

Pillar 4: Embedding learning and development and officer well being in rape & serious sexual offence investigations

Pillar Lead – Dr Emma Williams


Richard Harding, Dr Nicky Miller, Dr Linda Maguire, Dr Arun Sondhi, Dr Rachel Ward, Jenny Norman, Daniela Abinashi

Project Manager – Ria Williams

MPS leads – DCI Nicola Franklin and DI Kleo Papachristou

Avon and Somerset leads – DCI Larisa Hunt

Durham leads – Kezi Smith and Dave Cuthbert (with Andrew Woodward)



Recognising the importance of Learning and Development in enabling change

- Findings from Pillar 4 in the now, 3 forces (Durham, Avon and Somerset and MPS), continue to highlight 3 key themes which inhibit effectiveness and professionalism in RASSO investigations:
 - De-professionalisation and the lack of specialist knowledge
 - Structural and systemic barriers
 - The individual resilience officers provide to account for this
- Specialist knowledge and the new National Operating Model (NOM)
- Responsibility to ensure that officers are equipped and competent to do the job asked of them. As we discuss procedural justice in Pillar 3.....
- Organisational justice recognises the requirement of inclusive participation and organisations' ability to empower people to deliver their roles

Review of Learning and Development Material

There is a lack of evidence for the application of pedagogical principles in the design, delivery, assessment, and adjustment of learning approaches. This reflects three key areas:


The extent to which the learning material is delivered in accordance with the learning requirements of the role



Approaches to instruction that have the highest impact on student learning & performance and support their development into the required role

The extent to which the learning material reflects real world situations





Officers want and recognise the need for development: *The organisation is failing them*

- **88% do not feel they 'have time to participate in training'**
- **73% do not feel 'the rules and policies enable me to take part in learning and development activities'**
- **35.8% agree 'my organisation provides me with training in advanced skills'**

And yet.....

- ***2.7% feel 'I do not need to participate in learning and development because I am competent in my job'***
- ***87.3% agree 'if training and development opportunities are available within my workplace, I am keen to participate in them'***

And.....

- **Survey: L&D measures are associated with Health and Wellbeing measures such as burnout**



The new National Operating Model (NOM) for RASSO

- **Learning and development underpins the effectiveness and success of the NOM**
- **Bluestone knowledge will drive this model and therefore must drive the learning**
- **Reframing L and D**
 - **Induction and specialist knowledge provision for ALL officers is essential**
 - **Pathways of learning**
 - **Iterative / reflective learning**
 - **A change in the approach to learning**
- **Generic investigation skills are not enough**
- **Supervisory roles and the need for understanding reflective practice and the role it has in welfare and iterative learning**
- **Unpicking demand, capacity and capability**