



VICTORIA POLICE



EQUALITY IS NOT THE SAME...



YEAR THREE REPORT – 2016

# Acknowledgment to traditional owners

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Victoria Police pays our respect to the traditional owners of lands on which we live and work. We pay our respect to Elders and all Aboriginal and Torres Strait Islander peoples who continue to care for their country, culture and people.

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# Foreword

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Victoria Police is on one of its biggest journeys of cultural change to ensure that we are a safe, inclusive and respectful organisation. Since late 2013, we have embarked on a range of projects and initiatives with the goal of enhancing our connection to the communities we serve. We aim to be an accessible organisation that protects the community, is responsive to its needs and equipped to engage with diverse groups.

The body of work that has been progressed under *Equality is not the same...* is extensive and complex and we've worked with our community partners every step of the way. This work has allowed us to adapt and improve our systems, policies and processes to build community trust and confidence.

There are considerable achievements. We have reformed our training and policy to reinforce human rights in all our decision making and practices. We have implemented new policies that focus on our interactions with the public and human rights, equity and diversity standards and we have developed a more professional approach to community engagement.

Each step contributes to the cultural change that Victoria Police is striving to achieve – that every member of the community who comes in contact with police is treated with dignity and respect.

As Chief Commissioner it is my job to ensure that all our police are staying connected to the communities they serve so that we can adapt to those challenges and provide a service that continues to keep Victorians safe.

The progress made under *Equality is not the same...* has laid the infrastructure and foundations on which we can achieve sustained, organisational change – as outlined in this report. We will continue to champion these programs and actions, and work with our partners, communities and employees to achieve this change.

A handwritten signature in black ink, appearing to read 'Graham Ashton'.

**Graham Ashton AM**  
**Chief Commissioner of Victoria Police**

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# Introduction

Victoria Police released the *Equality is not the same...* Report (the Report) in December 2013. This Report outlined a three year plan that focused on strengthening community trust and confidence through improving the cultural capability skills, transparency and accountability of Victoria Police.

The plan was informed by a series of community consultations and reviews of our cross cultural training and field contact policy stemming from a settlement of litigation in the Federal Court of Australia alleging the practice of racial profiling within Victoria Police.

The subsequent Report contained a number of identified improvement opportunities for Victoria Police to be implemented over a three year period. The Three Year Action Plan presented key commitments across five areas of focus that emerged from consultation, forums and external review.

These include:

- Community engagement
- Communication and respect
- Field contact policy and process
- Complaints process
- Cross-cultural training.

In 2014, the Year One report articulated the foundations and frameworks which were established throughout the year to achieve change across all levels of the organisation.

In Year One Victoria Police invested in building the infrastructure and foundations to deliver on commitments and continue to improve the way we engage with the community into the future. This included strengthening policies, creating community consultation mechanisms and developing frameworks to drive cultural change and reform.

In 2015, the Year Two report highlighted the implementation of the receipting proof of concept and the Cultural, Community and Diversity Education Strategy (CCD Education Strategy), and commencement of curriculum reform.

In Year Two, we identified some positive changes noting that achieving change takes time and is continual. The Year Two report also noted that Victoria Police would continue to work closely with community stakeholders to strengthen our knowledge of community experiences.

In Year Three, Victoria Police has continued its focus on the five key areas of reform through a range of projects and initiatives and we have seen further positive changes. The third and final year of the *Equality is not the same...* Action Plan focused on:

- Continuing the program of curriculum reform throughout Victoria Police
- Assessing and reporting on commitments made under the Three Year Action Plan
- Establishing benchmarks and baseline indicators on the program of works under *Equality is not the same...*
- Setting a clear direction for the future.

Figure 1 displays the programs of work developed since 2014 and how they connect to the themes for change.

As Victoria’s community becomes increasingly diverse in interest, culture, religion and relationships, Victoria Police will continue to focus on ensuring culturally capable service delivery. We will also continue to build on our understanding and capacity to meet ever evolving community expectations.

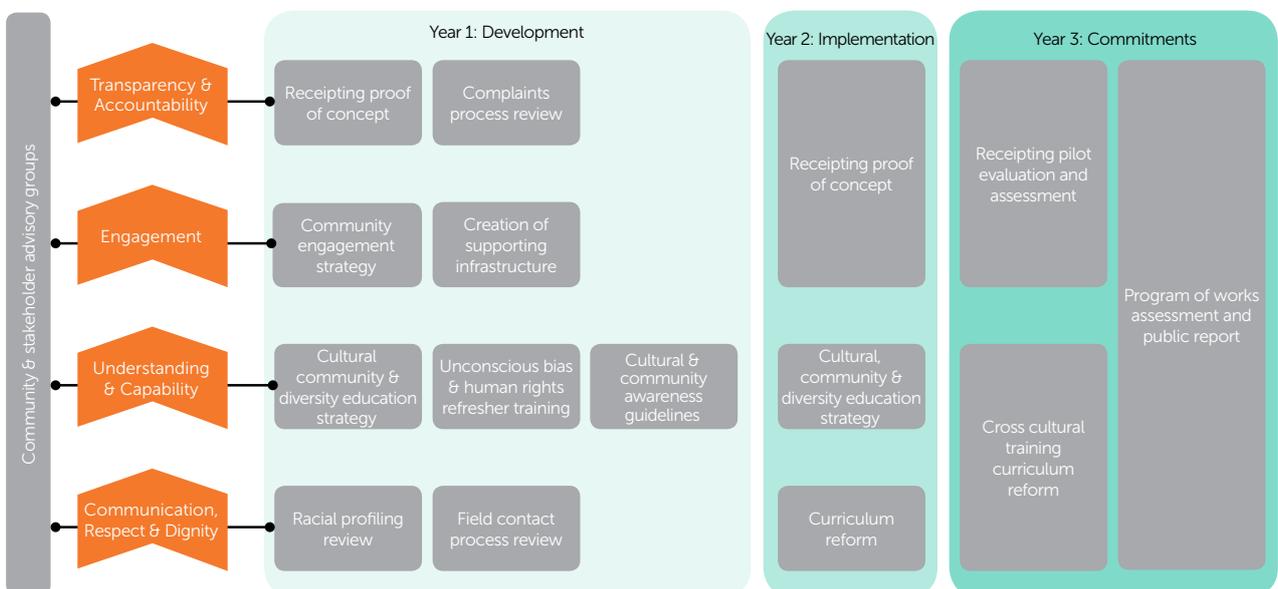
The program of work delivered in this first phase of the *Equality is not the same...* provides a solid foundation to support the Victorian Government’s Community Safety Statement 2017 and build strong and active engagement with Victoria’s diverse communities.

Our focus in the next phase will be to embed and realise this reform in demonstrable cultural and organisational change and visible community confidence and trust in police.

### About this report

This Report represents the third and final report against the Victoria Police commitments to the *Equality is not the same ...Three Year Action Plan*. In line with the Year One and Year Two Reports, a ‘report card’ is included on our delivery of the Year Three commitments.

Figure 1



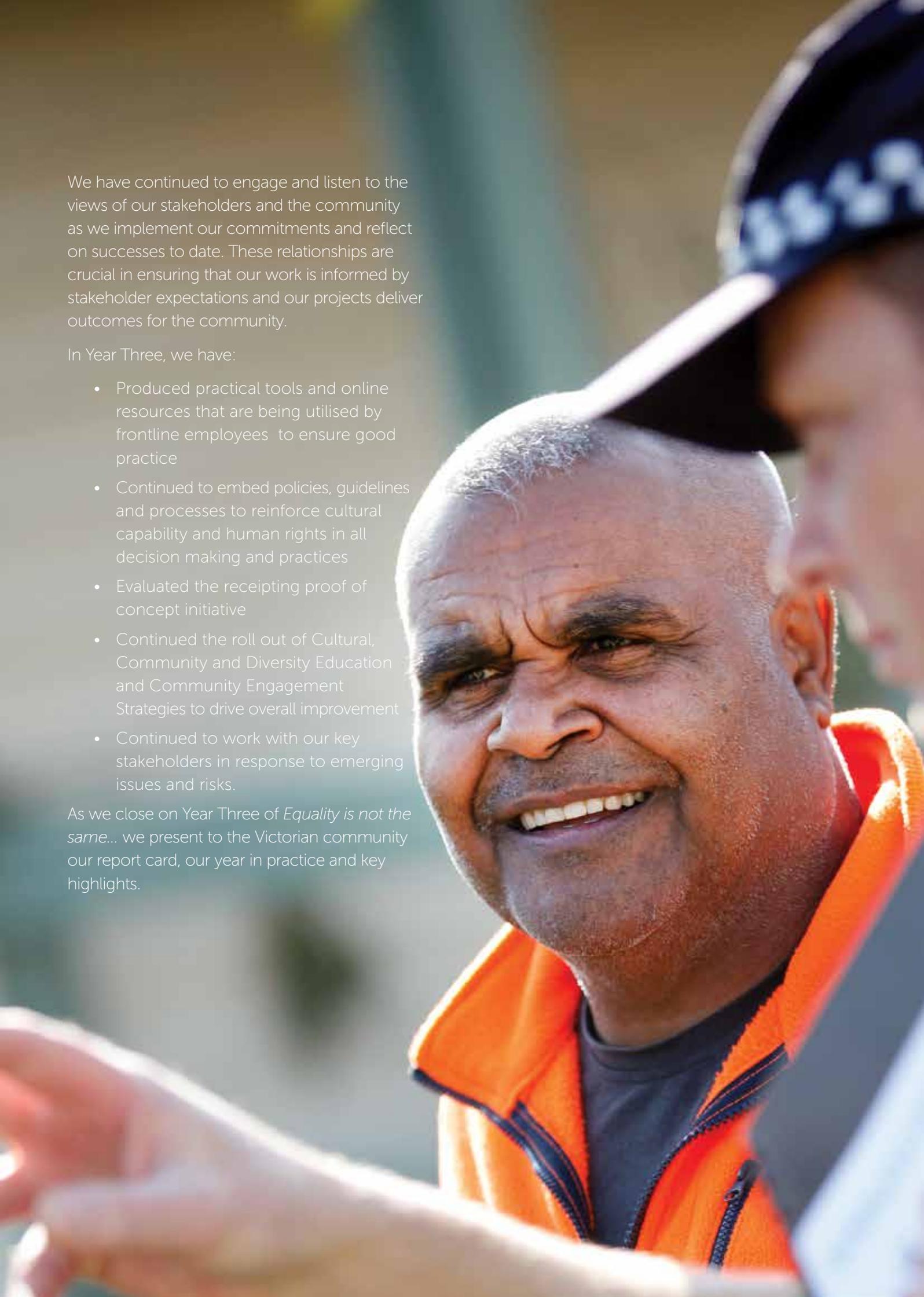
The Report also provides detail about work that has been implemented and highlights the year in practice through a series of case studies. Importantly, we also take the opportunity to reflect and report back on the significant body of work that Victoria Police has undertaken over the past three years. An acquittal of each recommendation outlined in the Three Year Action Plan is included at Appendices One and Two. Implementation of the recommendations took into account developments over the three year period, for example legislative change. Finally, the Report also canvasses developments and sets the scene for phase two of *Equality is not the same...*

### Year Three

In Year Three, Victoria Police has continued its commitment to drive cultural and organisational reform, so as to better support employees in effectively engaging with our diverse community.

We have worked hard to create an infrastructure and framework that will drive sustainable change. Informing, educating and training a workforce of over 17,000 employees located across Victoria is always going to be challenging.

Maintaining a focus on metropolitan and regional settings has been a key part of our planning and development to ensure that the impact of our program of works is felt by communities across the state every day.



We have continued to engage and listen to the views of our stakeholders and the community as we implement our commitments and reflect on successes to date. These relationships are crucial in ensuring that our work is informed by stakeholder expectations and our projects deliver outcomes for the community.

In Year Three, we have:

- Produced practical tools and online resources that are being utilised by frontline employees to ensure good practice
- Continued to embed policies, guidelines and processes to reinforce cultural capability and human rights in all decision making and practices
- Evaluated the receipting proof of concept initiative
- Continued the roll out of Cultural, Community and Diversity Education and Community Engagement Strategies to drive overall improvement
- Continued to work with our key stakeholders in response to emerging issues and risks.

As we close on Year Three of *Equality is not the same...* we present to the Victorian community our report card, our year in practice and key highlights.

## 1. Curriculum reform

### Victoria Police's commitment

Continue reform of the Victoria Police cross cultural training curriculum that will:

- Integrate a values-led framework and the Australia New Zealand Policing Advisory Agency (ANZPAA) guidelines as part of the Education Master Plan
- Examine potential improvements to the formal foundation training and promotional programs, as well as develop up-skilling and refresher training for delivery at the local level
- Examine the curriculum structure and alignment
- Assess delivery methodologies and mechanisms, for example exploring options for further utilisation of scenario-based learning and case studies
- Align formal assessments of both training outcomes and instructor qualifications.

### What Victoria Police has delivered

As a part of this commitment, Victoria Police has:

- Conducted a baseline assessment of foundation and promotional programs to identify opportunities for application of Cultural, Community and Diversity Education (CCD) principles
- Activated curriculum changes for foundation and promotional programs under the Professional Approach to Community Engagement (PACE) model, including community engagement assessment activities aligned to the Diploma of Public Safety. All curriculum changes are underpinned by best practice adult learning principles and align to the vision of the Education Master Plan
- Developed a human rights 'train-the-trainer' model and e-learning module entitled Protecting Human Rights is Everyday Policing
- Developed a CCD Educator Framework
- Developed a CCD Learning Resource Hub
- Developed a Cultural Capability Manual
- Developed a Judgement and Decision Making e-learn module to support a Hydra exercise to increase awareness of the impact of bias in decision making
- Championed the internally developed values based decision making model and used operationally relevant case studies as the vehicle for delivering a 'golden thread' message of human rights and diversity principles
- Provided development opportunities for educators to enhance their own cultural capability
- Worked in partnership with specialist areas and regions to deliver tailored programs underpinned by human rights principles.



## 2. Receipting Proof of Concept (evaluation)

### Victoria Police's commitment

Evaluate and assess Receipting pilot outcomes to determine successes and improvements for potential expansion across the organisation. This will include an assessment of data collection practices, data analysis processes and reporting mechanisms. The timing of this evaluation will depend on the duration of the pilot.

### What Victoria Police has delivered

As a part of this commitment, Victoria Police has:

- Evaluated a phased receipting proof of concept delivered in the Police Service Areas of Greater Dandenong, Moonee Valley, Boroondara and Mildura between 30 March 2015 and 31 December 2015
- Surveyed frontline general duties police officers and Protective Services Officers (PSOs) issuing receipts
- Surveyed the community (translated to 11 languages) to capture their views
- Consulted key stakeholders in the assessment of data collection analysis and reporting mechanisms.

## 3. Program of Works Assessment

### Victoria Police's commitment

Initiate a comprehensive assessment of the program of works implemented as a result of this report, including benefits mapping, success and community expectation assessments. Works that may still be in progress at this time, in particular the Receipting pilot (as outlined above), will be assessed and reported on at an appropriate time.

### What Victoria Police has delivered

As a part of this commitment, Victoria Police has:

- Assessed actions and achievements against recommendations outlined in the Three Year Action Plan and as recommended by the Learning to Engage: A Review of Victoria Police Cross-Cultural Training Practices (Victoria University) and the Victoria Police Review of Field Contact Policy and Processes (Cultural and Indigenous Research Centre Australia) reviews
- Completed a series of stakeholder consultations to determine if expectations have been met
- Commenced consultation with internal stakeholders to assess the impact of our work
- Consulted with our key stakeholders regarding what success and our next steps may look like
- Commenced a benefits mapping exercise on which we can assess our progress in organisational reform and expected outcomes for community
- Continued engagement with our regions and employees to implement commitments and determine our success.

## 4. Assessment Report

### Victoria Police's commitment

Produce a public report outlining the program of works assessment, including deliverables and assessment of outcomes to date. Works that may still be in progress at this time, in particular the Receipting pilot (as outlined above) will be assessed and reported on at an appropriate time.

### What Victoria Police has delivered

As a part of this commitment, Victoria Police has:

- Produced and delivered the *Equality is not the same... Year Three Report*
- Provided a written acquittal against all 70 recommendations outlined in the *Equality is not the same... Report*

# Year Three in Practice

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Over the past three years Victoria Police has focused on developing the principles, policies and strategic frameworks that will continue to build a workforce that embodies our organisational values and is respectful, culturally capable and connected to community.

In reflecting on our Year Three commitments, it is important to note that the work undertaken complements commitments delivered in the preceding years.

This work included implementation of our Human Rights and Equity and Diversity Standards, the Interactions with the Public policy, revised Professional and Ethical Standards, and Reporting Contacts and Intelligence (field contact policy) policies.

On review of our Year Three in practice we acknowledge the support and contribution of our many community partners. It is the perspectives of stakeholders, community and Victoria Police employees that are crucial in continuing to monitor progress toward change.



## 1. Cultural Community Diversity Education Strategy and Curriculum Reform

The Cultural, Community and Diversity (CCD) Education Strategy was developed in Year One to guide Victoria Police's commitment to reforming its delivery of cross cultural training and education. The CCD Education Strategy articulates a model of cultural capability to be delivered in a 'golden thread' approach to enhancing development and education opportunities.

It emphasises the ongoing knowledge and skill development required for our employees to respond flexibly to the diverse needs of the Victorian community, underpinned by a common platform of dignity and respect. The 'golden thread' approach enables us to weave human rights and diversity principles throughout the learning and development opportunities across the curriculum. It has also allowed for visible changes to be progressed within formal training programs, as well as the development of independent learning opportunities.

Year Two and Year Three have focused on the implementation of the CCD Education Strategy which has guided curriculum reform across the organisation.

In designing, reforming and implementing the curriculum a number of best practice CCD principles have been applied to training and education opportunities. These principles include:

- Reflective practice and critical thinking
- Providing immersive learning opportunities
- Involving active participation through a learner centred model
- Providing clear links between learning and relevant social, cultural and operational contexts.

These principles are critical in enabling the development and growth of culturally capable Victoria Police members who are able to effectively engage with diverse communities and deliver services that protect human rights in all circumstances.



Understanding and capability

Engagement

## CASE STORY

### Enhancing cultural capability through visibility and understanding

Approaching the Victoria Police Academy entrance the Aboriginal flag flies high. The traditional owners of the land, the Kulin Nation, are acknowledged with a new plaque at the entrance while artwork by Aboriginal artist Garry Scott adorns the foyer. Cultural initiatives under Ballert Toom-nee, 'strong talk' in Woi Wurrung, provide this visible platform to celebrate cultural symbols.

An exhibit outside classrooms recognises the history of Aboriginal employment in Victoria Police, used by educators to support learning. Academy employees also take time to reflect in the Aunty Myrtle Muir native garden where a shield sculpture forms a seat.

Future curriculum enhancements include a proposed cultural tour of the grounds as part of induction and creating immersive learning opportunities. These visible symbols of reconciliation form an important part of educating Victoria Police employees, creating conversations about interactions between police and community. This ultimately assists members in understanding the complexities of delivering service with dignity and respect.

### Curriculum Reform

The curriculum reforms have relied on strong partnerships across Victoria Police, with People Development Command acting as a leader of change. Educators within this network have embraced the change with approximately 160 sessions enhanced with a CCD and human rights lens across 12 Centres for Learning under the CCD 'operational' model. These principles also feature in the establishment of the new Police Custody Officers course.

Visible changes within the formal training programs include:

- The introduction of a community engagement portfolio assessment completed by all recruits in foundation training
- Five new sessions and three additional support sessions for police recruits, including a problem-based learning

exercise at the end of their training cycle focused on principles of community engagement

- Community-centred policing sessions for Sergeants, Senior Sergeants and Inspectors in promotional programs
- An enhanced decision making and unconscious bias program piloted by the Airlie Leadership School across all ranks. Concepts from this pilot have now been incorporated into current and expanding leadership development programs. This includes the Inspector and Superintendent programs and Senior Sergeant rank.
- The development of a mandatory CCD educator induction program for all People Development Command staff
- Introduction of decision making models and concepts of bias to preface Hydra training.

## Tools, Resources and Opportunities

We recognise that employees have different levels of competency and that education platforms need to continually evolve to support changing community needs.

As part of implementation of the CCD Education Strategy, a number of practical tools, resources and professional development opportunities outside formal training programs have been developed.

These include:

### Tools and Resources

- A baseline audit to evaluate the strength of CCD principles within formal education programs – providing visibility of curriculum enhancement opportunities as well as a point in time measurement to assist future evaluation
- The CCD Capability Manual – a practical guide to support employees leading CCD development opportunities
- The CCD Learning Resource Hub – an open access reference point to support professional learning
- A Regional Training Model – a resource for regions and commands demonstrating a best practice approach to develop cultural capability through facilitation of diversity forums
- The CCD Educator Professional Framework – outlining the rights, responsibilities, values and beliefs required of professional educators to support delivery of curricula underpinned by human rights and diversity principles
- Professional development opportunities for educators including a ‘Working with bias’ workshop and the introduction of a CCD induction program
- Enhancing Professional Standards Command resources and communications by reinforcing the role of human rights in policing, and directing members to the Human Rights and Equity and Diversity policy, practice guidelines and other supporting resources.



Community,  
respect, dignity

Engagement

## CASE STORY

### Seeing the change

Samantha has been a volunteer at the Community Encounters program since its inception in 2009. The program provides recruits with an immersive cultural experience during their training.

In mid-2015, Samantha asked program coordinator Sergeant Scott Davis if something had changed, making an observation that the “recruits seemed different”. Samantha described recent and subtle nuances, a different level of engagement, and more respectful and considered communication.

Two months earlier, guided by principles of the CCD Education Strategy, two of the recruit training sessions had been enhanced to cover ‘inclusive policing’ looking at the use of language, impact of stereotypes and bias in police communications, and decision-making.

Incorporating feedback from the Portfolio Reference Groups, curriculum changes were threaded through existing sessions prior to the Community Encounters sessions. The understanding of respectful language proved to become a powerful tool for learner confidence which was later demonstrated and observed by those outside of the organisation.

### Professional Development Opportunities

- Working in partnership with Southern Metropolitan Region to deliver Diversity Capability Forums to police and PSOs
- Delivering various human rights led training opportunities, including sessions for the Operational Response Unit, Sexual Offence and Child Abuse Investigation Teams and Critical Incident Response Team
- Developing the Protecting Human Rights is Everyday Policing e-learn program, available to the whole workforce
- Reinvigorating the Human Rights Community of Practice
- Developing a human rights ‘train-the-trainer’ model in partnership with the Victorian Equal Opportunity and Human Rights Commission
- Hosting the Proactive Liaison Officer Forum
- Enhancing the cultural safety of the Victoria Police Academy as a place to visit, work and study through visible symbols of Aboriginal culture under the ‘Ballerrt Toom-nee’ initiative
- Disability Confidence Training
- Pride in Diversity Training.

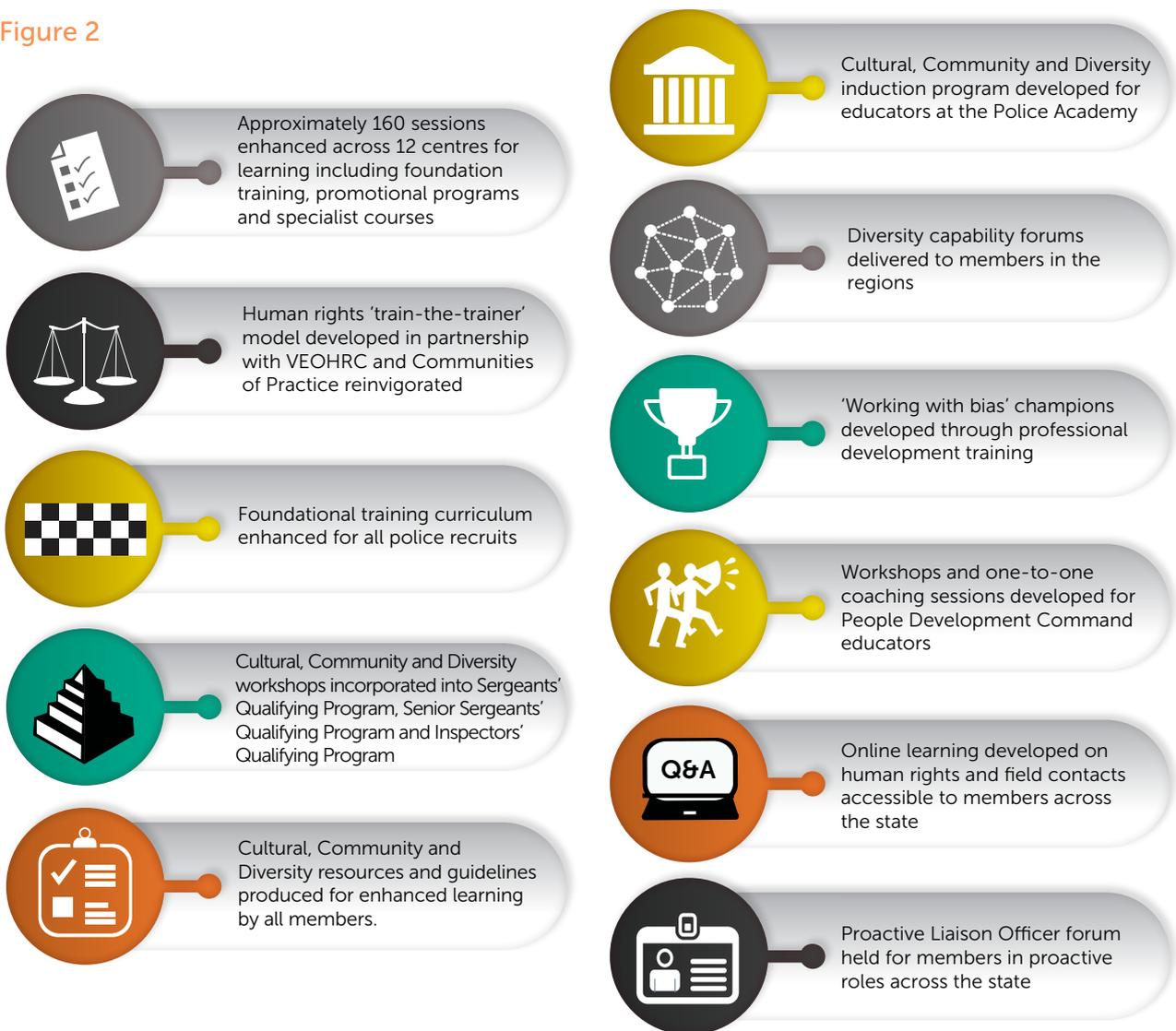
“I’M GOING TO DO THIS EVERY TIME I CHANGE STATIONS” – A POLICE RECRUIT COMMENTING ON THE FORMAL COMMUNITY ENGAGEMENT ASSESSMENT PORTFOLIO WHICH HELPS LEARNERS UNDERSTAND THE DIVERSE COMMUNITIES THEY WILL SERVE.

We will continue to embed the CCD Education Strategy and associated principles across Victoria Police education and training opportunities. This will be integral to supporting the Victorian Government’s Community Safety Statement 2017 priority to improve Victoria Police capability, culture and technology to ensure Victoria Police has a culture of fairness and respect.

We will ensure that work continues to be supported by community stakeholder engagement through the External Education Advisory Group and Portfolio Reference Groups.

Figure 2 illustrates the key achievements and progress made through the continued implementation of the CCD Education Strategy.

Figure 2



“ THE MENTAL HEALTH TRAINING RECENTLY VIEWED FOR NEW RECRUITS IS AN INCREDIBLY IMPRESSIVE RESOURCE FOR POLICE OFFICERS JUSTICE CONNECT ”

## 2. Community Engagement Strategy



### CASE STORY

#### Latrobe Multi-faith Advisory Council

In 2016, the Latrobe Police Service Area formed the Latrobe Multi-faith Advisory Council to better connect and build trust with various communities in the area.

Led by local police, the Council meets quarterly and is made up of leaders from different faith and multicultural community groups. It provides the opportunity for open discussion to increase understanding and awareness of a range of issues. More recently, the Council has focused on issues including cyber safety and emergency management during the bushfire season.

*"We identified community and church leaders from a broad range of faith and CALD community groups and invited them to be part of the process. The key achievement of the Council has been the relationships that have been developed. It is actively contributing to a safer and more inclusive community,"*

Sergeant Ben McWilliam, Latrobe police.

Victoria Police recognises that tailored community engagement is the best approach and we need to understand the community. To do this effectively, we seek guidance from the community about their needs, perceptions and expectations of service delivery.

Since its launch by the Chief Commissioner, Victoria Police has undertaken a significant program of work to operationalise the Community Engagement Strategy 2015–17.



UPON RECENTLY ARRIVING AT EAST GIPPSLAND POLICE SERVICE AREA FROM INFORMATION, SYSTEMS AND SECURITY COMMAND, I FELT THERE WAS A MASSIVE TASK IN FRONT OF ME IN GRASPING THE PRIORITIES FOR THE AREA. THE GUIDANCE OUTLINED IN THE COMMUNITY ENGAGEMENT STRATEGY PROFILE MATERIAL PROVIDED ME WITH CLEAR RESEARCH STEPS THAT HELPED TO DEVELOP MY UNDERSTANDING OF MY NEW COMMUNITY WITH EASE. THE END PRODUCT GAVE ME A REAL SENSE OF WHAT MY PRIORITIES WERE AND HELPED IN PRIORITISING ENGAGEMENT ACTIVITIES AND REVIEWING OTHERS THAT WERE NO LONGER WARRANTED.



LOCAL AREA COMMANDER,  
EAST GIPPSLAND PSA

Engagement

## CASE STORY

### Police and South Sudanese Leaders Forum

In 2016, police in North West Metro region developed a partnership with the South Sudanese Association of Victoria which helped to create a new forum for collaboration and engagement. The Victoria Police and South Sudanese Leaders Forum provides the opportunity for community leaders to have a two-way conversation with police.

Meeting on a bi-monthly basis, the forum provides the opportunity to identify community building initiatives and bring community views to the forefront of policing.

The Strategy aims to embed community engagement in day-to-day policing practices to improve the effectiveness, consistency, and quality of interactions with the public. This has been supported through the development and implementation of:

- Tools and resources specifically designed for Local Area Commanders to help them better understand their communities and assist their engagement with priority communities
- An interactive 'community profile' template to assist members with identifying key statistics and issues within their local area. Members report this resource is particularly useful when they have transferred to a police service area from another region or location
- Direct support and advice via the Community Engagement Support Team for members regarding community engagement tactics and ideas.

Victoria Police is committed to actively engaging and consulting with the Victorian community to build strong and enduring relationships that enable us to be attuned to local and diverse community issues and concerns. From the actions initiated to date, our next step is to ensure sustained and ongoing engagement that seeks to align policing services to community needs.



## 3. Racial and Field Contact Policy

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Victoria Police's first stand-alone Human Rights Equity and Diversity Standards, Interactions with the Public policy, and updated Reporting Contacts and Intelligence policy (Field Contact policy) ensure that human rights considerations are now embedded in the Victoria Police Manual (VPM), and are integral to policy development and decision making.

### Field contact and human rights e-learning

A number of training packages have been developed and implemented to support these policy changes, educate members and reinforce best practice. These consist of:

- The Human Rights 'train-the-trainer' package
- An online e-learning package entitled Protecting Human Rights is Everyday Policing.

Developed in consultation with the Victorian Equal Opportunity and Human Rights Commission (VEOHRC), the 'train-the-trainer' package focuses on ensuring a consistent baseline understanding of the *Charter of Human Rights and Responsibilities Act 2006*.

The package was developed by police for police and consists of operational examples and challenging scenarios that can be applied to everyday policing and specialist areas. A facilitator manual, ready reckoner, participant workbook and human rights case summaries form part of the resources developed to support the package. The value of this approach is that Victoria Police now has enhanced capability in delivering training.

The Protecting Human Rights is Everyday Policing e-learning package has been specifically designed to assist frontline members to engage confidently with the public by applying the relevant policies and *Charter of Human Rights and Responsibilities Act 2006*.

Launched in 2016, the package helps to raise awareness of field contacts policy changes and promote the protection of human rights as a fundamental part of everyday policing.



## 4. Receipting Proof of Concept (RPoC) and Evaluation

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The Receipting Proof of Concept (RPoC) project evolved from the initial community consultation process for *Equality is not the same...* which highlighted a perception by some communities that police stopped some people more than others.

The commitment to trial receipting was one element of a series of initiatives intended to reduce the likelihood or risk of racial profiling. The hierarchy of activities implemented under the *Equality is not the same...* program of works were purposively designed to deliver a range of policy, infrastructure and education reforms to enhance transparency and accountability in our interactions with the community.

To progress our commitment to scope, trial and evaluate a receipting pilot, Victoria Police implemented the Receipting Proof of Concept (RPoC) in Years One and Two.

Development of the proof of concept proceeded in Year One through: community consultation; local working groups comprising police and community; review of approaches across other jurisdictions and discussion on approaches and needs specific to the Victorian context. The scope of the RPoC for our Victorian trial was *“to test a practical receipting method that provides a person with a tangible record of their interaction with Police or Protective Service Officers (PSO).”*

Key features of the receipt included the police members’ details, reason for the stop and information on the complaints and compliments process.

Following consultation with the working groups, the criteria for issuing a receipt was determined as follows:

*“All police or PSO initiated contact in a public place, where a person’s details were requested or a routine motor vehicle intercept was conducted and when there was no law enforcement outcome.”*

This scope for circumstances in which a receipt was issued for RPoC was broader than field contacts, as originally proposed by stakeholders.

This broader scope was supported by stakeholders who felt that this better reflected the forms of police contact that had generated community concerns.

It is important to note that there was not consensus about data collection and reporting for the RPoC and not all community representatives were supportive of the collection and reporting of data relating to ethnicity, ethnic appearance or Aboriginality.

Some issues raised during internal and external consultations related to: data reliability; the potential risk of stereotyping resulting from data collection and reporting; and system limitations. Consideration was also given to potential unintended consequences in relation to mandatory issue of receipts and system capacity.

In Year Two, the RPoC was conducted over four sites – Dandenong, Moonee Valley, Boroondara and Mildura Police Service Areas. This involved testing both a business card style receipt and a smartphone application. The proof of concept sites were supported by extensive media, communications and internal training regarding the receipting process. In particular, the provision of a specifically designed on-line training package was completed by more than 2000 members representing a significant uptake.

An evaluation of the RPoC was undertaken by the Operations Review and Support Division of Victoria Police in Year Three.

This included:

- A community survey distributed in 11 languages to capture the views and experiences of people who had been issued with a receipt
- An internal Victoria Police survey distributed to police and PSOs in Dandenong, Moonee Valley, Boroondara and Mildura Police Service Areas to provide their feedback on issuing receipts
- A field analysis
- Recording of an issues log.

The outcomes of the evaluation reported the following findings:

1	Members found the business card style receipt was practical and did not take much time to provide.
2	Explaining the purpose of the receipt took longer than issuing one, often caused confusion and frequently detracted from the interaction between members and the public.
3	The public did not see benefit in being provided with a receipt and were less satisfied with their contact with police and PSOs as a result.
4	Members did not recognise value in the receipting process when it must be issued in all the circumstances of the issuing criteria and no discretion was allowed.
5	Members would find it helpful to be provided with a card with room for free text to issue when they thought it would benefit an interaction or a member of the public requested one.
6	There were no notable consequences to public safety or perceptions of public safety as a result of the RPoC trial.



Victoria Police will not be continuing with a statewide rollout of receipting. However, the findings of the evaluation suggested that a police business/contact card may add value to an interaction or when a member of the public requests a police member or protective service officer's name.

### Next steps

In addition to the outcomes and findings from the Evaluation Report, Victoria Police also needs to take into account a range of considerations in determining next steps. This includes the comprehensive suite of work undertaken to date under *Equality is not the same...* and evolving developments since the original report, such as the planned trial of body worn cameras by Victoria Police.

Victoria Police proposes to progress a statewide roll out of a business contact card which will be used by frontline employees in circumstances where it may support improvement in the quality of interactions between police and a member of the public or where a member of the public requests a police member's details. The provision of a standardised business contact card will support our commitment to accountable and transparent policing.

The details on the business contact card are yet to be finalised, however could include member contact details, reason for the contact

and information on making complaints and compliments.

In progressing this work we will consult with both community and employees in the development of the policy and practice. Implementation will be complemented by a community awareness campaign on the availability of the card and ongoing training of members.

This approach will continue to support and reinforce our commitment to community engagement and the cultural capability of our members, particularly with regard to human rights in policing, values based decision making and the influence of bias.

Furthermore, the Chief Commissioner's Human Rights Strategic Advisory Committee will continue to identify areas of improvement in the application of human rights.

As the first Australian policing jurisdiction to trial receipting and to develop specific policies with regard to human rights in policing and racial profiling, Victoria Police is proud to have taken these initial steps. We now look forward to further building and demonstrating our commitment to serving the community with professionalism, impartiality and integrity.

A full evaluation report of the Receipting Proof of Concept (RPoC) is available on the Victoria Police website – [www.police.vic.gov.au](http://www.police.vic.gov.au).



## Assessment of our Program of Works

It is evident from the assessment of our program of works that Victoria Police has delivered a comprehensive policy and strategic platform on which to drive organisational reform and over time cultural change.

An assessment of the *Equality is not the same...* program of works has been conducted to demonstrate progress against the Three Year Action Plan and the recommendations from the Field Contact Policy and Cross Cultural Training reviews. An acquittal of the recommendations from the two reviews can be found in Appendices One and Two.

The assessment highlights that Victoria Police has delivered a robust policy framework which serves to direct and guide members in their everyday actions through the Human Rights and Equity Diversity Standards, Interactions with the Public policy, revised Professional and Ethical Standards, and Reporting Contacts and Intelligence (field contact policy) policies. Victoria Police has also developed a comprehensive suite of resources, education packages and curriculum reforms to improve cultural capability and community engagement.

## Stakeholder Consultations

A series of stakeholder consultations were also held in September 2016. These sessions provided our stakeholders with an opportunity to assess the impact of the program of works and determine if expectations had been met.

We also explored with our stakeholders what successful implementation would look like over time, and what changes they would expect to see to determine if this body of work was starting to be effective.

Victoria Police invited stakeholders from the seven Portfolio Reference Groups (Aboriginal, Disability, LGBTI, Mental Health, Multicultural, Seniors and Youth), the External Education Advisory Group, the Human Rights Strategic Advisory Group and signatories to *Equality is not the same...* Surveys were also provided to stakeholders who were unable to attend the consultations.



### Meeting expectations and benefits

- Leadership and commitment.**  
 Stakeholders acknowledged that Victoria Police has demonstrated leadership and a significant organisational commitment through the *Equality is not the same...* program of work. There was also acknowledgment that *Equality is not the same...* is the starting point of a significant improvement in the way Victoria Police performs its role in serving the community.
- Communication.** Establishment of the Portfolio Reference Groups, Human Rights Strategic Advisory Group and External Education Advisory Group are tangible outcomes that have improved communication between Victoria Police and our priority communities. However, it was also acknowledged that there is an opportunity to enhance this communication by showcasing proactive case stories to acknowledge and celebrate successes as well as identifying emerging trends and issues.

“ THE ALGEBRA OF POLICING – TRUST EQUALS TRANSPARENCY ”  
 VICTORIA UNIVERSITY



“ THIS HAS BEEN A ROBUST RESPONSE AND DEVELOPMENT EXERCISE THAT HAS RESPONDED WELL, ON THE WHOLE, TO THE RECOMMENDATIONS AND ANALYSIS CONTAINED IN THE ORIGINAL REPORT ON CROSS-CULTURAL EDUCATION AND TRAINING FOR POLICE AND THE *EQUALITY IS NOT THE SAME...* ACTION PLAN. A LOT OF VERY VALUABLE RESOURCES, FRAMEWORKS AND MODELS HAVE NOW BEEN IMPLEMENTED THAT HELP MAKE VICTORIA POLICE STRONGER IN RELATION TO EDUCATION AND TRAINING ON POLICING AND DIVERSITY ”  
 VICTORIA UNIVERSITY

### Areas for improvement

- Increased monitoring of police accountability.** Some stakeholders confirmed the ongoing expectation for Victoria Police to strengthen data collection to evidence, support and quantify interactions with community.
- Training and education.** Providing greater visibility of the training received across the organisation to better demonstrate the shift in capability and culture in Victoria Police.
- Consistency of frontline services.** Whilst there was acknowledgment that the overall program of works under *Equality is not the same...* had translated into some everyday policing operations, there was consensus from stakeholders that this change needed to be more visible and consistent at frontline service delivery.
- Engagement.** Exploring and broadening the term ‘engagement’ and looking at mechanisms for informal engagement to better reach the ‘unreachable’ groups in the community.

- **Accessibility.** Improving access to resources for frontline members and ensuring that police services are accessible to all Victorians.

“ LET’S SEE IT COMING OUT OF THE POLICE STATIONS ... THEN PEOPLE WILL FEEL LIKE SOMETHING IS HAPPENING ”

AFRICAN THINK TANK

Victoria Police will make a continued effort to raise community awareness and understanding of the program of works – another clear priority for our stakeholders. Communicating reform and its impact is an important aspect of achieving change in the eyes of the community.

The use of identified ‘champions’ of change, the media, social media and the established Portfolio Reference Groups will provide opportunities to continue the dialogue ensuring reach into ‘priority communities’.

### What does successful implementation of change look like?

A number of stakeholders acknowledged that outcomes from the benefits of the *Equality is not the same...* program of works will take time to manifest. Similarly, there was recognition of the challenges involved in reform of organisational culture and practices of large and diverse organisations.

We have been told that successful implementation of change is the ability to demonstrate impact at the grass roots level. This may include hearing first-hand accounts from police and what has changed from their perspective as a frontline employee.

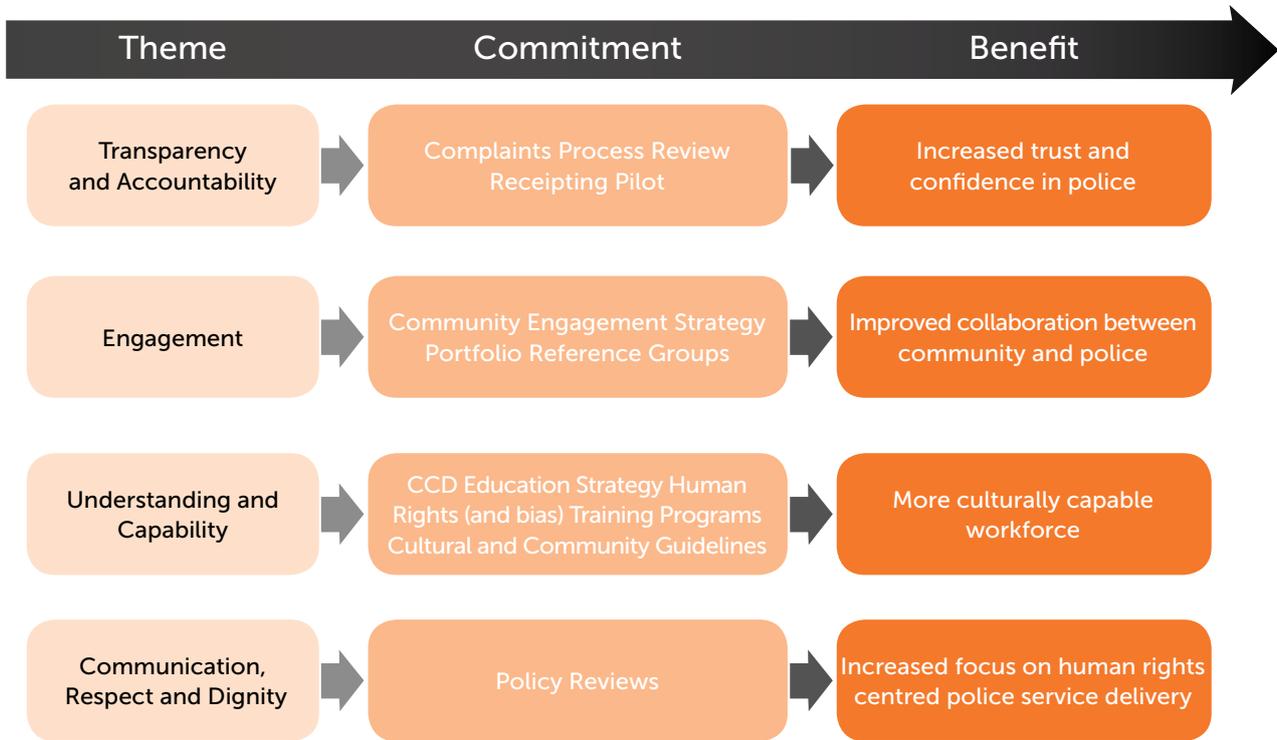
Other examples of success could be demonstrated through Victoria Police’s capability to translate *Equality is not the same...* into training and education for frontline employees. This includes evidence of a strong ‘golden thread’ approach to training, interactive and immersive curriculum, regular benchmarking and the establishment of an online resource available and accessible to frontline employees.

“ WE WANT TO SEE MORE PROACTIVE THAN REACTIVE...THIS WILL HELP ”

ETHNIC COMMUNITY COUNCILS OF VICTORIA



Figure 3



### Benefits Mapping

The next iteration in the *Equality is not the same...* body of work is to demonstrate change in action.

As outlined in the community consultation process, there is a strong expectation amongst stakeholders for Victoria Police to illustrate tangible outcomes and benefits for community at the grass roots level.

To achieve this, a benefits mapping exercise has commenced to assess the program of works completed to date. Figure 3 provides a high level overview of our early thinking about this.

This exercise will provide a high level exposition of the current and expected benefits to the organisation and community as a result of work completed under *Equality is not the same...*

The final benefits map will be the framework from which we will measure our performance and demonstrate our ongoing commitment to sustained organisational change.

It is through the benefits map that we will ensure Victoria Police is well placed to evaluate the impact and worth of the work completed.

More importantly, it will identify the future measures for success and how that will be reflected in everyday policing practice.



EXPECTATIONS HAVE BEEN EXCEEDED UNDER *EQUALITY IS NOT THE SAME...* IN TERMS OF DEVELOPING CONNECTIONS WITH COMMUNITY REPRESENTATIVES AND ENHANCING RELATIONSHIPS WITH POLICE.   
WOMEN WITH DISABILITY VICTORIA.

# Organisational Directions

Victoria Police is a highly visible community leader that must lead the way in supporting safe and cohesive communities. *Equality is not the same...* has provided a platform to listen to community, reflect on what could be done better, activate change and strive to embed sustained benefits.

The way we demonstrate our organisational values in practice, and also interact with each other has significant implications for our service delivery. Cultural change within our organisation, and living the change and leading by example, will deliver positive outcomes for our engagement with the community.

Other significant bodies of work are also underway that involve reviewing our internal systems, practices and culture. These include the Independent review into sex discrimination and sexual harassment, including predatory behaviour in Victoria Police (by the Victorian Equal Opportunity and Human Rights Commission) and the Victoria Police Mental Health Review – An Independent Review into the Mental Health and Wellbeing of Victoria Police Employees.

Victoria Police has recently released the Victoria Police Capability Plan 2016–2025: Capability Framework (the Capability Plan) that establishes the capability we need to meet current and future challenges and transform our service delivery to be an agile, responsive, people focused and connected organisation.

We will seek to achieve this through the values identified in the Capability Plan which are safety, leadership, integrity, flexibility, support, respect and professionalism.

These values underpin our policies and practices and how we interact with the community and each other in ensuring Victoria Police is a fair, just and respectful organisation.

We will continue to listen to the community. The way in which we receive these messages will also evolve to reflect changes in technology and the modern and diverse communities that we serve. Our commitment to delivering service with dignity and respect will not change.



## The Way Forward

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Victoria Police outlined a three year plan under *Equality is not the same...* that focused on strengthening community trust and confidence through improving the cultural capability, skills, transparency and accountability of police to the Victorian community. This work has provided Victoria Police with a solid platform to embark on delivering against the recent investment to ensure a safe and just Victoria.

The commitments going forward in this second phase of *Equality is not the same...* will inform the Victoria Police priorities to increase connection to the community and improve Victoria Police capability, culture and technology. They will assist the organisation in tracking and demonstrating our progress in making the differences sought under the Community Safety Statement 2017.

In this next phase we will continue to closely engage with our regions and police employees who have made a significant contribution to our achievements to date. We will also continue to involve our stakeholders and community members. Regular engagement, consultation and communication are critical to building confidence, trust and reassurance that we are providing a service that meets community expectations.

There are challenges in responding to, and meeting the needs of a diverse community and stakeholder expectations. However, Victoria Police is committed to delivering sustainable change in a measured and visible manner that strikes the right balance between engagement and enforcement.

We will do this over the next three years (2017–2019) through the program of works outlined below that is intended to be both flexible and adaptable to emerging issues and priorities.



**YEARS FOUR AND FIVE (2017–2018):****Progress delivery of reform through:**

- Implementing the recommendations of the RPoC evaluation including the state-wide roll out of the business contact card, community awareness campaign and education
- Continuing to explore the interface of data collection/monitoring initiatives to support enhanced accountability and transparency with respect to discretionary contact between police and members of the public
- Continuing to implement the Victoria Police Community Engagement Strategy and Cultural, Community and Diversity Education Strategy – with a focus on application at the community level through the delivery of frontline services and a continued emphasis on human rights and values based decision making to reduce the impact and influence of bias.
- Continuing a close partnership approach across Victoria Police. For example Priority Communities Division, People Development Command and regions will work closely to delivery sustainable change and respond to emerging needs
- Aligning the outcomes and expectations of other key organisational commitments (the Independent review into sex discrimination and sexual harassment, including predatory behaviour, in Victoria Police (VEOHRC), the Victoria Police Mental Health Review – An Independent Review into the Mental Health and Wellbeing of Victoria Police Employees and complaints review system reforms) with *Equality is not the same...* with a focus on ensuring Victoria Police continues to service the community with professionalism, respect, impartiality and integrity.

**Promote organisational transparency and accountability by:**

- Continuing to work with communities to improve their confidence and trust to report and engage the Victoria Police complaints and compliments process and raise awareness of how to do so
- Developing and progressing a communications strategy to increase community awareness and understanding of Victoria Police actions and commitments, including communications via an array of mediums to the diverse communities of Victoria, including implementation of a Multicultural Media Engagement Strategy.

**Identify, monitor and demonstrate organisational reform including:**

- Publishing annual report cards for Years Four and Five on our actions and collaboration with community
- Completing the benefits mapping process
- Commencing baseline measurement, including conducting both organisational and community 'pulse' checks to assess and inform our progress.

**YEAR SIX (2019):****Drawing on the initiatives of Years Four and Five, in this final year we will:**

- Commence a full evaluation of the whole program of work implemented under *Equality is not the same...* including reporting on the outputs, outcomes and delivery of benefits and change as outlined in the proposed benefits map
- Publish a full report on the outcomes of the evaluation at the end of Year Six.

# Appendix 1 - Field Contact Policy and Process Review Recommendations

**Recommendation 1:** In making amendments to policy and the Victoria Police Manual (VPM), consult with and seek input from operational members.

**Acquittal:** The Racial Profiling and Field Contact Project established an internal advisory group who have provided input to both the field contact policy change and racial profiling policy review. The projects have also consulted with groups of frontline members and PSOs. The policies were submitted through the internal review process for consideration and comment.

Status: **Completed**

**Recommendation 2:** Amend the VPM to provide guidance to members in relation to circumstances reasonably believed to be suspicious. The amendments should provide a similar level of direction as that provided in the UK's PACE Code A. Any revisions will need to be made with significant input from frontline Victoria Police members and relevant community stakeholders. Consideration should also be given to providing this kind of guidance in relation to similar policies and processes, such as stop and search.

**Acquittal:** A review of the UK PACE Code A was conducted and identified a number of elements of the Code that could be adapted for the VPM. These are now reflected in the revised Victoria Police Manual Policy Rules (VPMP) Reporting Contacts and Intelligence and VPMP Interactions with the Public and withdrawal of Victoria Police Manual Guidelines (VPMG) Field Contacts.

Consultation with Victoria Police members and relevant community stakeholders occurred and VPMP Human Rights Equity and Diversity Standards and VPMP Professional and Ethical Standards were subsequently amended.

Status: **Completed**

**Recommendation 3:** Seek expert legal opinion and consult with the Victorian Equal Opportunity and Human Rights Commission (VEOHRC) and the Office of the Victorian Privacy Commissioner to ensure that the field contact policy, procedures and guidelines comply with obligations under the Charter of Human Rights, anti-discrimination legislation and the Information Privacy Principles.

**Acquittal:** VEOHRC completed a Charter Review of the Field Contact Policy and made a range of recommendations. Many of these recommendations have been adapted in the revised VPMP Reporting Contacts and Intelligence and VPMP Interactions with the Public, revised Professional and Ethical Standards, and Human Rights, Equity and Diversity Standards.

Status: **Completed**

**Recommendation 4:** Amend the VPM to include guidance to members in relation to these obligations.

**Acquittal:** This recommendation was made in the context of Field Contact Recommendation 3. To support this recommendation the following VPM policies and guidelines have been developed; VPMP Interactions with the Public, and Human Rights, Equity and Diversity Standards and amendments made to the VPMP Reporting Contacts and Intelligence and Professional and Ethical Standards.

Status: **Completed**

**Recommendation 5:** Give consideration to seeking this advice and providing direction to members in relation to comparable policies and processes, such as stop and search.

**Acquittal:** The above-mentioned policies have been cross-referenced with the VPMP Interactions with the Public. This policy is intended to provide guidance across a range of interactions, including those that might result in a stop and search or arrest.

Status: **Completed**

**Recommendation 6:** Amend the VPM so that being located, spoken to or sighted in an area with a high incidence of crime does not qualify a person to be the subject of a field contact report, and provide clear direction to members in the VPM that these circumstances alone are not enough to warrant a field contact report.

**Acquittal:** A statement has been included in the VPMP Reporting Contacts and Intelligence (Section 1.2, point 2) in line with this recommendation.

Status: **Completed**

**Recommendation 7:** Amend the VPM to include direction to members on what they are required to tell individuals who are the subject of field contacts. This should include clear direction relating to the need to communicate:

- The reason for the stop
- The member's name, rank and station
- The information sought and why
- The recording of the information on the LEAP database, including how long the information will be kept on the database
- The individual's rights and responsibilities in terms of the interaction, and that there is no requirement on them to provide the information.

**Acquittal:** Following the advice of the internal advisory group, VPMP Interactions with the Public has been developed and released. This policy provides clear direction to members on what they should communicate during an interaction. Following consultation with internal stakeholders the final two points (above) were not included as it was not considered feasible for members to routinely communicate this information during interactions. This information is available to the public on the Victoria Police website through the Victoria Police Information Privacy Principles and Victoria Police Health Records Statement.

Status: **Completed**

**Recommendation 8:** Amend the VPM to provide direction to members in relation to initiating contact with and maintaining a respectful, friendly and sensitive approach, speaking in plain language and being aware that English may not be a person's first language. The appropriate guidance for members to be included in the VPM should be further explored, with input from frontline Victoria Police members and relevant community stakeholders. Mechanisms will also be required to ensure appropriate supervision of field contact practices.

**Acquittal:** Following the advice of the internal advisory group, the VPMP Interactions with the public has been developed and released. This policy highlights the overarching principles of respect and communication that members should apply during interactions. This recommendation is also supported by the VPMP Human Rights, Equity and Diversity Standards.

Status: **Completed**

**Recommendation 9:** Provide guidance to members in the VPM in relation to understanding and responding to potentially volatile situations.

**Acquittal:** The VPMP Interactions with the Public reinforces the principle of safety first and this is further explored through the Field Contact Policy and Process Review Education and Training Plan. There are several existing training avenues that support members in understanding and responding to potentially volatile situations.

Ongoing guidance is provided to members through justifiable decision-making programs, the Field Contacts policy and process reviews and changes to the VPM.

Status: **Completed**

**Recommendation 10:** Give consideration to whether or not, and how, to provide information about complaints mechanisms as part of the field contact interaction. It will be important to reflect on the impact that this will have on the nature and tone of the interaction.

**Acquittal:** This was considered as part of the Field Contact Policy & Process Review; Review of Police Complaints Feedback processes and Receipting Proof of Concept (RPOC). Receipts issued as part of the RPOC also contained instructions on how to register feedback or complaints.

Status: **Completed**

**Recommendation 11:** Amend the VPM to include a requirement that all field contact reports are checked by a sergeant to ensure they are completed for legitimate and appropriate reasons before final submission to the LEAP database.

**Acquittal:** A statement has been included in the revised VPMP Reporting Contacts and Intelligence that states that all field contact reports are to be checked by a sub-officer (sergeant) or above prior to entry on LEAP to ensure they are completed in line with policy (including VPMP Interactions with the Public).

Status: **Completed**

**Recommendation 12:** Amend VP Form L19 to include a section for supervising sergeants to confirm that the report has been checked, including a requirement to include the registration number of the member who approved submission of the report. The VPM should be amended to reflect this requirement.

**Acquittal:** Field contacts are now submitted electronically through LEDR Mk2. Under this process, the name, registration number and station of the sub-officer responsible for authorising the report is compulsorily recorded.

Status: **Completed**

**Recommendation 13:** Amend the VPM to provide direction to members in relation to the information that is required to be completed in a field contact report. This should specifically direct members that a physical description is required.

**Acquittal:** A statement has been included in the revised VPMP Reporting Contacts and Intelligence that to assist with identification, where possible, the reporting member should include a description of the person's physical appearance and their perception of the individual's ethnic appearance.

Status: **Completed**

**Recommendation 14:** Amend the VPM to specifically state that ethnic appearance cannot be the sole descriptor in a field contact report.

**Acquittal:** A statement has been included in the revised VPMP Reporting Contacts and Intelligence that to assist with identification, where possible, members should record physical descriptions and perceived ethnic appearance.

Status: **Completed**

**Recommendation 15:** Set a length of time that is reasonably necessary for field contact reports to remain on the LEAP database for law enforcement purposes. The VPM field contact policy and procedures and guidelines should be amended accordingly.

**Acquittal:** This data is considered official records under the *Public Records Act 1973* and cannot be deleted. This includes data collected in the form of a field contact. As such, this recommendation cannot be implemented due to legislative requirements.

Status: **Completed**

**Recommendation 16:** In any future examination of the VPM field contact policy, consider the application of information obtained in field contacts reports to a possible charge of habitually consorting. Expert advice, as well as input from the Victorian Equal Opportunity and Human Rights Commission, should be sought as part of any examination of the application of Victoria Police's field contact policy and procedures to consorting.

**Acquittal:** The focus of this recommendation became outdated as changed legislative development required consideration. Policy in Focus Edition 06/16 announces the commencement of the *Criminal Organisations Control (Unlawful Associations) Act 2016* and the repeal of the existing consorting offence in s.49F *Summary Offences Act 1966*. Advice has been given to LEDR Mk2 regarding the changes in legislation around consorting and the need to update VPMP Reporting Contacts and Intelligence accordingly. The *Criminal Organisations Control (Unlawful Associations) Act 2016* introduces an indictable offence for unlawful association and as a consequence, the threshold for meeting this offence is quite high and the legislation includes exemption and review rights to ensure that the offence is applied appropriately.

Status: **Completed**

**Recommendation 17:** Develop data monitoring procedures for field contacts to monitor whether field contacts are being applied disproportionately. This data should be monitored on a state wide, regional/divisional, local police service and individual Victoria Police member level. Victoria Police should seek input from frontline members in developing data collection and monitoring strategies.

**Recommendation 18:** Seek expert advice from statisticians about data analysis approaches.

**Recommendation 19:** Develop processes for independent review of data monitoring to be conducted at a corporate, regional and local police service level. These independent review processes should include the development of strategies to address.

**Recommendation 20:** Develop policies and procedures to:

- Ensure the confidentiality and security of the data, especially for individual Victoria Police members
- Clarify the supervisory monitoring processes and procedures for Victoria Police members.

**Acquittal:** Victoria Police needed to consider a number of issues and developments in relation to these recommendations. One key consideration was Victoria Police's obligations under the *Privacy and Data Protection Act 2014* (PDPA).

The RPoC did not develop data monitoring procedures to monitor on state wide, regional, divisional, local police and individual Victoria Police member level. Victoria Police consulted with a range of internal and external stakeholders.

The Data Working Group considered issues regarding the quality of current data collection on ethnic appearance. As noted above Victoria Police is bound by the PDPA in how it manages personal information. Victoria Police is committed to protecting the personal information of the persons with whom it interacts within the course of our functions and activities. As an ongoing area of work, Victoria Police will continue to explore the interface of data collection/monitoring initiatives to support enhanced accountability and transparency with respect to discretionary contact between police and members of the public within the parameters of the Act.

Status: **In Progress**

**Recommendation 21:** Revise field contact reporting procedures so that:

- Reporting on ethnic appearance is a mandatory field. The VPM should provide clear guidance to Victoria Police members that 'ethnic appearance' is a required field of the field contact report. Procedures for the entry of VP Form L19 into the LEAP database should be amended to make ethnic appearance a mandatory field of the form.
- Clear guidance is provided on the codes to be used in the ethnic appearance field in the VPM. Codes could be developed based on external stakeholder input and an assessment of approaches used in other jurisdictions, and it may also be valuable to review the current criteria included in the ethnic appearance data item to review common codes and completion rates. It would also be important to design the codes with consideration of the criterion to be used as the comparator.

**Acquittal:** Collection of ethnic appearance data presents complexities. The mandatory request to record this data was not implemented; rather ethnic appearance is included when submitting a Field Contact Report where possible by Victoria Police members when it is deemed to assist in identification. An internal advisory group canvassed a range of issues including current ethnic descriptors. The VPMP Reporting Contacts and Intelligence policy was amended to state that where possible, the reporting member should include a description of the person's physical appearance and their perception of the individual's ethnic appearance.

Status: **In Progress**

**Recommendation 22:** Work with peak independent bodies (such as the VEOHRC) to develop a public reporting process that addresses concerns in relation to accountability and transparency.

**Acquittal:** VEOHRC were consulted in the review of the Victoria Police Reporting contacts and Intelligence policy which is the governing policy for reporting field contacts. Victoria Police will continue to explore the interface of data collection/monitoring initiatives to support enhanced accountability and transparency with respect to discretionary contact between police and members of the public.

Status: **In Progress**

**Recommendation 23:** Develop a comprehensive communication strategy commensurate with the changes to the VPM that goes beyond notification via the newsletter to inform members of amendments to field contact policy and processes.

**Acquittal:** The Field Contact and Racial Profiling projects included an internal and external communications strategy. In addition the 'Protecting Human Rights is Everyday Policing' e-learn program is supported by an extensive communication program.

Status: **Completed**

**Recommendation 24:** Undertake standardised training for operational members of all ranks in relation to any amendments to field contact policy and processes. This should include training in relation to members' human rights obligations and obligations under the Information Privacy Principles.

**Acquittal:** Additional field contact related sessions exploring bias, ethics and the impact of legislation have been introduced into foundation training programs. Opportunities to introduce the 'Protecting Human Rights is Everyday Policing' e-learn program into other formal training forums continue to be explored.

Status: **Completed**

**Recommendation 25:** Include scenario-based training which examines whether or not particular circumstances warrant a field contact, and which challenges cultural and unintended bias that influences individual decision making in relation to initiating a field contact or submitting a field contact report in any training proposals around policy and procedure changes to field contacts. This training should also form part of recruit training at the Academy.

**Acquittal:** The 'Protecting Human Rights is Everyday Policing' e-learn program has been implemented and is an additional resource to support learning and is accessible to all members on the Victoria Police Learning Hub. This program includes a range of scenarios. The scenarios used provide staged responses for learners to take time to reflect on decision making and provide appropriate feedback around circumstances when a field contact should be completed. Additional field contact related sessions exploring bias, ethics and the impact of legislation have been introduced into foundation training programs. Opportunities to introduce the 'Protecting Human Rights is Everyday Policing' e-learn program into other formal training forums continue to be explored.

Status: **Completed**

**Recommendation 26:** Enhance training at the Academy on field contact policy and processes to provide a stronger foundation of member responsibilities for new recruits, including training in relation to members' human rights obligations and obligations under the Information Privacy Principles.

**Acquittal:** The 'Protecting Human Rights is Everyday Policing' e-learn program has been implemented and is an additional resource to support learning and is accessible to all members on the Victoria Police Learning Hub. Opportunities to introduce the 'Protecting Human Rights is Everyday Policing' e-learn program into other formal training forums continue to be explored

Additional field contact related session exploring bias, ethics and the impact of legislation have been introduced into foundation training programs.

An educator fact sheet that outlines the policy changes and requirements has been developed and socialised with the Centre for Learning and educators responsible for the relevant subject area. These materials support educators to demonstrate best practice for completing a Field Contact Report through example scenarios and is further supported by the 'Protecting Human Rights is Everyday Policing' e-learn program.

Status: **Completed**

**Recommendation 27:** Develop mechanisms to ensure that senior members provide appropriate ongoing on-the-job training to newer recruits.

**Acquittal:** The Dedicated Training Workplace model places responsibility for constables' learning into the hands of operational supervisors to guide on-the-job training. This has continued to be a successful model to enhance the job-readiness of our constables to engage with diverse communities with dignity and respect and ensures that appropriate ongoing on-the-job training to newer recruits is achieved.

Status: **Completed**

**Recommendation 28:** Clearly define expectations and promote mechanisms for community engagement. This should include advisory groups (with external and internal stakeholders) at all levels across Victoria Police, including the corporate, divisional/ regional and local station levels.

**Acquittal:** This recommendation was incorporated in the Victoria Police Community Engagement Strategy and Cultural & Community Awareness Guidelines. It is supported by the establishment of Portfolio Reference Groups.

Status: **Completed**

**Recommendation 29:** Ensure that providing advice on field contact policy and practice is included within the scope of the final Community Engagement Strategy (which was in draft form at the time of writing this report). The terms of reference for these advisory structures should include Victoria Police field contact policy and practices.

**Acquittal:** The Community Engagement Strategy has been developed and implemented. However, the focus on field contacts has been reiterated through the new VPMP Interactions with the Public which was considered a stronger positioning than through the Community Engagement Strategy itself.

Status: **Completed**

**Recommendation 30:** Ensure the community engagement strategy identifies approaches for directly engaging with and seeking input from young people and their representatives. This should include a review of successful Victoria Police youth programs with a view to expanding these across Victoria Police.

**Acquittal:** The Community Engagement Strategy and the outcomes of the Victoria Police Youth Summit directly involved the voice of young people. Victoria Police is developing a framework to ensure a focus on at risk/vulnerable youth in prevention strategies and accountabilities at all levels.

Status: **Completed**

**Recommendation 31:** Develop a community information strategy as part of Victoria Police's response to the field contact review. The strategy should provide information on field contact policy and processes, as well as individual rights and responsibilities, and complaint mechanisms. This strategy should be developed and implemented utilising community engagement mechanisms. Consideration will need to be given to ensuring the strategy specifically targets vulnerable community groups.

**Acquittal:** Victoria Police has maintained and delivered annual reporting on outcomes from *Equality is not the same...* and made public our CCD Education Strategy and Community Engagement Strategy and policies. Community awareness and education strategies will continue to be a key feature of Years Four, Five and Six, including for example the proposed business card concept.

Status: **Completed**

**Recommendation 32:** Trial receipting in a small number of metropolitan areas (with consideration given to also trialling in one regional location) in order to assess the efficacy of receipting for field contacts. This trial needs to be supported with a comprehensive evaluation. Victoria Police should also consider conducting data analysis of the LEAP database by ethnic appearance and location and comparing this with resident population data to identify police stations to be included in the trial.

**Acquittal:** The RPoC Project Team considered field contact submission rates, local population demographics, community engagement activity and factors arising from the *Equality is not the same...* community consultation process in recommending appropriate trial site locations. Moonee Valley, Greater Dandenong, Boroondara and Mildura Police Service Areas (PSAs) were recommended as appropriate trial sites. Three of the PSAs were chosen on account of their cultural diversity, high youth populations, geographical spread and support from local managers in the development of the project. Boroondara PSA was selected as a 'point of difference', to test a location where elements of demography are more representative of state and national levels. The RPoC evaluation comprised field analysis, recording of an issues log, Victoria Police member survey, and community survey and stakeholder feedback.

Status: **Completed**

**Recommendation 33:** In developing the approach for the trial:

- Consult with young people to explore the perceived usefulness of receipting, the potential impact on knowledge and access to complaints mechanisms, information needs (what should be included on the receipt), method of receipt (full report versus business card), concerns that receipting could imply the field contact is a more serious police interaction, and potential strategies for addressing these concerns
- Consult with Victoria Police members to develop processes to address concerns in relation to the bureaucratic burden of receipting and its perceived impact on reducing the number of field contacts
- Consult with community stakeholders (including organisations representing).

**Acquittal:** Development of the RPoC proceeded in Year One through extensive community consultation and discussion on Victorian specific approaches and needs. Local level workshops and ongoing working groups were established in Dandenong, Moonee Valley, Mildura and Boroondara PSAs, on their confirmation as trial sites. Participants included representatives from local secondary schools, community legal centres, community groups, youth support agencies and police.

Police specific workshops in the form of Constable Committees were also established to inform the receipt design and process. Participants included representatives from General Duties (Uniform) police, embedded Operational Response Units and Protective Service Officers in the trial sites of Greater Dandenong, Moonee Valley, Boroondara and Mildura PSAs.

External stakeholders representative of a range of young people's interests were engaged as part of the consultation process. Additionally, arrangements were made with a young persons' service provider to consult directly with young people on the format, content and process of receipting. A range of receipting formats were examined, including: paper-based; Mobile Data Network-integrated (business-card); and smartphone applications. In an effort to address the possible perception that the receipt constitutes a more serious interaction, and in line with community requests, the receipt featured a statement explaining that the receipt is "NOT A FINE" and outlined the purpose of the receipt.

Through consultation with frontline employees, work was undertaken to limit the administrative and bureaucratic burden upon front-line police members through the design and administrative process of the receipt. The receipt primarily consisted of tick-boxes, with minimal free-text. Extensive consultation took place with community representatives from: African Think Tank, Centre for Multicultural Youth, Flemington and Kensington Community Legal Centre, Moonee Valley Legal Service, Keysborough College, Rotary Australia, Southern Migrant Resource Centre, Springvale Monash Legal Service, Wingate Avenue Community Centre and Youth Advisory and Support Service.

Status: **Completed**

**Recommendation 34:** Explore the implications of new technology in developing an efficient receipting process.

**Acquittal:** A number of technological (and non-technological) receipting solutions were examined in the development of the RPoC, including a business card-style receipt, a paper based carbonless-triplicate, a custom-designed smart-phone application and adaptation of existing police technology used in police vehicles (Mobile Data Network system).

Ultimately, two methods were trialled under the RPoC, the paper based business card method and smart-phone application method. The business card method was trialled in Greater Dandenong and Moonee Valley Police Service Areas in Stage 1, and in Boroondara Police Service Area and Mildura Response Zone in Stage 2 of the project. The smartphone application receipting method was trialled in the Mildura Response Zone during Stage 2 of the project. Further details of the research, testing and implementation of the varied methods of receipting are contained in the RPoC evaluation report.

Status: **Completed**

**Recommendation 35:** Ensure receipts provided by Victoria Police to community members during a field contact include the individual's name, field contact information (time, location), the reason for the field contact, the Victoria Police member involved, what will happen with the information, and complaints mechanisms. The consultation strategies detailed above may identify other information needs.

**Acquittal:** Receipt style and content was developed in consultation with all internal and external stakeholders and determined the information to be recorded and stored. Consideration was given to statutory requirements, including Information Privacy Protocols and data required for evaluation.

Status: **Completed**

## Appendix 2 - Cross Cultural Training Review Recommendations

**Recommendation 1:** Conceptualise and develop the central framework for education and training around cultural and community diversity as a values-led framework focused on proactive policing and community engagement. Such a values-led framework should clearly distinguish between a broad ethical and values-based approach to policing and cultural/community diversity on the one hand and the current cultural competence model on the other, which comprises a set of technical skills and is not a philosophy or value in and of itself.

**Acquittal:** The Cultural, Community and Diversity (CCD) Education Strategy was endorsed at the end of Year 1 and has continued to be implemented during Years 2 and 3. The CCD Education Strategy is guided by best practice community engagement, cultural capability and adult learning principles, and is underpinned by human rights. The CCD Education Strategy proposes a model of building cultural capability under a 'golden thread' approach, which embeds human rights policies and concepts throughout all aspects and across all areas of the organisation. The CCD Education Strategy was developed in consultation with community and organisational stakeholders, gaining support for its approach to enhancing cultural, community and diversity education.

Status: **Completed**

**Recommendation 2:** Ensure that all police officers receive regular compulsory refresher training on human rights and cultural and community diversity principles, obligations and skills in the field.

**Acquittal:** The CCD Education Strategy adopted a 'golden thread' approach to enhancing cultural, community and diversity education, underpinned by human rights. This approach, recognises that enhanced cultural capability and human rights learning requires an iterative approach. The visibility of human rights principles has been enhanced throughout formal training programs at People Development Command (PDC) in both session materials and delivery format. Auditing materials and facilitating educator workshops have provided opportunities to place a stronger emphasis on a human rights approach. In addition the 'Protecting Human Rights is Everyday Policing' e-learn program has been implemented and can be accessed to support learning via the Victoria Police Learning Hub.

Priority Communities Division (PCD) has developed, or acted as subject matter experts to assist in design of regional and specialist command training programs that have embedded human rights approaches in an operational policing context.

Status: **Completed**

**Recommendation 3:** Ensure that understanding and knowledge of human rights diversity principles, obligations, frameworks and practice are clearly linked to operational and professional practice training by incorporating the scenario-based exercises and case studies contained in the Victoria Police Human Rights Project's 'Introductory Seminars to Human Rights' curriculum content.

**Acquittal:** The CCD Education Strategy articulates a model that relies on operationalising cultural, community and diversity principles relevant to policing services through the use of case studies and stories. Existing organisational human rights content and curriculum was fundamental to building the base for this approach. This included using the collective knowledge of both former and new organisational human rights practitioners to build the 'train-the-trainer' package.

Scenarios and case studies continue to be used throughout the implementation of the CCD Education Strategy as the way to implement the 'golden thread' of human rights across all training and education; this includes building programs for regions and specialist areas.

CQ Consulting was engaged to build an induction program to enhance the cultural capability and professional practice of all educators within PDC. This program now assists educators to operationalise human rights principles into training and education and has been informed by the CCD Educator & Professional Framework.

Curriculum reform will continue through redevelopment of the Diploma of Frontline Policing, ensuring that a 'golden thread' of cultural, community and diversity principles remains visible.

Status: **Completed**

**Recommendation 4:** Ensure that ongoing cross-cultural training for all serving officers is regularly updated and assessed, and identify and address the need for current knowledge and skills for officers as required and in line with best practice approaches and knowledge in this field.

**Acquittal:** The CCD Education Strategy's best practice approach is one of 'cultural capability' recognising the need for employees to remain flexible to meet the evolving needs of a diverse community. The developed supporting education tools and materials recognise that evaluating and updating curriculum materials is pivotal.

The Cultural and Community Awareness Guidelines and other materials disseminated to support cultural, community & diversity training have been informed by best practice principles as articulated in the CCD Education Strategy. The guidelines are reviewed on a 6-monthly cycle by PCD Portfolio Managers.

The Victoria Police Learning Hub provides the portal to ensure contemporary education materials; references and resources are accessible to all employees. A robust quality assurance framework has been established to support this.

Throughout the implementation of curriculum reforms the External Education Advisory Group and Portfolio Reference Groups have been used to socialise resources and provide feedback.

Status: **Completed**

**Recommendation 5:** Use the Draft ANZPAA Guidelines on Education and Training for Community Engagement - Community Diversity Domain to inform and benchmark the development of education and training programs with respect to policing and cultural and community diversity.

**Acquittal:** The Draft ANZPAA Guidelines on Education and Training informed the development of the Cultural, Community and Diversity Education Strategy and associated curriculum changes, including the development of the Diploma of Frontline Policing.

Status: **Completed**

**Recommendation 6:** Implement regular and consistent unit and program-level evaluation mechanisms for all education, training and professional development courses and packages addressing cultural and community diversity, including evaluation feedback from learners. Such feedback from learners should contribute to a student-centred evidence base for Victoria Police educators and trainers to assess the effectiveness of program design and delivery.

**Acquittal:** Regular and consistent evaluation mechanisms are a recognised pillar of the CCD Education Strategy. Implementation actions included developing a central register of CCD programs, establishing benchmarks for quality program delivery and developing a review process to evaluate impact of education. Some of these tools and resources are still under development and will be added to the 'Capability Manual' as they are finalised.

Changes to formal training programs under the CCD Education Strategy are evaluated in accordance with quality and assurance standards.

Status: **In Progress**

**Recommendation 7:** Develop a longitudinal evaluation mechanism to assess the effectiveness, relevance and impact of all training and education for recruits, probationers, professional development and supervisors/managers in relation to human rights, cultural and community diversity knowledge and practice.

**Acquittal:** Benefits mapping has commenced as part of the *Equality is not the same...* Year Three assessment of work. This benefits map articulates indicators for success and the need to capture particular data sets. In scoping this piece of work, a longitudinal study of constables returning to complete retention courses (Taking Charge) has been identified as critical and within scope of the baseline data capture. This will provide a picture of the effect curriculum changes have potentially had on cohorts pre and post implementation of PACE.

Status: **In Progress**

**Recommendation 8:** Develop a set of documented and transparent indicators for instructor development and qualifications to deliver cultural and community diversity modules and content within its curriculum and field-based training settings.

**Acquittal:** A CCD Educator and Professional Framework has been developed by the Learning Development and Standards within People Development Command. This framework articulates the desired values and attributes expected of an educator responsible for delivering cultural, community and diversity education. This has been bench marked against the ANZPAA guidelines and organisational values and was developed in consultation with community stakeholders receiving support. The Educator Framework has guided and informed the educator professional development program developed by CQ Consulting.

Status: **Completed**

**Recommendation 9:** Consider broadening the range of teaching and learning personnel in relation to delivering education and training on cultural and community diversity to incorporate a mix of police and relevant external education providers and sources where this will add value to the training experience and outcomes for police in the context of community diversity.

**Acquittal:** Deliverables aligned to the CCD Education Strategy support professional learning opportunities to enhance the cultural capability and expertise of educators. This includes the development of an open access resource hub, which encourages a pathway of self-development as per the Education Master Plan. This hub supports valuable resources, including a subject matter expertise register.

The Centre for Professional Policing (formerly known as the Centre for Ethics, Community Engagement and Communication) has been established to strengthen the delivery of community engagement related education within PDC. In establishing this centre for learning the team of educators able to deliver cultural, community, and diversity training has broadened.

Where appropriate, sessions within the foundational and promotional programs have been enhanced to include wider community involvement. This includes broadening the pool of Community Encounters volunteers, inviting community participation into other sessions under the PACE model, and the inclusion of community panels within promotional course programs (SQP, SSQP, IQP) and development programs for superintendents, inspectors and proactive liaison officers.

The services of CQ Consulting were engaged to build an induction program to enhance the cultural capability of all educators within PDC. The program will assist educators to understand their own education and operational expertise within a human rights framework. This induction aims to enhance our educators own cultural capability and provide a valuable way to further feed cultural, community and diversity concepts into all areas of training.

Status: **Completed**

**Recommendation 10:** Explore how to better utilise existing members with relevant cultural and community diversity knowledge, skills and expertise to contribute to teaching and learning in this area, with regard for the risks and safeguards that need to be in place to protect and ensure members' wellbeing.

**Acquittal:** The opportunity to utilise existing members' CCD knowledge and experience has been incorporated into the capability pillar of the CCD Education Strategy. Implementation actions included identifying educator capabilities, the development of resources to support specialisation and a subject matter expert register to assist with the allocation of resources. Delivery of the open access learning point, the CCD Learning Hub, will support socialising these actions.

The CCD Educator and Professional Framework has been developed by People Development Command in consultation with community stakeholders. Victoria Police is exploring the application of the Subject Matter Expert Register to be hosted on the Learning Hub.

Working with Regions and specialist Commands to develop new learning opportunities, a model has been developed that encourages drawing on local expertise and proactive members to inform practice. This is made explicit in the Capability Manual.

Status: **Completed**

**Recommendation 11:** Where members do contribute to teaching and learning on cultural and community diversity in Academy, DTW or other field-based contexts, ensure that they have documented ability to do so through some form of assessment, evidence of community acceptance, qualifications, or other robust and validated indicators.

**Acquittal:** Through the Capability Manual, CQ Consulting Educator Program, Portfolio Reference Groups, CCD Educator and Professional Framework and External Educator Advisory Group, Victoria Police has developed a range of mechanisms to enhance and develop the cultural capability of its educators. These resources and support mechanisms are purposefully designed to enhance educators' knowledge, skills and demonstration of cultural capability.

The creation of robust and validated indicators on educators' cultural capability has proven challenging – in many instances these formal (external) qualifications and assessments do not exist. Work is being undertaken to socialise the Educator Framework and seek feedback from a range of internal and external stakeholders on the feasibility of creating such indicators.

Status: **Completed**

**Recommendation 12:** Ensure that the newly established Priority Communities Division has a strong role in contributing to the knowledge, skills, standards and resources supporting cultural and community diversity education and training at all levels of the organisation.

**Acquittal:** The Priority Communities Division has contributed to delivering the CCD Education Strategy objectives across the organisation as identified in this recommendation, through a range of programs and initiatives. This included the development of the Community Engagement Strategy; Cultural, Community & Awareness Guidelines; good practice guidelines; establishment of portfolio reference groups; and training delivered to a wide range of areas across Regions and Departments outside of formal PDC programs.

Status: **Completed**

**Recommendation 13:** Retain the Professional Policing Units and incorporation of the units into future curriculum approaches as the overall education and training model is redeveloped through the Victoria Police Education Master Plan.

**Acquittal:** Professional Policing Units have been maintained and strengthened under the PACE model. Implementation actions included maintaining current best practice in Professional Policing Units supported through the design principle guidelines, a baseline review of associated CCD education (foundation training in the first instance) and a 'golden thread' approach to training and education to be embedded through curriculum reforms. All curriculum changes and the CCD approach have been undertaken in alignment with the Education Master Plan.

Status: **Completed**

**Recommendation 14:** Ensure that instructional design and delivery approaches at Victoria Police include agreed methodologies for learner-centred training and work to embed a combination of higher order thinking and analytical skills with field-based practice and operations wherever possible (consistent with the Victoria Police Continuous Improvement Model for Foundation Training Recommendation 5, p. 34).

**Acquittal:** The CCD Education Strategy was developed to complement the Education Master Plan which echoes best practice learning methodologies. These instructional design and delivery approaches have been used to inform the development CCD deliverables (e.g. Capability Manual) and form the basis of any advice provided to develop and deliver CCD related learning initiatives.

Under the PACE model used to influence and enhance foundation training a Hydra scenario is currently under development that requires learners to use critical thinking and reflective practice to engage in community centred policing problems. This concept is being trialled currently using a paper based methodology. The PACE Assignment developed and incorporated into Foundation Training requires learners to engage in an applied, analytical and self-directed learning pathway.

In continuing to progress its commitment to continuous improvement, as per the Education Master Plan, PDC delivered professional development workshops focused on a learner-centred approach to learning to its educators in 2015.

The redevelopment of the Diploma will provide further opportunity to enhance a learner centered approach.

Status: **Completed**

**Recommendation 15:** Develop and incorporate case study and scenario-based learning using a variety of delivery vehicles and learning resources, both open-source and purpose-designed, to enhance education and training on cultural and community diversity.

**Acquittal:** Case studies and scenario-based learning have been incorporated through the content pillar of the CCD Education Strategy. Implementation actions include the development of a case study bank to be housed with the CCD Learning Hub and an accessible CCD training toolbox for formal and informal learning opportunities. The incorporation of case studies, as part of best practice CCD education and training, is supported by the capability manual and other developed capability tools. Using case studies and scenario-based learning through a 'golden thread' approach has been integral to the delivery of CCD Education Strategy. This approach has been used to 'lift' current foundation training outside of the traditional community engagement sessions. Educators across centres for learning have been supported in this approach through the delivery of 'working with bias' workshops in 2015 and the operational model of implementation workshops in 2016.

Status: **Completed**

**Recommendation 16:** Explore how to incorporate visual and interactive electronic and digital learning technologies into the design and delivery of curriculum, in-service training and professional development for recruits and serving officers.

**Acquittal:** Use of digital and interactive learning technologies has been incorporated into the curriculum pillar of the CCD Education Strategy. Implementation actions included scoping innovative learning and development opportunities in a future-focused response. Use of interactive and digital learning opportunities form part of the 'design principle guidelines'. Where possible within Victoria Police's current IT capability and existing systems, technologies are being incorporated into training and education program design and delivery. This includes Hydra, the Learning Hub, and other e-learn programs.

Status: **Completed**

**Recommendation 17:** Develop, update regularly and make available to all police recruits and members a resource base of learning and teaching materials used in developing knowledge and skills relating to community and cultural diversity to support both local and regional initiatives and encourage self-guided learning and research.

**Acquittal:** The development of a resource base to support local and regional initiatives and self-guided learning has been incorporated into the content pillar of the CCD Education Strategy. Frontline resources, including the Cultural Awareness Guidelines and fact sheets are hosted on the Intranet. An open access learning resource hub will provide a central repository to support self-service professional development. This will support self-guided learning and research that can be accessed at a local level. This includes development and implementation of online learning programs including the RPOC e-learn program, the 'Protecting Human Rights is Everyday Policing' e-learn program and PDC's pre-Hydra Judgement and Decision-Making e-learn program.

Status: **Completed**

**Recommendation 18:** Use the Community Diversity Domain of the Draft ANZPAA Guidelines for Education and Training in Community Engagement to identify, develop and stream cultural and community diversity elements of the curriculum and to develop a clear articulation of their relevance, rationale, goals and function within the overall curriculum. This will assist in identifying existing and future strengths, gaps and areas for improvement as the new Victoria Police Education Master Plan unfolds.

**Acquittal:** The Community Diversity Domain of the Draft ANZPAA Guidelines for Education & Training in Community Education informed the development of the CCD Education Strategy principles and have played an integral role in the development of the new Frontline Policing Diploma as part of the Education Master Plan.

Status: **Completed**

**Recommendation 19:** Retain a focus on introducing key concepts and values in proactive policing, community engagement and cultural and community diversity at the beginning of the Foundation Training Program through the 'Introduction to Diversity' module and associated modules dealing with ethics and human rights.

**Acquittal:** The continued emphasis of proactive policing, community engagement and CCD concepts at the beginning of the Foundation Training Program has been incorporated into the curriculum pillar of the CCD Education Strategy. This included retaining a focus on key concepts and values in proactive policing throughout the Introduction to Contemporary Policing modules of recruit training. The strategy's guiding principles and 'golden thread' approach have been used to enhance the underpinning human rights approach to sessions.

An emphasis has been placed on decision making in a human rights context using a values based decision making framework to examine case studies incorporating diverse communities. Through implementing a formal assessment task and further problem based immersive learning opportunities, five additional sessions have been incorporated into foundation training. A further three professional development sessions are allocated to learners to complete the assessment with support from educators available.

Status: **Completed**

**Recommendation 20:** Consider relocating the position, timing and duration of other modules dealing with specific aspects of cultural and community diversity to later stages of the curriculum to support sequential and cumulative learning by police recruits and foster an intersection with developing knowledge and skills in operational and practice contexts.

**Acquittal:** The recommendation to consider the position, timing and duration of other CCD modules has been incorporated into the curriculum pillar of the CCD Education Strategy. Implementing curriculum reforms through the PACE model gave consideration to sequencing within the restrictions of the current timetable. This included the introduction of the PACE assessment, ensuring learners were armed with practical experience and contextual knowledge to complete. This has also been highlighted as a future consideration for the foundation curriculum review team.

The Hydra paper-based activity has been specifically placed at the end of Foundation Training to provide learners with an opportunity to reflect on learning and apply an operational context in a dynamic environment.

Status: **Completed**

**Recommendation 21:** Reposition 'Community Encounters' at the very end of the Foundation Training program so that recruits have the benefit of enhanced conceptual and also operational learning to bring into their interactions with diverse community members through this program.

**Acquittal:** Community Encounters has remained a cornerstone introduction to foundation training completed by all police, PSO and PCO recruits. This experiential learning opportunity provides an important point in time to reflect and revisit during future sessions. While the decision was made not to reposition the Community Encounters Program in response to this recommendation, the intent of the recommendation was captured by strengthening the Community Encounters program and enhancing opportunity for debriefing and reflection. These changes were also informed by workshops conducted with the Community Encounters volunteers. The Community Encounters model has been expanded to regional learning opportunities under a 'Community Collaborations' model. This model leverages from the success of community participation but creates a different dynamic through collaborative discussion around central issues. In addition, other avenues are being explored to bring more community members into training and education sessions, such as Hydra scenarios and use of technology to support ongoing input through recordings and podcasts.

Status: **Completed**

**Recommendation 22:** Extend the timing and duration of cultural and community diversity modules to maximise their effectiveness for police learners.

**Acquittal:** This recommendation has been incorporated across the curriculum and content pillars of the CCD Education Strategy. Implementation actions included a review of programs (focus on foundation in the first instance) to identify the best placement of curriculum and identifying contemporary issues to meet learner needs. Community engagement sessions delivered by the Centre for Professional Policing (CPP) have been expanded to include a further five stand-alone community engagement centered sessions and a further three educator supported professional development sessions. These changes to curriculum have been balanced to consider other competing demands and policing imperatives.

Status: **Completed**

**Recommendation 23:** Ensure that cultural and community diversity skills and knowledge are explicitly picked up and extended within operationally focused elements of the Foundation Training program, and that these aspects of cultural and community diversity training are clearly identified as such within operational modules.

**Acquittal:** This has been incorporated into the capability pillar of the CCD Education Strategy. Implementation action included developing formal and informal resources to support educators to incorporate CCD principles into all aspects of training. Critical touch points under an operational model of implementation were reviewed using a platform of road policing, family violence, police initiated contacts and a victim-centric service delivery approach. Educators from relevant centres for learning completed workshops to support the incorporation of this content in an operationally relevant way. This approach will continue to be supported through the CQ Consulting educator induction program.

Status: **Completed**

**Recommendation 24:** Redevelop 'Current Issues in Policing' as a module focused on understanding and preventing direct and implicit bias, racism and racial profiling as an existing part of the current syllabus, drawing on best practice examples provided in the international literature and police departments in other countries.

**Acquittal:** The Current Issues in Policing session has been redeveloped under an inclusive and 'professional policing for all' approach. This session is structured so it can continually be adapted to meet emerging community issues. Concepts of bias, racism and racial profiling have been incorporated in a 'golden thread' approach to human rights and diversity training across all CPP delivered sessions. It is especially embedded in those sessions using a values based decision making framework.

In addition, a 'Working with Bias' workshop was facilitated for 40 Victoria Police educators in 2015 to assist in 'golden threading' concepts of bias across a range of Centres for Learning.

Status: **Completed**

**Recommendation 25:** Develop and implement formal moderated assessment of police and PSO recruits' knowledge and understanding of principles, obligations and frameworks for police conduct in relation to human rights, ethics and cultural and community diversity, with clear thresholds linked to student progression in the remainder of the training program based on assessed learning outcomes.

**Acquittal:** The implementation of the PACE Assignment in Foundation Training is a significant improvement in practice and delivery of community-centered policing education, marking the first time understanding of community-centred policing has been assessed. The PACE Assignment is a comprehensive project undertaken over several months, involving high levels of self-directed learning, reflective practice, initiative and demonstrated understanding of particular communities police are working with at their Dedicated Training Workplace (DTW). It is assessed by educators and the learners (newly appointed constables) receive extensive feedback on this substantial piece of work. The assignment involves inquiry-based, applied and practical learning and is underpinned by human rights and CCD principles, all of which reflect the design principles outlined in the CCD Education Strategy.

Moderated assessment will continue to be progressed through development of further assessment opportunities both in foundation and promotional programs.

Status: **Completed**

**Recommendation 26:** Move education and training approaches toward more active learner engagement through field based experiential learning and away from passive learning models based on instructional rather than facilitative approaches to student learning and engagement (consistent with Continuous Improvement in Foundation Training, Point 5.22, Recommendation 4, p. 34).

**Acquittal:** More active learner engagement approaches were incorporated into the curriculum pillar of the CCD Education Strategy. Implementation actions included an innovative and contemporary approach to design and delivery of education through the development of 'design principles' consistent with the Education Master Plan and contemporary methodology. In continuing to progress its commitment to continuous improvement, PDC delivered professional development workshops focused on a learner-centred approach to learning to its educators in 2015.

Status: **Completed**

**Recommendation 27:** Introduce specifically developed training and assessment packages during the 18 months of probationary constable field-based training, delivered by appropriately trained instructors and/or station supervisors/ managers that specifically address and assess cultural and community diversity knowledge and skills.

**Acquittal:** Guided by the CCD Education Strategy, the relevant Taking Charge course sessions have been enhanced by the Centre for Professional Policing. The sessions centered on professional policing includes concepts of bias and bystander ethics in line with observed behaviours and the organisational values. In addition, session content has been updated to reflect current community issues and expectations. These themes will continue to develop in response to emerging issues and trends from the community. Other content related to working with proactive liaison officers has been retained.

Status: **Completed**

**Recommendation 28:** Strengthen the qualifying instruction programs for Sergeants, Senior Sergeants and Inspectors specifically with regard to ensuring that appropriate knowledge, skills and understanding of cultural and community diversity can be demonstrated via formal assessment before confirming progression to these roles.

**Acquittal:** The Centre for Professional Policing has led changes to the promotional programs using a best practice approach to CCD education and training, involving community stakeholders as appropriate. All case studies and problem based learning methodologies in the promotional programs have been reviewed and enhanced to include principles of human rights and diversity, and are creating increased opportunities to discuss community issues. An additional two hour community-centered session has been developed for the IQP, and a program for the SSQP is under development. In addition to this the Priority Communities Division has contributed to the promotional development programs at Inspector and Superintendent rank, in line with current organisational imperatives and initiatives. The Enhanced Decision Making model integrated into all formal promotional programs further strengthens police knowledge, skills and understanding of cultural and community diversity.

Status: **Completed**

**Recommendation 29:** Link demonstrated knowledge and understanding of human rights, ethics and cultural and community diversity principles, obligations and frameworks, and how to embed these as core elements of workplace culture and behaviour, to professional development processes for promotion purposes to Sergeant, Senior Sergeant and Inspector ranks.

**Acquittal:** The Centre for Professional Policing in collaboration with Priority Communities Division deliver sessions into promotional programs for Sergeants, Senior Sergeants and Inspectors under the Professional Approach to Community Engagement (PACE) Model. Using case studies and collaborative approaches underpinned by human rights, employees are equipped to return to the workplace to apply their learning. Employees are further supported with open access to resources and tools available through online platforms.

Status: **Completed**

**Recommendation 30:** Ensure that compulsory refresher training for supervisors and managers is implemented and assessed at levels of knowledge, skill and responsibility commensurate with rank level.

**Acquittal:** Rather than rely on one off 'refresher' training programs that do not necessarily meet individual learning needs, Victoria Police has applied an adult learning principles framework that acknowledges the importance of ongoing goal-orientated learning and self-direction. Development opportunities for supervisors and managers have been enhanced through existing avenues and additional resources. The 'Protecting Human Rights is Everyday Policing' e-learn program has been implemented across the entire workforce and a 'train-the-trainer' model developed to support face-to-face delivery. Cultural, community and diversity principles in promotional programs have been reviewed and reinvigorated to align with the CCD Education Strategy's objectives. Further work will continue to ensure our workforce remains contemporary and will be guided by the Capability Framework.

Status: **Completed**

**Recommendation 31:** Develop and implement formal training in mentorship on cultural and community diversity for supervisors and managers.

**Recommendation 32:** Incorporate education and training goals and expectations around cultural and community diversity for supervisors and managers as a component of annual performance reviews.

**Acquittal:** Victoria Police has established formal frameworks for educators and clear education expectations. The next step will be to support workplace managers and supervisors through enhancing development opportunities and providing clear alignment to HR practices, including performance reviews and career pathways. These pathways will be supported by other current organisational imperatives to create healthy, safe and respectful workplaces in line with the VEOHRC Report and Mental Health Review.

Additionally, Victoria Police is exploring an organisational leadership capability uplift, in response to the key themes identified in current organisational reviews including Equality is not the same, VEOHRC and Mental Health Review reports. This will be guided by the Victoria Police Capability Plan 2016-2025: Capability Framework.

Status: **In Progress**

**Recommendation 33:** Incorporate specific tasking expectations, benchmarks and responsibilities for supervisors and managers of stations and service areas to develop and implement strategies, activities and programs around engagement with diverse communities in their local area to support acquisition of relevant skills and knowledge by leaders.

**Acquittal:** Tasking expectations, benchmarks and responsibilities for supervisors and managers have been incorporated into the Victoria Police Community Engagement Strategy. This strategy was developed in consultation with operational members and community, with implementation supported by a suite of tools and resources.

State-wide implementation at Divisional level has been supported by Priority Communities Division, which is using a roadshow methodology to visit stations and talk through the objectives and tools of the strategy to assist in the development of local level engagement with diverse communities.

The Community Engagement Strategy implementation was further supported through the delivery of two major two day professional development forums in June 2016 – a Proactive Liaison Officer forum for 250 Victoria Police employees and a Community Engagement forum for supervisors and managers.

Status: **In Progress**

# Contributors

This year we would like to especially acknowledge and thank the Victorian community and organisations who worked closely with us to achieve change:

## **Aboriginal Portfolio Reference Group**

Aboriginal Family Violence Prevention and Legal Services

Commissioner for Aboriginal Children & Young People

East Metropolitan Regional Aboriginal Justice Advisory Committee

Gippsland Regional Aboriginal Justice Advisory Committee

Koori Justice Unit, Department of Justice

Koorie Youth Council

Victoria Aboriginal Community Services Association LTD (VACSAL) / Indigenous Family Violence Regional Action Group

Victorian Aboriginal Legal Service

The Gathering Place

## **External Education Advisory Group**

Australian Migrant Education Service (AMES)

Australian Multicultural Foundation

Commissioner for Aboriginal Children and Young People

Community members

Ethnic Communities Council of Victoria (ECCV)

Flemington Kensington Community Legal Centre

Gay and Lesbian Health Victoria

Koori Justice Unit

Mind Australia

Racial Profiling Monitoring Project

The Office of Public Advocate

Victims' Services

Victoria University

Victorian Aboriginal Legal Service

Victorian Equal Opportunity & Human Rights Commission (VEOHRC)

Worowa Aboriginal College

## **Disability Portfolio Reference Group**

Alzheimer's Australia, Victoria

Amaze

Blind Citizens Australia

Carers Victoria

Deaf Victoria

Disability Discrimination Legal Service

Disability Justice Advocacy

First People's Disability Network

Office of Disability, Department of Human Services

Office of the Public Advocate

State Trustees

VEOHRC

Victorian Coalition of ABI Service Providers (VCASP) Inc

Villamanta Disability Rights Legal Service

Women with Disabilities Victoria  
Youth Disability Advocacy Service

### **Human Rights Strategic Advisory Committee**

African Think Tank  
Castan Centre for Human Rights, Monash University  
Centre for Ethical Leadership, University of Melbourne  
Centre for Cultural Diversity and Wellbeing, Victoria University  
Centre for Ethical Leadership, University of Melbourne  
Centre for Multicultural Youth  
Commissioner for Aboriginal Children and Young People  
Commissioner for Children & Young People  
Commissioner for Senior Victorians  
Disability Services Commissioner  
ECCV16  
Federation of Community Legal Centres  
Human Rights Law Centre  
Justice Connect  
Law Institute of Victoria  
Office of the Public Advocate  
Orygen Youth Health  
Victoria Gay and Lesbian Rights Lobby  
Victoria Legal Aid  
Victorian Aboriginal Legal Service  
Victorian Council of Social Service

VEOHRC  
Victims of Crime Assistance League  
Victorian Multicultural Commission  
Youthlaw, Young People's Legal Rights Centre

### **LGBTI Portfolio Reference Group**

Anti-Violence Project  
Australian GLBTIQ Multicultural Council  
Bisexual Alliance Victoria  
GASP Geelong  
Gay and Lesbian Health Victoria  
Gay and Lesbian Switchboard  
Minus 18  
No to Homophobia  
Organisation Intersex Internationale  
Transgender Victoria  
VEOHRC  
Victorian AIDS Council  
Victorian Gay and Lesbian Rights Lobby

### **Mental Health Portfolio Reference Group**

Council to Homeless Persons  
Forensicare  
Foundation House  
Headspace  
Justice Connect  
Mind Australia  
Orygen Youth Health  
SANE Australia  
Spectrum

Tandem Incorporated

Victoria Legal Aid

Victorian Alcohol & Drug Association

Victorian Mental Illness Awareness Council

### **Multicultural Portfolio Reference Group**

African Think Tank

Arabic Welfare Inc

Association of Hazaras in Victoria

Australian Multicultural Foundation

Australian Muslim Women's Centre for Human Rights

Australian Vietnamese Women's Association

Centre for Multicultural Youth

ECCV

Federation of Indian Associations of Victoria

Horn of Africa Communities Network

Islamic Council of Victoria

Jewish Community Council of Victoria

Monash University

Office of Multicultural Affairs & Citizenship

Sunraysia Mallee Ethnic Communities Council

Union of Greater Upper Nile States Inc

United Pasifika Council of Victoria

Victorian Multicultural Commission<sup>17</sup>

### **Receipting Proof of Concept Local Working Groups**

African Think Tank

Boroondara Youth Services

Centre for Multicultural Youth

Eastern Community Legal Centre

Flemington Kensington Community Legal Centre

Keysborough College

Mallee Family Care

Mallee District Aboriginal Services

Moonee Valley Legal Service

Monash

Murray Mallee Community Legal Centre

Rotary Australia

Southern Migrant & Refugee Centre

Springvale Monash Legal Service

Sunraysia Mallee Ethnic Communities Council (SMECC)

YSAS

YRIPP

Wingate Avenue Community Centre

### **Seniors Portfolio Reference Group**

Ageing and Aged Care Branch, Department of Health

Alzheimers Australia

Carers Victoria

Council of the Ageing (Victoria)

ECCV

Leading Age Services Australia (Victoria)

Municipal Association of Victoria

Office of the Public Advocate

Seniors Rights Victoria

Sexual Health and Ageing Program, La Trobe University

State Trustees

VicRoads

VEOHRC

### **Young People Portfolio Reference Group**

Anglicare

Berry Street

Centre for Adolescent Health

Centre for Multicultural Youth

Children's Court of Victoria

Commission for Children and Young People

Department of Education and Early Childhood Development

Department of Health

Department of Human Services

Flemington Kensington Community Legal Centre

Jesuit Social Services

Koorie Youth Council

Royal Children's Hospital

Victoria Legal Aid

Youth Affairs Council of Victoria

Youth Law

YSAS







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