Report of External Evaluation and Review

New Zealand Police Training Service Centre (Royal New Zealand Police College)

Confident in educational performance

Confident in capability in self-assessment

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Contents

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	New Zealand Police Training Service Centre (Royal New Zealand Police College) (RNZPC)
Location:	Papakowhai Road, Papakowhai, Porirua, Wellington
Type:	Government training establishment
First registered:	1993
Number of students:	Domestic: 11,949 learners participating in over 122,000 training opportunities annually
	International: nil
Number of staff:	196 full-time equivalents in both the RNZPC and in district offices.
Scope of active accreditation:	Recruit training and ongoing police education and training
Sites:	Although the college is at Papakowhai, Porirua, police training to which the college contributes is also carried out at district offices nationwide.
Distinctive characteristics:	The New Zealand Police Training Service Centre is part of the Royal New Zealand Police College. As a government training establishment, RNZPC has responsibility for training to meet the operational and strategic needs of the New Zealand Police.
Recent significant changes:	Recent re-organisation of the New Zealand Police has led to some changes, with the expectation of providing greater emphasis on supporting staff as

	they develop their capability throughout their career.
Previous quality assurance history:	At the most recent quality assurance visit by NZQA, an audit in 2008, RNZPC met all but one requirement, relating to a non-compliant building warrant of fitness.

2. Scope of external evaluation and review

The scope of NZQA quality assurance of RNZPC could have been limited to NZQA-approved and accredited courses, standards from the Directory of Assessment Standards, and qualifications listed in the New Zealand Qualifications Framework. However, courses offered by RNZPC that are not NZQA-accredited or approved, and therefore are not covered by NZQA's statutory mandate, have been included within the scope of the external evaluation and review (EER) at the request of the New Zealand Police.

RNZPC has a particular mandate to provide education that is appropriate to achieve the New Zealand Police vision:

> 'New Zealand's communities have expectations that the police will be professional and responsive to their needs. They expect police to have the knowledge, skills and attitudes to exhibit leadership qualities and ethical behaviour. Everything the TSC [Training Service Centre] does, from providing initial training to staff at entry level through to promotional development and specialist courses, aims to foster and develop these attributes. The TSC works towards providing quality education to the right time, in the right way, to enable them to achieve the New Zealand Police vision of safer communities together.'[1]

The extent of training provided through RNZPC is summarised in Table 1 (over page), in which NZQA-accredited and approved courses are also identified.

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[1] *Prospectus New Zealand Police Training Service Centre*, p. 3.

Table 1. Courses offered through Royal New Zealand Police College*	
School in RNZPC	**Scope of training**
Initial Training	*Initial Training Opportunities:* Police Studies, Driver Training, Tactical Options Training (1)[†]
Patrol and Operational Policing	*Road policing:* Road Policing induction, Road Policing Supervisors, Basic Crash Investigation, Advanced Crash Investigation, Introduction to Forensic Mapping, Advanced Forensic Mapping (3), Conduct Crash Analysis, Introduction to Commercial Vehicles, Serous Crash Investigator Review, Pedestrian and Bicycle Crash Investigation, Basic Motorcycle Qualification, Motorcycle Recertification
	Dog training: Patrol Dog Team, Narcotic Detector Dog Team, Explosive Detector Dog Team, Search and Rescue Dog Team, Victim Recovery Dog Team, Tactical Dogs (AOS, STG Dog Team)
	Search and Rescue Training: Police National Search and Rescue, Disaster Victim Identification, Search and Rescue Land Managers and Controllers, Search and Rescue Marine Managers and Controllers, National Search and Rescue Aircraft Observers, Technical Rope Rescue
	Specialist Groups: National AOS Selection, AOS Qualifying, National AOS Commanders, Police Negotiation Qualifying, Protection Officer Selection Specialist Group Qualifying, Airport Police
	Trainer Development: Tactical Options Trainer, Trainer Course
	Communications: Basic Communicator, Checks Channel Operator, Basic Dispatcher, Essential Skills for Call Centre Management
	Training for recruits: Firearms training, defensive tactics training, driver training, and road policing training
School of Investigations and Intelligence	*Intelligence:* Intelligence Induction, Intelligence Qualifying, Strategic Intelligence, Intelligence Collection, Intelligence for Investigations, Intelligence Support (9) (10)
	Investigative Interviewing: Investigative Interviewing Level 1, Investigative Interviewing Level 2, Advanced Investigative Interviewing Level 3, Specialist Adult Witness Level 3, Specialist Adult Witness Interviewing Peer Review Level 3, Specialist Child Interviewing Level 3, Specialist Suspect Level 3
	Table 1 continues on following page

Table 1 (continued). Courses offered through Royal New Zealand Police College*	
School in RNZPC	**Scope of training**
School of Investigations and Intelligence	*Investigations:* CIB Selection, COB Detective Qualifying, Electronic Investigation, Child Protection Investigation, Adult Sexual Assault, Serous Crime Management
	Case Management: Introduction to Prosecutions, Prosecutor Advocacy Skills
	Forensics: Crime Scene Foundation, Advanced Crime Scene Examiner (4), Fingerprint Officer Training Programme (5) (6), Introduction to Police Forensic Imaging (7), Advanced Digital Imaging (8), Operational Forensic Imaging, Advanced Video and CCTV
School of Community Policing	Community Crime Prevention, Alcohol Harm Reduction – Introduction, Responsiveness to Māori Introduction, Māori Responsiveness Advisors, Diversity Liaison Officers, Ethnic Liaison Officers Professional Development, Iwi Liaison Officers Professional Development , Youth Education Services Introductory, Youth Education Services Practitioners, Youth Services Introduction, Youth Development, Youth Aid Advanced
School of Leadership, Management and Command	Sergeants Qualifying, Senior Sergeants Qualifying, Inspectors Qualifying, Core Policing Knowledge, Practical Duties, Critical Incident Command, General Management Training
Other	**Scope**
Field Learning	'Field learning (2) and mandated training for delivery within police districts across the country' includes custodial management: Suicide Awareness Training, First Aid Training (delivered by external provider), Professional Police Driver Programme, Staff Safety Tactical Training
Te Puna	The online platform that 'delivers and manages online courses, enables training developers to create online courses that give participants opportunities for rich interaction, [and] lets trainers deliver content, monitor participants, and assess participant performance'
*From *Prospectus New Zealand Police Training Service Centre.* This specifies the aims and the learning outcomes of all courses and programmes. †These are qualifications accredited or approved by NZQA; see next page	

Symbol	Qualification	NZQA level	No. of credits
1	Certificate in Core Policing (Level 4)	4	110
2	Diploma in Police Workplace Practice (Level 5)	5	124
3	National Certificate in Police Forensic Mapping	5	43
4	Certificate in Police Crime Science Examination (Level 4)	4	61
5	Certificate in Fingerprint Science	4	120
6	Diploma in Fingerprint Science	5	120
7	Certificate in Police Forensic Imaging (Level 4)	4	92
8	Diploma in Police Forensic Imaging (Level 5)	5	124
9	National Certificate in Intelligence Analysis	4	40
10	National Diploma in Intelligence Analysis	5	123

Seven focus areas were identified for the EER (Table 2), covering a range of police training, from new recruits to senior staff. Given that the New Zealand Police trains the majority of its own staff, it was appropriate to include the basic course for trainers. In addition, some police training is delivered by electronic methods, so the EER included a specific course in which a component of the learning was delivered through Te Puna (the online learning platform) as a 'window' into the police model of blended delivery and e-learning.

Table 2. Focus areas selected for external evaluation and review		
Focus area	**Number of learners**	**Notes**
1	Recruit Training	240	On successfully completing training, recruits receive the Certificate in Core Policing (Level 4) (110 credits). This programme leads to Focus Area 2 in this report.
2	Probationary Constable Workplace Assessment Programme (PCWAP)	530	Qualification on which all constabulary Police training is currently built; linked to the Diploma in Police Workplace Practice (Level 5) (124 credits).
3	Professional Police Driver Programme (PPDP)	9,000	This is a professional driver assessment, classification, and training system. The PPDP aligns with other practical police skills programmes such as PCWAP.
4	Police Basic Trainers Course	64	This aim of this two-week residential course is for participants to develop the knowledge, skills, and attributes to deliver and/or assess training as part of their primary employment or portfolio responsibility for training. Participants attain unit standard 4098 *Use standards to assess candidate performance* during the course, and can subsequently complete the National Certificate in Adult Education and Training (Level 4).
5	Search and Surveillance	4,781	An online programme offered through Te Puna (the police e-learning platform)
6	Core Policing Knowledge (CPK) Examinations	498, comprising: Sergeant: 366 Senior sergeant: 111 Inspector: 21	A workplace-focussed programme leading to examinations for Sergeant, Senior Sergeant, and Inspector
			Table 2 continues on following page

Table 2 (continued). Focus areas selected for external evaluation and review			
Focus area		**Number of learners**	**Notes**
7	Police Forensic Mapping Course	12	This course aims to train participants to use forensic mapping techniques and software for preparing plans for crime and crash scene investigations. The basic course is based around the performance measures of unit standards 20282 and 20284 at level 5 (43 credits).

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted by three evaluators over a four-day period. Management and staff involved in teaching at RNZPC were interviewed and these discussions were complemented by conversations with trainees resident in the 'wings' at the time of the visit, and telephone conversations with selected police staff who had successfully completed focus area programmes, and their supervisors/managers.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Royal New Zealand Police College.**

The purpose of the Royal New Zealand Police College (RNZPC) is to provide the training that builds a knowledgeable and skilled police workforce that meets the expectations of Government stakeholders and the wider community. On-job training also occurs in district offices throughout New Zealand, and this activity complements the training and education undertaken specifically at and by the college.

Evidence of successful completion of training programmes and promotions and appointments resulting from training indicate that the activities of the college are appropriate for the New Zealand Police and the participating staff who are drawn from most levels within the organisation. The college provides the initial training for recruits by which they become probationary constables, oversees the subsequent workplace assessment of these staff until the probationary designation is lifted, and provides a range of learning opportunities for staff seeking promotion to higher ranks within the police, and for staff seeking training in diverse specialist areas. Very high proportions of recruits graduate from the 18-week residential course to become probationary constables, and similarly high proportions complete the Probationary Constable Workplace Assessment Programme in district offices and remain in the police. Both of these training programmes contain embedded national qualifications, but the learners value these less highly than admission to, and advancement within, the police that successful completion of the respective programmes brings.

The instructors for the initial training have a high number of contact hours with their students, know them well, and readily provide additional assistance when needed. An assessment of recruits' knowledge and skills early in the programme is used to identify areas in which general or specialist (e.g. literacy) tutorial assistance is required. The effectiveness of this early intervention probably contributes to the high success rates of this programme. The Probationary Constable Workplace Assessment Programme is clearly effective in terms of outcomes, but the learning experience could be improved if the on-job supervision and assessment were more consistent between district offices. The programme in which trainers are trained has similar issues relating to the limited time and ongoing support available to undertake the post-course work that can lead to a qualification once they have returned to their district offices. The college is aware of this issue and steps are being taken to effect short-term improvements. A more enduring solution is likely to result from the course being replaced by a four-phase programme of training and professional development.

The college develops and oversees training courses, assignments, and examinations that assess preparedness for promotion to senior ranks. The pre-assessment moderation processes of Core Policing Knowledge examinations are robust, and there is analysis of responses and, if necessary, changes to the multiple choice examinations after every occurrence. The Core Policing Knowledge examinations are set to join a range of other learning and information-sharing resources being developed. New Zealand Police has yet to fully realise the potential of e-learning and also the need to ensure that potential users are ready to engage with it and are supported appropriately. That said, at this stage, e-learning has been well received by learners and judged effective by the staff involved. The police experience with blended learning is consistent with other educational providers' experience at a similar stage of development of this approach to teaching and learning.

Other programmes are specialist in nature, and the selection of attendees for these programmes is based on recommendation, merit, and the career aspirations of the learner. For these reasons, and the very low learner-to-instructor ratio, success rates are high, as might be expected. Those who complete the programme are invariably appointed to roles in the police that require this specialist training.

The training is valued by the participants, particularly in terms of advancement of their career in the police. The needs of learners, particularly in the initial training, are identified at an appropriate stage in the programme and learners are provided with assistance to improve literacy and numeracy and other skills (e.g. driving) that the programmes require for success. However, attention to the needs of learners will continue to be required as the college introduces more online and/or blended learning. RNZPC is an integral part of the management structure of New Zealand Police, with the national manager training reporting directly to the deputy commissioner (who is a member of the police executive).

In summary, the training offered by RNZPC results in personnel qualified for the roles intended, providing value to the police as the major stakeholder in terms of 'designing and developing a range of crime science related training, educational and development products for New Zealand Police, using a problem-solving approach to reduce crime'[2]. This justifies the judgement of Confident in educational performance.

Through the on-job supervision of training at district offices, managers throughout the police have a role to play in training, and contribute to the support of educational achievement. Although outside the immediate influence of RNZPC, this is an area in which improvement would be beneficial to educational achievement.

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[2] Wilson, M. Welcome from National Manager Training. *Prospectus. NZ Police Training Service Centre*, New Zealand Police

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **the Royal New Zealand Police College.**

As an organisation accountable to the Government and the communities it serves, the police need to meet the objectives and priorities of their strategic plan agreed with the Government stakeholder, and continually monitor their effectiveness in the public sphere through satisfaction surveys.[3] This contributes to a culture of continual self-assessment which may be intensified when changes to legislation and the results of criminal court cases and coronial inquiries require or suggest changes to operations which, in turn, are reflected in proposals for changes to training. Thus, an important aspect of self-assessment in police training is the ability to respond both promptly and effectively to legislative and other changes that the organisation may have had little opportunity to influence, but which have significant effects on policing practice and operational requirements.

The roll-out of training to provide staff with the knowledge needed to implement many of the requirements of the Search and Surveillance Act[4] by 18 April 2012 (the date on which the bill passed into law) is a good example of the ability of RNZPC to assess and meet organisational needs. Between April and 1 October 2012 (when the law takes effect), over 10,000 staff require training delivered in district offices while day-to-day policing is maintained.

While assessment of knowledge gained can measure the immediate effectiveness of such training, the ultimate measure of effectiveness will be police performance in relation to the Act as determined by the courts; it is too early to gauge this. Another example is the changes made to the Forensic Mapping programme in the face of criticisms of police processes in a court decision.

These represent good examples of continual self-assessment in order to address training needs and improve staff capability to address issues that become evident from external circumstances.

RNZPC's model of continuous self-assessment is based on a life-cycle approach to training development and its on-going assessment of appropriateness and effectiveness, i.e. a six-phase ADDIE cycle, with a 'business requirements' insertion after the Evaluate phase (see Fig. 1). This cycle provides the high-level perspective for the processes and procedures for course development and revision that are presented in the TSC Teaching and Learning Manual, but the evaluation team discerned little awareness among teaching staff in the programme focus areas of the cycle's role in RNZPC's self-assessment, certainly by comparison with their awareness of the role played by NZQA's key evaluation questions, and their

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[3] http://www.police.govt.nz/citizens-satisfaction-survey-2011

[4] http://www.legislation.govt.nz/act/public/2012/0024/latest/DLM4355300.html

vernacular prompts: 'How do we know that what we are doing is any good?; How can we improve?; How will we know we have improved?' in the documentation provided for the EER.

Figure 1. The training development life-cycle. The New Zealand Police Training Service Centre has adopted an ADDIE (Analyse, Design, Develop, Implement, Evaluate) approach to implementing its Learning Solutions policy. The cycle includes an input for Business Requirements and Performance Analysis before ADDIE restarts.

Effective self-assessment was evident in documents provided to the EER team and in discussions with staff, both of which identified areas of potential improvement and the means by which the effectiveness of intervention could be demonstrated. This was particularly demonstrated in the improvements identified for on-job training which were stimulated by the external review of the effectiveness of training of probationary constables.[5] This review has led to proposals for re-organisation of the way in which training for this programme and others is undertaken in district offices. This programme also undertakes completion surveys through which further assistance can be targeted to individual constables and insights can be gained for programme improvements. As an example of the latter, inconsistencies between the standard expected of the field training officer and the supervisor were expected to be ameliorated through discussion at a forthcoming assessors meeting.

The central approving body for all major changes is the Training Service Centre Approvals Committee. This committee, which includes representation from all schools of the college, and chaired by the deputy national manager (Teaching and Learning), has a similar function to the academic board in a university or institute of technology and determines the validity of suggestions for major changes to training programmes and oversees their implementation. Perusal of the minutes of this committee showed that new training proposals often came several times to the committee before approval, indicating an iterative process of programme development. In addition, the minutes perused show that post-course reports for at least some programmes are received by the committee, wherein effectiveness of any changes made are noted and suggestions may be made for further improvement. The evaluation team considers that this committee is an important

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[5] Job Analysis of the Probationary Constable Role (September 2009). Wellington: Opra Consulting Group.

part of RNZPC's self-assessment of the response to identified training needs and the development of courses and programmes to meet them.

There is clear evidence that courses and programmes for which there is a requirement for action to be taken in response to external circumstances (i.e. programmes in which there has been continual self-assessment) come before the committee for discussion and approval. However, the evaluation team found no clear evidence that there is continuous self-assessment of programmes, or that the results of self-assessment activities necessarily come before the committee on a regular or cyclic basis.

Findings[6]

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

The achievement of learners is principally directed towards gaining the knowledge and skills appropriate for: (i) entering the police at the rank of probationary constable as a consequence of initial training; (ii) advancing to the rank of constable after a period of supervised training and activity in a district office; (iii) promotion to higher ranks; and (iv) readiness for a range of specialist occupations and functions within the police. The extent of achievement is best gauged by the course and qualification completions and the progression of staff. A good example of this is the success of initial training and workplace assessment to attain the rank of constable. As a result of initial training, 96 per cent of recent recruits have been placed in probationary constable roles in district offices; 93 per cent of probationary constables enrolled in the Probationary Constable Workplace Assessment Programme over 2004-2005 completed the programme (becoming constables), and of these, 83 per cent remain employed by the police in 2012.

This completion and progression data indicates that the achievements of learners at these levels are excellent and meet the operational needs of the police. The evaluation team noted that the qualification completion statistics for these two initial training programmes, which are at NZQF levels 4 and 5 respectively, also compare very favourably with programmes offered at these levels by other tertiary education organisations (see Table 3).

Table 3. Comparison of qualification completions of levels 4 and 5 police training with other providers of tertiary education				
NZQF (police programme)	**NZ Police**	**ITP average**	**ITO average**	**PTE average**
Level 4 (Initial Training)	90%	52%	59%	71%
Level 5 (PCWAP)	93%	51%	55%	77%

Progression to ranks above constable is by promotion, prior to which competence in Core Policing Knowledge appropriate to the rank being sought is required to be demonstrated through examination. While the pass rates for these examinations are low (~50 per cent), entry to them is effectively open to all sworn staff at any rank. For the more specialist courses (e.g. Forensic Mapping, Police Basic

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[6] The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Trainers Course), achievement rates from training are very high (close to 100 per cent), and this may be attributed to a combination of teaching effectiveness with selection processes and the commitment and interest of participating staff. The achievement of learners is rather more variable beyond initial training, but is good overall.

Some of the training includes embedded unit standards or qualifications which will also be achieved on completion. Examples include the Certificate in Core Policing embedded within initial training, the Diploma in Police Workplace Practice embedded within the Probationary Constable Workplace Assessment Programme, and unit standard 4098 in the Basic Trainers Course. The last-mentioned course can lead to the National Certificate in Adult Education and Training (Level 4) after a period of workplace assessment; few participants in district offices actually study for this qualification, although it is a requirement for RNZPC staff. This is indicative of a wider observation that police staff are more motivated by training that serves their career interests in the police rather than the achievement of external qualifications. The evaluation team inferred that most sworn staff see employment with the police as a career (attrition of sworn staff is about 5 per cent) rather than as a stepping-stone to a career elsewhere, and therefore this aspect is not a contributing factor in the judgement of educational performance.

Success rates are monitored but appear to be considered sufficiently high not to have triggered any consideration of a self-assessment regime intended to improve them. Rather, the drivers for changes to the programmes are principally to serve the interests of the organisation and arise because of changes in legislation (e.g. the Search and Surveillance Act 2011), the results of criminal and coronial court decisions, and meeting changed expectations of the police themselves and the communities they serve.

1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Good.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

The key stakeholders for RNZPC are the participants in the courses and programmes and the New Zealand Police, and thereby the Government and wider community, the last being specifically referred to in the police vision – 'Safer Communities Together' – and its mission – 'To work in partnership with communities to prevent crime and road trauma, enhance public safety and maintain public order'.[7]

For participants (i.e. learners), the principal value of the outcome (i.e. training) is the acquisition of skills, knowledge, and experience that enable them to progress

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[7] *New Zealand Police Strategic Plan, 2011-2015*

within the police.   The 'connection' of training to progression in the police is clearly evident in the progression from recruit to probationary constable to constable, but promotion to higher ranks depends on the availability of positions and other attributes of aspirants, in addition to their eligibility on the basis of success in the Core Policing Knowledge examinations managed by RNZPC. By contrast, appointment to specialist roles demands the successful completion of appropriate training. Thus the value of the training to the participants is inferred to vary throughout their career with the police. Subordinate to the value to individual career prospects is the attainment of qualifications, which would be recognised as of value to other employers, as discussed previously.

For the New Zealand Police the principal value of the outcomes is a continual supply of constables trained in the essentials of police work, and a supply of appropriately trained and knowledgeable candidates for promotion to senior ranks and for appointment to specialist roles. The Training Service Centre Approvals Committee has a critical role in ensuring that the programmes it approves continue to be fit for the purposes required by the New Zealand Police. It does this through including representatives of relevant operational components of the wider organisation in its meetings to discuss proposed new course developments and significant revisions prior to their approval.

The value to Government stakeholders is demonstrated by the responsiveness of police training to changes in legislation and to the results of criminal cases and coronial enquiries. For the former, the best recent example has been the rapid response to the need to develop an online learning package to address the need for police supervisors to be knowledgeable about the changes to general surveillance activities brought about by the early implementation of Part 3 (Surveillance) of the Search and Surveillance Act 2012, and for them to subsequently train other staff in district offices. For the latter, changes made to the Forensic Mapping course are an example. Such changes were implemented following a self-assessment of the relevant programme and the development of a robust case made to the Training Service Centre Approvals Committee.

The value to the wider community is most apparent in their perceptions of the responsiveness and quality of service provided, particularly by frontline constables and, to a lesser extent, by senior ranks and specialist staff with whom the public will have less contact. These perceptions are surveyed by the police annually, and the 2011 report shows significant improvements across a variety of measures.[8] 'Competence' is most directly associated with training (rather than the environment in which policing occurs) and the constancy of this measure in recent years is apparent in Table 4.

Table 4. Public perception of police competence, 2009-2011

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[8] Citizens Satisfaction Survey 2011:
http://www.police.govt.nz/sites/default/files/executive_summary_-_new_zealand_police__2010-11_report_july_2010_to_june_2011.pdf

Perception of attribute in 2008-09			Perception of attribute in 2009-10			Perception of attribute in 2010-11		
Positive	Neutral	Negative	Positive	Neutral	Negative	Positive	Neutral	Negative
% with perception			*% with perception*			*% with perception*		
91%	5%	4%	91%	4%	5%	91%	5%	4%

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

The activities of RNZPC are required primarily to match the organisational needs of the New Zealand Police. The slight reduction in complaints against the police[9], any reduction in the number of failed prosecutions, and the reduction in crime statistics (Table 5) are indirect indicators of these needs being matched.

Table 5. Trend in offences 2007-2011*					
	2007	**2008**	**2009**	**2010**	**2011**
Recorded offences	426,384	431,383	451,405	426,345	406,056
Recorded offences per 10,000 population	1,008.4	1,010.6	1,045.9	976.1	921.8
*From http://www.police.govt.nz/sites/default/files/00_national_2011_official_stats.pdf					

Recognising that the communities the police serve are more ethnically diverse than the ethnicities represented in the ranks of the police, there have been efforts to reflect that diversity by developing strategies for being responsive to Māori and Pasifika peoples both in police operations[10] and in recruiting[11]. As examples, there are Māori dimensions within RNZPC, including symbols for each of the constituent schools, and there are Māori protocols observed at some activities and staff gatherings, one of the latter of which was observed by the EER team. Externally, since 2008 the New Zealand Police has sponsored the Race Unity Speech Awards. This competition and associated youth conferences encourage youth to talk publicly about race relations and issues such as racism and bullying. The theme of the 2012 competition was: 'A fair go for all – Rite tahi tatou katoa'. All these

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[9] The annual report of the Police Complaints Authority notes an increase in the number of complaints in 2009-10 over 2008-9, but notes that the number is less than the highest annual total in 2007-8. From: http://www.ipca.govt.nz/Site/publications/Accountability/2010-Annual-Report.aspx

[10] Pacific Peoples Responsiveness Strategy, 2008-2010, superseding an earlier strategy for 2002-2006.

[11] Maori, Pacific and Ethnic Strategy (MPES) indicates a 'commitment and leadership on responsive policy development and service delivery to Maori, Pacific and ethnic peoples', including 'recruitment and retention of Maori into the Police'.

activities assist in maintaining the relevance of RNZPC and the police to these stakeholders.

The initial training programme and the subsequent Probationary Constables Workplace Assessment Programme are providing a flow of appropriately qualified and trained constables needed for district offices. Courses that support and test the acquisition of Core Policing Knowledge are designed to match both organisational needs and the needs of those seeking promotion to higher ranks. However, not all those who complete the examination successfully have the opportunity to gain the promotion for which the examination is a prerequisite within the Core Policing Knowledge programme's period of currency (five years), so in that sense the training provided may not meet participants' needs. Viewed another way, there is no clear link between the training provided through RNZPC and the organisational capability of the New Zealand Police. In comparison, the needs of those seeking engagement in specialist policing roles are well matched by the training provided, and most of those undergoing the training progress to the roles for which the training qualifies them.

To provide training and knowledge quickly across the organisation, where that is required by new legislation or other circumstances, RNZPC is increasingly turning to e-learning and blended delivery, first introduced by the college in 2006. The information technology required is being developed to match organisational needs, but self-assessment is needed to ascertain and match the needs of staff using this approach to undertaking learning and acquiring information.

Attrition in the police is low (~5 per cent), and this probably accounts for the relatively low emphasis placed on whether training matches a need for the completion of national qualifications that are either embedded in training or to which training can lead, which might be more highly regarded outside the police.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good.**

The rating for capability in self-assessment for this key evaluation question is **Adequate.**

Teaching staff within RNZPC involved in the initial training are committed to the achievements of recruits. Their heavy teaching load (typically 25 contact hours a week), together with involvement in additional tutorial activity, appears to leave little opportunity for sharing good practice or professional development. That said, their efforts are appreciated by the recruits who are well satisfied with the teaching, and pragmatically the very high pass rates are perhaps indicative of the effectiveness of the teaching. Similarly, the quality of instruction in specialist programmes is well regarded by participants and anecdotally leads to favourable employment outcomes. Staff in the various teaching areas are formed into communities of practice under the guidance of a 'practice leader', an approach that encourages

sharing of teaching practice among the group. Student evaluations of teaching inform staff appraisals and professional development.

Where training occurs within district offices, the quality of 'teaching' – in essence workplace assessment – appears to be more variable in its effectiveness, with some variations in both supervision and assessment of tasks. This variation can be influenced by differences in rank between supervisor and assessor and differences in management style and operational requirements within district offices. These issues were highlighted in the report from the job analysis of probationary constables undertaken by consultants, which can be considered as a self-assessment of this particular programme, and which resulted in some re-organisation of training responsibilities at district office level.

It is perhaps inevitable that with the need for rapid response to externally imposed changes to policing procedures caused by legislative changes, the police would move towards training using e-learning and blended delivery.[12] RNZPC has recently adopted these approaches to learning[13] and this, coupled with limited resources to develop and implement such training and the wide range of e-literacy within police ranks, means that the effectiveness of this mode of learning delivery has been mixed. The blended solution for training in respect of the Search and Surveillance Act included an online Basic Surveillance Course. This course has been well received, with over 95 per cent of respondents being satisfied with the content, but with reservations expressed about the means of delivery. The evaluation of the Crime Scene Foundation Course Laptop Pilot[14] indicated effectiveness of learning because the laptops provided a blended learning environment which meant less rote learning and encouraged collaboration, mentoring, and skill development within the group.

The evaluation team considered teaching to be more effective in RNZPC classroom settings than in on-job training. The one course evaluated that included blended learning used the combination of classroom and e-learning effectively, while wholly online delivery of information based around the Search and Surveillance Act has been successful. Although there are communities of practice in some teaching areas, self-assessment of teaching is largely focused on the learner evaluations of the programmes; this was particularly evident in the Basic Trainers Course, where self-assessment was confined to the first level of Kirkpatrick's evaluation hierarchy (see Fig. 2).

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[12] The Police Strategic Plan to 2006 and the Training Service Centre Strategy to 2010 identified the need to maximise the use of 'new' technology in order to contribute to building capability and making effective use of resources. In 2007, a preferred vendor was identified and trials with proprietary software conducted, with four pilot e-learning courses launched in 2009. Developments have continued, subject to budgetary and IT capability constraints and the information technology infrastructure in district offices.

[13] *Self-assessment: Maximising our use of technology for learning* (2012). School of Investigations and Intelligence, Royal New Zealand Police College.

[14] *Crime Scene Foundation Course Laptop Pilot Evaluation Report* (August 2011). Royal New Zealand Police College.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Adequate.**

The rating for capability in self-assessment for this key evaluation question is **Adequate.**

In the initial training there is an assessment after the first four weeks of the 18-week programme from which learning needs in respect of literacy and numeracy and study skills are identified and addressed through additional tutorials or individual advice. While this is rather later in the programme than is typical for this intervention in other organisations offering programmes at this level, RNZPC considers that the early emphasis on settling the recruits into police routines and culture means that the identification and addressing of learning needs becomes a part of the culture. There is a conscious effort to ensure that the methods used to assess competence in practical skills are mimicked in the classes during training, which has improved the results obtained in assessments in this programme. These examples of improvements to learner support appear to the evaluation team to have developed as pragmatic solutions to arising issues rather than as a consequence of systematic self-assessment activities of programme staff.

In the more specialist courses, the class sizes are sufficiently small to ensure individual guidance and support of learners.

The learning support and guidance given to staff who are continuing their learning in the district offices, particularly in the programmes that involve workplace assessment, are subject to the same constraints as the effectiveness of learning discussed previously. Of further note in this regard is the similar variability in the support for study groups in district offices for those staff preparing for the Core Policing Knowledge examinations. A pilot project in 14 district offices is attempting to address this issue, but until it is completed the effectiveness of the model of enhanced support cannot be known. Once this and similar training is offered online, it is recommended that the college assesses the need for additional training and then provides appropriate and effective support for the learners, especially for those for who are less favourably disposed to online learning.

That said, RNZPC and the New Zealand Police more generally provide a range of support and welfare services to staff and their whānau, some of which indirectly contribute to fostering a supportive learning environment.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Good.**

The rating for capability in self-assessment for this key evaluation question is **Good.**

RNZPC has a firm place within the organisational structure of the New Zealand Police, with the national manager training reporting to the deputy police commissioner.

A review of the training requirements of the police prompted a re-organisation of the college into five schools which offer training across the breadth of police activities: Initial Training – Te Pou Taria; Community Policing – Te Pou Manaaki; Patrol and Operational Policing – Te Pou Aro-a-Kapa; Leadership, Management and Command – Te Pou Manukura; and Investigations and Intelligence – Te Pou Matai.[15] This structure resembles the way resources and courses are typically organised in universities and institutes of technology. The review advocated grouping practitioners and teaching and learning specialists around common disciplines or themes within the schools as communities of practice led by 'practice leaders'. The interaction between members of the group of staff involved in initial training (e.g. sharing good practice in teaching techniques and information related to learner progress) is an example of the effectiveness of this process in practice within the college. The deployment of staff from the existing Training Development Group as teaching and learning advisors within the schools is another way in which practice leaders and trainers would receive additional advice and support, but as yet there is no evidence of the effectiveness of this change. In addition, the XCED report indicated that changes in the structure of RNZPC were also designed to provide a platform for improvements to training delivered in the districts, a recurring theme in this EER report.

As befits such a change process, there has been widespread consultation and the opportunity for staff to make submissions and provide feedback. While the review was largely concerned with the staff structure through which learning would be delivered, specific mention was made of changes that were expected to improve the quality assurance of training. One of these was the introduction of the Training Service Centre Approvals Committee. Chaired by the deputy national manager training, this committee receives submissions and change proposals for training within the whole of the New Zealand Police, and thus its influence extends beyond the college into training offered in districts. Moreover, the committee complements its representation of the schools with invited attendance from the operational areas of the police that are the programmes' stakeholders. The minutes of the committee provide evidence that proposals are likely to be well conceived and robustly debated before approval. However, the proposals received by the committee are generally responses to legislative changes or similar 'events', and thus represent

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[15] Phase One Organisational Structure (2010). *XCED [Excellence in Policing Education] Programme – Training Service Centre Schools Project*, Paper *3*. New Zealand Police.

the results of a continual self-assessment process, rather than the result of systematic self-assessment informed by data and experiences compiled from several occurrences of the course/programme. The XCED report recognises the need to better balance innovation (the result of continual self-assessment) and continuity (the result of continuous self-assessment) with the following statement, with which the evaluation team concurs:

> 'A significant gap in the current New Zealand Police training system relates to evaluation, both from the perspective of ensuring that training is being delivered properly [and] also from the perspective of ensuring that we can demonstrate that knowledge is being applied back into the workplace and behaviour is changing.'

The support of police management in fostering educational performance and its improvement is demonstrated through its promulgation of the changes to training indicated in the XCED report, and in its recognition of the need for a more robust self-assessment regime. However, it is too early to gauge the success of that support.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Initial Training

The rating in this focus area for educational performance is **Excellent.**

The rating for capability in self-assessment for this focus area is **Good.**

This 18-week, full-time residential programme is undertaken by all recruits to the New Zealand Police. All potential recruits undergo rigorous screening before being accepted to a training 'wing', to ensure that they have personal values concordant with those of the police, and have the required physical fitness, cognitive ability, and literacy competence. Consistent with enrolling recruits that reflect the demographics of the communities being served, there is a greater recognition in the police of the importance of addressing the needs and recognising the attributes of Māori, Pasifika, and ethnic peoples recruited. The diversity of recruits admitted into the programme is of particular value to the police in the longer-term implementation of its vision – Safer Communities Together – by ensuring its communities are represented. The programme is of value as the principal means by which the New Zealand Police acquires sworn staff for its ranks. Embedded in this programme is the Certificate in Core Policing, but this is of perceived lesser value to recruits than the programme's being the pathway to a police career.

The training is intensive, but the attrition rate is low (~3 per cent). Recruits are assessed in the fourth week of the programme to identify whether learning support is required, which is principally provided by attending additional tutorials in the evenings and weekends. Each recruit has a learning improvement plan. If required, pastoral care from welfare staff is also available. Typically, over 90 per cent of recruits on a 'wing' graduate, and this excellent outcome[16] reflects not only the effectiveness of the recruit selection programme but also the commitment of teaching staff and their rapid and ready response to identified learning needs. Recruits who graduate from this programme are appointed as probationary constables to a district office.

Recruits told the evaluation team that they were well satisfied with the quality of instruction, both in class and in other activities, e.g. driving and firearms training. Staff indicated that they are included in a community of practice led by their 'practice leader', which leads to a sharing of ideas for improved teaching. The student evaluations of the programme and staff can lead to changes in delivery of the instruction and may inform both professional development plans and

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[16] By comparison, in 2010 at levels 3 and 4, programme completions, using the TEC methodology, were: ITPs, 52 per cent; ITOs, 59 per cent; PTEs, 71 per cent.

performance appraisals for staff. Although many opportunities are provided for professional development of staff (including undertaking the Certificate in Adult Learning and Teaching, and attendance at conferences), and few requests for it are declined, programme staff typically have high teaching loads (25 teaching hours per week), which they indicate limits their uptake of such opportunities.

Processes for pre- and post-assessment moderation of both theory and practical examinations, together with ongoing reviews of assessment practice (as evidenced in the programme self-assessment report and minutes of the Training Services Centre Approvals Committee), contribute to periodic changes to assessments and the examination to ensure fitness for purpose, rigour, and robustness.

Recent analysis of recruits' expectations of a police career has led to changes in marketing strategies and to consideration of a new pre-induction programme for potential recruits. This is an example of RNZPC's continual reflection on how well the initial training programme is targeted to the communities from which the police wish to recruit and to the personal attributes of potential recruits, and how well the programme addresses the operational requirements of the New Zealand Police. It also demonstrates how self-assessment in a training context is associated with wider aspects of police activities (in this instance marketing).

2.2 Focus area: Probationary Constable Workplace Assessment Programme (PCWAP)

The rating in this focus area for educational performance is **Good.**

The rating for capability in self-assessment for this focus area is **Good.**

This programme is a continuation of initial training. Graduates from initial training enter this programme and effectively are trained on the job to become constables in district offices, and by so doing complete the Diploma in Police Workplace Practice. The probationary constables are assessed on their operational policing skills by interactions with their supervisor, field training officer, and other experienced operational staff, and through a combination of experiential learning, some formal training courses, and other informal training. As this programme builds competence on an individual basis, progress towards completion is variable; progress is also somewhat dependent on the operational pressures in the district office to which the probationary constable is assigned. Despite this, completion rates are high (98 per cent in 2006). The evaluation team notes that this is much higher than typical of level 5 programmes in other tertiary education institutes[17], indicating an excellent level of achievement.

Completion of the programme – which removes the probationary designation before the rank – enables application for advanced or specialist positions and study

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[17] In 2010, at level 5 and above, programme completions, using the TEC methodology, were: ITPs, 51 per cent; ITOs, 55 per cent; PTEs, 77 per cent.

towards promotion to higher ranks. Most constables remain in the police: 83 per cent of the 2004-2005 graduates and 91 per cent of the 2006 graduates are still employed with the police. RNZPC's analysis of a sample of constables who have completed the programme reveals that the current rank or designation of these participants indicates successful progression to a range of specialist and generalist positions, which demonstrates that the programme matches the organisational needs of the police and the career aspirations of the participants.

An externally commissioned online survey of probationary constables (750 invitees, 420 participants, response rate 56 per cent) was conducted in 2009 to determine the frequency and importance of tasks undertaken, and thereby develop a model of competence for the role. The survey identified that while probationary constables, appointed as a consequence of having successfully completed the initial training (see section 2.1), were well prepared for the mechanics of police work, they were less prepared for handling situations requiring choice, discretion, and judgement. The variation in quality, consistency, and support provided to probationary constables – noted above – was also apparent from the survey. This survey appeared to the evaluation team to be a well-designed job analysis which provided useful information for the self-assessment of the PCWAP. As a consequence, there have been subsequent organisational changes introduced to the police which are aimed particularly at improving the support and training in district offices.

The organisation's 2011 analysis of a comprehensive completion survey of constables and their training records provides the evidence for the continual improvements that will be made to the programme. This analysis is particularly valuable for a nationwide, on-job training programme which is so dependent for its success on police staff outside the college, including in the district offices. Its most significant findings confirm those of the earlier externally commissioned survey. Overall, in this programme there is clear evidence of self-assessment, but the effectiveness of the improvements it suggests has yet to be determined.

2.3 Focus area: Core Policing Knowledge (CPK)

The rating in this focus area for educational performance is **Good.**

The rating for capability in self-assessment for this focus area is **Good.**

This is a programme designed to give staff intending to apply for promotion to sergeant, senior sergeant, or inspector the requisite knowledge for each of these ranks. In essence, the syllabi for the examinations are made available eight to ten weeks prior to the examinations, and candidates expect to understand sufficient of the material to gain a 70 per cent pass in an examination that comprises only multiple-choice questions. The examinations are offered several times a year, typically at about 20 locations.

Pass rates in 2011 for the various ranks were: sergeant, 51 per cent (of 366 candidates); senior sergeant, 52 per cent (of 11 candidates); inspector, 45 per cent (of 21 candidates). While these rates may appear to be low, there are no

restrictions on the entry to these examinations; they are in fact 'proving grounds' for potential candidates for these ranks. While the number of repeat examinees was not disclosed, the increase in pass rates over time (at sergeant level, 28 per cent in 2008, 37 per cent in 2009, 43 per cent in 2010, 51 per cent in 2011) could be simply a result of potential candidates for these ranks becoming accustomed to the format of the CPK examinations as they re-sit them. Unsuccessful candidates receive some feedback on the areas in which their knowledge is inadequate, and so over time can be expected to improve their CPK examination results.

Because the number of candidates is not tied to the number of vacancies in these ranks, there are candidates who satisfy the CPK prerequisite for appointment to the relevant rank, but are nevertheless not appointed. To ensure currency of core policing knowledge, if successful candidates for the examination are not appointed within five years to the rank to which their CPK is appropriate, the examination must be taken again.

A review of the CPK examinations was undertaken in 2005-2006, which included consideration of overseas models. One result of this review was the introduction of multiple-choice questions. While candidates expressed doubt that sufficient depth of knowledge could be assessed by this approach, other regulated certifications in New Zealand, such as private and commercial pilot licences by the Civil Aviation Authority of New Zealand, also use multiple-choice examinations.

There is a robust process for the development of the CPK examinations. Facilitated from the highest levels of the police, the syllabus is reviewed annually following consultation with police staff and an active involvement from staff from the Faculty of Law at Victoria University of Wellington. A rigorous pre- and post-examination quality assurance process involves the questions being written by a trained question writer, reviewed by a subject matter expert, reviewed by a panel of enquirers, followed by legal and editing reviews. Candidates are provided with a form at the completion of the examination on which to record 'any problematic multiple-choice questions or other issues or irregularities'. The answers to questions are also statistically analysed and response patterns reviewed. There is some support and guidance for candidates for CPK examinations through district training coordinators, and some districts support the formation of study groups. In addition, a CPK trainer replies within 24 hours to email enquiries.

The CPK examinations for sergeant and senior sergeant are to be put on the Te Puna Learning Management System[18] later in 2012.[19] This will give even greater

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[18] Te Puna is an internal system available on all Police computers that (i) delivers and manages online courses; (ii) helps trainers create online courses that give participants opportunities for interaction; (iii) allows trainers to deliver content, monitor participants, and assess performance of participants; (iv) is easily customised to enable engaging content to be provided for learners; (v) is a portal to online services, e.g. iLearn, MyClass, iGroups, and eValue.

[19] Approval 'to move CPK exam for sergeants and senior sergeants to Te Puna and increase the opportunities to complete' was given at the TSC Approval Committee meeting of 17 April 2012.

access to the examination by sworn staff than is currently the case because it will be available more frequently and will be able to be delivered under supervision in local area offices. It is also intended to be accompanied by the introduction of 'better support to candidates as they study for CPK by providing standardised guidelines and good practice to study groups'. Managers of this initiative consider that the analytical tools to be built into CPK-online and its interface with the human resources database will enable better feedback to be given to candidates and reduce the amount of administrative data-handling required. Whether this will be the reality for examinees awaits a post-implementation review.

The evaluation team considers that the process for setting the CPK examination, reflecting on its outcomes, and then reviewing the examination again before its next offering is robust and effective. There is no reason to suppose that this will not continue when CPK is transferred to the e-learning environment, but the evaluation team does consider that more attention needs to be given to the candidate support that will be provided.

2.4   Focus area: Basic Surveillance

The rating in this focus area for educational performance is **Good.**

The rating for capability in self-assessment for this focus area is **Good.**

This programme was developed to train police staff in the requirements of the Search and Surveillance Act 2012. This Act has significant impacts on the day-to-day operations of the police, and it was important to update all staff quickly on its implications. To achieve this, senior staff are trained using an online programme delivered through the police portal Te Puna; these staff then train lower ranks at district level. The value of this programme – and to some extent the value of e-learning in a police context – will be measured by the level of challenges to police practice in search and surveillance in the courts.

Between April and October 2012, over 10,000 New Zealand Police staff require training delivered in police districts while day-to-day policing is maintained. A blended approach to delivery of this training has been adopted, comprising national communications, line-up packages, an online course, printed resources for all staff, 'train the trainers' days, a two-day, face-to-face training for all staff, and additional face-to-face training for specialist groups (e.g. armed offenders, detectives).

The online course was launched in March 2012 and was available to all police staff. One month later, when Part 3 of the Act came into force[20], nearly 4,000 staff members had completed the online programme. In addition, 65 courses have been offered within the college and through district offices.

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[20] Part 3 of the Search and Surveillance Act 2012 came into force on 1 April 2012.

An opportunity for participant evaluation was built into the online programme, which indicated that 95 per cent of respondents were satisfied or very satisfied with the content of the programme, although qualitative comments made through the portal indicate rather less universal satisfaction in terms of the perceived appropriateness of this approach to learning. However, the respondents will represent a range of ages and experience with computer and e-learning, and closer analysis of the likely effectiveness of e-learning within the police seems warranted. There was no specific support for learners mentioned in discussions about the Search and Surveillance programme.

Including this programme in the EER provided an opportunity to consider the increasing use of e-learning and, more generally, information technology by the police. New Zealand Police has moved from a service-centred approach to a client-focused approach towards information technology services. In the last six months, complaints made about information technology related to online learning are reported to have decreased to near zero from five to six daily, and surveys indicate a high level of satisfaction: 75 per cent, which is reported as significantly better than some other Government departments and agencies.[21]

The School of Investigations and Intelligence is taking a leading role in the college in evaluating the effectiveness and applicability of the wider use of technology in the workplace. This has included running a pilot project using laptop computers in the Crime Scene Foundation Course, an example of the school's taking 'an incremental approach to blending e-learning into residential courses and [has decided that it] should maintain a gradual approach so that e-learning benefits are realised by learners and not viewed as imposed by the organisation'. The evaluation of the Crime Scene Foundation Course Laptop Pilot noted that participants considered that the use of laptops enhanced their learning experience and that the blended delivery of the course 'improved their research, time management and technology skills'. The report commented on the advantage of 'allowing multiple attempts at each assessment within a timeframe of one hour', both in terms of the students' learning and in the cost savings on marking. A saving of staff time was identified because 'the course now has a foundational question bank in Te Puna [the e-learning portal] that will be quickly accessible for future courses'.

Recommendations for improvement for this particular course were typical of staff only recently engaging with online learning, being focused more on administrative and IT matters than with learning support and learner outcomes. In that sense, self-assessment of the Search and Surveillance programme was a little more advanced. Overall, the self-assessment of programmes using e-learning and blended delivery is good, having regard to the relative immaturity of the experience of police staff in developing and using digital technology for this purpose.

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[21] The evaluation team was advised but was not able to verify that the high levels of satisfaction with the police IT systems (75 per cent) compares favourably with that for other GTEs (e.g. IRD, 25 per cent; ACC, 30 per cent).

2.5 Focus area: Police Forensic Mapping Course

The rating in this focus area for educational performance is **Excellent.**

The rating for capability in self-assessment for this focus area is **Good.**

This is a specialist course which was redeveloped as a response to a court case in which the police were criticised for the quality of a crash scene investigation. Currently staff monitor overseas developments in this area and may use them as the basis for their requested professional development. The value of this course is judged by the acceptability of evidence presented in court cases, both criminal and coronial. Indeed, the fact that courts now require the presentation of forensic maps is a testament to the course's current value. Between 2005 and 2012 there were 72 course participants (over seven course occurrences), and only two participants have not fully completed the course.

Upon completion, participants, who may already be members, secondees, or relievers in the Serious Crash Unit can apply for specialist positions in the unit, to forensically map crash scenes, to use a forensic plan to gather data used in analysis and/or speed calculations, to accurately preserve the location of evidence at a crime scene, to map a simple internal building, and to present forensic plans in judicial proceedings. Past participants who were serious crash analysts indicated that the course provided them with the practical skills needed to undertake forensic mapping. Course evaluations by participants showed high satisfaction with the subject material, its sequencing, and its practical components, including gaining experience in the use of specialist software. Classes are limited to 12 participants, and with two to three instructors, students are well supported in their learning, which may contribute to the effectiveness of the teaching and learning, as acknowledged in the student evaluations. Of nine student evaluations of the recent course, most rated the skills and knowledge gained in the highest or second-highest categories.

The knowledge gained by participants in this course is largely about crime scene analysis, while the skills developed are related to using computer aided design packages to undertake the mapping. The packages used become incrementally more advanced as learners' skills increase during the course. Self-assessment of this course is principally concerned with: (i) keeping its content updated in line with international trends, for which the professional development of staff, through attendance at conferences etc is both required by the teaching staff and supported by management; (ii) responding to relevant outcomes of court decisions or coronial inquiries. Thus, self-assessment of this course is largely driven by the external factors that influence content. Each year, the ongoing need for the programme is reviewed at the time of staff appraisals.

2.6 Focus area: Police Basic Trainers Course

The rating in this focus area for educational performance is **Good.**

The rating for capability in self-assessment for this focus area is **Adequate.**

The college requires all of its teaching staff to successfully complete this ten-day residential course, and it is also available to staff in district offices who have a training responsibility or who have aspirations of such responsibilities. The course was offered four times in 2011-2012; typically, there are 14-15 successful completions in a class of 16 participants. A pre-course package is provided before the course, and for the duration of the course participants are expected to undertake assignments after hours. The course is described as challenging but worthwhile by participants; managers are reported to have commented favourably that those who attend the course implement changes to their training activities in the workplace.

Successful participants gain unit standard 4098 and receive an individual report that summarises their achievements. Participants can undertake the additional unit standards required to achieve the National Certificate in Adult Learning and Teaching (NCALT) under a training agreement between the participant and NZQA. There is a requirement that those teaching in the college will progress to this qualification.[22] However, for those from outside the college, there is little coaching and mentoring provided after completing the Police Basic Trainers Course to either sustain improvements in teaching practice or to foster the achievement of NCALT. There is currently no 'community of practice' that supports either the sharing of good practice or the completion of NCALT. The college recognises this as a weakness in its 'training of trainers' and is working towards implementing a four-phase Trainer Professional Development Programme (foundation, experiential, consolidation, extension), intended to address the needs of both first-time and experienced trainers. To this end, a draft policy for the programme and a process map has been developed.

The current course incorporates adult learning principles articulated in the teaching and learning manual. This programme specifically uses the Kirkpatrick methodology (Fig. 2) in the ADDIE model of evaluation (see Fig. 1).

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[22] The Training Services Centre Approvals Committee resolved to ask heads of schools/managers to review their teaching staff and identify those who have not completed their National Certificate in Adult Learning and Teaching within two years of appointment to the Training Services Centre.

Figure 2: Kirkpatrick's evaluation model. The Police Basic Trainers course evaluates at level 1 (Reactions), which collects and collates participants' reactions in relation to the effectiveness and efficiency of the course. This evaluation model is used by New Zealand Police in the evaluation phase of the ADDIE model (Fig. 1).

This level of evaluation has determined the benefits of the course to participants and their managers, as described above. Nevertheless, this is a rather minimalist approach to self-assessment, which is recognised in its expressed intention to undertake 'Level 2 and Level 3 evaluation [in terms of the Kirkpatrick methodology] to determine if learners' and stakeholders' needs are being met'. The evaluation team considers that the approach to self-assessment using the Kirkpatrick methodology is adequate for the current course[23], but would expect the more comprehensive approach implicit in the ADDIE methodology to be more appropriate for the Trainer Professional Development programme being developed. That said, these end-of-course evaluation or course debriefs after every occurrence of the course have led to improvements, and indicate a culture of self-assessment related to this course.

2.7 Focus area: Professional Police Driver Programme (PPDP)

The rating in this focus area for educational performance is **Good.**

The rating for capability in self-assessment for this focus area is **Adequate.**

This programme comprises a training system, professional driver assessment, and driver classification. Training in aspects of driving to police standards forms part of the initial training of recruits, and completion of the PPDP to at least bronze level is required for graduation as a probationary constable. Higher grades (silver and gold) correspond to the responsibilities assigned in respect of apprehending fleeing drivers, deployment of tyre deflation devices, and urgent duty driving. Of 400 recruits trained and assessed between March and November 2011, 385 (96 per cent) completed the programme at silver grade. This is an important contribution to the capability of police constabulary staff.

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[23] Limitations of the approach, in particular 'the inability of the model to effectively address both the summative question (Was training effective?) and the formative question (How can training be modified in ways that increase its potential for effectiveness?) limits the capacity of training and human resources professionals to fulfil the core ethical duty of beneficence', are discussed in Bates, R. (2004). A critical analysis of evaluative practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and Programme Planning*, *27*(3): 341-347.

The programme provides for periodic reassessment of driving skills and reassessment after involvement in a traffic accident, which may result in a change of classification or a requirement for further training and another assessment. The number of reassessments is not currently systematically compiled – the information has historically been of little value since reassessments invariably result in the reinstatement of the classification (i.e. 100 per cent of constables enrolled in the course complete it). However, approximately 160 staff are not currently classified; this is 2 per cent of the 8,100 staff required to hold a driving classification.

The effectiveness of the programme might be assessed by a decrease of car crashes involving police (both with and without blame), and the reduction in criticism of police actions in their behaviour towards fleeing drivers[24], although driver training and competence would only be expected to be contributing factors to such changes. Analysis of crash data or coronial findings can result in minor changes to the programme, although major changes would require submission to and the agreement of the Training Service Centre Approvals Committee.

There is little evaluation of the programme by participants; a relatively recently graduated probationary constable considered that the training was fair and that the assessment matched the learning, but this can hardly be considered representative. Driving instructors are required to hold unit standard 4098 and the Certificate in Adult Learning and Teaching. There are annual workshops where good practice is shared between instructors and assessors, and there is national moderation of instructors to ensure consistency of training.

Self-assessment of this programme is currently directed towards improving administrative arrangements. Specifically, an online booking system is being trialled in four districts with the objective of reducing further the impact of assessment and reassessment on operations.

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[24] There have been several reviews of police pursuits; the most recent in 2010 includes a suggested policy change, viz. 'amending the policy to state that a pursuit is to be abandoned once an offender's identity becomes known and apprehension may be effected later, so long as there is no immediate threat to staff or public safety' [from: http://www.police.govt.nz/sites/default/files/New%20Zealand%20Police%20Pursuits%20Revie w%20-%20June%202010.pdf].

Recommendations

There are no recommendations arising from the external evaluation and review, other than those implied or expressed within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: http://www.nzqa.govt.nz/for-providers/keydocs/index.html

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