</p> <p>At present PSNI will continue to apply a length of service criterion to ensure appropriate competencies are obtained.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
I Campbell	<p>SUBMISSION:</p> <p>Reasons for female officers not coming forward for senior ranks: Historical factors, career breaks or resignation due to family circumstances keeps eligibility pool of female officers low.</p> <p>Time served Criteria: Two years should be criteria for all ranks as lack of experience at lower supervisory ranks can impact on ability at senior positions. Experience and competence are inexorably linked.</p> <p>Work based Assessment as measure of competence: This would be a positive development.</p> <p>Male/female imbalance in paper shift success: For the paper shift to be fair it should not be changed for political correctness, as it may be discriminatory against male applicants.</p> <p>Suggestions for addressing Section 75 category imbalance: Focus of process should be on getting best qualified/experienced officers for posts not an exercise on fast tracking women for promotion to satisfy statistics.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
I Campbell	<p>PSNI Response</p> <p>The points made in this submission are noted. PSNI is committed to ensuring the most suited and able people are promoted irrespective of gender or other issues.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
U Merrick	<p>SUBMISSION:</p> <p>The reliance on providing evidence of competencies in the present rank can cause problems for female officers who are in posts, which suit their family circumstances. In a three-year period an officer may have only 3 months operational duties due to maternity etc. Many officers delay having a family until in their mid-thirties when they would normally be considering promotion to higher ranks. Feedback from the promotion process indicate that many female officers in headquarter posts can provide good strategic examples but operational evidence lets them down.</p> <p>While there are opportunities for operational officers to avail of short secondments to specialist and HQ posts secondments from specialist/HQ posts to operational positions does not exist. The availability of some form of 'day release' scheme, which provided both male and female officers the opportunity to develop through one or two operational duties per month.</p> <p>The application of a 50/50 shortlist to address the gender imbalance may be justified but could be controversial and possible undermine the female officer's status.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

WRITTEN SUBMISSIONS	
Organisation/Individual	Submission/PSNI Response
U Merrick	<p>PSNI Response</p> <p>The point raised in regards to the evidencing of competencies is noted. Competencies are set through the application of national framework.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

FINDINGS –MEETINGS/INTERVIEWS

While all the members when asked stated that they did not feel the promotion process was unfair towards any individual or group reference was made by some respondents to factors or issues that could impinge on them coming forward for promotion or affecting their success. Not all Section 75 Categories were highlighted. The responses are set out below relative to those Section 75 categories that were as follows:

<i>Category</i>	<i>Response/Comment Received</i>
Men and Women in General	<p>Gender misrepresentation at the level of senior management was one of the major findings from the screening and assessment. All the female members consulted were keen to state that they had no problem with the promotion process being unfair to women in general, “<i>No issues with Framework National Competencies – same for men and women</i>” but some felt there were factors or barriers which impinged on them accessing the process in the same manner as their male colleagues. There were a number of issues identified by the female respondents, which are set out below. There was a dichotomy which stood out from these meetings/interviews and that was derived from the two perspectives proffered by the females consulted in regards to life style choice.</p> <p><i>Life Style Choice</i></p> <p>Nearly all the respondents referred to promotion as being a life style choice. However, one group felt that while factors and circumstances within the organisation i.e. shift patterns, flexible working and child-care provision impacted on them making a choice in regards to applying for promotion these were not discriminatory but rather life style choices.</p> <p>The other group felt that their life style choices were made more difficult due to their gender and often criteria placed on the promotion process could reinforce these difficulties.</p> <p>While this dichotomy existed there were a number of consistent comments made in relation to other factors or issues that respondents felt impacted on the promotion process for female officers. These were as follows:</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

<i>Category</i>	<i>Response/Comment Received</i>
<p>Men and Women in General (Continued)</p>	<p><i>Networking</i> Many felt that females did not have the same network as male colleagues and the limited and diminishing number of female senior officers made it difficult to access advice and support when considering career development. Some females felt they could not approach male senior officers to the same degree as female officers. The lack of access to some form of mentoring was felt by some to be an important factor in relation to consideration of promotion.</p> <p><i>Consistency</i> The lack of consistency in the process impacted on not only female officers considering promotion but males also. The change in criteria was particularly significant for some officers who failed to see the rationale for changing criteria for different processes. The one male member who was interviewed also felt this was a factor.</p> <p><i>Historical</i> The historical affect on promotion opportunities was recognised with some female officers referring to the lack of opportunity for a number of years with there being no Inspector to Chief Inspector promotion process for a number of years. This had lead to a lack of opportunity to redress under-representation for females in senior positions. The lack of opportunity also affected male officers.</p> <p><i>Career Development</i> The historical factor and the lack of consistency also affected the individual’s career development. As no formal career development existed it was left to the individual to formulate their own career development. The lack of networking also impacted on this development. While opportunities existed to develop through recognised and accredited courses the profile for females was low in respect of these courses. Some female respondents felt that electing to attend courses particularly those in the UK was difficult when family circumstances were taken into account. Most of the necessary accredited courses needed to enhance promotion prospects to senior positions required lengthy commitment and periods away from home.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

<i>Category</i>	<i>Response/Comment Received</i>
Men and Women in General (Continued)	<p>Criteria</p> <p>The criteria set for promotion was highlighted as being operationally loaded and set on production of evidence from a short time period. Given that a lot of female officers were placed in positions that did not afford them the opportunities to evidence the necessary criteria. Provided with a larger time period many female officers could provide evidence of the necessary criteria. This would also apply to male officers. There was a general feeling that there was no recognition of the lack of opportunity for female officers to evidence the criteria set for promotion,</p> <p><i>“Females lose skills by moving into office”;</i> <i>“Organisation should be providing opportunities for development of skills”;</i> <i>“roles don’t reflect promotion prospects”.</i></p> <p>Suggestions to counter this related to management of expectations through career development, listing of projected posts and a robust, open and transparent appraisal system.</p> <p>The restriction on substantive posts in regards to criteria was also felt to be a factor in regards to decision to come forward for promotion. Though some officers had experience in temporary posts with which to evidence criteria this could not be provided.</p> <p>APR</p> <p>Some respondents felt that the appraisal system was prone to subjectivity and with the senior ranks being predominately male there was potential for a lack of understanding of female roles and expectations to be misunderstood. There was a general call for a more <i>“robust”</i>, <i>“open”</i>, <i>“fair”</i> and <i>“transparent”</i> system.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

Category	Response/Comment Received
Men and Women in General (Continued)	<p>Training/support A number of respondents felt there was a lack of support and training for those promoted. The potential impact with possible transfer and expectations of a long working day without training and support impacted on their decision to go forward for promotion.</p> <p>Attendance Management One respondent felt the attendance management Policy had an impact on access to promotion. The Appeals Board in regard to attendance management has no medical expertise and this is an issue. The allocation of 13 weeks for maternity leave is insufficient and there should be a phased introduction to maternity leave along with a phased introduction to return to work after maternity. The dominance of male supervisors could make it difficult for female members due to their “<i>lack of recognition of female factors</i>”.</p> <p>Career Development Some respondents felt there were “<i>no structures established for female progression</i>”. One respondent suggested the publication of projected posts would help member’s career development.</p> <p>Family Circumstances There was some comment in respect to family circumstances, “<i>More difficult for females due to family circumstances</i>”. The policies, which would assist with family circumstances and support female members, should be delivered. “<i>Life style choices can be made easier if support is available</i>”.</p>

**APPENDIX III
PUBLIC CONSULTATION SUBMISSIONS/RESPONSES**

<i>Category</i>	<i>Response/Comment Received</i>
People of different racial background	<p>The Ethnic Minority Police Association feels there should be some move to address under-representation across the organisation. They would like to see a higher profile in the assessment element of OSPRE with more ethnic actors/assessors etc and ethnic related scenarios. They would also like to see monitoring across the board and a drive to increase awareness of ethnic related issues throughout the organisation. They were in favour of work-based assessment and would like more consultation on processes. Any promotions board should have ethnic representation.</p>
Persons of different sexual orientation	<p>There was a feeling that some affirmative action should take place to ensure the organisation was reflective of society and there was often reluctance for members of the Lesbian, Gay, Bi-sexual and Transgender (LGBT) community within the organisation to identify them, <i>"equality can be led by members identifying"</i>. Equality would be helped by members being able to feel secure enough to identify with their sexuality. It is felt that positive action leadership in relation to recognition of sexual orientation needs and issues creates <i>"fostering of good environment"</i>. In addition to internal action more positive action in regards to hate crime and the treatment of victims from the LGBT community would help improve the organisational climate in respect of sexual orientation.</p> <p>The provision of a coordinator to advice and assist with LGBT would assist the profile for the organisation though it is felt the person should be from the LGBT community. There were still issues with support and training which need to be addressed. In relation to the involvement of the Policing Board in any promotion process it was felt that some individual members had a homophobic perspective.</p> <p>In relation to the involvement of any APR system the association felt there was potential for discrimination by managers and it should not be used. Professional standards should be applied to all members of the organisation.</p>