Evaluation of the Advanced Practitioner Pilot: Final report

Version 1.0

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A summary of this evaluation report can be accessed by clicking on the image below.

Evaluation of the Advanced Practitioner Pilot
Final report summary

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1. Introduction

1.1. Background

The College of Policing published its review of police leadership in 2015. The review recognised the need to meet the changing demands of policing and better define, support and acknowledge the career development and leadership skills of highly experienced and skilled police practitioners. Recommendation 8 of the review aimed to support forces to provide opportunities for career development other than through rank or grade progression.

In response to this recommendation, the pilot of an advanced practitioner (AP) role, initially for constables, has been implemented. The pilot role intends to better recognise professional knowledge, skills and expertise, independent of seniority, by creating a lateral career development opportunity, particularly for those who often remain in junior ranks.

An evaluation of the pilot was undertaken to inform decisions relating to the potential roll out of an AP model for the whole service, for both officers and staff.

1.2. The Advanced Practitioner Pilot

The AP pilot aimed to explore the feasibility of establishing APs in policing, and to inform the development of the role’s definition and the most suitable model for introducing APs in forces. The College of Policing led the pilot and took an iterative approach to developing the AP model throughout the pilot period. The model has been reviewed and refined as learning has been gathered from the pilot evaluation as well as from practice in other professions and discussions with stakeholders.

Six pilot sites (from seven forces) signed up to the pilot in autumn 2016 and 73 APs were selected for the role by March 2017. The pilot defined broad areas of practice where APs could be selected, within which forces had local flexibility to determine priority areas for using APs. These were decided prior to recruiting APs and chosen following consultation with the pilot forces. For the pilot, the nationally defined areas were: emergency response,
public protection, vulnerability, local policing, investigation and technology in policing. Pilot leads were chosen in each force to implement the pilot and recruit and support the APs in their organisation. The pilot ran until the end of August 2018.

The initial definition of the AP role

A preliminary definition of the AP role was developed by the College and agreed with the pilot force leads. The key elements of this definition\(^4\) were that APs should:

- Undertake the AP role as an integral part of their job.
- Take a leading role in a practice area, providing a higher level of frontline skill and expertise.
- Improve and ensure that policing practices are at the forefront of current thinking.
- Support the development of others.

Within these parameters, the pilot forces were able to implement the AP role in a way that suited their local needs. Therefore, implementation and outcomes differed slightly in each force, as APs operated in different contexts with potentially different mechanisms influencing their potential success.

Refining the definition

The AP role definition was reviewed and revised as the pilot progressed. An updated definition, informed by initial feedback from stakeholders and interim evaluation findings, was introduced midway through the pilot. This was to clarify the three specific domains of advanced practice that those on the pilot should be demonstrating. The definition also set out a series of provisional criteria associated with each aspect of the domain.\(^5\) Regardless of the field in which they operate, APs should be active in all three domains:

- Performing their primary policing role at an enhanced level.
- Developing others.
- Furthering practice.

\(^4\) A full description of the initial definition and the pilot can be found in Appendix A.
\(^5\) A full description of the revised definition and the criteria for each domain is included in Appendix A and in diagrams 1 and 2.
The revised definition also described the expected characteristics of APs, such as being a ‘go to’ person, a recognised self-starter and able to work autonomously with minimal supervision. The definition also states that APs should have objectives that link directly to the strategic goals or priorities of their force and already be operating at the level of an AP, rather than developing into the role after appointment.
Diagram 2: AP definition domain criteria

1. Primary policing role performed at an enhanced level
   - Develops and furthers their own knowledge and skills in their own field of practice
   - Leads on complex/technical work in their field of practice, working with minimal supervision
   - Acts as an advisor in force, contributing to decision making in relation to most effective service delivery and/or best use of resources
   - Collaborates with internal and external partners within their field of practice to ensure good practice is shared and implemented
   - Influences practice, drives change and improvement within and beyond their force
   - Independently generates, manages and prioritises their own workload

2. Developing others
   - Enhances the capabilities of others within and outside of their force through proactively sharing their knowledge and skills in a planned and structured way
   - Influences and informs the content or delivery of training in their field of practice

3. Furthering practice
   - Assesses current working practices, developing recommendations to improve processes, procedures and practices
   - Develops good practice and contributes to the evidence base of their field of practice
   - Participates in networks of good practice contributing to the development of good practice and an evidence base
   - Anticipates and evaluates developments in their field of practice
   - Participates in local and national groups and bodies which develop guidance in their field of practice

In performing their role effectively the Advanced Practitioner will have the ability to:
   - Analyse and critically evaluate knowledge, learning, techniques and practices
   - Credibly influence others at all ranks/grades within and beyond their force
   - Respond flexibly to changing needs, circumstances and developments
   - Collaborate constructively and sensitively with colleagues and partners within and beyond their force
   - Communicate confidently and effectively
   - Constructively challenge others at all ranks/grades within and beyond their force
   - Reflect on their own and others' practices and approaches

1.3. The evaluation

Purpose of the evaluation

The evaluation adopted an exploratory approach to reflect the ongoing development of the AP model over the course of the pilot. The evaluation set out to:

- Understand how the role had been implemented in each pilot force, including recruitment and selection processes, communication about the role and support provided.
- Explore key features of the pilot roles, including APs’ achievements and outcomes.
- Identify factors supporting successful AP role performance and challenges experienced by APs.
- Draw lessons to inform the pilot’s progression and potential roll out.

To inform decisions about roll out, it was agreed with the College of Policing Leadership Review Board and the Professional Development Board that given the methodological approach used, the evaluation findings could inform the development of statements or conclusions as set out in table 1 below.
Table 1: Statements that the evaluation aimed to inform

<table>
<thead>
<tr>
<th>Example statement:</th>
<th>Topics the evaluation explored:</th>
</tr>
</thead>
</table>
| The learning points from the pilot for how to establish AP constables in forces suggest that X, Y, Z need to be in place. | • Selection criteria and selection processes for APs.  
• Areas of practice in which APs are appointed.  
• Induction for APs.  
• Management support and championing of APs. |
| The evaluation evidence suggests that the extent to which APs are/are not able to perform successfully in their AP role can be influenced by X, Y, Z. | • Motivation and drive of APs.  
• Skills of APs.  
• Priority of the AP's practice area for the force.  
• Capacity/time of APs to perform AP role. |
| The evaluation evidence suggests that (un)succesfully performing the AP role may result in X, Y, Z outcomes. | Potential positive outcomes of successfully performing AP role, for example:  
• Recognition and job satisfaction for APs.  
• Contributions to furthering practice.  
• Development of skills and expertise of others. |

Methods overview

This report presents evaluation findings gathered through fieldwork conducted at three stages during the pilot. Table 2 shows a brief overview of the methods used and number of respondents or participants involved. Further details are provided in Appendix B. The research methods included: interviews and focus groups with the pilot APs and pilot leads within the forces; APs completing a reflective journal; surveys with APs, applicants and those eligible to apply for the role. Based on early evidence, six APs who appeared to provide examples of successfully performing key aspects of the role in a range of different contexts were selected as case studies. Further in-depth research was carried out for these case studies, including two further sets of interviews with the six APs, as well as interviews with colleagues, more senior officers and the pilot force lead.
In addition, two surveys were issued: one at the start of the pilot to all applicants and those who were eligible to apply for the AP role in the pilot forces; and one at the end to all APs.

Table 2: Evaluation methods, timescales and responses

<table>
<thead>
<tr>
<th>Date</th>
<th>Method</th>
<th>Who</th>
<th>Main focus</th>
<th>Number of responses/participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1 (May to August 2017)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2017</td>
<td>Survey of non-applicants to the pilot AP role</td>
<td>PCs eligible to apply but did not (non-random sample selected by force pilot leads)</td>
<td>Perceptions of the AP recruitment and selection process</td>
<td>149 constables (136 from one force)</td>
</tr>
<tr>
<td>June 2017</td>
<td>Survey of applicants to the pilot AP role</td>
<td>All successful and unsuccessful applicants</td>
<td>Perceptions of the AP recruitment and selection process</td>
<td>67 constables (45 successful applicants, 22 unsuccessful applicants)</td>
</tr>
<tr>
<td>June 2017</td>
<td>Focus groups</td>
<td>APs attending the second AP national conference</td>
<td>Perceptions of the role and its definition, challenges and early achievements</td>
<td>40 APs in 4 focus groups</td>
</tr>
<tr>
<td>July and August 2017</td>
<td>Interviews</td>
<td>APs and force leads</td>
<td>Perceptions of the role and its definition, challenges, early achievements</td>
<td>22 APs, 6 force leads</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28 total interviews</td>
</tr>
<tr>
<td>June 2017</td>
<td>Reflective journal</td>
<td>All APs</td>
<td>APs’ objectives</td>
<td>31 APs completed the journal</td>
</tr>
</tbody>
</table>
## Stage 2 (March – May 2018)

<table>
<thead>
<tr>
<th>March 2018</th>
<th>Focus groups</th>
<th>APs and force leads attending third national AP conference</th>
<th>APs’ achievements and outcomes, lessons for rollout</th>
<th>14 APs in 3 focus groups, 8 force leads/officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2018</td>
<td>Reflective journal</td>
<td>All APs</td>
<td>APs’ achievements and outcomes</td>
<td>17 APs completed the journal</td>
</tr>
<tr>
<td>April – May 2018</td>
<td>Interviews</td>
<td>6 APs selected through evaluation findings and force leads. Interviews also conducted with force leads and colleagues of 6 APs</td>
<td>APs’ achievements, outcomes, success factors</td>
<td>6 APs, 6 force leads, 7 colleagues</td>
</tr>
</tbody>
</table>

## Stage 3 (July 2018)

| July to August 2018 | Survey | All APs | Levels of engagement with the pilot, reasons for withdrawal, outcomes | 52 APs |

### Limitations of the evaluation

The evaluation was unable to test the impact of the piloted model on policing outcomes. This was because the AP role definition was developed further during the pilot and flexibility was allowed in how forces implemented the roles. Clear expected outcomes that could be measured and attributed to the introduction of the AP role were also not identified at the beginning of the pilot. Instead, the purpose of the evaluation was to inform the ongoing development of proposals for an AP model. As such, conclusions about the benefits to the public of introducing the AP role more widely cannot be made.
What the evaluation does do, is identify examples where APs have been able to successfully perform the role, as demonstrated through their reported achievements, and explores the various outcomes they may be able to deliver in forces, as well as factors contributing to their success.

There are also limitations with two of the surveys administered. In particular:

- The end of the pilot survey allowed APs to report changes that could be attributed to the pilot, such as increases in job satisfaction and motivation, but this provides limited evidence due to a lack of baseline/comparable data prior to implementing the role.
- A survey of non-applicants to the AP role was sent to a sample of constables who were eligible to apply but did not do so, however the sample was not randomly selected and respondents were concentrated in just one force.

1.4. Report structure

The evaluation findings presented in this report are structured around the following sections:

2.1 Characteristics of advanced practitioners
2.2 AP role definition and views on the role
2.3 Introducing the AP role in the pilot forces – recruitment and selection of APs
2.4 Achievements of APs in the role
2.5 Reported outcomes for APs
2.6 Barriers and enablers to successful performance of the role
2.7 Skills and behaviours of APs
2.8 Views on potential roll out of the AP role

3 Lessons from the evaluation for potential roll out of APs

Details of research methods, survey findings and the case studies of APs are provided in the appendices.
2. Findings

2.1. Characteristics of advanced practitioners

Key findings

<table>
<thead>
<tr>
<th>Theme</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot forces and numbers of APs</td>
<td>Seven police forces (making up six pilot sites) participated in the AP pilot. A total of 73 constables were selected as pilot APs and started the role in March 2017. An additional four APs started at a later stage in the pilot.</td>
</tr>
<tr>
<td>Areas of practice</td>
<td>The pilot APs’ areas of practice included: emergency response, public protection, investigation, vulnerability, local policing and technology in policing.</td>
</tr>
<tr>
<td>Duration on the pilot</td>
<td>Amongst 52 pilot APs who responded to a survey at the end of the pilot in July to August 2018:</td>
</tr>
<tr>
<td></td>
<td>• 25 had remained on the pilot for more than one year</td>
</tr>
<tr>
<td></td>
<td>• 16 had stopped within one year</td>
</tr>
<tr>
<td></td>
<td>• 11 said they never got started in the role.</td>
</tr>
<tr>
<td></td>
<td>The most common reasons for stopping early were APs feeling they needed more support, direction and time to perform the role.</td>
</tr>
</tbody>
</table>

At the start of the pilot, 73 APs were selected for the AP role. Across the six pilot sites (seven forces⁶), the number of APs ranged from eight to 22. An additional four APs were recruited in one force at a later stage of the pilot; bringing the total number of APs who started in the role to 77.

Core demographic information was gathered through a survey of applicants to the role (see Appendix C). Of the 45 successful applicants who responded to the survey:

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⁶ One pilot site was made up of two forces. Pilot sites may be named and details of numbers in each site may be published in the final evaluation report.
• A total of 15 were female and 27 were male. Three preferred not to say.
• One stated their ethnicity was mixed/multiple ethnic background, 41 stated they were white and three preferred not to say.
• Three of the 45 successful applicants stated that they had a disability.
• The APs’ roles in policing were described as: emergency response (16), public protection (eight), investigation (six), vulnerability (four), local policing (four), technology in policing (one) and other\(^7\) (six).

Long-term career aspirations were also reported in the survey. These were: promotion to a higher rank (14 APs), specialist role as a PC/DC (13), remain as a PC/DC (six), seek alternative employment (two), undecided (nine), and prefer not to say (one). Further details on the survey responses of the successful applicants are provided in Appendix C.

**Duration in role**

APs were surveyed at the end of the pilot in August 2018 to identify the number who were still performing the role and the number who had stopped and why. In total, 52 of the 77 APs responded to the end of pilot survey. Although responses were received from APs in all six pilot sites, the proportion of APs responding varied across forces.

The survey findings show wide variation in the length of time responding APs remained performing the AP role. As shown in diagram 3, 25 APs responding to the survey remained on the pilot for over one year, 16 stopped within one year, and 11 reported they never started.

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\(^7\) The ‘other’ category included roles that the AP pilot did not categorise as one of the nationally defined areas of practice for APs, eg, tutor constables who were recruited to the pilot under the ‘response’ area of practice.
The 27 of the 52 respondents, who said they performed the role for less than one year or never got started, were asked to select from a list of reasons to explain why they did not remain an AP for the whole pilot. Their responses are shown in table 3. While eight respondents reported they had moved roles, the most common reasons related to the challenges some APs faced in performing the role, for example the support they felt they needed. These challenges are discussed further in section 2.6.

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8 Respondents were given a list of options, informed by the qualitative interviews, to indicate the reasons and could tick more than one box.
Table 3: Reasons for performing the AP role for less than the duration of the pilot

<table>
<thead>
<tr>
<th>Reason for performing the role for less than one year</th>
<th>Number of Aps</th>
</tr>
</thead>
<tbody>
<tr>
<td>I needed more support from management</td>
<td>13</td>
</tr>
<tr>
<td>I did not have time to perform the AP role</td>
<td>12</td>
</tr>
<tr>
<td>I needed more direction from the AP pilot lead in my force</td>
<td>12</td>
</tr>
<tr>
<td>I needed more direction from the College</td>
<td>10</td>
</tr>
<tr>
<td>The AP role did not fit with my core duties</td>
<td>8</td>
</tr>
<tr>
<td>Priorities in my force changed</td>
<td>7</td>
</tr>
<tr>
<td>I didn’t understand the role</td>
<td>4</td>
</tr>
<tr>
<td>I was promoted to a higher rank</td>
<td>4</td>
</tr>
<tr>
<td>I moved to another role at PC level</td>
<td>4</td>
</tr>
<tr>
<td>I needed more support from colleagues</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total number of APs who performed the role for less than one year</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

Source: Advanced practitioner end of pilot survey.
### 2.2. AP role definition and views on the role

#### Key findings

<table>
<thead>
<tr>
<th>Theme</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lateral career progression opportunity for constables</td>
<td>AP evaluation findings and a College national survey of the policing workforce suggest there is strong support for more lateral career progression opportunities for constables. Among respondents to the successful/unsuccessful applicant surveys, 52 out of 67 applicants to the AP role agreed there was a lack of opportunity to develop laterally in their rank.</td>
</tr>
<tr>
<td>Initial AP role definition</td>
<td>At the pilot’s early stages, participants generally perceived the original definition of the AP role as too broad, preferring a tighter definition to provide more structure and direction to APs.</td>
</tr>
<tr>
<td>Refined AP role definition</td>
<td>In response to feedback, the AP role definition was reviewed and revised during the pilot. Focus group participants’ views on each of the three domain criteria of the refined definition included:</td>
</tr>
<tr>
<td></td>
<td>• Performing primary policing role at an enhanced level – interpreted widely as acting as a ‘go to’ person.</td>
</tr>
<tr>
<td></td>
<td>• Developing others – easy to understand and generally seen as providing advice, mentoring, coaching and training to colleagues.</td>
</tr>
<tr>
<td></td>
<td>• Furthering practice – concerns that this may be a more challenging aspect of the role due to a potential lack of scope of some APs to influence practice.</td>
</tr>
</tbody>
</table>

Views about the AP role and its definition were gathered and discussed with pilot participants at a number of different stages of the evaluation. As noted in section 1, during this time, the definition was developed and refined in response to feedback. This section sets out the key findings on perceptions about the role from constables who were eligible to apply to the role, the pilot APs, pilot leads and senior leaders within forces.
2.2.1. Views on the lateral career progression opportunity

Initial views (May to June 2017)

Both survey findings and qualitative research conducted at the early stages of the pilot found support for a lateral career development opportunity for constables.

- In response to a question in a survey sent to all applicants, over three quarters of the respondents (52 out of 67) agreed there was a lack of opportunity to develop laterally within their rank. This view was supported by over 60 per cent of respondents (93 out of 149) to a non-random survey of constables who were eligible to apply but did not do so.\(^9\)

- A question about career opportunities without moving rank that was included in the national College of Policing Survey 2017\(^10\) also suggests there is support for more lateral career pathways for constables. Only 17.7 per cent of 6,214 constables who responded to this question agreed that there are sufficient opportunities to develop careers without moving rank. Figure 1 breaks down constables' responses to this question by their length of service and indicates that those with between five and 20 years' service are most likely to feel there are insufficient career progression opportunities within their rank.

- At the early stage of the pilot, APs and pilot force leads interviewed for the evaluation (22 APs and six force leads) and APs who participated in a focus group (40 APs) were strongly supportive of the lateral career development opportunity offered by the pilot role. Interviewees generally recognised that promotion and transfers could often mean moving away from a particular area of interest or expertise for constables. Identified benefits of the AP role included being able to progress within a constable role or practice area, retain and develop skills and influence practice.

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\(^9\) Force leads selected the non-applicants and respondents were concentrated within one of the pilot forces (136 out of 149), and therefore these respondents are not representative of the entire applicant pool.

\(^10\) The College undertook a survey of the policing workforce during November and December 2017 to gather views on College activity, initiatives and areas of interest to the College. Fifty-five per cent of constables as a whole disagreed with the statement about lateral career progression and 27.3 per cent neither agreed nor disagreed.
End of pilot reflections (March to September 2018)

Towards the end of the pilot, a focus group and interviews were conducted with pilot leads and senior leaders within some of the pilot forces. Responses from these evaluation participants supported the aspiration for lateral career development in order to raise motivation and job satisfaction, and identify and recognise talent and higher-level performance. Some participants had concerns about the purpose of the AP role and felt the benefits APs could bring to policing needed to be clearer. For example, one participant noted there did not appear to be a clear problem that APs would be appointed to fix, and compared this to the introduction of advanced nursing practitioners:

‘When they brought it into the health service, it was to solve the problem around the Working Time Directive, and how do they bridge that gap? How do they get that level of expertise? Consultants can’t do it, because we’ve got to reduce their working hours. Who else could do it? Well, nurses could do it, but we’d need to up-skill them and they’d need to become advanced practitioners.’

(AP force lead, focus group)

Potential costs versus benefits of the role were also raised as a concern, particularly if the role is to be rewarded through pay. These points are discussed in section 2.8.
2.2.2. Views on the AP role definition

Views on the initial definition (June to August 2017)

When first interviewed, pilot participants generally perceived the original definition of the pilot AP role as too broad. While it was understood that the role had been defined to be general enough to cover a variety of constable roles, there was strong support for a tighter definition that would provide more structure and specific direction to APs. Some force leads thought the desire for a tighter definition might be explained by constables generally being more accustomed to a directed working environment within a hierarchical rank structure, where they may not be used to dealing with the broad scope provided by the definition. The broad definition was also felt to lead to difficulties with communicating the role to colleagues that could in turn lead to challenges in performing the role. Additionally, some felt the broad definition of the role could be interpreted in very different ways, which they felt may have led to inconsistent approaches during the pilot.

Following this initial feedback and after discussing the role and its definition further with policing stakeholders, the College revised the definition to address some of the concerns raised.

General views on the revised definition (March to August 2018)

The updated definition, including the detailed criteria under each domain (see section 1 above)\(^\text{11}\), was shared and discussed with APs and force leads at the third national AP conference\(^\text{12}\) in March 2018. Following the presentation of the definition and any further clarification, three focus groups were held at the event with APs and one with the force leads to gather feedback on the definition and how it reflected their experience of the role.\(^\text{13}\) The definition was also discussed in interviews with force leads and senior leaders.

Across the focus groups, there was overall support for the revised role definition. One of the force leads commented that the definition had become clearer as the pilot progressed. APs were also able to provide examples of where they had demonstrated aspects of the definition. Examples of achievements described by the APs against the three domains of the role definition are in section 2.4. The focus group discussions suggested that some aspects of the role were easier to understand and perform than others:

\(^{11}\) See also Appendix A.

\(^{12}\) APs were brought together by the College for three national conferences held during the pilot.

\(^{13}\) APs were split into groups associated with their primary role: response; neighbourhood/specialist PC roles; investigation/DC.
• **Performing the primary policing role at an enhanced level** – focus groups interpreted this requirement in different ways that reflected their different roles. The three groups agreed that being a ‘go to person’ was an important part of the AP role, but there was variation in interpretation of what this entailed and how this would be delivered across the different role types:

  o **Response officers** interpreted the ‘go to person’ as the one who team members would seek advice from, rather than those they considered to be in specialist roles who had a specific area of knowledge. They saw their AP role as having the ability to improve others, share learning from successful and unsuccessful practice, and to challenge bad practice.

  o The APs in **neighbourhood/specialist roles** suggested that performing their primary role at an enhanced level involved carrying a slightly higher skillset and offering these skills to others. Keeping up to date with practice and continually developing themselves was also felt by a few APs as key to working at an enhanced level.

  o Views from APs in the **investigation** group suggested that this aspect of the role was more about how you think of and carry out the role – in particular, thinking critically and seeking to understand everyday policing issues.

• **Developing others** – across all three AP groups, APs were able to relate to and easily understand this domain. This was generally seen as providing advice, mentoring, coaching and training colleagues. Response officers viewed it in relation to helping colleagues on their team, often on a one-to-one basis, while for APs in other roles, this aspect covered them supporting more formal training of others, either through delivery of sessions or by influencing content.

• **Furthering practice** – this was the aspect of the role which appeared to lead to most concern. Within the focus groups, when asked to comment on the furthering practice aspect of the definition, APs tended to discuss the challenges they had experienced associated with furthering practice. One senior leader interviewed also questioned the scope some APs, specifically response officers, have to influence further practice, particularly at the national level. These points are also raised in section 2.6 and section 3. However, it should be noted that it was recognised by one force lead in particular, that this element of the role fits with the College ethos of what works and evidence based policing.

Skill sets and the domain criteria (see section 1.2) were also critiqued in the focus groups. The criteria that implied APs should ‘generate their own workload’ was felt to be problematic
for those in largely reactive investigative roles. A senior leader interviewed also felt this aspect of the role could be more challenging for response officers.

With regard to skills and attributes of APs, focus group participants mentioned critical thinking, creativity, passion, teaching others, and the confidence to challenge those at senior ranks as positive attributes that APs needed. Education and qualifications were also discussed. While there was little support for the idea that APs should hold a degree, it was put forward by one participant that a degree would demonstrate the necessary critical thinking skills.

2.3. Introducing the AP role in the pilot forces – recruitment and selection of APs

Key findings

<table>
<thead>
<tr>
<th>Theme</th>
<th>Findings</th>
</tr>
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<tbody>
<tr>
<td>Attraction of the AP role</td>
<td>The three most common reasons for applying for the AP role given by the 67 total respondents to the applicant surveys were:</td>
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<tr>
<td></td>
<td>• The opportunity to demonstrate and gain recognition for their expertise.</td>
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<td></td>
<td>• The opportunity to influence improvements to policing practice.</td>
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<td></td>
<td>• Being able to encourage and develop others.</td>
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<tr>
<td>Communications about the role</td>
<td>Although many of the respondents to the successful applicant survey had heard about the AP role through force advertising such as the intranet or via email, a few said they had been asked to apply and some others had been encouraged.</td>
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<tr>
<td></td>
<td>Twenty-three out of 45 respondents to the successful applicant survey reported not having enough information before applying. Among non-applicants the most commonly reported reason for not applying was being unsure of what the role would involve.</td>
</tr>
</tbody>
</table>
Views about the application process

The application process was felt to be fair by 38 out of 45 respondents to the successful applicant survey. Eight of the 22 respondents to the unsuccessful applicant survey felt it was unfair.

Views about the selection process, which involved a written expression of interest followed by an oral presentation, were mainly positive but some pilot participants felt a more rigorous process was needed to test for the skills and attributes required to perform the AP role successfully.

Over the course of the pilot, the College set out expectations for national roles and responsibilities that would be undertaken as part of the model development and introduction of the role. These were consistent with the College’s purpose and remit: setting standards, national coordination and communication, brokerage and facilitation of national opportunities. Many pilot leads and senior leaders interviewed spoke favourably about how the pilot was run and how the College gathered and responded to feedback.

A key input of the College to the pilot was the development of a process for selection of APs to be implemented in the forces. The evaluation then sought feedback on recruitment and selection processes. A survey of all applicants to the AP role and a non-random survey of constables14 in the pilot forces (who were eligible to apply for the role but did not do so) were conducted in the early stages of the pilot (see table 2). This section of the report sets out the survey findings and also draws on reflections from interviews with pilot leads and senior leaders in the participating forces on the attraction of the role, selection criteria and application processes.

2.3.1. Attraction of the role

Amongst applicants to the AP role (both successful and unsuccessful) who responded to a survey, the three most common reasons for applying were15:

1. The opportunity to demonstrate and gain recognition for their expertise (44 out of 67).
2. The opportunity to influence improvements to policing practice (40 out of 67).
3. Being able to encourage and develop others (39 out of 67).

14 As noted above, these respondents are not representative of the entire applicant pool.
15 Appendix C. Figures 4 and 5. A full list of reasons and survey responses is included in Appendix C.
Of the 149 survey respondents who were eligible to apply but did not do so, 39 were unaware of the pilot. Those who were aware (n=110), gave the following reasons for not applying to become a pilot AP:

1. I was unsure of what the role would involve (42).
2. The role was not attractive due to lack of additional pay (34).
3. I could not see any personal benefit in applying (33).

While most of the 149 respondents to the non-applicant survey (93) recognised there was a lack of opportunity for lateral career progression in policing roles, almost half (73) were neutral in their view as to whether the AP role was an attractive opportunity for constables. This finding could reflect the limited amount of information they had about the role at the point of responding to the survey.

### 2.3.2. Communications about the role

The most common ways APs responding to the survey and many of those interviewed reported hearing about the pilot was either through force advertising (22 out of 45 successful applicants) or via email (19 out of 45). AP survey respondents (19 out of 45) and some interviewees indicated that more information about the pilot, the role and what was involved would have been helpful. A few AP interviewees said they were approached by management and specifically asked to do the role, while some others said their line managers and sergeants drew their attention to it and encouraged them to apply.

### 2.3.3. The application process

The application and selection process developed by the College involved a written expression of interest and oral presentation. Amongst the survey respondents, 38 out of 45 successful applicants to the role felt the process was fair, with the remaining seven saying the process was neither fair nor unfair. This view was supported in the interviews with some stating that the requirement to demonstrate both written and presentation skills meant the process did not favour one particular selection method. However, of the 22 unsuccessful applicants completing the survey, eight said the process was unfair. Reasons given were the applicant’s area of expertise and work not being in one of the chosen areas of practice for
APs, force politics, and a lack of guidance on the role.\textsuperscript{22} As some forces applied their own selection methods rather than College guidance, a few interviewees commented on how there were some restrictions in applying in their force and questioned how fair the process was when individuals were recommended for the role. Explanations given by force leads for taking this approach included fitting with force and pilot timescales and engaging commanders.

Both successful and unsuccessful applicants were broadly positive about the specifics of the application process.\textsuperscript{23} The majority of applicants responding to the survey felt they were provided with enough time to complete an expression of interest (48 out of 67), which was also clear to complete (50 out of 67), and allowed them to demonstrate suitability for the role effectively (47 out of 67). Most applicants (45 out of 67) also said they had enough support from their line manager when completing the expression of interest. Of the 34 applicants who had to deliver a presentation as part of the application process\textsuperscript{24}, 28 agreed that the presentation allowed them to demonstrate their suitability for the role effectively. The main point of dissatisfaction amongst successful applicants related to the information provided about the role, with 23 out of 45 reporting that they did not have enough information before applying.

Some successful and unsuccessful applicants felt a way to improve the application process would be to have more information provided about what is expected, such as experience and skills required for the role (13 out of 67), and more information about the role and what is involved (22 out of 67). During the interviews, a small number of APs also offered suggestions which could make the selection process more rigorous, such as a more stringent approach to assessing knowledge, perhaps with a subject expert on the interview panel, and an assessment of behaviours associated with the role, such as ‘taking initiative’ or ‘responsibility’.

\section*{2.3.4. End of pilot reflections on the pilot selection criteria and processes}

Interviews conducted with pilot leads and senior leads within the participating forces towards the end of the pilot covered reflections on the selection criteria and the selection process. An issue they noted was that due to the time pressures during the pilot, in some cases individuals were identified or encouraged to apply for the AP role. One senior leader felt this

\textsuperscript{22} Appendix C. Figures 9 and 10.
\textsuperscript{23} Appendix C. Figures 11 and 12.
\textsuperscript{24} Not all forces required APs to deliver a presentation.
could have led to unintended consequences of recruiting some APs with less motivation and enthusiasm for the role. Learning points from this included a need to be more rigorous in testing whether the APs had the required skills and attributes to perform in the AP role, for example:

‘You’ve got to feel for the person, whether they were passionate about it or not, but we didn’t actually test their understanding of what it means to share good practice, what it means to stretch the boundaries of your own role, or push out to strategic leads and how you make those relationships. We didn’t test them for potential for that.’

(AP force senior leader, interview)

The senior leaders suggested adding other elements to the assessment process such as group discussions and a written exercise. While the expense of this was recognised and echoed by other interviewees, one senior leader felt that the process could be pared down to:

‘The presentation and the oral briefing, a bit more of an interview around it, potentially some written work – here’s a report. Here are some strategic issues. This is the problem we’ve got. How would you solve it? Who would you talk to?’

(AP force senior leader, interview)

A selection method suggested by some APs involved producing a portfolio of evidence that would indicate their suitability. There was also agreement across the focus groups that attracting and recruiting the correct people is important. APs suggested that rigorous and clear national rules and regulations around the application and recruitment process were required.
2.4. Achievements of APs in the role

Key findings

<table>
<thead>
<tr>
<th>Theme</th>
<th>Findings</th>
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<tbody>
<tr>
<td>Achievements against the domain criteria</td>
<td>Fifteen APs submitted an example of their achievements in a reflective journal. Twelve of these examples covered all three domains of the AP role, suggesting that for most APs the domains mostly overlap. Six case studies of APs explored achievements and outcomes in more detail with APs, managers and force leads.</td>
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</table>
| Examples of pilot APs’ achievements against the domain criteria | • Primary policing role performed at an enhanced level: eg, APs leading on complex work, demonstrating operational leadership and acting as an adviser.  
• Developing others: eg, supporting the development and wellbeing of others through coaching, mentoring and the design and delivery of training.  
• Furthering practice: eg, introducing new ways of working in their force to improve performance. |
| Self-reported benefits                     | Overall, 25 of the 52 APs who responded to an end of pilot survey reported positive impacts on operational policing through their development of others. Most of those who remained on the pilot for more than one year (20 out of 25) felt their work as an AP had contributed to developing others. This was also the area of the definition that was generally best understood by APs. APs were less likely to report positive impacts on operational policing through furthering practice and by performing their primary role at an enhanced level. |

2.4.1. Introduction

During the pilot, APs were encouraged to interpret the role in different ways, with the initial definition providing a guide on the expectations for the role. As discussed in section 1.2, as the pilot progressed, the AP role was revised and more clearly defined as comprising three domains:
• Primary policing role performed at an enhanced level.
• Developing others.
• Furthering practice.

Under each of these domains, a set of competencies was identified for the role. In order to illustrate these competencies, the evaluation sought to explore the types of activities that APs were performing and their achievements in the role. This section sets out the actions APs have undertaken, as described by APs, force leads and (for case study APs only) managers they are working with. Firstly, a summary of findings from the two reflective journals is presented. This is followed by findings from the end of pilot survey, and a more detailed look at the boxed examples of the achievements and outcomes of the six case study APs as they correspond to the definition domains.

AP reflective journal – summary of AP aims, objectives and achievements

In their first reflective journal, APs were asked to set out the aims and objectives they hoped to achieve on the pilot. In the second reflective journal, APs were asked to provide an example of their best achievement in a STAR format (situation, task, action, result), and the definition area they felt it related to. Table 4 sets out the main findings from both reflective journal templates.

Table 4: Reflective journal template – main findings

<table>
<thead>
<tr>
<th>First reflective journal</th>
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| Number of APs who completed the reflective journal at stage one | 31 out of 67 APs completed.  

25 Some APs withdrew from the pilot early, therefore reduced numbers of APs were sent first and second reflective journal templates. |  |
| Number of APs whose AP objective fed into their Professional Development Review (PDR) | 3 |  |
| Examples of commonly reported objectives | • to act as a single point of contact (SPOC) and raise awareness of their own role  
• to develop their own skills and knowledge |  |

25 Some APs withdrew from the pilot early, therefore reduced numbers of APs were sent first and second reflective journal templates.
- to identify best practice
- to develop others
- to give advice and/or share expertise
- to develop or improve practice
- to work with partners.

**Second reflective journal**

| Number of APs who completed the reflective journal at stage two | 17 completed out of 62 APs completed. |
| Number of APs who wrote up their best achievement using the STAR\textsuperscript{26} format | 15 |
| Domains of AP role covered by STAR example | Domains APs felt their achievement fitted with:
  - performing primary policing role at an enhanced level
  - developing others
  - furthering practice
  - the majority (12 out of 15) felt that their example covered all three domains, suggesting that for most APs the domains overlap. |
| Examples of AP achievements | • developing guidance
  • participating in both local and national networks and groups
  • sharing good practice
  • assisting colleagues, and
  • reviewing and improving force procedures or practices. |

\textsuperscript{26} An example of an achievement written up using the STAR structure – situation, task, action, result.
Networking activity undertaken by APs

Reported networking activity:

- 15 had networked with APs in their force
- 12 had networked with APs in other forces
- 11 had networked with experts in their field.

Case study interviews

The case study interviews provided the opportunity to explore achievements and outcomes in more detail with APs, managers and force leads. The revised definition set out criteria to describe what performing each domain of the definition could involve. Interviewees were asked how they met the domain, rather than provide a response to each of the bullets listed in the definition. There was no expectation for APs to undertake all of these elements and, as with the three domains, there is a degree of overlap in how these may be interpreted in practice. For example, influencing practice can be part of acting as an adviser or considered as part of the furthering practice domain. As such, this section does not provide discrete examples against each of the points listed in the domains below. Single page case studies are included in the summary report and Appendix E.

End of pilot survey

A further source of evaluation evidence on perceptions of AP impact was the end of pilot survey. Out of the 77 APs who started in the role, 52\(^{27}\) responded to the survey (see Appendix D).\(^{28}\) This gathered personal views from APs on whether they had brought about benefits for operational policing through each of the three domains of the pilot AP role. Findings from this survey together with examples of impacts and achievements drawn from the case studies and reflective journals are presented in the following sections against each of the domains in turn.

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\(^{27}\) This included direct responses to the survey and indirect email responses from four APs to some of the survey questions. Responses were received from APs across the six pilot sites.

\(^{28}\) Respondents were asked whether they agreed/disagreed/neither to statements such as ‘I feel that participating in the advanced practitioner pilot has contributed to positive impacts on operational policing through performing my primary role at an enhanced level’. Clearly these are just self-reported perceptions of impact so findings should be treated with some caution.
2.4.2. Performing the primary policing role at an enhanced level

Performing the primary policing role at an enhanced level was included in the revised definition as part of the process to provide further clarity on what was required for the role. The domain criteria are set out below.

<table>
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<tr>
<th>Definition domain criteria</th>
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| Performing primary policing role at an enhanced level | • Develops and furthers their own knowledge and skills in their own field of practice.  
• Leads on complex/technical work in their field of practice, working with minimal supervision.  
• Acts as an adviser in force, contributing to decision making in relation to most effective service delivery and/or best use of resources.  
• Collaborates with internal and external partners within their field of practice to ensure good practice is shared and implemented.  
• Influences practice, drives change and improvement within and beyond their force.  
• Independently generates, manages and prioritises their own workload. |

End of pilot survey responses

Overall, only 17 out of a total of 52 AP respondents to the end of pilot survey considered that they had contributed to policing through performing their primary role at an enhanced level. A higher proportion (14 out of 25) of the APs who performed the role for more than one year (interpreted as remaining on the pilot for the full duration) considered that they had brought about positive impacts through this element of the AP role (see diagram 4).
Develops and furthers own knowledge and skills

Develops and furthers own knowledge and skills was a criteria in the domain of performing the primary policing role at an enhanced level. Most case study APs were committed to developing their own knowledge and skills, though how this was achieved varied. Examples provided by APs included visiting other forces, or keeping up to date with legislation, force processes and guidance issued by the College. Others with particular areas of expertise sought to develop their knowledge through training, or by gaining a qualification relevant to their area of practice.

Only a small minority of APs who were interviewed (or completed the reflective journal) sought to develop their knowledge and inform practice by understanding the research evidence relevant to their practice area. Where this was undertaken, the APs were familiar with accessing and understanding the research relative to their field prior to participation in the pilot. In the case of one AP, this knowledge, alongside experience, helped shape a new approach to tackling stalking and harassment, which is discussed in more detail under furthering practice.

Operational leadership – leads on complex/technical work

A number of APs demonstrated enhanced performance by taking on a greater operational leadership role. While this was not explicitly described in the definition, it could be viewed as part of leading on complex work. Examples provided by response officers included consistently taking the operational lead at the scene of complex incidents and directing other PCs and control room staff as the incident unfolds. This ‘golden hour’ operational expertise
was considered by a superintendent to exemplify what was required for performing the AP role effectively as a response officer.

‘I turned up at five terrace houses that were on fire. We’re talking evacuation plans, I was considering whether to declare it a major incident. I’m already onto the control room saying “Right, I need a contingency plan because we’re going to need to re-home five families, get onto the local authority, because that will form the definition of a major incident. Here’s the access and egress routes for all the fire engines because I cleared the street. I’ve got road closures…to make sure”. And then 25 minutes later, the sergeant turns up and takes over from me and sort of looking at me going, “You’ve pretty much done everything I was going to do.”

(AP, interview)

For other case study APs in more specialist roles, operational leadership examples included responding to complex and sensitive disclosure issues for the force, or leading on developments for new ways of working.

**Taking a leading role in policing the night time economy (case study 4)**

The AP already had an in depth knowledge of licensing and, through the AP role, continues to further develop his knowledge and contribute to policy development at a national level through the NPCC working group for licensing. Within the force, the AP developed a range of approaches to improve policing of the night time economy in one local police area. The AP role entails visits to other local police areas to enhance other teams’ knowledge of how the Licensing Act can be used positively to improve premises performance and reduce crime and disorder. The AP provides group training inputs to supervisors, and mentors individual PCs in aspects such as conducting licensing inspections. He has also worked alongside local policing teams providing training to door supervisors and problem solving. For example, he worked with a local policing team to address a high volume of incidents occurring in the very early hours of the morning in one particular town, which was draining force resources. The AP identified venues that had no conditions on their licences and used his expertise to advise more senior officers on how to undertake a licensing inspection to limit the opening hours of certain premises.

**Benefit to the force**

Within a short space of time, the AP resolved the particular issue around the high volume of early morning incidents. The reduction in opening hours led to a gradual reduction in the number of incidents over the evening and the disappearance of the previous spike
around 5am, which eased pressure on police resources. Due to the work of the AP, establishments are closing earlier and this is proving to be less problematic for the service. An area commander praised the work of the AP and emphasised the impact on frontline policing:

‘It is having a double impact, we’re reducing the demand in [local town] and the work he’s doing wider is reducing the need for our resources to be drawn away from [local town]. In that regard, it’s supporting some force wide initiatives around demand reduction, so it’s having a real big impact.’

(AP colleague, senior officer, interview)

 Acts as an adviser in force

Almost all case study APs said they acted as an adviser in force. They described this as being the ‘go to person’ for their area of practice, providing expert knowledge to support both operational policing decisions, investigations and the development of new procedures, disseminating information and expertise across the force, and sitting on national steering groups. Case study APs provided examples of advising both their peers and senior officers.

 Advising on disclosure (case study 3)

The AP is the deputy force lead for disclosure, and has been instrumental in putting together a local disclosure group. This has incorporated a number of people from his organisation, the Crown Prosecution Service and other areas of the Criminal Justice System.

The AP attended a number of working groups, including the National Disclosure Working Group chaired at assistant chief constable level and attended by people from across England and Wales. He is also part of the HOLMES computer system working group – a system used to manage live and complex investigations specifically in the field of disclosure.

Benefit to the force

By attending these working groups, not only did the AP share his own expertise but was able to take away nationally recognised good practice to feed back to his force. This helped to develop the force’s capabilities around the application of the legislation.
In establishing the local disclosure group, the AP strengthened relationships with partners and increased the number of people in the organisation that are able to support colleagues.

**Independently generates, manages and prioritises their own workload**

Case study APs were generally comfortable working independently and managing their own workload. The way this was undertaken varied depending on role, in particular with those in more reactive or responsive roles having less scope to do so to independently generate their own workload.

Case study APs were generally recognised by managers as being highly capable, consistently working autonomously and going beyond the core requirements of the role. For some, this involved independently generating work and was closely related to their furthering of practice.

‘I think it’s just how he operates; he’s all over everything without anybody being aware that he’s doing more than his day job.’

(AP colleague, senior officer, interview)

For another case study AP in a response role, this involved being able to work with minimal supervision, having the confidence and expertise to attend difficult jobs on their own, and being trusted by sergeants to ‘get on with the job’ independently.

**2.4.3. Developing others**

End of pilot survey findings suggest that APs were most likely to feel they had contributed to developing others when compared to the other two domains. Overall, 25 of the 52 survey respondents felt that they had brought a positive impact to operational policing through their development of others. For those who performed the role for more than one year, 20 of 25 respondents felt their AP work had led to positive outcomes in this regard (see diagram 4).

<table>
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<tr>
<th>Definition domain criteria</th>
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<tr>
<td><strong>Developing others</strong></td>
</tr>
<tr>
<td>• Enhances the capabilities of others within and outside of their force through proactively sharing their knowledge and skills in a planned and structured way.</td>
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<tr>
<td>• Influences and informs the content or delivery of training in their field of practice.</td>
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</table>
The ways in which APs demonstrated this dimension of the role varied by AP and the role they were in, but they often involved sharing their knowledge and skills with others, providing formal and informal coaching and mentoring, and delivering training.

Enhances the capabilities of others

A number of APs established themselves as the ‘go to person’ for help in their particular policing area, and were approachable and supportive by providing advice and guidance to officers with particular problems relating to their practice area.

‘People have rung me up saying, “I’ve got this job. It’s going to court in three weeks’ time. I’ve got these issues with disclosure. I’m not sure what to do.” So, I’ve been and sat with them, and I’ve said, “Right, this is what you need to think about. These are the tests you need to apply. What parameters are you going to set, because you can’t possibly look at all that, so you’ve got to be realistic, and proportionate.” You take them through what their mindset should be.’

(Focus group, investigation/working with vulnerable people)

Others provided more of an ongoing coaching role to individuals or teams to help develop their capabilities.
Coaching and mentoring (case study 1)

The AP dedicated much of his AP role to the development of inexperienced officers by formalising a coaching and mentoring relationship. The AP supported officers on the unit who were struggling with workloads and not performing as effectively on response as they could be. The AP was considered an ideal candidate to develop others due to the experience he had gained over several years in a range of frontline policing roles. He was also able to perform the primary response role, particularly in that ‘golden hour’, at an enhanced level. This was driven by his strong commitment to developing others – helping colleagues to support each other in potential life and death situations.

A good listener and empathetic towards those potentially struggling, he developed a formal structure and framework to help officers with their on-the-job decision-making. The AP also promoted good practice within the unit by having the assuredness to identify and challenge inappropriate behaviour and being aware of policy and legislation changes that had a bearing on the response.

Benefit for the force

Coaching inexperienced or struggling response officers by this one AP was perceived to have made a noticeable difference to the performance and wellbeing of other response officers. According to the chief inspector responsible for the unit, the AP helped with managing stressful workloads and handling difficult incidents. With oversight of the unit, the chief inspector felt that there had been an improvement in practice and a reduction in stress experienced by those receiving support from the AP, and ultimately an improvement in the quality of the resource available for sergeants to deploy on duty. The interviewees, including the force lead, suggested the AP’s objective for the pilot was to spend time supporting these officers and without participation on the pilot, the AP would not have been able to provide such dedicated support.

‘He’s genuinely pushed forward some of the stuff around how we help to push out some of the best practice to the frontline, and how we manage student officers. Certainly ones who are having difficulty in terms of skills and coaching […] He has certainly helped some officers who were borderline regulations or borderline having that conversation about whether the job’s right for them.’

(Force lead, interview)
Overall, the force lead and unit commander saw the value in deploying more APs in this supportive role on response units. This would extend the sphere of influence beyond a single unit, and have the potential to provide support across the force.

Case study APs, more so than those who completed the reflective journal, also provided examples of sharing knowledge and disseminating learning in a structured way through the force intranet, written guidance to frontline officers, or by briefing relevant teams.

Influences and informs content or delivery of training

Where APs had been involved in delivering structured training, this was often comprehensive and reached a wide audience, as outlined in the example below.

Delivery of stalking and harassment awareness training (case study 5)

To improve the force’s response to managing the risks associated with stalking, the AP delivered training to custody and response sergeants, response teams, all new student officers, investigators, and officers exiting their probationary period. Training was also provided to those on local safeguarding boards as well as NHS staff. The training was developed by the AP in collaboration with inter-agency partners and was informed by research evidence.

Benefit to the force

Within three months of delivering the training and promoting new response and investigation procedures for stalking and harassment, there was a substantial increase in the recording of stalking crimes and arrests for coercive and controlling behaviours. It was felt that the training supported officers to be better able to recognise stalking behaviour and record it appropriately. The training, coupled with establishing an innovative Integrated Anti-Stalking Unit driven by the AP, has, according to the AP and their chief inspector, transformed the force’s whole approach to managing the risk associated with stalking and how perpetrators are managed and victims are supported.

2.4.4. Furthering practice

Eighteen of the 52 APs who completed the end of pilot survey and 15 of the 25 APs who performed the role for more than one year felt they had contributed to furthering practice (see diagram 4).
The AP definition around practice evolved over the duration of the pilot, repositioning the role as furthering, rather than developing, practice. As with each of the other domains, a set of criteria listed expectations of what this may involve, in response to the interim evaluation finding that APs sought more direction on the nature of the role.

Assesses current working practices

All case study APs were able to describe how they contributed to furthering practice within their force, though the scope of their work varied from those who supported their team or unit to those who introduced new ways of working that affected multiple areas of the force.

At the team or unit level, examples provided by APs included undertaking intensive work to improve the practice of response officers who were struggling by developing a framework to help with decision making processes when attending incidents. The decision making process developed by the AP was reviewed by experienced peers and provided those new in the role with a reference to help them think clearly and improve their day to day practice:

‘So, when you’re going to these grade one jobs, you’re all excited. So, think about what’s the purpose you’re going there for? Is it to save a life, is it to bring an offender to justice, is it to protect property? And then work through things very methodically that way.’

(AP, interview)
Similarly, another AP case study identified inefficient and ineffective practice in relation to the policing of protests and set out to improve the way the protest liaison officers were used.

### Formulating the protest liaison officer (PLO) function (Case study 2)

The AP identified that the PLO function had often been misunderstood and the force lacked a formal intelligence structure to support operations, with officers from forward intelligence teams not consistently in place.

In order to address this, the AP sought to formalise the PLO function and their deployment. To start, the AP looked at the cadre of PLOs and sought to resolve a lack of engagement and willingness to be deployed. This developed into the establishment of a formal selection and accreditation procedure for PLOs; a recruitment process that has been supported with work from the College.

The AP has written a new standard operating procedure (SOP) for the PLO function, signed off by the silver commander, to ensure the function is consistently and appropriately used. The AP also shared practice with neighbouring forces who are keen to review and potentially implement the SOP once complete.

### Benefit to the force

The AP’s actions in formulating the PLO function led to the recruitment of eight new PLOs, improving capability in policing protests. All existing PLOs received mentoring and briefing from the AP, which has resulted in protest operations being run effectively when the AP is unavailable.

The creation of the SOP has enabled the AP to advise the new silver commander responsible for fracking protests that a documented process is in place to utilise and deploy PLOs. The SOP has provided a structure around the use of PLOs so that practice is consistent, regardless of personnel on duty.

Another case study AP also adopted a problem solving approach by developing a framework of measures that contributed to the force strategy on policing the night time economy. In particular, they were able to support other local policing teams by using their knowledge of licensing and local partnerships to negotiate restricted licences for premises that were having a negative effect on resourcing.
Develops good practice and contributes to the evidence base of their field of practice

At their most far-reaching, APs had the potential to contribute changes to practice in their force that were innovative and nationally relevant, while also taking an approach that is both informed by and seeks to develop the evidence base.

Establishing an Integrated Anti-Stalking Unit (case study 5)

The AP has been pivotal in creating a multi-agency unit to improve the management of stalking perpetrators by agencies and the support provided to victims. The AP took a leading role in drafting a successful bid to the Police Transformation Fund, effectively coordinating different stakeholders. This resulted in £4.1 million being secured to fund the unit, and similar units in two other forces.

The unit builds on the AP’s work and data gathering when running similar multi-agency clinics with local agencies. The unit has furthered policing practice by creating a fully integrated, co-located unit that seeks to address the root causes of stalking behaviour through an understanding of the psychology of perpetrators.

Building on established networks of good practice, the co-located unit includes a victim-focused independent advocate, a forensic psychologist and outreach workers who undertake an initial assessment of motivation with perpetrators, as well as review other contextual factors that may influence behaviour. This is a new approach, focused on harm reduction and risk management, rather than solely securing convictions.

‘Whilst prison may provide temporary relief to victims of stalking, it doesn’t address the underlying motivations of perceived reward to that stalker.’

(AP, interview)

Benefit to the force

The AP is a nationally recognised expert on stalking and harassment, and the new approach draws on evidence collected on the efficacy of the preceding multi-agency clinics. The new unit will be independently evaluated for impact, but the AP’s approach has already made a difference. Coupled with widespread training of officers to raise awareness of stalking, the whole approach to managing risk and supporting stalking victims in the force has been radically changed, with officers and other agencies more aware and able to recognise stalking behaviours.
Participates in networks of good practice

At the national level, a few APs were involved in national working groups, such as for disclosure or stalking, with the aim of sharing and bringing back good practice to their force. A few APs were also working with national voluntary sector organisations relating to their field of practice and contributing to national policy or guideline development with the Home Office and the College of Policing. One AP also promoted their work in the national media and had contributed to national news and documentary programmes to raise awareness of their work and the issues faced by victims.

2.5. Reported outcomes for APs

Key findings

<table>
<thead>
<tr>
<th>Theme</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction and motivation</td>
<td>Performing the AP role for over a year was associated with reported increases in an AP’s own job satisfaction and motivation. This was said to be due to the pilot enabling them to pursue an area of interest, increasing their influence and recognition.</td>
</tr>
<tr>
<td>Professional development of APs</td>
<td>Many APs who remained on the pilot for more than one year also reported an increase in their own knowledge and a commitment to their own CPD over the pilot.</td>
</tr>
<tr>
<td>Potential for negative outcomes</td>
<td>Where pilot implementation was less successful, there could be disillusionment and disengagement amongst APs, and in one example, division between APs and colleagues.</td>
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</tbody>
</table>

The AP pilot’s design meant that it was not possible to conduct an objective assessment of the impact of performing the AP role on policing outcomes. Evaluation evidence reported here is based on perceived outcomes. Respondents to the end of pilot survey reported on a range of outcomes from the pilot for themselves as APs. These are described below, with examples from the case studies.
2.5.1. Job satisfaction, motivation and recognition for their work

Of the 77 APs who started in the role, 52 APs\(^{29}\) responded to an end of pilot survey that gathered their views on the pilot outcomes (see Appendix D).\(^{30}\) APs were asked whether participating in the pilot contributed to an increase in job satisfaction, motivation and recognition. While less than half felt that the pilot had increased their job satisfaction (22 out of 52) and motivation (25 out of 52), the findings suggest a higher proportion of APs who performed the role for more than one year (interpreted as remaining on the pilot for the full duration) reported both an increase in job satisfaction and motivation than those who disengaged with the pilot at an earlier stage:

- Of the 25 APs who had performed the role for over a year, 19 reported an increase in both job satisfaction and motivation (see diagram 5).
- In contrast, of the 21 who never got started or remained in the role for up to six months, 14 reported no increase in job satisfaction and 13 reported no increase in motivation.

\(^{29}\) This included direct responses to the survey and indirect email responses from four APs to some of the survey questions. Responses were received from APs across the six pilot sites.

\(^{30}\) Respondents were asked whether they agreed/disagreed/neither to statements such as ‘I feel that participating in the advanced practitioner pilot has contributed to an increase in my job satisfaction’. The evaluation of perceived changes such as job satisfaction and motivation would have been strengthened by asking questions at the beginning and end of the pilot, rather than just the end. As such, findings here should be treated with some caution.
Despite an increase in job satisfaction and motivation arising from the pilot for those who performed the role for over a year, APs were less likely to report that the role had led to increased recognition for their work. Of the 25 who performed the role for over a year, eight reported an increase in recognition, while 10 did not. The remaining seven were unsure.

Examples of increased recognition included:

‘The pilot has provided my force with the opportunity to reflect upon and better understand the knowledge that I have in my field of expertise. I do not think I would have gained this recognition had it not been for the AP pilot.’

(AP, end of pilot survey)

‘Being noticed within the organisation at higher level and being called upon to deliver expertise.’

(AP, end of pilot survey)

The case study interviews provide some explanation behind the reported increase in job satisfaction and motivation, as this was mentioned as a personal outcome from the pilot by a few. Reasons given included the pilot providing a platform for them to extend their influence, pursue a specialist area of interest, and receive recognition for their work. One AP described this impact:

‘We’re all idealistic – you hear these police officers say, “I joined up to make a difference”, everyone says that and they say it’s like a stereotypical response. Personally, I did, that’s exactly why I wanted to do it, but I sit here now tangibly and looking at the fact that I am making a difference, and not just locally, I can influence all of this.’

(AP, interview)

The potential increase in job satisfaction and motivation was also recognised by some pilot force leads. For one of the case study APs, this was described as follows:

‘He’s always had a keen interest and worked with it, but I think over the last 12 months of the pilot, I think it’s given him an impetus to do it. I think he feels that because it is there as a recognised thing that he’s doing, it’s enhanced his motivation to deal with it.’

(AP colleague, senior officer, interview)

Other force leads talked about the pilot raising the profile of some APs’ work within their force, as well as their areas of practice.
2.5.2. Development of knowledge and skills

Twenty out of the 52 APs who responded to the end of pilot survey felt that participating in the pilot had contributed to the further development of their knowledge in their practice area. Again, most respondents (17) who reported this as a benefit had performed in the role for more than one year. Eighteen APs felt the pilot had positively impacted on their skills, and of these, 12 were the longer serving APs who had performed the role for over one year.

Personal development was also a common outcome identified in the pilot by the case study APs. Interviewees provided several examples where the pilot had provided the opportunity to develop themselves through gaining qualifications, learning new skills and furthering existing ones. These included building confidence, public speaking and training delivery skills, coaching and mentoring skills, leadership, and managing and evaluating projects. For example, one AP highlighted the impact on training delivery skills:

‘…standing up in front of a room full of 80 to 100 people delivering training in that way, is something that I’ve never done before prior to undertaking this role. So that’s like a fear if you like, that I’ve managed to overcome and I’m now quite confident in doing that, so that’s certainly one way that it’s improved me as an individual.’

(AP, interview)

2.5.3. Development of networks and understanding of the College

A few of the respondents commenting at the end of the pilot survey also mentioned how the pilot had contributed to developing their networks both within and outside of their force, as well as their knowledge and understanding of the College (26), for example:

‘…networking with officers from other forces to understand how they operate and to see who the College are and to visit their buildings to learn about a different layer of policing. Before this pilot I don’t think I had heard of the College before.’

(AP, end of pilot survey)

2.5.4. Retention of experienced officers

Some force leads identified retaining experienced individuals in their current roles as a further impact of the pilot. Where APs were addressing priority problem areas, for example on disclosure, there were benefits to retaining these individuals and making the best use of their expertise.
During an interview, this was reiterated by one chief inspector who felt that the AP role can help retain highly regarded officers in their existing roles, where their expertise can be most effectively deployed, rather than lost if they’re promoted.

‘People like [APs] who are passionate about what they do, there was a kind of...you get promoted and potentially move out of your area of expertise which is a shame that’s lost, so it’s having individuals in place that can continue to develop their expertise, which is a massive benefit to the force itself.’

(AP colleague, senior officer, interview)

The expertise of some APs is potentially highly sought after and some senior leaders expressed the view that a fully implemented lateral pathway, which addresses the challenges experienced in the pilot, may help keep those with the right expertise in the right roles. It was felt that those with the attributes to be APs in some specialised areas of practice may be sought after and be attracted by organisations outside policing. For example, one AP working in cybercrime left the profession after being recruited by a private sector company.

2.5.5. Potential negative outcomes

As noted above, over half of the APs who started in the role (27 out of 52) performed the role for less than a year including 11 who never got started. While for some, the reason given for discontinuing was moving to another role at PC rank (four) or gaining promotion (four), other key reasons were reported as feeling they needed more support eg, from management (13) or needing more time to perform the role (12) (see section 2.1). Some of the pilot leads and senior leaders within the participating forces talked about the potential for negative impacts, such as disillusionment and frustration amongst those who had not been able to successfully perform the role. The response to the end of pilot survey provides an indication of the frustration felt by one AP who never got started on the pilot:

‘...the AP aeroplane never left the tarmac! I do have a fancy AP lanyard to show for it and a cancelled conference application. The AP pilot may well have contributed positively to many aspects of my role were it to have actually consisted of anything.’

(AP, end of pilot survey)

A further potential concern raised by the force leads was possible divisiveness between APs and colleagues not appointed as APs or those who did not know about the AP pilot. One AP respondent to the end of pilot survey said:
‘Negative opinion from some PCs who were unhappy with my involvement in the pilot and considered anything in relation to it as me being too big for my boots.’

(AP, end of pilot survey)

2.6. Barriers and enablers to successful performance of the AP role

Key findings

<table>
<thead>
<tr>
<th>Theme</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to perform the role</td>
<td>Lack of time and heavy workloads were the most frequently mentioned limiting factors for APs’ performance in the role. These were often influenced by the demands of their primary policing role, the degree to which the AP role could be integrated with main duties and the level of support they received from managers in being able to define their role and manage their time.</td>
</tr>
<tr>
<td>Support from managers</td>
<td>Senior leaders were less likely than managers to provide support to APs, but where they were involved they helped facilitate the role, particularly if the AP was operating in a priority area for the force.</td>
</tr>
<tr>
<td>Rank structure</td>
<td>APs often reported that rank structures hindered them. This was down to a lack of understanding of the pilot and some APs felt they struggled to have their ideas or advice accepted amongst those in more senior positions. Challenges were overcome by effective negotiation, value being placed on expertise and the backing of managers or the pilot lead within the force.</td>
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One of the aims of the evaluation was to understand the barriers and enablers for successful implementation or performance of the AP role in order to learn lessons for any subsequent expansion of the role. At the start of the pilot, almost all of the 31 APs who submitted a reflective journal commented on the challenges they were facing. Feedback from the first round of focus groups and interviews also tended to concentrate on challenges as APs sought to establish themselves.
The second reflective journal attempted to gather information on the extent to which the challenges raised early on in the pilot were still being experienced by APs (only 16 APs completed the second reflective journal). Additional information on the factors that APs felt helped them to perform their role successfully and how they overcame some of the challenges was gathered through interviews with APs, and for case study APs, interviews with their managers and force lead.

2.6.1. Time and workload

Throughout the evaluation, time and workload were commonly reported challenges for APs. Time was the most commonly mentioned challenge in the reflective journals, with around half of the 31 APs submitting journals raising this as an issue. Lack of time and heavy workloads were also highlighted in interviews with both APs and force leads. In a few instances, APs reported undertaking AP activity in their own time or by working longer hours. This challenge appeared to continue throughout the life of the pilot, as it was also identified in the second reflective journals. Of the 16 APs completing the journal, eight reported that they were spending 'a little extra time' performing the role, with three APs saying that the role required 'a lot of extra time'. In relation to workload, seven APs reported that their workload had 'increased a little' and a further five found that their workload had 'increased a lot'. Only two APs completing the journal commented that their workload had not increased. Similar findings were reported in the end of pilot survey where 12 of the 27 APs who performed the role for less than a year said that they did not have time to perform the role (see section 2.1).

Although time and workload were common challenges, the extent of these demands were influenced by two main factors: the APs' primary policing role and the degree to which they were able to integrate the AP role into their main duties, and the level of support they received in defining their role and managing their time. These issues are discussed below, alongside the experiences of case study APs who were, in general, able to effectively manage time and workload demands.

2.6.2. Primary policing role or area of practice: emergency response

While APs generally acknowledged that the role involved extra workload and time pressures, the focus groups suggested that response officers tended to experience more challenges in finding the time to undertake the AP role. Response officers cited shift working, emergency priorities and low levels of staffing on their teams. As one senior leader said, cuts in
response officer numbers has meant ‘the front line is at breaking point’, which could limit APs’ achievements.

Response officer APs reported they were fulfilling the requirements of the pilot by undertaking additional ‘projects’ outside of their primary role, which they felt were difficult to manage. Response APs also mentioned that becoming the ‘go to’ person meant additional requests or advice, which they found a challenging addition to their existing workload and duties. The general nature of the response role was also mentioned at earlier stages of the pilot as a factor limiting APs' ability to perform all aspects of the AP definition, especially furthering practice. Shift patterns were also a further barrier, for example to attending meetings. However, both a senior leader and response officer interviewed for the evaluation felt that if the challenges relating to time and workload could be overcome, there was potential for APs in response roles to perform all aspects of the role. Response APs felt they had valuable knowledge to share at force and national level and gave examples of having done so, as follows:

‘I was able to get people’s viewpoints from the teams and go to that meeting and just put it straight that this is people’s viewpoints on it and it did ruffle a few feathers because I don’t think they like the truth, but I was able to do that from response policing; I was able to be the voice and I think that’s what people are struggling with.’

(Focus group, emergency response)

In addition to filtering ideas and issues through the senior ranks, one participant saw response APs as a conduit between PCs and detectives in specialist areas (CID), aiding communication or ‘pushing back gently’ in circumstances where differences in opinion regarding the completion of a job may arise.

‘It allowed you to put that point of view from the block across. Communication is key with that one.’

(Focus group, emergency response)

2.6.3. AP role integrated within primary policing role

Where the objectives of the AP role had been designed to fit with primary roles and was therefore more integrated, the time and workload challenges appeared to be less problematic. APs in neighbourhood or specialist PC roles and those working as detectives were more likely to demonstrate the AP role through integration with their day to day work, although there were still some additional activities undertaken outside of the primary role. As discussed above, this integration was less apparent for response officer APs but there were
examples where this integration had been achieved even in this area. For example, rather than being expected to undertake a specific piece of additional work, one response officer had been given a specific remit to support the development of inexperienced officers while on the job (see case study 1) by providing guidance, coaching and mentoring. This focus enabled them to perform effectively in the AP role alongside their usual duties.

Other strategies for fitting their AP role around their primary role (as reported by some respondents in their second reflective journal) included clearing time away from their primary function with line managers to ensure it was ring-fenced for the AP role, whether this was to develop practice, attend events/meetings or to undertake CPD at a more enhanced level. A few noted, however, that in busy periods the primary role must take priority, which suggests the AP role was regarded as something additional.

In such cases, the APs interviewed felt they were already fulfilling an AP role prior to the pilot and the AP title simply provided recognition.

'It’s not about taking one hat off and putting another on, it’s a permanent status hat, it’s your AP hat that you’re already wearing, and everything you do is advanced practice, even if it’s beyond your core role and responsibility, you are an AP. I don’t get to the end of the week and think, “Oh God, gutted, I didn’t do any AP stuff.”'

(AP, interview)

Similarly, half of the 31 respondents to the second reflective journal explained that they were fortunate that the nature of their role meant they were already carrying out elements of the AP role or were able to incorporate these into their work. However, a few noted that despite this good fit, their workload had still increased due to the pilot.

2.6.4. Support from managers to perform the role

Support from managers was a key factor for success on the pilot. On the whole, case study APs were well supported and their experience of the pilot contrasts to those who became disengaged. For end of pilot survey respondents, the need for more management support was the most commonly reported reason (13 out of 27) for them performing the role for less than one year.

The first round of evaluation fieldwork also highlighted APs’ concerns that some sergeant, inspector and occasionally superintendent ranks had a lack of understanding of the role, which made performing the role difficult. A few APs believed that this lack of awareness might have limited the support received from managers, and that they had been fulfilling the AP role ‘under the radar’ or just being left to ‘get on with it’.
For the second reflective journal, APs were asked to comment on the extent of support and who provided this within their force during the pilot (see table 4). Most often, APs completing the journal said that they received ‘a lot’ or ‘a little’ support from their line manager (10 out of 15) and force lead (13 out of 16), but less support was received from senior leaders within the force (six out of 16). Managers were less likely to provide ‘a lot’ of support but, overall, some degree of support was received by nine out of 15. While this shows that APs responding to the journal generally received some sort of support, this represents only a small proportion of APs on the pilot, and largely those who remained engaged.

Table 4: Extent of support received by APs and providers of support

<table>
<thead>
<tr>
<th>Number of APs who responded to question about amount of support they received from:</th>
<th>Line manager</th>
<th>Force lead</th>
<th>Managers in division/area of work</th>
<th>Senior leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>A little</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Second reflective journal.

When asked to describe the type of support they had received, around half said this was in the form of time or other allowances, such as funding, that allowed them to perform the role. This finding was consistent with the experiences of those interviewed for the case studies, where support was often described in terms of being given time or the structure to perform the role.

For example, the support of the unit superintendent meant that one AP had protected time to focus on their specific AP objectives, which involved providing support to inexperienced officers on the team. They felt this support was essential and occasionally the superintendent resisted calls for the AP to return to a full-time response role:

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31 Number of responses relate to the responses to this question. Some APs did not answer.
'There was a fair bit of pressure to get him back on shift, but personally I saw it as a short term solution to a long term problem…I was the one that held my nerve and kept him where he was.'

(AP colleague, senior officer, interview)

It was felt by case study APs that the definition of the role and an understanding of what the pilot involved helped encourage managers to provide support to APs in managing the time and workload commitments associated with the role:

'I really do think that top down support has helped him to be able to have the time for the advanced practitioner work…I think the advanced practitioner name has really helped with that, I really do.'

(AP force lead, interview)

However, support could disappear if there was a change of management, suggesting that while individual relationships might be strong, the structures might not always be in place within forces to ensure APs receive consistent support over the longer term.

'I had a DCI that was going for promotion. Brilliant, he was all over it, bang, bang, bang, bang, bang. As soon as he got his promotion, [the support was] dead.'

(Focus group, investigation/protecting vulnerable people)

Over half of those completing the journal said they had sought support themselves, either by asking directly through emails, phone calls, or face to face, or by providing evidence and possible solutions for problems to force leads, senior managers or other partners.

2.6.5. Support from senior leaders to perform the role

There was a consensus across most of the APs interviewed at stage one that more genuine support needed to come from senior leadership to increase the credibility of the role and improve buy-in across the force. Despite struggling to obtain support at this level in the early stages of the pilot, a few APs were hopeful that once AP awareness had increased at the senior levels, this would mean that support for the role would follow amongst those in supervisory and middle management roles and help remove some of the barriers APs said they were experiencing. However, problems associated with a lack of senior leader support persisted for some APs throughout the pilot, with two thirds of those completing the second reflective journal (10 of 15, see table 4 above) raising this as an issue. A few APs also reported that promises of support, such as access to senior officers, had not always been fulfilled.
Likewise, within the focus groups, there was general agreement around a lack of support, with only a few expressing that they were lucky to have buy-in from those higher up, enabling them to carry out their AP role with fewer obstacles. There was recognition across the groups that buy-in was key to the success of the AP role, especially for the furthering practice aspect, and although there was some buy-in from those at the top, it was felt that this needed to trickle down to all of the ranks in order for APs to be heard.

Where APs described supportive senior officers, this was evidenced by direct meetings with the ACC or a senior officer expressing an interest in and helping to facilitate the role. This support appeared to be particularly evident if the APs’ area of practice was a priority for the force, such as with case study APs’ focused on disclosure, reducing violent crime or stalking and harassment. As one case study AP describes:

‘Violence against the person is a huge problem in the force and night time economies has a lot to do with that – so there is a lot of drive from senior management to put time and effort into it. I get support for it probably because of those elements, because there’s huge pressure among senior management teams to reduce their figures to do this stuff.’

(AP, interview)

Most interviewees recognised the support given to them by their force lead, however, a small number of APs in the focus groups discussed the idea that force leads who held more senior positions may be better able to access and influence senior colleagues. Closely linked to this, APs (and some force leads) also felt that the pilot had not been communicated clearly enough across the force. This reflected similar concerns around how the role is understood by other teams or managers not directly involved in the pilot.

2.6.6. Rank

The stage one interviews and initial reflective journal highlighted that APs faced challenges associated with the rank structure within their force from the pilot’s outset. In part, they felt this was due to a lack of understanding of the pilot across the force, but some felt their constable rank meant that despite their expertise, they were struggling to have their ideas and advice accepted by those in more senior positions.

‘The biggest barrier is breaking down that rank structure, and having people of rank be happy to have someone in a lower position in effect advising or telling them what to do in certain specialist areas that we work in.’

(AP, stage 1, interview)
Generally, case study APs were able to overcome the challenges associated with rank, either through effective negotiation or through the advocacy and support of managers or the force lead.

‘… you’ll find that other more senior officers, who have got their own messages to put out there, take priority to a degree, and it’s difficult to push back against that when you’re a low rank and you’ve got somebody who’s maybe a superintendent who wants to bang the drum about compliance with something else in the organisation. It’s sometimes difficult to make your voice heard. That’s not insurmountable because I’ve got the support of the force lead who herself is a superintendent.’

(AP, interview)

Other managers encouraged autonomy and gave specific backing to pursue the furthering of practice in the AP’s area. One AP’s superintendent felt that the AP role in the force was facilitated by a culture of being willing to listen to frontline experts, which was also recognised by the AP:

‘So I think it’s the leadership approach to staff, wherever there’s equal value – there is a rank structure here, but you know, they’ll find the expert in force and use that person and support that person, rather than it be fed up through a chain where things get watered down and lost.’

(AP colleague, senior officer, interview)

‘My managers and the people around me facilitate me, or create that space for action in allowing me to be creative, innovative, to take things that step further, ultimately to get better outcomes.’

(AP, interview)

2.6.7. Force size

In addition to a hierarchical organisational culture, evaluation participants also identified other issues relating to force contexts when introducing the AP role, such as the size of force and organisational change. For example, the large size of one of the participating forces was mentioned by a senior leader in an interview:

‘The problem with the [force] is with 30,000 cops and a very complicated structure, how that PC network can connect with the decision-makers so they can actually make the influence.’

(Senior leader, interview)
2.6.8. Other force change programmes and initiatives

Concerns raised by APs themselves included other initiatives within the force, changing structures and also the force exploring other lateral career progression opportunities apart from APs, which possibly moved focus away from the AP pilot. These points link to those made above about the need for senior engagement and support for the role within the force. Within a force that was exploring other lateral career development opportunities, a couple of APs reported that they were not planning on continuing their AP activities. They cited a lack of clarity around the role and limited buy-in and understanding from the force, time constraints, and a lack of clarity from the College. They felt that contributed to a sense of uncertainty or an understanding that the pilot was over in their force (by March 2018).

2.7. Skills and behaviours of APs

The six case study APs, including their managers and force leads, were asked to describe the personal attributes that they felt had helped them perform the role successfully. Interviewees often described the same or similar attributes they perceived to be important for the role, though as the case studies are only small in number, the interpretation of these findings should be treated with some caution. These characteristics simply reflect the perceptions of case study APs (and their force leads and managers) and are not necessarily traits that should be sought in all APs, nor are they an objective assessment of the APs.

The attributes fell into three broad categories: behaviours, skills and knowledge, and leadership. These attributes are described in the terms used by the evaluation participants.

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Skills and knowledge</th>
<th>Leadership and development of others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passion</td>
<td>Subject and practice knowledge</td>
<td>Setting high standards for self and others</td>
</tr>
<tr>
<td>Tenacity</td>
<td>Technical policing skills</td>
<td>Willingness to challenge others</td>
</tr>
<tr>
<td>Drive</td>
<td>Analytical skills</td>
<td>Influencing others</td>
</tr>
<tr>
<td>Confidence</td>
<td>Critical thinking</td>
<td>Supporting others</td>
</tr>
<tr>
<td>Pro-active</td>
<td>Problem solving</td>
<td>Seeing the bigger picture</td>
</tr>
<tr>
<td>Resilient</td>
<td></td>
<td>Innovative</td>
</tr>
<tr>
<td>Commitment to own professional development</td>
<td></td>
<td>Communication</td>
</tr>
</tbody>
</table>
2.7.1. Behaviours

The range of similar behaviours described in the interviews suggested that all case study APs were highly motivated, enthusiastic about their work and were comfortable working autonomously. Several APs, including those in the focus groups, consistently mentioned passion for the area of practice as important.

‘When you hear [the AP] speak, the passion comes out of him. You get sucked in by his knowledge, and you want to know more. So it’s his character, his passion for the subject, his desire to make a difference. And his constant development of himself in terms of worldwide learning.’

(AP colleague, senior officer, interview)

Similarly, successful APs described themselves, and were often considered by interviewees who worked with them, to be tenacious and persistent in their desire to achieve positive outcomes through the AP and primary policing aspects of their role. When faced with obstacles, they were resilient enough to face or move on from them.

2.7.2. Skills and knowledge

Most case study APs had spent several years gaining knowledge of, and experience in, their area of practice. Demonstrating this knowledge was felt to be important for APs and crucial in order to establish authority in their practice area, as well as being able to develop others.

‘For me, he is an ideal advanced practitioner, because he knows his subject area inside out. He’s always aspiring to learn and develop, and he is advising and mentoring other people around the force. For me, that’s the absolute definition.’

(AP force lead, interview)

Findings from the interviews with APs and their managers suggest that subject knowledge was supported by strong technical policing skills and in a few cases, through analytical or critical thinking skills. Importantly, successful APs were keen to develop their knowledge and skills further and pursue opportunities for professional development. One of the senior leaders interviewed identified problem-solving skills as particularly important for APs, and felt those who came to the role without these skills were more likely to struggle. Although the force tried to support the APs to develop problem-solving skills, they found some APs were not able to do so:

‘In terms of the ones that I said were still engaged, yes. They come with ideas, and they’re much more, “Well, this is the problem. What’s the solution?” They ask
themselves that question rather than us having to ask the question. The ones that haven’t engaged particularly well recently, I think are still in a similar place. Part of the reason for the disillusionment is that they feel by us not giving them the answers, we’re not helping them and not supporting them, whereas what we’re actually trying to do is coach them to find their own. But they struggle to see it from that perspective.’

(Senior leader, interview)

2.7.3. Leadership and development of others

Successful case study APs mentioned leadership skills as important. For example, having the willingness and confidence to challenge others, including those of more senior rank, or the way that they were able to successfully influence decisions. In these cases, this was made possible through a combination of expertise and an ability to communicate effectively. For example, critical thinking, building arguments by referring to the research evidence or data, helped persuade the force to support the establishment of the Integrated Anti-stalking Unit (see case study 5).

Alternatively, leadership could involve setting high standards of behaviour or practice both for oneself and colleagues, while also being sympathetic and supportive of others:

‘That sort of steady calming influence. Very experienced, I think when you’re working with someone like that it can’t help but rub off.’

(AP colleague, senior officer, interview)

A couple of APs had roles where they had previously acted as a sergeant or passed the sergeant exam. Both felt that these experiences had helped them adapt to the AP role and reflected their professional level.

2.8. Views on potential rollout of the AP role

Key findings

<table>
<thead>
<tr>
<th>Theme</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward and recognition</td>
<td>Additional pay was not awarded to APs during the pilot but it was often cited by participants as the appropriate form of reward for the additional skills, expertise and responsibility they thought APs demonstrated if the role was to be rolled out.</td>
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</tbody>
</table>
Support for training and development was also commonly suggested by APs. If the role was to be accompanied by additional pay, evaluation participants felt that stringent processes would be needed to inform decisions about where to introduce the role, select APs and review performance.

**Introducing APs in forces**

Pilot leads and senior force leaders felt they would need to carefully consider the following to inform their decisions on introducing APs in their force:

- the roles or fields of practice in which to appoint APs
- number of APs to appoint
- the form a lateral career progression opportunity should take in their force and the issue it would address.

**Measures to support the introduction of the AP role**

Measures pilot participants felt were needed to support APs included:

- appointment of a force lead for APs
- senior level buy-in
- effective communications about the role
- facilitation of networking opportunities for APs.

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The following sections draw on reflections and learning points identified by interviewees and focus group participants in relation to considerations for potential roll out of the AP role. The points they raised and discussed below relate to reward for the role, the introduction of lateral career pathways in policing and measures to support the implementation of APs in forces. Views and reflections about the AP role definition and recruitment and selection processes for APs have already been covered in sections 2.2 and 2.3.

**2.8.1. Reward and recognition**

**Views of APs on additional pay reward**

There was no pay reward associated with the pilot AP role, however consideration was being given to appropriate reward should the scheme be rolled out. For this reason, pilot APs’ views on pay and reward were sought during the evaluation. Pilot participants often cited pay as the appropriate form of reward for the additional skills, expertise and responsibility they thought APs demonstrated.
‘If we’re doing work which is over and above what we would normally do then it’s not wrong to think that a financial benefit would be correct for that.’

(AP, interview)

A lack of pay was also given as a reason for not applying to the AP role by 34 of the non-random sample of 149 constables who responded to the non-applicant survey (see section 2.3).

There were a variety of opinions expressed on the appropriate level and form of any additional pay, including a higher salary (perhaps in line with the sergeants’ pay scale), a yearly bonus, or a financial reward prior to or upon completion of a project. Furthermore, amongst those who were supportive of additional pay, there was a common perception that introducing a pay reward would help retain officers in roles they enjoy and are highly skilled at, providing them with the opportunity for career progression without promotion.

Several interview and focus group participants expressed concern, however, that additional pay could be divisive and cautioned against the possibility of additional pay attracting individuals to the role for the wrong reasons. Some APs also suggested the need for a more robust selection process if additional pay were to be introduced. Other reasons against additional pay included some APs feeling that recognition was more important than a monetary benefit, and that many of the APs were doing the role without an additional salary before the pilot began.

Some participants argued that the recognition of both the AP title, the opportunity to develop practice, and the acknowledgement from colleagues and senior officers of their advanced skills or good/extra work, could be sufficient reward.

‘I think it’s more about that recognition, and people coming to you and trusting you to do something, and letting you do it, and then, at the end of the day, saying, “Thanks for that, you’ve done a really good job. We really appreciate it, and this is the reward of it, that we’re going to listen to what you…and we’re going to implement it” as opposed to not.’

(AP, interview)

Views of APs on reward through professional development

There was a clear demand amongst APs for support towards professional development. The most common alternative to pay mentioned by APs was a budget for further training, subject specific courses, formal qualifications or accreditation.
‘I think a qualification is a hugely important thing; something that somebody can put on their CV or just something that somebody has as a bit of recognition for the hard work that these people do.’

(AP, interview)

These views were also common in the focus groups and repeated in later interviews, where APs gave further examples of conferences they would have liked to have attended or CPD opportunities that were not currently supported by the force. Throughout the pilot, APs found it difficult to access formal training or development that they felt would support or develop them in the role. This was sometimes related to wider resourcing issues, including financial support, which meant that some APs were unable to attend meetings or conferences. While a few AP interviewees provided examples of where their force lead had successfully helped them gain access to previously unavailable courses through the pilot, this was not experienced consistently across APs.

One of the main areas of training that APs expressed a desire to develop was around their coaching or mentoring skills. Other areas of training and development mentioned in several interviews included leadership training, subject specific training such as assessor qualifications for tutor constables, legislation, powers and policies, financial and business aspects of policing and research skills. It was also suggested by a few that APs could work towards a level 7 qualification to help develop their knowledge, research and critical thinking skills, but this was not widely mentioned.

Views of force leads on pay and reward

Funding for APs, including pay for APs, was an issue that was raised during the focus group with force leads held in March 2018. The question of funding was central to their views on the development of the model. Force leads cautioned that if the AP role involved additional pay or resource commitment, the sign-off or decision-making process to proceed would be more stringent.

Force leads expressed concerns over the competing demands for financial resources and one in particular talked about choices to be made:

‘Could I honestly look at our workforce profile and say that we could reduce our supervisory ratios to then use some of that funding to create advanced practitioners? Probably not, at the moment, because we are probably maxed out on our supervisory ratios at the moment. So, while I would like to offer this, and I think it’s really valuable from our people’s point of view, if there was remuneration involved in it, I’m not sure that we could, and if there wasn’t remuneration involved in it, I’m not sure what the
problem is that we’re trying to solve, if that makes sense. I think we’re in a bit of a circular issue with it.’

(AP force lead, focus group)

Force leads also noted the need to consider resourcing more broadly, for example force leads’ time and potential financial support for APs’ training, qualifications, attending conferences and travel costs.

Performance of APs – review and validation

In relation to costs and resourcing, there was a strong view amongst force leads that in order to gain chief officer support for the role, they would want to know the difference or impact that APs were having in their force:

‘Chief officers want to see a result…They want to buy in to something where they’re going to be getting something from it.’

(AP force lead, focus group)

At an individual level, force leads in the focus group widely held the view that performance should be reviewed and managed through existing processes, such as the PDR, CPD documentation and through setting particular AP objectives. The challenge they identified, though, is whether line managers are sufficiently equipped to assess PDRs for areas of practice that they are not familiar with:

‘It’s going to be the AP’s line manager that does it, but does the line manager understand what the overall objectives and the outcomes are for the scheme? Is communication clear enough to them so they know what they’re assessing against? Actually, are they qualified to assess against it or does it need to go somewhere separate? You’re going to always have those annual appraisals with the staff, aren’t you? But that’s going to sit at line management, and it’s just whether there’s a knowledge gap there for those individuals, particularly if there’s only a few APs in a force.’

(AP force lead, focus group)

Central to AP performance management is setting objectives for the AP role, and the evaluation findings were quite mixed on how this was done and supported. For example, from the reflective journals completed for the AP evaluation, most APs set objectives themselves (14 out of 16), with eight having help from others to do this. However, most of these APs were very general or broad in their description of these objectives. Generally, APs (10 out of 16) had discussed or reviewed these with at least one other person, typically a line
manager, force lead or senior leader. Yet while objectives were discussed with others, when these APs were asked if their objectives were included in a PDR, the response was rarely yes.

2.8.2. Introducing APs in forces

Fitting with force priorities

One of the main learning points identified by senior leaders and pilot leads was that forces needed to consider more carefully the roles or fields of practice in which to appoint APs. One senior leader felt that APs working in force priority areas would be more likely to have capacity and freedom to generate their own work than some of the APs they had selected for the pilot:

‘Identifying areas where you’ve got potential risk or the need for innovation moving forward would probably be a better way to use the advanced practitioner model. By having one or two, you’re not getting that constant strain there, and I think it should be easier for them to manage themselves with their local managers, if that makes sense. Their time and performance.’

(AP force senior leader, interview)

The broad areas of practice selected for the pilot were intended to reflect national policing priorities. However, within those broad areas some of the pilot leads felt that the role attracted APs in niche areas, which did not gain the level of support and traction across the force that was required to perform the role successfully, and may have led to frustration for the APs:

‘Niche roles didn’t work in large [forces]. What that did, as I say, what happened, is that we got a bunch of people who are clearly really passionate about the areas of work they were doing but were in quite niche areas and niche roles. Still under the guise of the policing practice and the areas of practice that are described, but quite niche.’

(AP force senior leader, interview)

Number of APs to appoint

Two of the senior leaders in pilot forces identified a tension in relation to providing a credible lateral career progression pathway and doubted the value of spending a lot of time and effort on just a few APs. An example was given of how appointing four or five APs out of a pool of up to 1,000 response officers could make any difference to visible lateral career pathways
for PCs and the motivation of others to aspire to become an AP. This interviewee questioned, ‘what’s in it for the other 99 per cent?’ Another interviewee also raised a concern about the visibility of APs and noted that:

‘Very particular use of an AP in particular areas of practice I think can work, but certainly the ambition that we have in terms of promoting lateral career pathways more generally, it wasn’t hitting the design principles that we would want to see.’

(AP force senior leader, interview)

These interviewees were from forces considering alternative lateral progression opportunities in the form of a leading constable role, which they considered would complement the AP role in order to provide this lateral pathway.

Local flexibility versus consistency across forces

Throughout the pilot, there was broad support among force leads for APs for lateral career development. However, force leads were less in agreement on the form that lateral development opportunities should take. Some of the force leads could not be sure that the pilot would lead to the ongoing pursuit of APs in their force, with some preferring a locally managed lateral career pathway without adhering to a national, College-led model, plus any restrictions or imposed standards that would follow. One force lead noted:

‘So it's got to be offering something as a model and as a framework, and each individual force has got to decide whether or not, as I said, it solves a particular issue, or promotes a particular area of practice for them. Otherwise, I think, probably, as it stands at the moment, we could run this just within our own force, and not go through any sort of registration, any hoops around the readiness thing. We could just do it locally as our version of advanced practitioner.’

(AP force lead, focus group)

Another view expressed the need for consistency and clarity about the degree of flexibility individual forces would have in relation to the nature of the role introduced:

‘I think the lesson for me is you’ve absolutely got to nail expectations of all parties prior to any rollout. I saw clear differences in the way that we rolled out the pilot. How do you then ensure there’s consistency in the way that this is rolled out? Is there room for forces to develop alternatives?’

(AP force senior leader, interview)
Tenure in the AP role

Tenure of the role was only mentioned in one of the AP focus groups, so very limited learning can be drawn from the evaluation. This group of APs agreed the role should be permanent throughout the duration of their role of expertise, but if an AP moved into a different role, they could no longer be an AP.

2.8.3. Measures to support the introduction of the AP role

Appointment of force leads

To participate in the pilot, forces nominated a force lead and the individuals were identified for this role across forces by role and rank/grade. The force lead was responsible for selection and appointment of the APs and communication and facilitation of support for them once they were in role. During the focus group discussion, force leads suggested that HR and change management teams could be appropriate for this coordinating role for APs if it was to be rolled out. Another suggestion was it could fit with Fast Track and Direct Entry programmes in one force.

Senior level support for APs

In addition to the force lead’s role, force leads in the focus groups commented that strategic overview from forces is required; for example, to ensure that the APs’ field of practice fits with the force’s objectives and priorities. Forces had varying degrees of senior officer involvement in the pilot. They also agreed that senior officer involvement was vital for potential rollout, with the senior sponsor operating at ACC or DCC rank, providing senior leadership and operational credibility to the AP. Supporting the AP to make connections with teams was also identified as important, for example facilitating links with teams leading on change initiatives related to the APs’ areas of work, as well as chief officer teams and specific leads in relation to APs’ fields of practice. This was believed to help APs achieve greater influence, particularly in terms of furthering practice in areas that had been identified by forces as a priority area or one for improvement.

Communication and gaining buy-in

Force leads in the focus groups had found it difficult to engage chief officers during the pilot, citing a lack of awareness. They felt that raising awareness initially through the NPCC would help force leads engage chiefs in their force. At the same time, any future roll out within forces would require chief officer sign-up from the start. Therefore, the nature of the relationship and level of engagement with chief officers should be very different to the pilot.
‘I don’t think there was enough coms to SLTs and district SLTs. I don’t think there was enough chief officer level sponsorship of the pilot, which links into the coms and would have probably enhanced its reputation and given more support to the cops that were doing it.’

(AP force lead, focus group)

Communication within the force about the role and lack of awareness of the pilot was also raised by pilot APs both at the application stage and when carrying out the role (see sections 2.3 and 2.6). Communication to the APs and to others, such as line managers, was identified as important. The evaluation found that a lack of clarity around the definition during the pilot and explaining the role presented difficulties for APs. As one senior lead explained in the pilot ‘those involved struggled to understand what was expected of them’.

Network of APs

APs in the focus group supported an active national network or register of APs, possibly facilitated by the College, and focused around areas of interest and practice. However, during the pilot, a POLKA network was not always actively used, and some APs linked in with existing networks in their area of practice.
3. Lessons from the evaluation for potential roll out of APs

One of the key aims of this evaluation was to draw lessons to inform the pilot as it progressed and decisions about potentially rolling out APs and establishing them in forces. Early findings from the evaluation were used to inform the model's development during the pilot, in particular the definition of the role. This section sets out overall lessons from the evaluation for roll out decisions and for how the AP can be implemented and supported in forces.

3.1. Lessons for roll out decisions

Lateral career progression opportunity

The evaluation findings suggest that there is strong support for a lateral career progression opportunity among the pilot APs and constables more widely, as demonstrated by findings from AP applicant surveys and the College’s national survey of the police workforce.32

Potential benefits of the role

Reasons for introducing APs are twofold: to provide recognition and lateral career pathways for APs and for APs to have an impact on their area of practice. The evaluation suggests that the pilot AP role can bring benefits for APs themselves, such as increased job satisfaction and personal development, particularly if they remain in the role for more than one year. APs who successfully perform the role can also have a potential role in providing uplift in performance, expertise, wellbeing, and learning and behaviour of other members of the police workforce. Case studies of APs show examples of APs bringing about these benefits, and in some instances for policing more widely, through supporting demand reduction, increasing arrests and contributing to changing force strategies and practices.

Scale of the lateral career progression opportunity

The potential may be limited for the AP role to provide extensive lateral career opportunities at a large scale. Approximately half of the respondents to the final AP survey had performed the role for less than one year, so did not remain in the role for the full pilot duration.

32 The College undertook a survey of the policing workforce during November and December 2017 to gather views on College activity, initiatives and areas of interest to the College.
However, this may reflect how the role was introduced and developed during the pilot, and therefore highlights the importance of support measures that need to be in place to facilitate effective performance.

Diversity of APs

There is a potential learning point in relation to diversity and underrepresented groups in policing. BME officers in particular appear to be underrepresented amongst pilot APs. Recruitment processes need to be open, fair and transparent and the equity of access to the role and diversity of APs monitored. This is to guard against perceptions of unfairness and any further disproportionate representation of groups already underrepresented in policing, such as BME officers.

3.2. Lessons for establishing and supporting APs in forces

Consideration of challenges experienced by pilot APs

It is important to understand the challenges reported by APs and to consider how they can be minimised. A key challenge is APs' workload and time to perform the role. The evaluation suggests that APs perform most effectively where there is more of an integration of the AP element of their role with their primary policing duties, or where they have been able to consciously free up time to perform any additional tasks. Other issues for APs included needing more support from managers and senior leaders, and difficulties with gaining influence within the hierarchical rank structure. Further key implementation lessons from the pilot for establishing APs in forces are set out below.

Priority roles

Recruiting APs in priority areas for the force should help ensure APs receive support from managers and senior leaders and are given the capacity to perform the role. The evaluation case study APs who were operating in areas that are high priority for the force, such as tackling violent crime, domestic abuse and disclosure, had more scope, capacity and support from managers to perform all elements of the AP role, including furthering practice, and were more able to exert influence.

Emergency response roles

Emergency response officers appointed to an AP role may need extra support to allow them to perform all aspects of the AP role. A concern raised during the pilot related to the limited scope response officers have to generate their own workload, and their time and capacity to
perform as an AP. A further potential lesson from the pilot relates to whether and how the AP role definition could be adapted or tailored to better fit with the response officer role, eg, by emphasising the operational leadership element of the role specifically for APs in response. One of the case studies illustrates the value the AP role can bring to leading responses to incidents and golden hour operational leadership (see case study 1). However, applying a different role definition in response policing may have implications for consistency in how the AP role is defined.

Selection processes and selection criteria for APs

The findings suggest that the selection process for the AP role needs to be rigorous to test for and select APs with skills and abilities to successfully perform the role identified through the evaluation. This includes passion, tenacity, confidence, subject knowledge, critical thinking, setting high standards and being able to challenge and influence others.

Support for APs (force lead and senior sponsor)

The evaluation also highlights the importance of force leads supporting APs and senior level buy-in within the force, for example, to facilitate links to enable APs to gain influence within their role. Local variation in the way forces are structured would mean flexibility is needed in determining which individuals should be appointed to oversee and deliver the AP role in forces, and that the specific role, rank or grade of force leads and senior sponsors should not be fixed or predetermined.

Communication, clarity about the AP role and gaining buy-in and support for APs

Underpinning all of these lessons is the importance of clear and effective communication about the role and what it entails for APs, managers, officers and staff in the force more generally. Clear communication is important to ensure visibility of APs and understanding of the role within the force both at the recruitment stage and to support the successful performance of APs.

Induction and accessing training and development opportunities

Evaluation findings on a possible lack of understanding or clarity about the AP role suggest a potential need for induction of APs, once appointed. Greater access to development and training opportunities to support the AP in the role was also identified during the pilot as a potential benefit.
Evidence-based policing (EBP)

Examples of evidence-based policing in the achievements of APs were generally limited, although many were taking problem-solving approaches. A stronger push, for example in selection processes and support for APs in relation to EBP may be required if this is to be a central element of the AP role.

Force contexts and organisational change

When considering where to appoint APs and the support they may require, account of force contexts may need to be taken, such as force size, structures and other change initiatives being introduced which could present difficulties for APs trying to gain influence within the force.

Readiness review

One of the roles for the College discussed during the pilot was the design and implementation of a readiness review for forces considering introducing APs. The aim of this would be to ensure APs are deployed in an environment where a good understanding of the role is already well established, there is senior level support and APs have the skills, abilities and support required to perform the role. Aspects the evaluation findings suggest a readiness review could include the appointment of force leads for APs, senior leader buy-in, communication, selection processes, an induction for APs, and a performance review.

Additional pay for APs and performance review

Additional pay was often cited by APs as the appropriate reward for performing the role but force leads expressed concern about competing resource requirements. Transparent decision-making from forces on where to appoint APs and performance review processes will be especially important if the role is rewarded through pay. However, for many APs, it has not been possible to easily identify the impact of what an AP is doing differently or additionally as a result of the pilot. The findings suggest that reviewing AP performance would require line managers, or those conducting the PDR, to be fully briefed on the role. Furthermore, PDRs would need to be sufficiently and consistently established across the force.
## Key points

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<thead>
<tr>
<th>Theme</th>
<th>Key learning points from the evaluation</th>
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<tbody>
<tr>
<td>Lateral career progression opportunity</td>
<td>There appears to be strong support for a lateral career progression opportunity among the pilot APs, but the number of APs who can successfully perform the role also seemed to be small in the pilot. The low AP appointment numbers may limit the benefits of the lateral career opportunity for enhancing aspirations of PCs as a whole.</td>
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<tr>
<td>Impact/benefits of the role for operational policing</td>
<td>APs who can successfully perform the role appear to have the potential to bring about benefits such as supporting the development of others and can possibly have a role in providing uplift in performance, expertise, wellbeing, and learning and behaviour of police officers and staff. As such, they could have a role in contributing to the development of a learning culture in policing more widely.</td>
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<tr>
<td>Impact/benefits of the role for APs/police officers and staff</td>
<td>Performing the AP role can be associated with increases in an AP’s own job satisfaction and motivation but there is also potential for negative impacts such as disillusionment and disengagement. For this reason, it is important to understand barriers and enablers for successful performance and what forces need to have in place to make the AP role successful.</td>
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<tr>
<td>Time/capacity to perform the role</td>
<td>The evaluation suggests that APs perform most effectively where there is a greater degree of integration of the AP role with their primary policing role or where they have been able to consciously free up time to perform any additional tasks. Time and capacity was deemed a particular challenge for pilot APs in response officer roles, suggesting they may need additional support to perform as an AP.</td>
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<td>Theme</td>
<td>Key learning points from the evaluation</td>
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<tr>
<td><strong>Motivation, resilience and skills of APs</strong></td>
<td>The evaluation suggests that the most successful APs demonstrated passion, tenacity, confidence, subject knowledge, critical thinking, the setting of high standards and being able to challenge and influence others. These characteristics, skills and behaviours should be considered in the selection and assessment guidance and criteria for APs.</td>
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<tr>
<td><strong>Selection processes and diversity of APs</strong></td>
<td>Selection processes for the AP role need to be rigorous to select APs with the required skills and abilities (such as those listed above) to successfully perform the role. Recruitment processes need to be open, fair and transparent and the equity of access to the role and diversity of APs monitored in order to guard against perceptions of unfairness and any further disproportionate representation of groups already underrepresented in policing, such as BME officers.</td>
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<td><strong>Supportive force context</strong></td>
<td>The evaluation suggests that the lack of a senior officer engaged with the pilot can hinder the influence of APs. This suggests that a senior sponsor to oversee the strategic introduction of APs could provide operational credibility and support. Too many initiatives was an issue for some forces and APs. Anticipating and mapping where the links of the AP contribution will be both within the force and nationally, for example with wider workforce transformation, could identify the support required and connections that need to be made.</td>
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| **Learning points on what needs to be in place to introduce the role in forces** | Findings from the evaluation suggest the following should be considered prior to introducing the role in forces, and could be covered in a review of force readiness that could be conducted by the College:  
  - Areas of practice of APs – selection of roles to recruit to (priority areas). |
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<tr>
<th>Theme</th>
<th>Key learning points from the evaluation</th>
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<tr>
<td></td>
<td>• Recruitment and selection processes followed to select APs with the skills, knowledge and competencies as set out above.</td>
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<td>• Induction for APs so they are supported from the outset.</td>
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<td>• Communications – clear, effective communications about the role to ensure visibility of APs and understanding of the role within the force both at the recruitment stage and to support the successful performance of APs.</td>
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<td></td>
<td>• Performance review and PDRs – to review the difference or impact that APs were having in their force.</td>
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<td></td>
<td>• Force lead role to ensure APs get the management support needed and key people in force who have influence in the AP’s area of practice are on board and supportive.</td>
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<tr>
<td>Further learning points for how the role needs to be rewarded and supported at a national level</td>
<td>• Pay and reward was often cited by APs as the appropriate reward, but force leads expressed concern about competing resource requirements.</td>
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<td>• Evidence based approaches, research capture and experimentation would need to be supported and encouraged – given that examples of evidence based policing in the achievements of APs were generally limited, although many were taking problem solving approaches.</td>
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<td>• The College could facilitate networks of APs, supporting APs’ involvement in national work in their area of practice and ensuring appropriate connections are made at a national level, eg, between APs and relevant College policing standards managers. This could support the furthering practice domain of the role in particular.</td>
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Appendix A: The pilot

A1.1 Pilot aims

In response to the Leadership Review recommendation, the Advanced Practitioner Pilot was established by the College with the following aims:

a. To determine the viability of establishing advanced practitioners in policing: the pilot will determine whether the advanced practitioner concept is viable and whether the aims within the Police Leadership Review, recommendation 8, can be realised.

b. To develop the best model/approaches for advanced practitioners in policing: the learning during the pilot will inform the best model/approaches that could lead to a full scale roll out, for officers and staff, taking account of national and local needs.

c. To secure high levels of force involvement: ensuring that a wide range of forces operating in different contexts are involved so that:
   i. as much evidence as possible to support the design of the final model is gathered and that there is an inclusive approach to the pilot
   ii. the advanced practitioner model can be developed to be consistent whilst enabling local flexibility within forces.

d. To ensure that cross-sector learning is applied: learning from other sectors will be applied to the pilot, contributing to the evidence base, demonstrating and valuing engagement beyond policing.

e. To gain evidence of impact: evidence from the pilot shows how the advanced practitioner role can impact on policing.

A1.2 The advanced practitioner role

A definition of the AP role was developed by the College. It was informed by work undertaken by Hay Group consultants who the College commissioned to review AP roles in other professions, and to present possible operating models for policing. This definition was subsequently presented to, and agreed with, forces that opted to participate in the pilot.

One of the purposes of the pilot is to refine and explore the suitability of the role definition. The original definition, referenced during the first stages of the evaluation of the pilot, is presented below. The definition will be continually reviewed and revised as the pilot progresses, informed by initial stakeholder feedback. Box 1 sets out the original definition
agreed with forces and referenced by APs throughout this report. Box 2 sets out the working definition, which was developed after fieldwork that has informed this report.

Box 1. AP role definition (July 2017)

<table>
<thead>
<tr>
<th>AP role definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advanced practitioner role aims to provide a lateral career opportunity for constables that recognises professional expertise, independent of seniority. An advanced practitioner will:</td>
</tr>
<tr>
<td>- Undertake the role as an integral part of their job</td>
</tr>
<tr>
<td>- Take a leading role within a practice area, providing a higher level of front line skill and expertise to meet local policing needs</td>
</tr>
<tr>
<td>- Improve policing practice in the force and beyond through using research, building an evidence base, collaboration, coaching, team building, networking and support</td>
</tr>
<tr>
<td>- Ensure that policing practices are kept up date and at the forefront of current thinking, professionalising practices, raising standards, promoting a culture of continuous improvement and supporting the development of others. Supporting policing locally and nationally</td>
</tr>
</tbody>
</table>

What the role isn’t:

- The role is not a threshold that all officers and staff progress through, it is intended for people who apply and are selected against specific eligibility criteria to undertake a specific role in the context of lateral development |
- It is not a talent management programme to identify a pool of people for future promotion |
- It is not about specialist roles, it is about expertise. For example a constable may have some specialist responsibilities but not be an advanced practitioner |
- It’s not doing 2 jobs, its integrating the advanced practitioner role and activities into the day job |
Introduction

This document provides a draft definition that will be further developed to establish the final definition of an advanced practitioner in policing. This definition is intended to define what all advanced practitioners do regardless of the field or rank/grade they are operating in.

What is an advanced practitioner?

The role of advanced practitioner provides a lateral career opportunity for officers and staff, recognising and rewarding professional expertise, independent of seniority.

An advanced practitioner undertakes their primary policing role at an enhanced level in a specified field of practice. They are recognised as a ‘go to’ person in their force who supports and develops others and contributes to the furthering of police practice both within and beyond their force.

As an advanced practitioner they will be recognised as a ‘self-starter’ who is able to work autonomously with minimal supervision.

The objectives that an advanced practitioner will have a clear and direct link to the strategic goals or priorities of their force. In order to be selected as an advanced practitioner they will be operating on a day to day basis in their field of practice and operating at the level expected of an advanced practitioner.

Regardless of the field they are operating in advanced practitioners should be active in 3 domains of practice; primary policing role performed at an enhanced level, developing and supporting others, furthering practice.

Whilst the balance of time spent on each of these aspects is flexible and will vary, all must be present to be considered an advanced practitioner.
The three domains of advanced practice.

Examples of the types of activity an advanced practitioner will undertake in performing their role are listed below. It should be noted that this is not an exhaustive list and it is not expected that an advanced practitioner will be performing all of these activities concurrently.

**Primary policing role performed at an enhanced level**

The advanced practitioner is recognised for consistently undertaking their primary policing role in their force at an enhanced level and is acknowledged as a ‘go-to’ person in their field of practice that others seek advice from. The advanced practitioner:

- Develops and furthers their own knowledge and skills in their own field of practice.
- Leads on complex/technical work in their field of practice, working with minimal supervision.
- Acts as an adviser in force, contributing to decision making in relation to most effective service delivery and/or best use of resources.
- Collaborates with internal and external partners within their field of practice to ensure good practice is shared and implemented.
- Influences practice, drives change and improvement within and beyond their force.
- Independently generates, manages and prioritises their own workload.
Developing and supporting others

The AP is recognised as an expert in their force, supporting and developing others in their field of practice. The advanced practitioner:

- Enhances the capabilities of others within and outside of their force through proactively sharing their knowledge and skills in a planned and structured way.
- Influences and informs the content or delivery of training in their field of practice.

Furthering practice

The advanced practitioner contributes to the furthering of policing practice in their field of practice. The advanced practitioner:

- Assesses current working practices, developing recommendations to improve processes, procedures and practices.
- Develops good practice and contributes to the evidence base of their field of practice.
- Participates in networks of good practice contributing to the development of good practice and an evidence base.
- Anticipates and evaluates developments in their field of practice.
- Participates in local and national groups and bodies which develop guidance in their field of practice.

In performing their role effectively the advanced practitioner will have the ability to:

- Analyse and critically evaluate knowledge, learning, techniques and practices.
- Credibly influence others at all ranks/grades within and beyond their force.
- Respond flexibly to changing needs, circumstances and developments.
- Collaborate constructively and sensitively with colleagues and partners within and beyond their force.
- Communicate confidently and effectively.
- Constructively challenge others at all ranks/grades within and beyond their force.
- Reflect on their own and others’ practices and approaches.
A1.3 Introducing the pilot in forces

Timescale

The AP pilot introduced the AP role in seven police forces, operating as six pilot areas. An information day was held with forces on 4 October 2016 in Ryton, with those interested in participating required to confirm their participation and agree to the terms of the pilot by 28 October 2016.

An application process for prospective APs was subsequently launched in November 2016 and ran through to January 2017. The first of four national AP conferences was held on 6 March 2017 to mark the launch of the pilot for practitioners. A final conference was held in July 2018, with the pilot ending in September 2018.

Implementation

Participating forces agreed to the aims of the pilot and definition of the role as described in the programme handbook. APs were also required to focus on a nationally agreed area of practice. These were:

- Emergency response.
- Public protection.
- Vulnerability.
- Local community policing.
- Investigation.
- Technology in policing.

Within these parameters, forces were able to implement the AP role in a way that suits their local needs. Consequently, there is variation between (and within) forces in how they have chosen to implement it. For example, individual forces are introducing APs in various roles across different teams and geographic locations. Outcomes may therefore differ in each force as APs will be operating in different contexts with potentially different mechanisms influencing their potential success.

There were 73 APs across the six pilot areas at the start of the pilot, however, 11 were known to have withdrawn over the course of the pilot so far. In several cases, the withdrawal

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33 South Yorkshire and Humberside working as one pilot area, meaning there are six force leads for the pilot.
34 One force asked to focus on tutor constables, which was agreed with the College.
of these APs occurred after fieldwork was completed in August 2017. Discussions with force leads during project working group meetings indicates that the reasons for withdrawal are reflected in the challenges section of the report but are also down to individuals moving post. Table 1 below shows the number of APs in each force.

Table A1

Number of APs in each force in March 2017

<table>
<thead>
<tr>
<th>Force</th>
<th>Number of APs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheshire</td>
<td>8</td>
</tr>
<tr>
<td>Lancashire</td>
<td>10*</td>
</tr>
<tr>
<td>MPS</td>
<td>12</td>
</tr>
<tr>
<td>South Yorkshire and Humberside</td>
<td>10</td>
</tr>
<tr>
<td>Thames Valley Police</td>
<td>22</td>
</tr>
<tr>
<td>West Yorkshire</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
</tr>
</tbody>
</table>

Source: pilot force leads.

*Four additional APs were recruited at a later date during the pilot.
Appendix B: Evaluation approach

B.1 Overall design

This evaluation sought to determine how the AP role has been interpreted in each force and by individual APs. It considered what lessons can be drawn from the pilot and how these might be applied for any national rollout or to other ranks.

The definition and degree of direction on the AP role provided by the College gave forces flexibility in how they interpreted and delivered this pilot. Given the flexibility granted to forces in their implementation of the role, the evaluation could not seek to assess objective measures of impact or test through experimentation which model of delivery is most effective.

The intention was that the iterative development of the AP model by the College project lead would be informed by the evaluation during the pilot. With the role definition and AP model expected to evolve during the pilot, an action research informed approach was adopted to ensure that emerging findings are regularly communicated to the College project lead. This allowed for any emerging issues, such as practitioner withdrawal from the pilot or implementation concerns, to be flagged with the project lead.

B.2 Research questions

Initial research questions were agreed with force leads and revised to reflect current understanding of the pilot and implementation:

1. What are the key features and parameters of the AP role introduced in forces?
2. What are the key characteristics of the APs?
3. How has the AP pilot been implemented in each force?
4. To what extent is the recruitment of APs perceived to be fair?
5. What are the perceived impacts of the AP role? (Positive/negative and intended/unintended.)
6. What are the factors that appear to be associated with positive outcomes of the AP role?
7. What changes/improvements could be made to the role and how it is introduced?
8. What lessons from the pilot could be applied to other ranks and roles in policing?
B.3 Methodology

To address these questions, four strands of activity are being pursued.

1. **Questionnaires** for a) applicants and b) those eligible but who did not apply were undertaken in May and June 2017. The purpose of these questionnaires was to seek feedback on the recruitment process. All applicants, both successful and unsuccessful, were asked to complete the survey. Force leads were asked to circulate the questionnaire to PCs eligible for the pilot but did not apply.

2. **Reflective journal**: All APs have been asked to complete a reflective journal at two time points, coinciding with the national conferences: June 2017 and March 2018. The information provided at the first time point concentrates on aims, objectives, challenges and support, and at the second stage, on achievements and outcomes.

3. **In depth interviews** with a sample of APs were completed in August 2017. These initial interviews focused on undertaking the role, initial achievements, challenges, and views on reward and recognition. Force leads in all six pilot areas were also interviewed in August 2017.

4. **Four focus groups** with APs were run with all those attending the second national conference in July 2017. These focus groups sought views on the definition and initial challenges and successes. Four further focus groups were conducted at the third national AP conference in March 2018. Focus groups were split into areas of job role, with those with similar roles grouped together. The groups consisted of force leads, AP response officers, AP neighbourhood and specialist roles and APs in investigation roles/protecting vulnerable people. The discussions explored experiences and achievements of APs against the revised definition of the role and lessons for roll out.

5. **Case study interviews**: Six APs were identified for further in-depth case study research in April/May 2018. Case study APs were selected through a combination of: reviewing reflective journal entries for examples of activities that demonstrated new competencies for the role being achieved; effectiveness in the role as described in stage 1 interviews; and views of force leads on those they perceived to be effective in the role. For each case study AP, interviews were conducted with the force lead, the AP and line managers or senior officers/colleagues with whom the AP has worked with as part of their role. As well as focusing on the achievements of the case study APs, the interviews with the force leads also covered reflections on lessons that can be drawn from the pilot more generally.
6. **Interviews with senior stakeholders** were conducted towards the end of the pilot (June to August 2018). Interviewees were senior leaders within three of the pilot forces. The interviews focused on their views about the AP role and lessons that can be drawn from the pilot.

7. **End of pilot survey**: At the later stages of the pilot, evidence was required on the reasons for withdrawal and the level of engagement of APs on the pilot. Evidence from force pilot leads suggested that up to 23 APs had withdrawn from the pilot by March 2018 and the survey sought to gather information on reasons for this. In addition, existing evidence from interviews, focus groups, and attendance at the conferences suggested that while some APs may not have formally withdrawn, they may have been only loosely engaged with the pilot and not performing the role consistently. The end of the pilot survey also provided the opportunity for APs to provide final views on the benefits or positive/negative outcomes associated with the pilot. A short survey was issued to all APs at the end of the pilot. This approach was preferred to a final request to complete the reflective journal as originally intended, due to ease of completion and a likely higher response rate.

Further details of each of these strands of the evaluation method, including limitations and numbers of interviews and response rates to the surveys, are provided in table 2 in the main findings (section 2) of this report.
Appendix C: Applicant and non-applicant survey findings

The College of Policing administered a survey of all applicants to the AP role in June 2017, both successful and unsuccessful. The survey covered perceptions of the AP recruitment and selection process and views about the AP role. The total number of respondents was 67 applicants (45 successful and 22 unsuccessful).

Part 1: Successful and unsuccessful applicants

Both successful and unsuccessful applicants were sent the applicant survey in June 2017. The survey link was sent via email from the College of Policing to each of the applicants to the AP pilot.

Figure C.1. Number of respondents to the applicant survey from each pilot site

![Number of respondents to the applicant survey from each pilot site](image)

Total number of successful applicant respondents = 45

Total number of unsuccessful applicant respondents = 22
Figure C.2. Method of receiving information about the pilot – successful applicants

Total number of respondents = 45. Respondents able to select more than one answer to this question.

Figure C.3. Method of receiving information about the pilot – unsuccessful applicants

Total number of respondents = 22. Respondents able to select more than one answer to this question.

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35 Force advertising included force intranet.
Figure C.4. Reasons for applying to the AP role – successful applicants

- **45 respondents to the question. Number of respondents who ticked each reason.**
  - 31 - The opportunity to demonstrate and gain recognition for my expertise
  - 26 - The opportunity to influence improvements to policing practice
  - 22 - Being able to encourage and develop others
  - 19 - The chance to participate in the pilot and contribute to the development of the Advanced Practitioner role
  - 16 - The opportunity for lateral development without having to be promoted to a higher position
  - 14 - I could continue in my current role while undertaking the AP
  - 12 - The opportunity to gain new skills
  - 9 - The opportunity to work with others across your force and with those in partner organisations
  - 7 - The chance to undertake research in an area of policing practice
  - 8 - The opportunity to take on a leading role as a PC
  - 2 - Other (Including Studying for my masters and think it will help; Develop my CV for when I leave the Police)

Figure C.5. Reasons for applying to the AP role – unsuccessful applicants

- **22 total respondents to the question. Number of respondents who ticked each reason**
  - 17 – Being able to encourage and develop others
  - 14 - The opportunity to influence improvements to policing practice
  - 13 - The opportunity to demonstrate and gain recognition for my expertise
  - 10 - The opportunity for lateral development without having to be promoted to a higher position
  - 7 – The chance to participate in the pilot and contribute to the development of the Advanced Practitioner role
  - 5 - The opportunity to gain new skills
  - 5 - The opportunity to take on a leading role as a PC
  - 3 – I could continue in my current role while undertaking the AP
  - 3 - The chance to undertake research in an area of policing practice
  - 2 - The opportunity to work with others across your force and with those in partner organisations

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36 Respondents able to select more than one reason for C4 and C5.
Figure C.6. Level of agreement with statements about lateral career development and attractiveness of the role – successful applicants

Total number of respondents = 45

Figure C.7. Level of agreement with statements about lateral career development and attractiveness of the role – unsuccessful applicants

Total number of respondents = 22
Figure C.8. Views on fairness of the application process – successful applicants

Total number of respondents = 45

Figure C.9. Views on fairness of the application process – unsuccessful applicants

Total number of respondents = 22
Figure C.10. Reasons people thought the application process was unfair – unsuccessful applicants

- Lack of guidance on what is expected in both application process and role.
- No feedback on why unsuccessful/why others were chosen (even when considered already doing AP role).
- Politically motivated.
- Unsuccessful as not a tutor constable.
- Area of expertise not on the list which was surprising based on the emphasis on early action/victim support.
- Officer told they had an interview then told they were unable to apply.

Figure C.11. Level of agreement with statements about the expression of interest – successful applicants

There was enough information provided about the role before you applied

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had enough support from my line manager when completing my expression of interest</td>
<td>18 10 12 3</td>
</tr>
<tr>
<td>The expression of interest allowed me to demonstrate my suitability for the role effectively</td>
<td>9 25 8 3</td>
</tr>
<tr>
<td>The expression of interest form was clear to complete</td>
<td>10 24 6 4</td>
</tr>
<tr>
<td>There was enough time provided to complete the expression of interest</td>
<td>10 21 1 9 4</td>
</tr>
<tr>
<td>There was enough information provided about the role before you applied</td>
<td>13 8 19 4</td>
</tr>
</tbody>
</table>

Total number of respondents = 45
Figure C.12. Level of agreement with statements about the expression of interest – unsuccessful applicants

Total number of respondents = 22

Figure C.13. Ways to improve the application process – successful applicants

Respondents were asked to choose one answer to the following question: Which of the following would be the most effective way to improve the application process in the future?

Total number of respondents = 45
Figure C.14. Ways to improve the application process – unsuccessful applicants

Respondents were asked to choose one answer to the following question: Which of the following would be the most effective way to improve the application process in the future?

- Details of how the expression of interest and presentation would be assessed
- Support in writing the expression of interest e.g. help to provide suitable evidence
- More information provided about what is expected, such as experience and skills required for the role
- More information provided about the role and what is involved
- More time given to complete the expression of interest
- Support in writing the expression of interest e.g. help to provide suitable evidence
- Details of how the expression of interest and presentation would be assessed
- Not applicable
- Other

Total number of respondents = 22
Part 2: Characteristics and background of successful applicants

Figure C.15. Role in policing of successful applicants

<table>
<thead>
<tr>
<th>Area of practice</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency response</td>
<td>16</td>
</tr>
<tr>
<td>Public protection</td>
<td>8</td>
</tr>
<tr>
<td>Investigation</td>
<td>6</td>
</tr>
<tr>
<td>Local community policing</td>
<td>4</td>
</tr>
<tr>
<td>Vulnerability</td>
<td>4</td>
</tr>
<tr>
<td>Technology in policing</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

Total number of respondents = 45

Figure C.16. Long-term career aspirations – successful applicants

<table>
<thead>
<tr>
<th>Aspirations</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist role as PC/DC</td>
<td>13</td>
</tr>
<tr>
<td>Undecided at present</td>
<td>9</td>
</tr>
<tr>
<td>Remain as PC/DC</td>
<td>6</td>
</tr>
<tr>
<td>Promotion as far as Inspector</td>
<td>6</td>
</tr>
<tr>
<td>Promotion as far as Sergeant</td>
<td>5</td>
</tr>
<tr>
<td>Promotion as far as Superintendent</td>
<td>3</td>
</tr>
<tr>
<td>Seek alternative employment</td>
<td>2</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>1</td>
</tr>
</tbody>
</table>

Total number of respondents = 45
**Figure C.17. Age – successful applicants**

Total number of respondents = 45

**Figure C.18. Ethnicity – successful applicants**

Total number of respondents = 45
Figure C.19. Those who consider themselves to have a disability – successful applicants

Total number of respondents = 45

Figure C.20. Gender – successful applicants

Total number of respondents = 45
Part 3: Non-applicant survey

Constables eligible to apply for the AP pilot role but did not do so were sent the non-applicant survey in May 2017. The survey link was distributed to potential applicants by their pilot force lead.

Figure C.21. Number of respondents

![Number of respondents graph]

Total number of respondents = 149

Figure C.22. Awareness of the AP Pilot

![Awareness of the AP Pilot graph]

Total number of respondents = 149
Figure C.23. Reasons for not applying

Respondents were asked to respond to the following question by selecting all options that applied to them: Which of the following reflect your reason(s) for not applying for the advanced practitioner role? Please read all options and select those that apply to you.

![Reasons for not applying chart]

Total number of respondents = 110. Those who were not aware of the AP pilot were excluded from this question.

Figure C.24. Some examples of responses of those who selected ‘other’ for reasons for not applying to the AP role.

- 41 total respondents selected the ‘other’ option.
- Area of expertise was not sought/role not eligible
- Tight timescale for application
- Prevented from applying
- Unaware of an application process
- Sickness/attendance criteria
- Officers already chosen before the application process started
- Heard about it too late/missed the internal deadline
- Not enough information
- Skills did not meet criteria
- Missed out on a necessary training qualification
- Would not be able to fulfil AP role alongside current role
- Unaware of the role – only heard about it afterwards
Figure C.25. Level of agreement with statements about lateral career development and role attractiveness – non-applicants

Total number of respondents = 149
Appendix D: End of pilot survey – findings

- In total, 52 APs responded to the final survey in July to August 2018 seeking views on APs' engagement with the pilot and pilot outcomes.
- Of these 52, just under half (n=25) said they had performed the AP role for over a year. However, 11 said they never got started and 10 remained as an AP for up to six months. The remaining six performed the role between six months to one year.
- APs were asked whether participating in the pilot contributed to an increase in their job satisfaction, motivation and recognition, and responses to these questions are set out in the charts below.

Figure D.1. AP end of pilot survey respondents' views about increases in job satisfaction – by length of time on the pilot

Respondents were asked the extent to which they agree with the statement:
I feel that participating in the Advanced Practitioner Pilot has contributed to an increase in my job satisfaction.

![Survey chart showing responses by length of time on the pilot]

Number of respondents who never got started = 11

37 Survey responses from those who said they never got started in the AP role are not included in these figures.
Number of respondents who performed the AP role up to and over one year = 41

Total number of respondents = 52

Figure D.2. AP end of pilot survey respondents’ views on increases in motivation – by length of time on the pilot

Respondents were asked the extent to which they agree with the statement: I feel that participating in the Advanced Practitioner Pilot has contributed to an increase in my motivation.

Number of respondents who never got started = 11

Number of respondents who performed the AP role up to and over one year = 41

Total number of respondents = 52
Figure D.3. AP end of pilot survey respondents' views on recognition for their work – by length of time on the pilot:

Respondents were asked the extent to which they agree with the statement: I feel that participating in the Advanced Practitioner Pilot has contributed to an increased recognition for the work that I do.

Number of respondents who never got started = 11
Number of respondents who performed the AP role up to and over one year = 41
Total number of respondents = 52
Figure D.4. AP end of pilot survey respondents' views about further development of their knowledge – by length of time on the pilot

Respondents were asked the extent to which they agree with the statement: I feel that participating in the Advanced Practitioner Pilot has contributed to my further development of knowledge of my area of practice.

Number of respondents who never got started = 11

Number of respondents who performed the AP role up to and over one year = 41

Total number of respondents = 52
Figure D.5. AP end of pilot survey respondents’ views about increased understanding of the College – by length of time on the pilot

Respondents were asked the extent to which they agree with the statement: I feel that participating in the Advanced Practitioner Pilot has contributed to a better understanding of the College of Policing.

Number of respondents who never got started = 11

Number of respondents who performed the AP role up to and over one year = 41

Total number of respondents = 52
Figure D.6. AP end of pilot survey respondents’ views about their contributions through performing their primary role at an enhanced level – by length of time on the pilot

Respondents were asked the extent to which they agree with the statement: I feel that participating in the Advanced Practitioner Pilot has contributed to positive impacts on operational policing through performing my primary role at an enhanced level.

Number of respondents who never got started = 11

Number of respondents who performed the AP role up to and over one year = 41

Total number of respondents = 52
Figure D.7. AP end of pilot survey respondents’ views about their contributions through developing others – by length of time on the pilot

Respondents were asked the extent to which they agree with the statement: I feel that participating in the Advanced Practitioner Pilot has contributed to positive impacts on operational policing through my development of others.

Number of respondents who never got started = 11

Number of respondents who performed the AP role up to and over one year = 41

Total number of respondents = 52
Figure D.8. AP end of pilot survey respondents’ views about their contributions though furthering practice – by length of time on the pilot:

Respondents were asked the extent to which they agree with the statement: I feel that participating in the Advanced Practitioner Pilot has contributed to positive impacts on operational policing through my furthering practice.

Number of respondents who never got started = 11

Number of respondents who performed the AP role for up to and over one year = 41

Total number of respondents = 52
**Advanced Practitioner Pilot case study 1**

**Role:** Police constable

**Area of practice:** Emergency response

**Factors for success**

**Support and context within the force**
- Backing from chief inspector when applying.
- Dedicated time to focus on the tutoring aspect of the role.

**AP’s personal skills and abilities**
- Interest in developing own CPD.
- Extensive experience across a range of policing roles.
- Empathy and listening skills.
- Setting of high standards.
- Passion to develop others.

**Outcomes**

**For self**
- Networking with other APs.

**For force and policing**
- Improved the practice, wellbeing and performance of officers who were struggling, thereby supporting the resource capability of response teams.

**‘Golden hour’ operational leadership**

“I turned up at five terraced houses that were on fire. We’re talking evacuation plans, I was considering whether to declare it a major incident. I’m already onto the control room saying “Right, I need a contingency plan because we’re going to need to re-home five families, get onto the local authority, because that will form the definition of a major incident. Here’s the access and egress routes for all the fire engines because I cleared the street. I’ve got road closures…to make sure”. And then 25 minutes later, the sergeant turns up and takes over from me and sort of looking at me going “You’ve pretty much done everything I was going to do.”” (AP)

**Performing primary policing role at enhanced level**
- Capability to work with autonomy and ‘get on with the job’, trusted by sergeants to work independently with minimal supervision.
- Ability to take control at incidents, showing operational leadership by directing other officers and staff.

**Furthering practice**
- Developed a framework to help response officers with their decision making when attending incidents.
- Promotes good practice within the local unit; improving the way individuals undertake their response role.

**Developing others**
- Addressed a need within the force to provide support to inexperienced officers.
- Developed constables who are struggling or require additional support, through tutoring, coaching and mentoring.

‘That level of experience that he has, that golden hour response policing, and the example he sets, and the experience he’s got…[he] can pass on to younger officers and demonstrate what to do.’ (Superintendent)

‘A lot of them were getting quite stressed with workloads, increasing workloads and stuff, and [he] was just the right man to help them get through that.’ (Superintendent)

‘I just look at certain individuals where he’s had an influence and I definitely saw a marked improvement and development in them.’ (Superintendent)

‘What [he] did was, he came up with a structure whereby he would continue to tutor and develop from a distance, work with those officers… and support their development.’ (Pilot force lead)
Advanced Practitioner Pilot case study 2

**Role:** Police constable

**Area of practice:** Local policing, police liaison co-ordinator

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**Factors for success**

**Support and context within the force**

- Network of peer support from other APs and colleagues.
- Has undertaken work off duty in order to manage time and workload.

**AP’s personal skills and abilities**

- Takes initiative and works independently.
- Passion, vision and enthusiasm.
- Recognises knowledge and skills of others and delegates.

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**Example of AP achievement:**

The AP has formalised the Police Liaison Officer (PLO) function and the way PLOs are deployed in force. This has involved creating a selection procedure and accreditation process to ensure that the right people are recruited to the role. She has also written a standard operating procedure for the PLO role to ensure that the role is undertaken consistently. This has helped the AP advise a new silver commander of the process for utilising and deploying a PLO for high profile protests. She has also introduced a recording system (CLIO) that has assisted the running of operations and provided accurate information. The function of PLOs in force have now been recognised both regionally and nationally.

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**Performing primary policing role at enhanced level**

- Performs forward liaison with protest groups pre-event – making contacts, building information packages for gold and silver commanders that feed into threat and risk assessment.
- Manages PLO resourcing for operations and decides who is suitable for certain protests.
- Responsible for the welfare of officers, putting procedures in place to protect them and producing records of engagement.

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**Furthering practice**

- Has worked closely with neighbouring forces to build their PLO capability, including sharing of practice, resources and expertise.
- Influences the policing of unfamiliar protests in a nearby force by mentoring the PLO, providing advice and guidance.
- Has learned from other forces who face different protests to inform own practice.

**Developing others**

- Ensures CPD is in place for PLOs who are being deployed.
- Organises formal debriefing for PLOs – this ensures mistakes are not repeated and improvements for future deployment can be made.
- Has established links with Public Order Training in the force to provide one-to-one mentoring for PLOs to support their ongoing development.

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**Outcomes**

**For self**

- Increased confidence in public speaking.
- Now holds the rank of temporary sergeant.

**For force and policing**

- Operations able to run smoothly in AP’s absence.
- Standardised procedures have led to consistent practice, regardless of personnel on duty.
- Provided accurate liaison contact data for FOI requests.

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‘I’ve been able to leave now two operations where they have been run effectively without me having to have any involvement because of the process of training with the technology that we’ve got now to record protest activity. It’s a system called CLIO that they are updating automatically themselves without any involvement from me.’ (AP)

‘She’s spent a lot of time going out, speaking with other forces, with other SPOCs, a PLO in neighbouring forces, but not just neighbouring, she’s been down in London. She’s really, really seeking to tap into best practice wherever she can find it.’ (Police sergeant)

‘I also look at welfare of the PLOs, impact of working hours, impact of working with certain protest groups, and if needs be I will step in and I will put procedures in place to protect the PLOs. I work with their first line supervisors because I become their supervisor in absence of their own line management.’ (AP)

‘I think again, [the AP] has worked on promoting that role nationally and the importance of that role and what people need to be aware of if they’re undertaking that role, or the skills that are needed as well for the role. I think she’s really changed the role beyond all recognition.’ (Pilot force lead)
Advanced Practitioner Pilot case study 3

Role: Detective constable
Area of practice: Investigation, disclosure

Factors for success
Support and context within the force
- Has been given time to perform role.
- Has received support from senior leaders and managers to overcome barriers.

AP’s personal skills and abilities
- Communication.
- Knowledge in subject area.
- Methodical in approach.
- Determination, enthusiasm and passion.

Example of AP achievement:
The AP has worked with the training department to update and revise current training in relation to disclosure. This has led to the creation and delivery of new learning products and enhanced training packages in force. This training is informed by national best practice, drawn from the different groups that he attends and the College of Policing, and is for those working on a serious and complex level.

‘But from my point of view, as far as highlighting to the organisation and keeping everybody informed, everybody is aware that [he] is the expert in that area, the go-to person.’ (Pilot force lead)

Performing primary policing role at enhanced level
- Involved in feeding into number of national working groups such as the Disclosure Working Group and for the HOLMES computer system, as well as bringing back good practice to his force.
- Makes himself available as the go-to person and offers advice on any issues colleagues may have with investigations.

Outcomes
For self
- Increased job satisfaction and motivation.
- Confidence in developing and delivering training.
- Learnt about the College and its benefits.

For force and policing
- Improving awareness and practice around getting disclosure ‘right’.

Furthering practice
- Contributes to work done by other forces in response to the national disclosure plan.
- Created an information sharing template for use with the Crown Prosecution Service (CPS), which has provided a solution to the production of disclosure management documents.

Developing others
- Circulates learning from national working groups in force and proactively shares knowledge around disclosure on force intranet.
- Involved in revising training in area of practice, including development and delivery.
- Develops officers’ skills and knowledge around specific areas of disclosure.

‘And the feedback from people who’ve had the training’s been positive so, yeah, I think that’s probably the biggest achievement so far, that training.’ (AP)

‘And yes, well I think he’s obviously very passionate about his area of work and this is like, I suppose characteristics that I can see across all our Advanced Practitioners, is that they are passionate about their particular area of work.’ (Pilot force lead)

‘Then also, what we’ve done in relation to the disclosure management document that now has to be produced by the Crown Prosecution Service, [The AP] has looked and offered up solutions as to how we can give the information that CPS need to produce their disclosure management document.’ (Detective superintendent)
**Advanced Practitioner Pilot case study 4**

**Role:** Police constable  
**Area of practice:** Local policing, licensing – policing the night time economy

**Factors for success**

**Support and context within the force**
- Management support.
- Scope to manage own time to perform the AP role.
- Area of practice a force priority (violent crime).

**AP’s personal skills and abilities**
- Passion and drive to solve problems; self starter.
- In-depth subject knowledge and niche area of expertise.
- Leadership, presentation and training delivery skills.
- Ability to build reputation using AP job title.

**Example of AP achievement:**
Using expertise he had developed in one local police area, the AP’s role has become much more diverse since becoming an AP. He now supports local police areas across his force to reduce night time economy related crime and disorder through use of the Licensing Act and working in partnership with businesses and local authorities. For example, the AP has provided support and advice which has led to successfully tackling a crime and disorder problem occurring regularly at 5/6am in another town.

**Performing primary policing role at enhanced level**
- Provides advice and disseminates information across the force on use of licensing to reduce crime and disorder.
- Develops strategy and leads police operations to tackle night time economy related disorders.
- Continuing development of own knowledge of licensing.

**Furthering practice**
Informs force strategy, national standards and legislation on licensing through:
- development of a framework of measures on policing night time economy in the force
- representation on NPCC working group.

**Developing others**
- Develops and delivers training within the force and informs the content of national training on licensing and policing the night time economy.
- Mentors other local policing teams to develop their expertise in use of licensing and partnership work to reduce crime and disorder.

**Outcomes**
**For self**
- Job satisfaction.
- Personal development (working towards licensing qualification).

**For force and policing**
- Reduced demand on force resources.
- Building consistent practice across force.
- Influenced force and national strategy.

‘I actively take part in the management of our Nightsafe operation both developing the operational strategy, briefing officers and performing a bronze role whereby I control the operation via the CCTV suite.’ (AP)

‘Most of it is down to his enthusiasm for the role and … the support he gets from the police area around his role. I put licensing very much at the centre of our demand reduction in [the town].’ (Area commander)

‘The work he’s doing wider is reducing the need for our resources to be drawn away… it’s supporting some force-wide initiatives around demand reduction, so it’s having a real big impact.’ (Area commander)

‘[The AP] is able to do the national lead bits and pieces, which if we had a dedicated licensing inspector they would quite probably do. He is vital for me.’ (Force local policing lead)

‘Within 3 to 4 weeks I was able to make an immediate impact by proactively using enforcement to close down a problem premises and restrict the operation of another. There is still further work to be done in the area but very few incidents now occur beyond 3-4am, saving both time and resources.’ (AP)
## Advanced Practitioner Pilot case study 5

**Role:** Detective constable  
**Area of practice:** Public protection

### Factors for success

**Support and context within the force**
- Backing from senior officers to establish stalking clinics.

**AP’s personal skills and abilities**
- Critical thinking, analytical skills.
- Extensive subject knowledge informed by research.
- Tenacity and passion to improve outcomes for victims.
- Self motivated and autonomous in managing workload.
- Confidence to challenge others.

### Example of AP achievement:

The AP has been pivotal in creating a multi-agency unit in his force to improve the management of stalking perpetrators by agencies and the support provided to victims. He took a leading role in drafting the successful bid to the Police Transformation Fund, effectively co-ordinating different stakeholders. This resulted in £4.1m being secured to fund the unit and similar units in two other forces. The unit builds on the AP’s work and data gathering when running multi-agency clinics. The unit has furthered policing practice by creating a fully integrated, co-located unit which seeks to address the root causes of stalking behaviour through an understanding of the psychology of perpetrators. Coupled with widespread training of officers to raise awareness of stalking, the whole approach to managing risk and supporting stalking victims in the force has been radically changed.

### Outcomes

**For self**
- Recognition and endorsement of the high level of expertise held.
- Increased profile within force and nationally.

**For force and policing**
- Increased understanding of coercive and controlling behaviours.
- Retention of expertise.
- Improving the approach to managing stalking perpetrators and supporting victims.

### Performing primary policing role at enhanced level

- Acts as an advisor to peers on stalking cases and to senior officers’ strategic approaches.
- Works collaboratively with partners.
- Continually furthers knowledge by keeping up to date with subject matter research.

### Furthering practice

- Championing a new approach to the way stalking and harassment is policed across the force.
- Uses data and evidence to inform decisions around managing risk.
- Advises on national steering groups.

### Developing others

- Written and delivered training to police officers and other professions.
- Consistently acts as a point of contact and supports officers on domestic abuse and stalking cases.
- Provided written guidance for frontline officers to raise awareness of stalking.

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‘When you hear [him] speak, the passion comes out of him. You get sucked in by his knowledge, and you want to know more. So it’s his character, his passion for the subject, his desire to make a difference. And his constant development of himself in terms of worldwide learning.’ (Chief inspector)

‘Police officers who have attended training have a greater understanding of what stalking is, and are much more confident ‘criming’ [recording] offences for stalking as they have that knowledge now.’ (Forensic psychologist)

‘His approach is really innovative in terms of understanding the psychology, why people do things, and let’s look at doing things differently.’ (Chief inspector)

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Advanced Practitioner Pilot case study 6

Role: Police constable
Area of practice: Emergency response

Factors for success
Support and context within the force
- Support from force lead, sergeants, inspector, area commander and ACC.
- Permission to try new ideas.
- Time to perform the AP role.
- Mutual support from response APs in other forces.

AP's personal skills and abilities
- Passion, enthusiasm and dedication to response policing.
- Confident in own abilities.
- Seeing the bigger picture and having a long term vision.
- Interest in developing others.

Example of AP achievement:
The AP has established a new and original development programme for trainee police officers in the Military Police to gain experience of response policing in the force. Establishing this programme has involved partnership working with the Ministry of Defence and required the AP to influence senior leadership within the force, including the Chief Constable, in order to gain approval. The programme has benefited the force by providing additional officers that can be deployed alongside response teams. It has also developed the skills of Military Police officers in response policing, contributing towards the diploma in policing that they are studying for.

‘Her primary focus is to get the job done well, to deliver a service to the public, but actually to admit that we’re not the be all and end all, and she’s got a level of humility to go out and say, “What are other people doing?” which I think is really valuable.’ (Pilot force lead)

Performing primary policing role at enhanced level
- Recognised for good, quick operational decision making by senior officers.
- Continually develops own skills and knowledge across a range of areas, through formal training and development opportunities.
- Collaborated internally and externally with other response officers to identify and share good practice.

Furthering practice
- Assessed working practices of other forces and developed recommendations to improve the content and delivery of daily briefings.
- Contributed to work within force that identified the skills required for response.

Developing others
- Established a development programme with Ministry of Defence to develop the response policing skills of officers in the Military Police.
- Offers advice and coaching support to an increasing number of probation officers on support plans in the force.
- Aimed to establish first aid training for response officers.

Outcomes
For self
- Enhanced excitement of primary policing role.
- Enhanced own CPD through training for leadership and development, coaching and mentoring, and project management.

For force and policing
- Enhanced capabilities of trainee/probation officers.
- Increased staffing levels on response teams.

Example of AP achievement:
The AP has established a new and original development programme for trainee police officers in the Military Police to gain experience of response policing in the force. Establishing this programme has involved partnership working with the Ministry of Defence and required the AP to influence senior leadership within the force, including the Chief Constable, in order to gain approval. The programme has benefited the force by providing additional officers that can be deployed alongside response teams. It has also developed the skills of Military Police officers in response policing, contributing towards the diploma in policing that they are studying for.

‘Her enthusiasm for the role and her willingness to do extra work, identify the issues that she’s going to concentrate on and the support that she gets to do it.’ (Area commander)

‘By bringing across these officers from another area – we get two students and a sergeant – it just boosts our numbers…we’re going to have more bodies and they’re going to have the opportunity.’ (AP)

‘Her primary focus is to get the job done well, to deliver a service to the public, but actually to admit that we’re not the be all and end all, and she’s got a level of humility to go out and say, “What are other people doing?” which I think is really valuable.’ (Area commander)

‘…she has been seen very visibly to professionalise that role, so rather than just general policing, it’s a definitive response role… it’s made us think about the qualities that role requires.’ (Area commander)