



SKILLS FOR JUSTICE

Justice | Fire & Rescue | Local Government | Armed Forces



SKILLS FOR JUSTICE BRIEFING REPORT

**Developing a UK police service better
equipped to face the challenges of tomorrow**

Results from the Developing a Resilient Workforce Survey 2021

The global pandemic has impacted all of our emergency services, not least policing, which has been confronted by the pressures that Covid-19 has placed on an already demanding workload.

In testing times, forces have had to confront the management of complex resourcing, cater for additional wellbeing support for staff, and respond to challenging drivers of change. These drivers will be instrumental in shaping the workforce of the future and will require strategic, tactical, and operational responses.

In addition to these enormous challenges, police forces must address the need to foster a more equal and diverse workplace, to increasingly represent the communities they serve, and to continue to successfully 'police by consent'. Taken together, five key actions will enable forces to overcome these:

1. embracing new ways of working which will continue to replace the more traditional ways of working
2. ensuring that staff, officers, and leaders have a cultural ethos that embraces the innovation and responsiveness needed to consistently provide the highest level of services
3. reflecting and responding to the changing needs of all our communities
4. developing awareness and skills to support a more inclusive, representative and diverse workforce
5. changing the face of the workforce to create the foundation for a more socially acceptable approach to policing that inspires increased public confidence in the system

In terms of the workforce, this will require novel thinking with the skills of staff and officers in mind, and this report seeks to understand issues in terms of skills gaps, skills shortages, qualifications, and training. It is aimed at sharing evidence that will help guide decision makers' efforts to develop a workforce that is fit for the future.

Alongside the findings from our 'Developing a Resilient Workforce Survey 2021', this report captures some of the long-standing (and partly unresolved) issues that have arisen consistently in policing over the years. It is the response to these that will continue to condition workforce expectations, shape policing needs, define strategic decision making and, in turn, reassure the public.

If the pandemic has taught us anything, it is that we must be ready to expect the unexpected. In terms of policing, forces must be prepared to reinvent the way they work, and, however difficult, this means planning for a skilled and sustainable police workforce, today.



Jon Parry
Head of Research and Evaluation Skills for Justice

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BACKGROUND

The world of work is fast evolving, with innovative technologies and products entering the market at a pace, requiring new skills and new approaches to public service delivery.



As well as serving the public, police forces increasingly need to meet the demands of a complex workforce, and be prepared to respond to challenging external drivers of change. These drivers will be instrumental in shaping the workforce of the future and will require a strategic approach. This should include close consideration of:

- political events affecting employers and the workforce such as a change in government, new policy development/legislation, and the legacy of Brexit
- economic trends such as an increase in the price of products, cost of training, and progressively competitive markets
- social imperatives relevant to a significant proportion of the workforce such as an ageing population, work/life balance, mental health, and demographics
- any advances or changing use of technology that might impact the workforce such as online learning, innovation, digitisation, and artificial intelligence
- new legislation affecting employers such as employment law, increased regulation, continued implications of withdrawal from the EU
- environmental pressures such as recycling, globalisation, the 'green' lobby, sustainability, and carbon neutrality

These will present an enormous challenge for police forces, alongside other drivers, such as the need to create a more diverse and inclusive workforce, to represent the communities served, and to successfully police by consent. In terms of the workforce, this will necessitate continual thinking about skills gaps and skills shortages, qualifications, and training.

The research underpinning this report seeks to understand these challenges and, in doing so, to present policing leaders with key takeaways which consider the micro and macro factors that may shape our future police workforce.

Survey respondents

In June 2021, 894 individuals from across the UK police service, both employers and employees, participated in the 'Developing a Resilient Workforce Survey 2021', part of a biennial workforce development research programme. Respondents were invited to have their say on the current challenges and skills development needs of their workforce.

Nearly all respondents were public sector workers (97.5%) employed in organisations consisting of over 250 employees (97.1%).



Dr Brenda Gonzalez Ginocchio Senior Researcher

Dr Brenda Gonzalez Ginocchio holds a PhD in politics and has been working in research for the last ten years in areas ranging from probation, criminal and social justice, to education, and the labour market. She has worked internationally both within the private and public sectors across the EU, the United States and Latin America, and has a strong record of collaborating with government departments, not-for-profit organisations, universities, and intergovernmental organisations.

Brenda is a mixed-methods researcher experienced in using a range of research methods and software such as NVivo and SPSS. She has university teaching experience, as well as teaching for non-government organisations.



MEET THE AUTHOR

01

CREATING AND SUSTAINING A FLEXIBLE, DIVERSE, AND INCLUSIVE WORKFORCE, WHILE TACKLING THE IMPACT OF COVID-19



Flexible working can take many forms. Whether this is part-time working, reduced hours, job sharing, flexible start and finish times or working from home. Before the pandemic, 76.0% of employers offered flexible working to some staff and 15.1% provided this to all staff. However, 6.5% did not allow flexible working at all.

Since Covid-19, these figures have risen dramatically, with 49.3% reporting that flexible working is now allowed for all staff across their organisation.

Since the pandemic, there is no doubt that all forms of flexible working have increased. For example, 91.4% of respondents reported that remote working has increased and 41.3% stated that the use of flexible hours has become more popular.

This shift to remote working has been welcomed by staff, with an overwhelming number of respondents stating that they are more productive and have a better work-life balance when working from home. The availability of flexible working appears to be dependent on the nature of the role.

“It depends upon the role. Many individuals in police staff roles can work flexibly, but officers are understandably on fixed shifts, due to the nature of their work and minimum staffing requirements.”



THE FLEXIBLE WORKFORCE

Flexible working can take many forms such as part-time working, reduced hours, job sharing, flexible start and finish times and working from home.

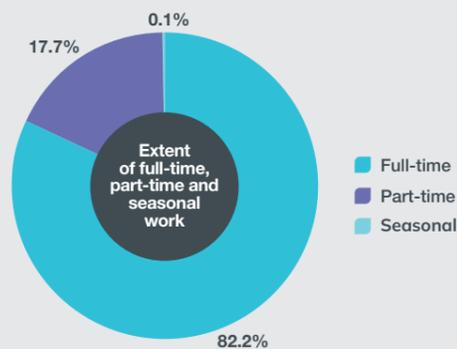
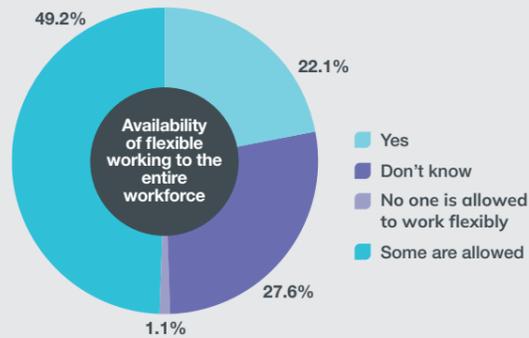


THE FLEXIBLE WORKFORCE



Looking at part-time working specifically, 17.7% stated that they work part-time. Mostly this is through their own choice rather than not being able to obtain full-time work.

However, several respondents commented that due to the high cost, or lack of access to childcare, they felt part-time work was their only option. Other respondents chose part-time work due to ill health.



“Since lockdown, there has been very limited training available to staff.”



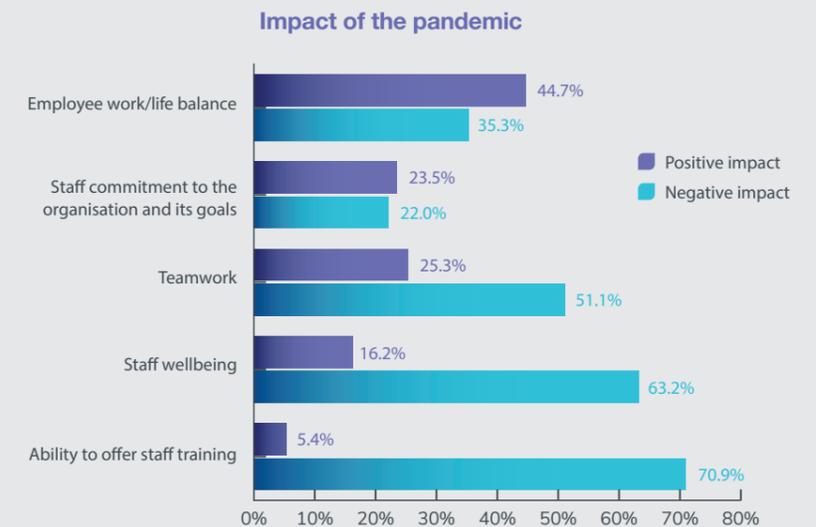
THE IMPACT OF COVID

Not only has the pandemic influenced where people work, but it has also significantly impacted employee health and wellbeing, recruitment processes, communication, and performance.

Covid-19 has had a substantially negative impact on the wellbeing of individuals in police staff roles (63.2%). However, and perhaps to do with the aforementioned and widely welcomed increase in home working, 44.7% feel there has been a positive impact on work-life balance since the pandemic began.

Despite the majority of respondents reporting that Covid-19 has had a negative impact on wellbeing, there has been a positive impact on teamwork (25.3%), as well as staff commitment to their organisations and their goals (23.5%).

However, it is also worth noting that 70.9% reported a negative impact on staff training, possibly due to face-to-face training not being available during the pandemic.



THE IMPACT OF COVID



On a more positive note, respondents stated that they feel more productive working from home, and around a third (31.5%) reported improvement on work performance during the pandemic. However, the same cannot be said for the negative effects that Covid-19 has had on leadership (35.7%), workforce management (36.8%) and the ability to recruit skilled staff (25.5%).

It could be said that the most easily recognisable impact of Covid-19 on the workplace, has been the increased use of technology, mobilised at pace, to keep services running. These findings show that this has been the case across policing. In particular, the scale of adoption of digital solutions (57.3%) and an improvement in digital skills (45.5%).

Further to this, has been the willingness to adopt new technology within work, which was reported as high or very high (64.4%).

Only 3.9% of respondents stated that they had a low or very low willingness to adopt new technology.

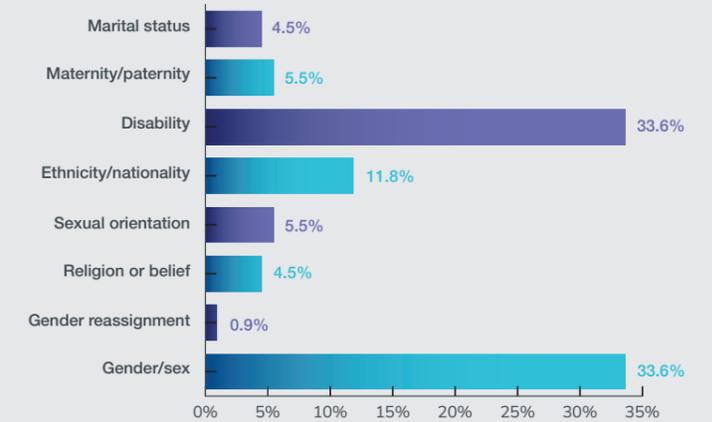
This considerable upsurge potentially links to the increased use of online platforms like Microsoft Teams and Zoom to facilitate virtual meetings across organisations.

Enhanced internal communication across police forces has also been reported as having a positive impact for staff (35.0%), which may also be linked to new and improved ways of virtual working.

Conversely, nearly a third of respondents stated that there has been a negative impact on partnership working with external organisations (32.8%), which is interesting to note, given additional findings on improved on collaboration across services.

“Perhaps the most easily recognisable and significant Covid-19 impact on any workplace around the world, has been the increased use of technology, mobilised at pace to keep services running.”

Experiences of bullying, harassment or unfair treatment in the workplace in the last 12 months



AN INCLUSIVE AND DIVERSE WORKFORCE

Unfair treatment in the workplace

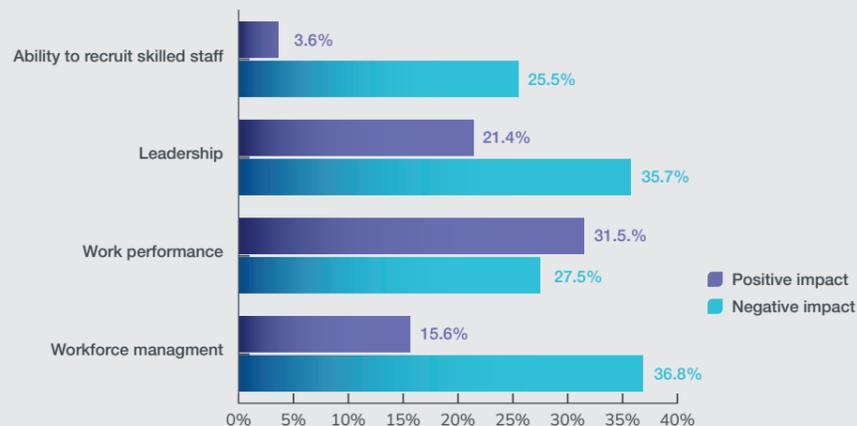
Unfair treatment within policing organisations was identified by a concerning number of respondents. 22.6% stated that they had experienced bullying, harassment, or unfair treatment in the workplace over the last twelve months, due to their gender, sexuality, marital status, parental status, religion, ethnicity, or gender reassignment.

An additional 7% were unsure if their experiences were related to a protected characteristic.

Of those who had experienced bullying, harassment, or unfair treatment, 33.6% reported that this was concerning their gender or sex, 33.6% stated that this was related to their disability and 11.8% stated that this was because of their ethnicity or nationality.



Organisational impact of the pandemic



AN INCLUSIVE AND DIVERSE WORKFORCE



Ensuring equality, diversity, and inclusion (EDI)

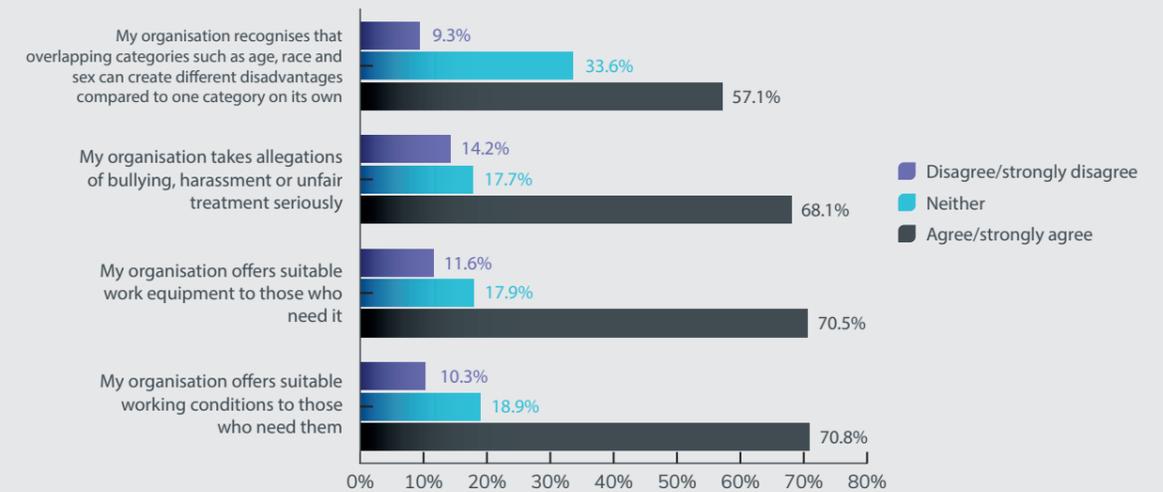
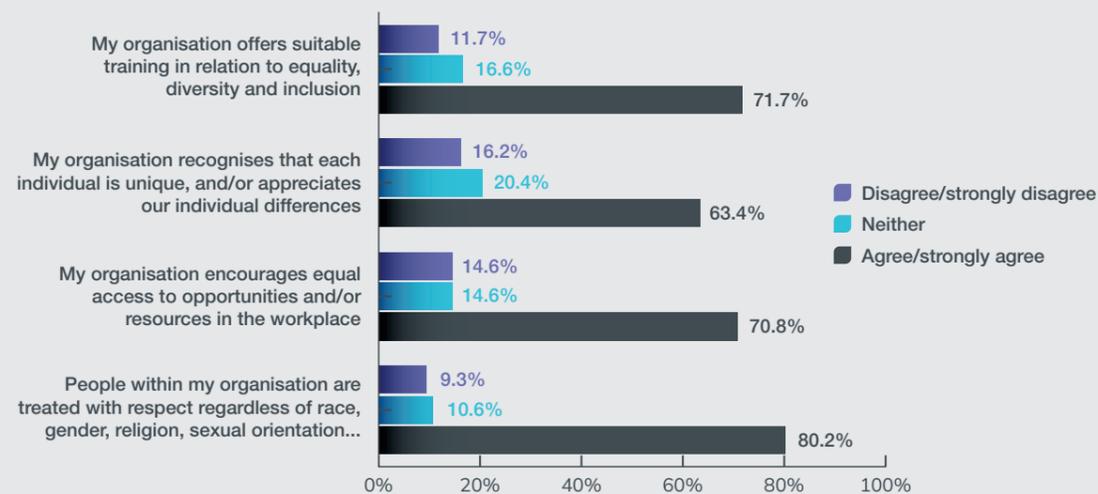
It is important to understand the difference between the terms: equality, diversity, and inclusion. Equality refers to equal opportunities offered to individuals and is critical in preventing discrimination. Diversity is concerned with recognising and respecting the differences of or between individuals. Finally, inclusion relates to the lived experience of individuals in terms of their treatment in an environment; for example, how they feel valued and consulted in the workplace, and in social settings.

75.9% stated that they had not experienced harassment, bullying or unfair treatment in the workplace, similar figures emerge with how workplaces deal with equality, diversity, and inclusion. 80.2% agree that people within their organisation are treated with respect regardless of race, gender, religion, sexual orientation, parental status, or age. However, it is important to recognise that the majority of respondents will not hold a protected characteristics that could potentially single them out for mistreatment.

70.8% agreed that their organisation encourages equal access to opportunities, and offers suitable training in relation to equality, diversity and inclusion. Whilst these are encouraging figures, it is still appropriate to ask 'what more can be done?'

This is especially pertinent when fewer people agree that their organisation recognises intersectionality (57.1%) and only 68.1% feel that their organisation takes allegations of bullying, harassment, or unfair treatment seriously.

Furthermore, 70.5% reported that their organisation offers suitable work equipment and suitable working conditions to those who require additional support.



Intersectionality is the interconnected nature of social characteristics such as race, class, and gender as they apply to a given individual or group. Considering that this is applicable to the majority of any workforce, this paints a very compelling picture for the need for widespread EDI development across the police service.

One respondent suggested: "sensitively collecting staff data and feedback is key to ensuring organisations have a thorough understanding of the makeup and needs of their workforce and assuring the diversity of their workforce is representative of the communities they serve as essential and trusted police forces."

Monitoring data also helps organisations identify what works in their workplace and what does not, helping to address issues related to discrimination, bullying, and harassment. This in turn has the potential to create a positive work environment where individuals' differences and similarities are valued, where staff have equal access to opportunities, and which promotes an inclusive working environment.

"Diversity is concerned with recognising and respecting the differences in individuals."



“Sensitively collecting staff data and feedback is key to ensuring organisations have a thorough understanding of the makeup and needs of their workforce and assuring the diversity of their workforce is representative of the communities they serve.”



02

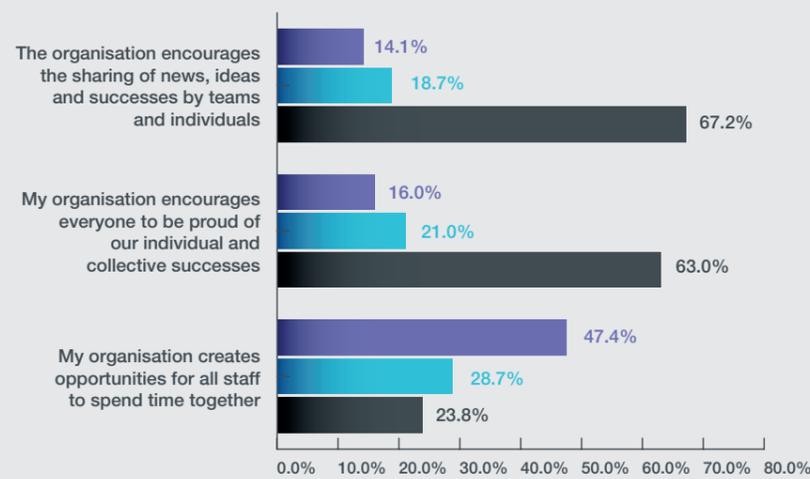
ENHANCING THE KEY SKILLS OF TODAY'S POLICE WORKFORCE THROUGH PEOPLE AND TECHNOLOGY

ENHANCING THE KEY SKILLS OF TODAY'S POLICE WORKFORCE THROUGH PEOPLE

Facilitating growth through Organisational Development

Enhancing the skills of the UK's policing workforce while continuing to deliver the highest standard of protection throughout our nations' communities is one of the most critical and ongoing challenges faced by employers, leaders, managers, and training providers across all forces. As demand from the public continues to adapt and change, so too does the skills needed for police officers and staff, no matter what their role is.

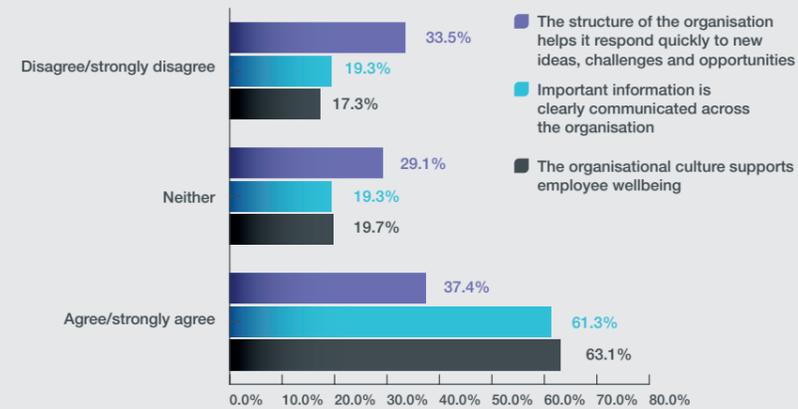
There is strong evidence to suggest that Organisational Development (OD) strategies play a major part in the effective running of organisations, and improve workforce outcomes. People management is vital for ensuring staff are well looked after and receive the support, tools, and recognition they need, to keep police services running day after day.



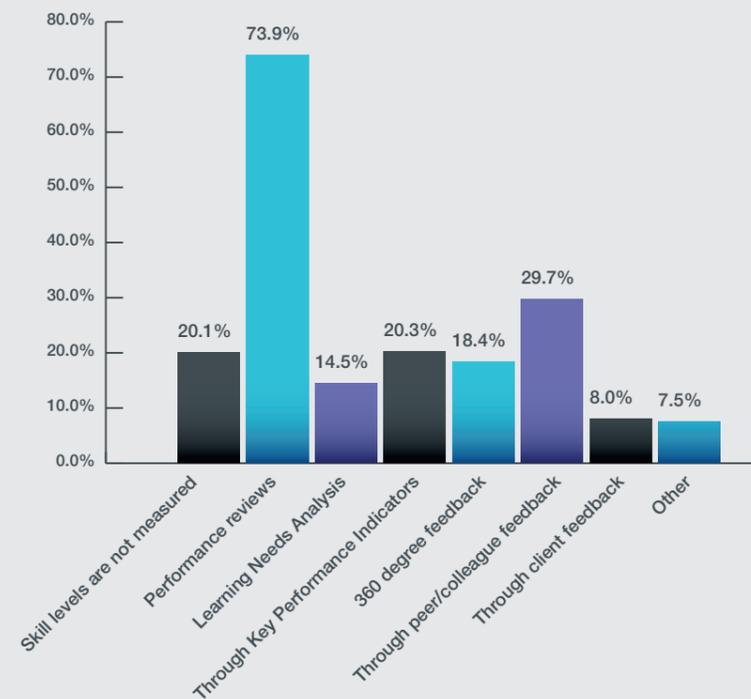
Positively, 67.2% of respondents state that their organisation encourages the sharing of news, ideas, and successes and 63.0% report that their organisation encourages everyone to be proud of and recognise individual and collective success.

Over 60% of respondents agree that important information is communicated clearly and that the organisational culture supports employee wellbeing. However, a much lower proportion (37.4%) agreed that the structure of their organisation helps it respond quickly to new ideas, challenges, and opportunities.

Over 63% of survey respondents stated that their organisation encourages everyone to be proud of their individual and collective successes.



Organisational assessment of skill levels



The importance of measuring skills

The lack of the right skills for the right job within an organisation can be attributed to a combination of three issues: skills gaps, skills shortages, and skills mismatches. Skills gaps relate to the difference between skills required in a role and the actual skills possessed by employees. They present an opportunity for the organisation and the employee to identify missing skills and take steps to upskill staff (or recruit).

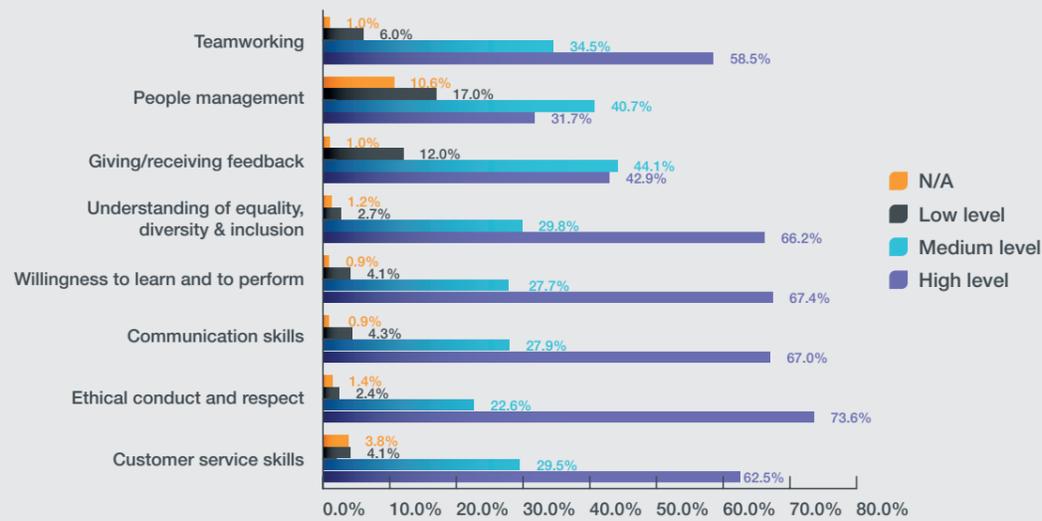
Skills shortages arise when employers find it hard to recruit 'external' individuals from the 'recruitment pool' with the right skills for the job required, that is - demand outstrips supply. Finally, skills mismatches occur when there are the required skills within an organisation, but these are not being utilised in the right jobs - this can be resolved by more strategic deployment of staff.

Skill levels across policing organisations are mostly assessed via performance reviews (73.9%), however, a substantial proportion are measured through peer or colleague feedback (29.7%), or Key Performance Indicators (20.3%).

Worryingly, 20.1% of organisations do not measure skills at all. Several respondents reported that even though officially their respective employers assessed skill levels, this was not undertaken regularly or to a satisfactory degree, resulting in skills gaps and an inability to meet service demands.

"My skills have never been measured since 2010. They should be at performance reviews; however, this is done without any 1 - 1 consultation and although there is a section for requested development areas it is rarely used. Many of my departments need customer service training to deal with the public and now that we are more digital, they need IT training, but I know this will not happen."

Current people skills



People skills

Current levels of people skills are reported as reasonably positive across the workforce, with 73.6% reporting a strong grasp of ethical conduct and a further 67.4% reporting a general willingness to learn.

Over 60% noted high skills levels for communication, understanding equality, diversity and inclusion, customer service and teamwork (58.5%), only 42.9% rated giving/receiving feedback at a high level and only 31.7% stated that high skill levels were held in people management.

In terms of future skills requirements, the most important people skills in five years, as viewed by employers, will be communication (91.7%), people management (75.0%), willingness to learn and perform (75.0%), and understanding equality, diversity and inclusion (75.0%). Employers also rate customer skills, ethical conduct and respect, and teamwork as important.

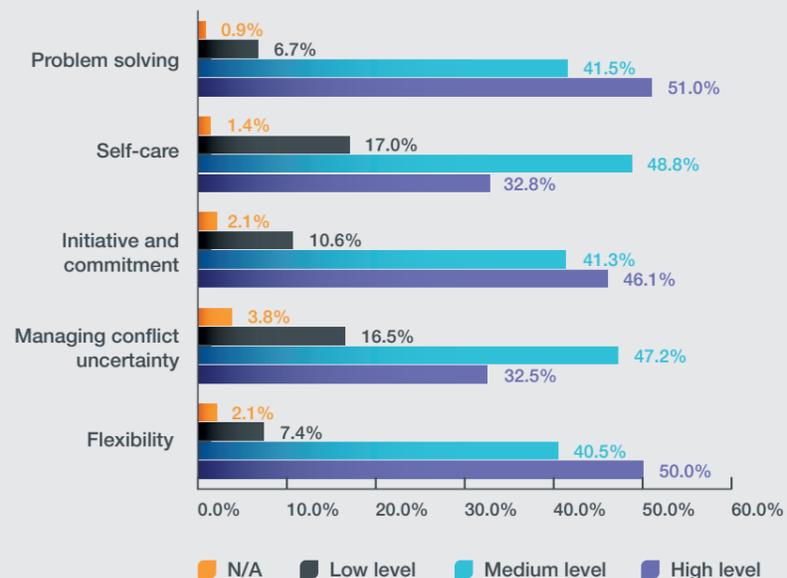
Resilience skills

Holding resilience-related skills at work has been brought into sharp focus during the pandemic. However, only around 50% stated that they have a high level of skills when it comes to problem solving, initiative, commitment, and flexibility. Skill levels are much lower when it comes to managing conflict or uncertainty (32.5%) and self-care (32.8%).

Looking ahead to the next five years, around 70% of employers felt that flexibility, initiative, commitment, problem-solving, and managing conflict and uncertainty will be key skills.

ENHANCING THE KEY SKILLS OF TODAY'S POLICE WORKFORCE THROUGH PEOPLE

Resilience skills



A VIEW FROM THE SECTOR

Mike Cunningham,
Former Chief Executive, College of Policing,
Associate, Skills for Justice

Enhancing the key skills of today's police workforce through people

It is almost cliché to say that people are the most valuable resource in policing. In whatever way the value of policing resources are assessed, whether that is through budget allocation, the means of service delivery or the relationship between the public and the police, it is self-evident that people are the most valuable resource in policing. This report shines a bright light on both the challenge and the responsibility of employers and leaders to continue to invest in its most valuable resource.

The survey findings point to an inescapable connection between the development of organisations and the development of the people who populate those organisations. It is heartening that the findings point to policing organisations sharing important information, however, there is much more to do for the service to become more open to new ideas and to sharing innovation.

The changing nature of demand for policing services in the context of ongoing fiscal constraint makes the requirement for innovation urgent. Nurturing innovation requires bold, risk-taking leadership and this should be reflected in the selection and development of policing leaders at all levels. The findings point, unsurprisingly, to a positive approach to staff wellbeing. In my career I have observed a welcome step change in the approach to wellbeing from leaders across the service. If one of the roles of a leader is to help colleagues optimise their contribution to their work, then a focus on wellbeing is essential. A principal element of wellbeing is resilience. Here, the findings are less positive and serve as a very timely signal for leaders as they continue to develop programmes of support for colleagues.

The ongoing development of officers and staff in policing

“The ongoing development of officers and staff in policing is a long way from where it needs to be. Clarity on skills gaps or shortages presupposes an understanding of the skills required both now and, in the future, and the current skill levels available.”



is a long way from where it needs to be. Clarity on skills gaps or shortages presupposes an understanding of the skills required both now and in the future, and the current skill levels available. Too many policing organisations do not assess skill levels at all. Of those that do, the majority do so through Performance and Development Review (PDR) processes. This is problematic as the quality of PDR across policing is at best variable.

The skills available to policing leaders if they are to keep pace with the changing nature of criminality and wider demand from the public needs to be based on the best evidence available, not just on speculation. Leaders must develop an enhanced understanding of what the future challenges are likely to be if they are to develop a capable and resilient workforce. Workforce planning in policing increasingly needs to focus on capability as well as capacity.

This is a very welcome report. Valuable resources maintain and enhance their value with investment. Wise investments are carefully considered and well-informed. There are signs of improvement for the policing workforce. This will be further enhanced by a much more systematic approach to developing the skills of officers and staff at all levels and the fostering of a culture where continuous professional development is well-understood and embedded across the service.

ENHANCING THE KEY SKILLS OF TODAY'S POLICE WORKFORCE THROUGH TECHNOLOGY

Digital skills

Digital skills are reported to be fairly low in some of the more specialised areas of IT within policing, such as programming (37.1%), digital design (34.7%) and staff collaboration/integration (33.7%). However, in terms of the everyday digital administration functions, used frequently by many employees, skill levels are fairly good.

Around 40% of respondents reported high skill levels for using Microsoft Office and facilitating virtual meetings, which may be expected to be significantly higher given the earlier findings on digital adoption due to Covid-19. This may, in part, be due to participants working in highly operational roles in the service.

27% of respondents claimed to have a high digital safety and cyber security skillset, an area of growing concern for police forces.

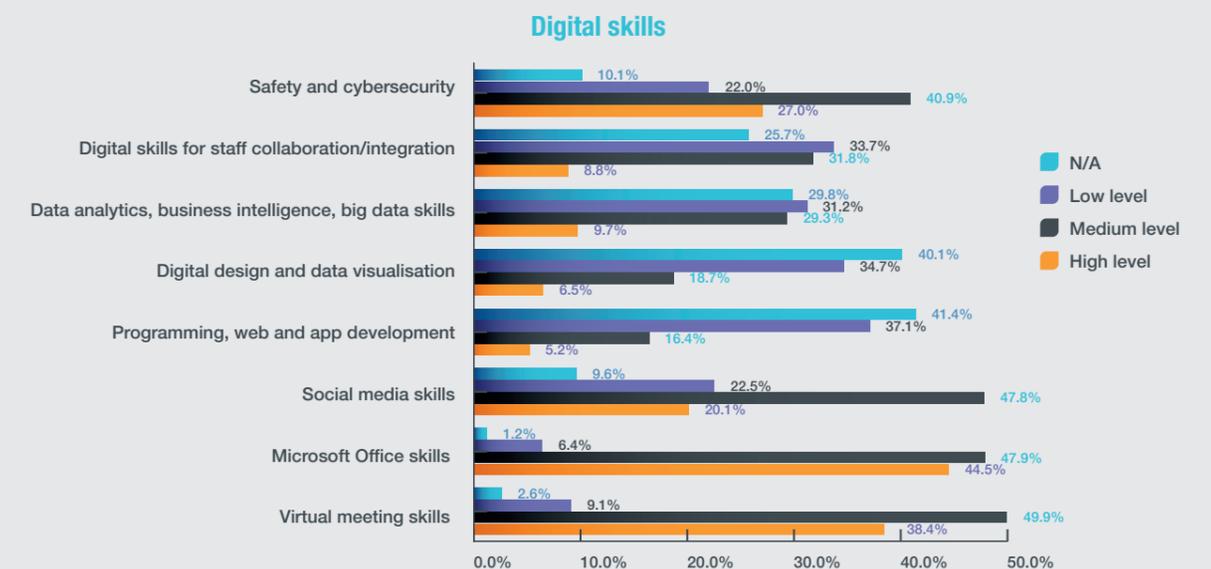
These two skills were also cited as key skills required in five years by 70% of employers. It is interesting to note here too, that 58.3% of employers rated social media skills as a key skill required in five years. However, only 20.1% stated that they hold high skill levels in that area currently.

This could be linked to a change in ways of working due to the pandemic, with social media providing instant, up-to-date visibility of current issues. Or perhaps it is a recognition that social media is commonly used within certain communities who may be more difficult to reach through traditional channels.

The recognition that social platforms are an increasingly effective tool for recruitment and engagement could enable forces to meet the ambitions of the Police Uplift Programme. This could help target local areas, and develop the workforce to be more representative of the community.

“58.3% of employers rated social media skills as a key skill required in five years. However, only 20.1% stated that they hold high skill levels in that area currently.”

“The recognition that social platforms are an ever-increasing and effective tool for recruitment could also be highly motivating.”



ENHANCING THE KEY SKILLS OF TODAY'S POLICE WORKFORCE THROUGH TECHNOLOGY



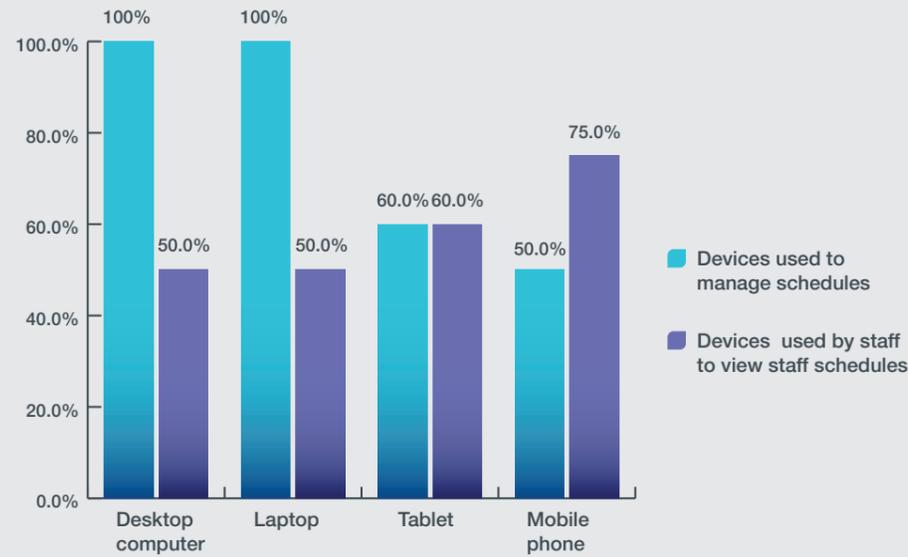
Online workforce management

A quarter of employers reported that they currently do not use any online workforce management or rostering tools within their organisation. While half do, out of those, only 81.8% felt that they are successful in managing staff schedules and related requirements. Desktops and laptops are mainly used to manage schedules by rostering or rota managers, however, staff reported that they are more likely to use portable devices such as tablets or mobile phones to view schedules.

Additionally, around a quarter of organisations reported they use integrated staff records to improve workforce management and planning and 26.4% did not.

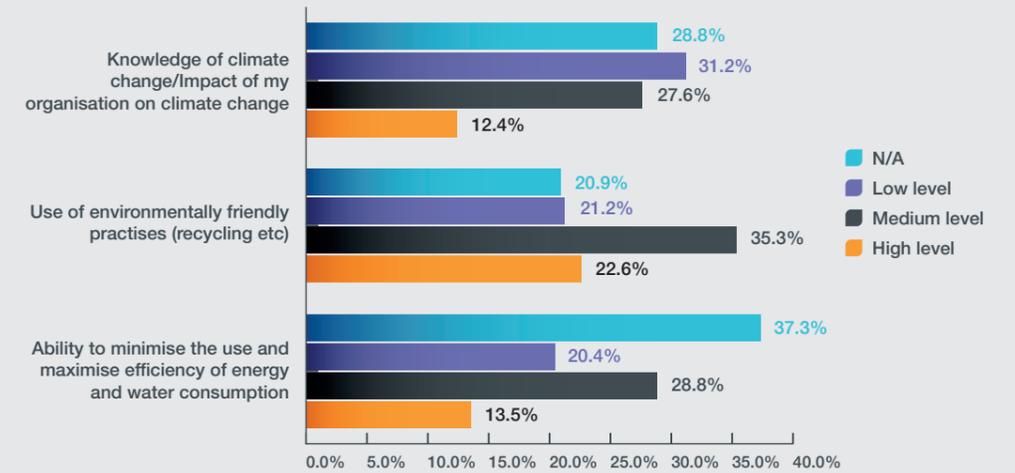


Devices used to manage and view staff schedules



THE LINK BETWEEN DEVELOPING DIGITAL AND GREEN SKILLS FOR A SUSTAINABLE POLICE SERVICE

Current green skills



Green skills

A growing area of development across the UK is to prioritise sustainability and reduce the impact of services on the environment, moving towards a greener and healthier future.

Many respondents provided feedback on their approach to helping improve staff's green skills, including how to be more sustainable and effective at reducing their carbon footprint. Nonetheless, according to both employees and employers, green skills levels are currently fairly poor with around 21.2% reporting low levels when it comes to the use of environmentally friendly practices and efficient energy consumption at work.

Even more worrying, nearly a third (31.2%) reported a low level of knowledge regarding climate change. 40.0% of employers rated knowledge of climate change as a key skill needed within five years, and half of employers surveyed thought that the use of environmentally friendly practices would also be a key skill requirement in five years.

Given the rapid increase in flexible working across policing organisations, as explained within this report from page 8, and the corresponding warm welcome it received from staff, there is no doubt that one of the most universal ways for forces to effectively reduce carbon emissions is through further adopting agile or hybrid ways of working, where possible.

The more time spent working from home or in one place, the less scope 1, 2 and 3 emissions will be produced. Enhancing digital skills goes hand-in-hand with transforming working practices for the future and enabling staff to work in any environment – for a better environment.



“Enhancing digital skills goes hand-in-hand with transforming working practices for the future and enabling staff to work in any environment – for a better environment.”



03

DEVELOPING AN INTEGRATED POLICE WORKFORCE

CREATING AN INCLUSIVE WORKFORCE

“[I have] very few employment rights, so I have been treated in a more detrimental way to permanent colleagues, I think because I’m seen more as a commodity or resource. I am also unable to plan in the way other people do because I have no idea whether I’ll have any income in a few months. So, whilst other colleagues are planning and looking forward to time off months ahead, I have no idea whether I’ll be in a job or not or earning any money. So, I can’t look forward to downtime or think about booking a holiday or anything like that.”



The key role of external partnerships

Whether it be the delivery of vital police, ambulance, or fire and rescue services across the UK, partnership working is a key part of how blue light workforces operate effectively and efficiently, and has been for some time.

These collaborations take many forms, from complex partnerships working across large geographic boundaries to small locality-focused projects. They are driven nationally through initiatives such as the Joint Emergency Services Interoperability Programme and the Emergency Services Collaboration Working Group, and often locally through strong shared leadership models.

With the increasing demand of delivering effective emergency services, many forces across England and Wales are turning to collaboration to improve service delivery.

Covid-19 has accelerated this collaboration even further, with all emergency services building on these initiatives at pace, working closer than ever together to protect the NHS and help save lives.

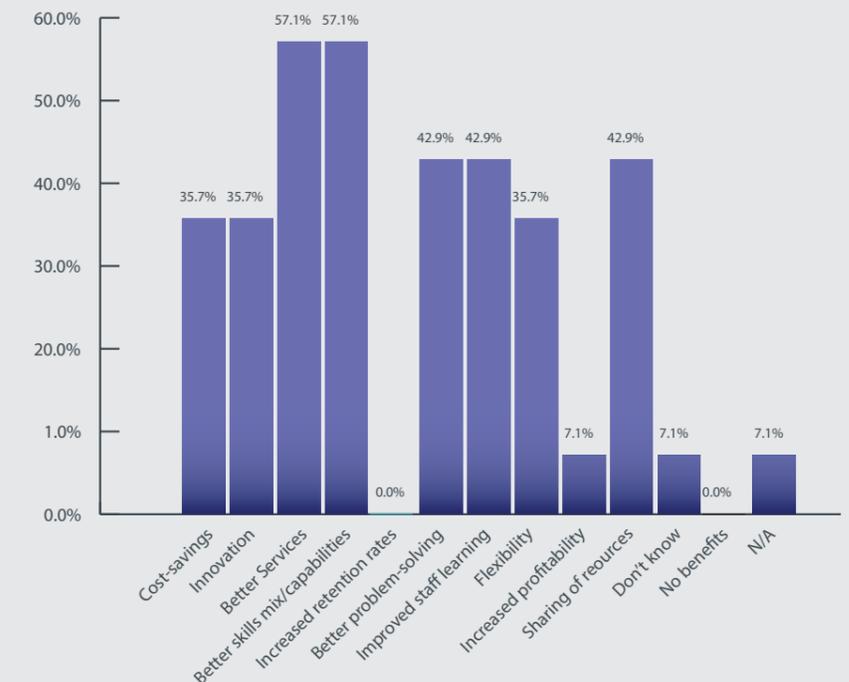
Encouragingly, 75% of respondents reported working in partnership with other organisations. The majority reported benefits such as being able to improve skills and capabilities (57.1%) and improve services (57.1%).

A large proportion also reported other positive impacts such as improved staff learning, better problem solving and being able to share resources. This further enhances collaboration by understanding the barriers and enablers to do so, which is vital for enhancing public safety in the future.

Recognising volunteers as crucial partners

Volunteers have long provided essential support to all areas of the public sector workforce. Working as crucial partners with skilled staff across a wide range of roles, voluntary workers enable teams to deliver high-quality provision to the public that goes above and beyond core services. During Covid-19, national voluntary efforts across policing and the emergency services have been undeniably vital in supporting not only the initial pandemic response, but the ongoing challenges.

Current green skills



CREATING AN INCLUSIVE WORKFORCE



More than 56% of respondents reported using volunteers within their organisation. Overall, volunteering was viewed positively across the police service, with 81.8% agreeing that it has helped their organisation in operating effectively.

Acknowledging the implications of non-permanent contracts

While fixed-term contracts or temporary workers will always play a vital role in ensuring policing organisations can operate at a level that provides the best possible service to the public, there have long been ambitions to reduce any over-reliance on non-permanent contracts across UK police forces.

Almost all of those who were surveyed (97.9%) were employed under a permanent contract, with only 1% being temporary or agency workers.

However, many of those employed under a non-permanent contract reported suffering negative implications, mainly related to their economic circumstances. This included challenges such as poor mental wellbeing (40%), and financial insecurity or hardship (33.3%).

Benefits that organisations received when using volunteers included diversity (66.7%), the ability for volunteers to undertake similar duties to paid staff (50.0%), talent attraction (41.7%) and attraction of new skills to the organisation (41.7%).

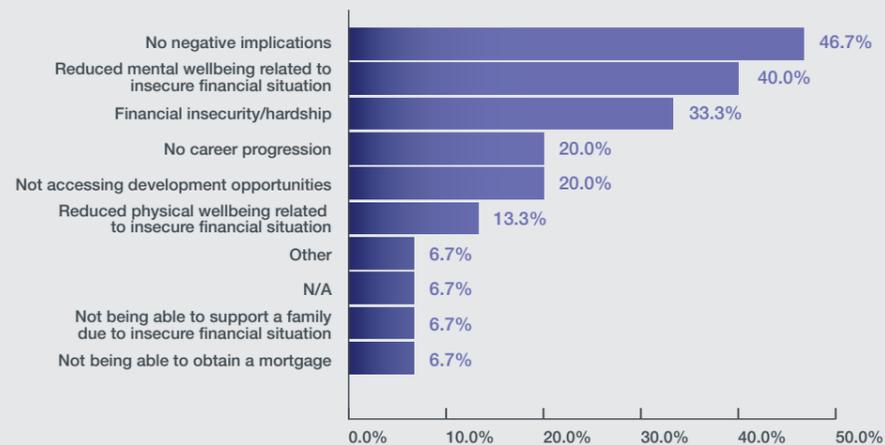
Respondents also stated that employing volunteers takes the pressure off paid staff, shares new skills with existing staff and raises the profile of their organisation.

Others reported they were unable to access development opportunities (20.0%) and experienced no career progression (20.0%). Many respondents without a permanent contract also commented about feelings of uncertainty.

Impact for volunteers



Implications of not having a permanent contract



A VIEW FROM THE SECTOR

Professor Eddie Kane, The Centre for Health and Justice, Nottingham University

The link between developing digital and green skills for a sustainable police service

Collaborative partnerships are increasingly taking place across police and emergency service organisations, both at intra - and inter - service levels. In most cases this is driven by two critical needs: the need to create efficiency and savings, and the need to ensure better outcomes for service users and the public. Both needs are serviced at a macro-level through government legislation and directives emanating from various reviews and reports, and at a micro-level through local and regional initiatives designed to streamline services, diversify and compete for funding.

In recognising that the future of work will be ever-increasingly impacted by partnership working, there is no doubt that this will bring about its practical challenges. For example, collaborating organisations will need to consider such issues as co-location of services, shared backroom support, and inter-service job roles. However, it is often the case that these practical issues are more easily solved than emotional issues. The greatest challenge might still be centred on this emotional battle, of winning hearts and minds across services, regarding such things as retention of identity, self-protection, and maintaining individual cultures.

Although these challenges certainly exist and will require attention, there are constant reminders that local moves to collaborate are emerging and expanding in inventive and effective ways. It is this local collaboration that will come under most scrutiny as it must demonstrate that innovative methods of service delivery can bring about the same, if not more, in terms of service standards.

In looking to the future, organisations will need to have a clear vision on collaboration, which outlines how partnerships and shared workforces can be rationalised, streamlined, and delivered efficiently, without compromising the public's expectations.



“Collaboration is increasingly taking place across the public sector both at the intra - and inter - service levels. In most cases, this is driven by essential needs: the need to create efficiencies and savings, and the need to ensure better outcomes for patients and the public.”

04

BUILDING THE POLICE WORKFORCE OF TOMORROW



BUILDING THE POLICE WORKFORCE OF TOMORROW



Valuing high-quality CPD

Only 8.4% of respondents reported that development opportunities outside of mandatory training are not offered to all staff, and that when it is offered it often does not meet relevant skills needs.

“Training is very generalised, and any specific training is directed at police officers, not support staff. Since lockdown, there has been very limited training available to staff.”

The most used development opportunities were reported as eLearning (73.3%), internal training (63.3%) and internal vacancies (57.4%). It is interesting to note that only 17.5% stated that training and development opportunities helped to fill skills gaps. Many respondents commented that there is often not enough available time to take part in training.



BUILDING THE POLICE WORKFORCE OF TOMORROW



Over the next three years, face-to-face workshops (91.7%) and mentoring (83.3%) are expected to be the most popular development methods, followed by eLearning (75.0%), both modules, whole and online workshops (75.0%).

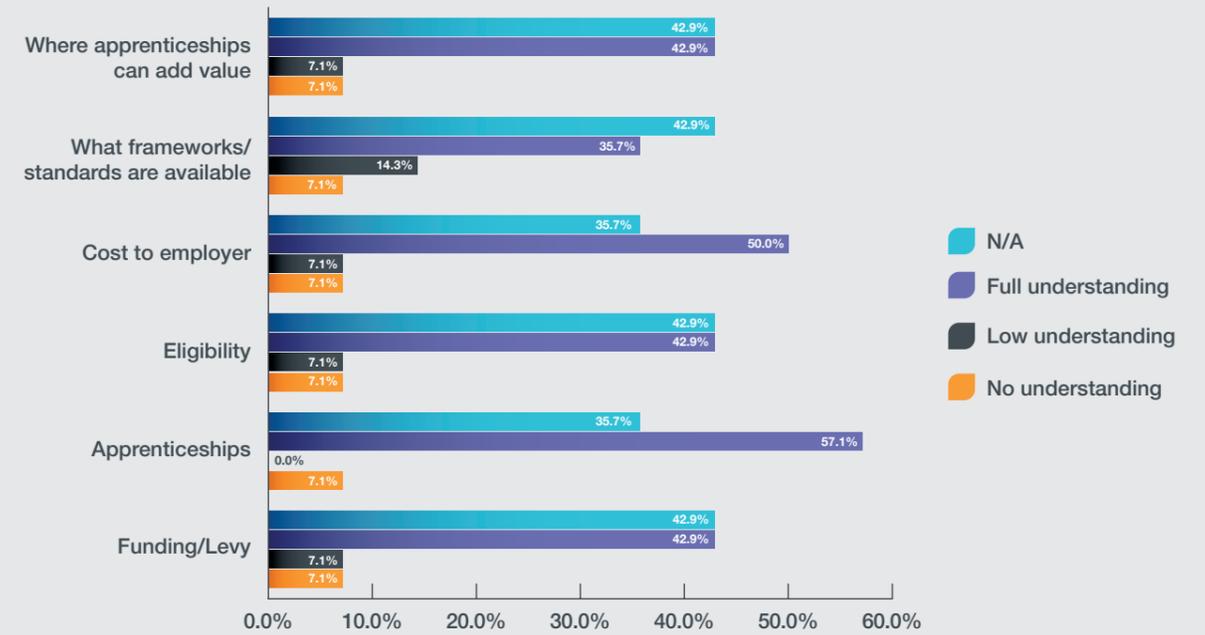
With the constant growing demands on the police service, it is unsurprising that around half of respondents stated that the main training challenges include lack of time and funding. Frustratingly, over a third of respondents also felt that there is a lack of knowledge about available training opportunities (37.3%). Some also stated that there is a limited number of appropriate training providers (29%).

2.2% of respondents stated that staff are already fully proficient so do not need any training, which is hopefully a sign that CPD is valued within the workforce. With training challenges, there is a lot of work to be done to ensure that training needs are prioritised.

Additionally, an even smaller proportion (30.1%) agreed that their organisation had clear career pathways available to facilitate in-work progression.



Organisational understanding in regards to apprenticeships



With the constant growing demands on the police service, it is unsurprising that around half of respondents stated that the main training challenges include lack of time and funding.

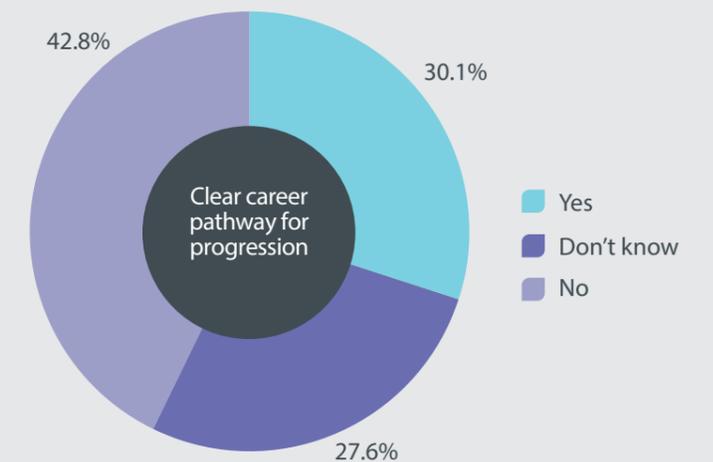
Understanding and utilising apprenticeships

Given the national priority across policing for an uplift in police officers against set targets for each force by 2023, only approximately 40% of respondents reported holding a full understanding of what apprenticeships mean and the value they can bring to policing organisations in any role.

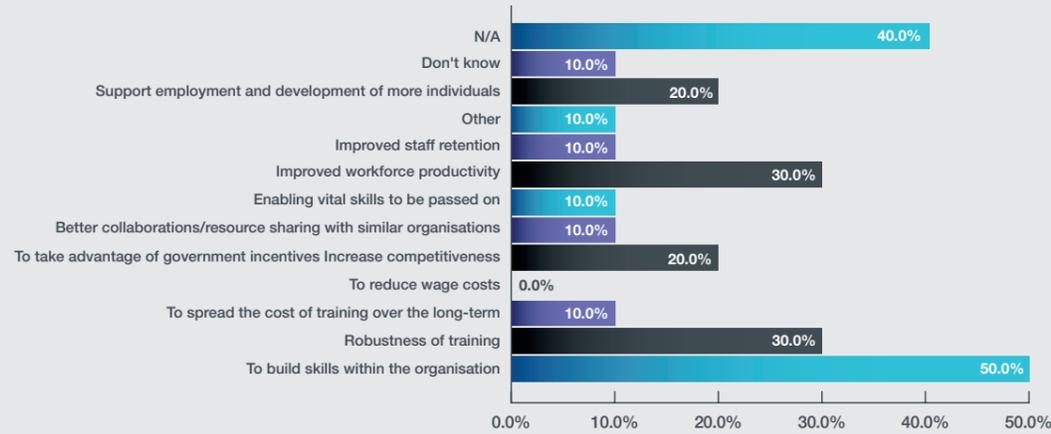
This organisational understanding is worryingly low and, in some instances, non-existent when it comes to which frameworks and standards are available, the cost of frameworks to the employer and eligibility criteria.

In terms of employing apprentices, currently, 23.1% of organisations utilise apprentices, with a few planning to recruit apprentices within the next twelve months. In addition, only a handful of organisations reported that their organisation is likely to become a work placement for T-Level learners, Foundation Apprenticeships or Traineeships.

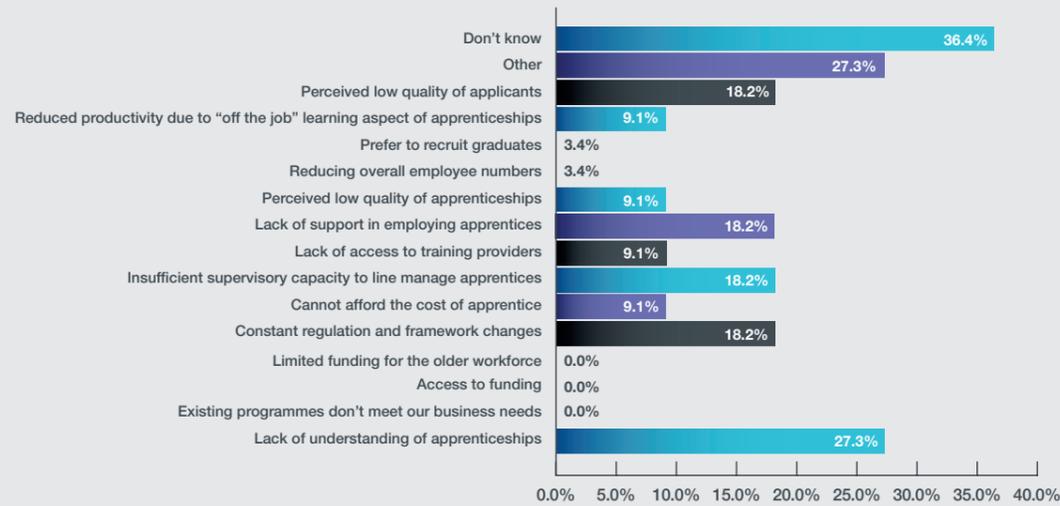
On a more positive note, those that do employ apprentices appear to grasp what they can bring to the workforce, stating that the main reasons for taking them on were for wanting to build skills within the organisation (50.0%), valuing the robustness of training (30.0%) and wishing to improve workforce productivity (30.0%).



Reasons for employing apprentices



What restricts employers from taking on apprentices



With 46.2% of employers not using apprenticeships, it is important to understand why. The main reasons respondents reported not taking on apprentices centred on a lack of understanding of apprenticeships (27.3%), having no capacity to line manage (18.2%), constant regulation and framework changes (18.2%), lack of support in employing apprentices (18.2%), and perceived low quality of applicants (18.2%).

For those organisations that do employ apprentices (both new recruits and existing staff) the challenges experienced were mainly related to the provision of appropriate support, finding, and managing suitable apprentices.

When comparing the challenges encountered between employing newly recruited staff as apprentices and employing existing staff as apprentices, it seems that misconceptions are more prevalent when it comes to existing staff, whilst finding appropriate apprentices is harder when it comes to new recruits.

What encourages employers to take on apprentices has been stated as mainly relating to financial help and incentives (63.6%), senior management commitment (54.6%), and the availability of suitable frameworks and standards (45.5%).



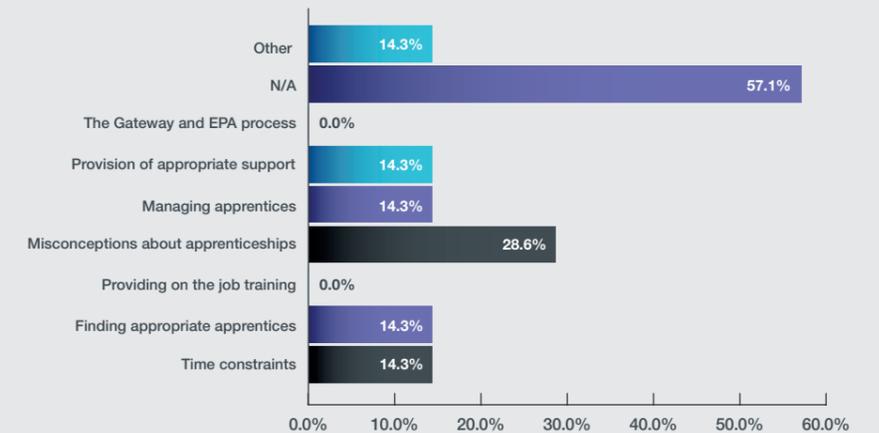
BUILDING THE POLICE WORKFORCE OF TOMORROW

Future challenges

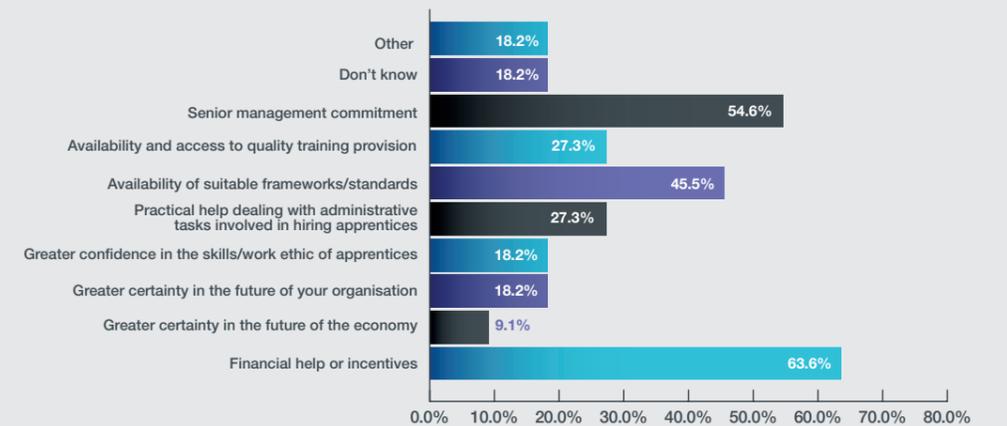
Looking further ahead to the future, faced with the ongoing workforce challenges caused by Covid-19 paired with pre-pandemic issues, respondents feel that by 2030 the greatest workforce issues across the police service will be retaining staff (69.7%), ensuring a good work-life balance (61.4%), recruiting skilled staff (56.3%), improving health and wellbeing (55.4%) and keeping up with technological advances (58.2%).



Challenges encountered when recruiting existing staff to become apprentices



What encourages employers to take on apprentices

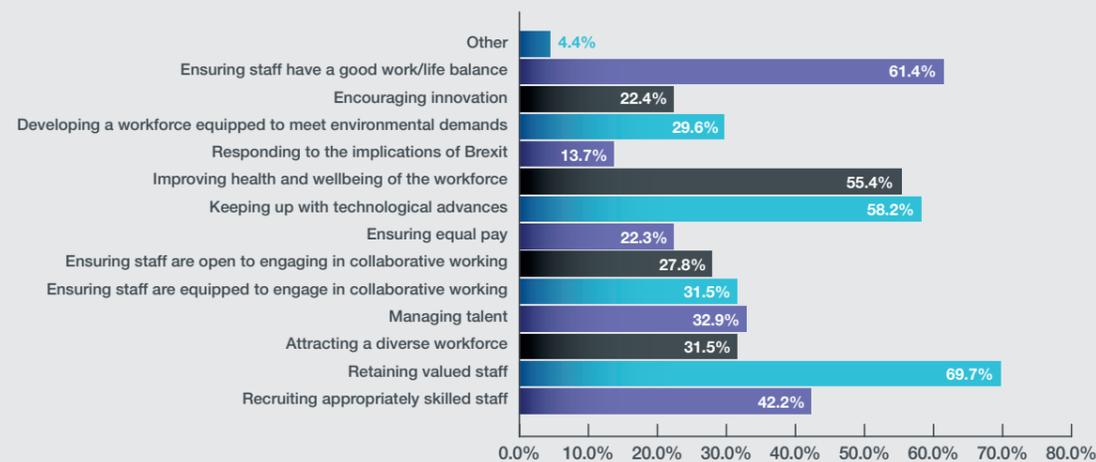


BUILDING THE POLICE WORKFORCE OF TOMORROW

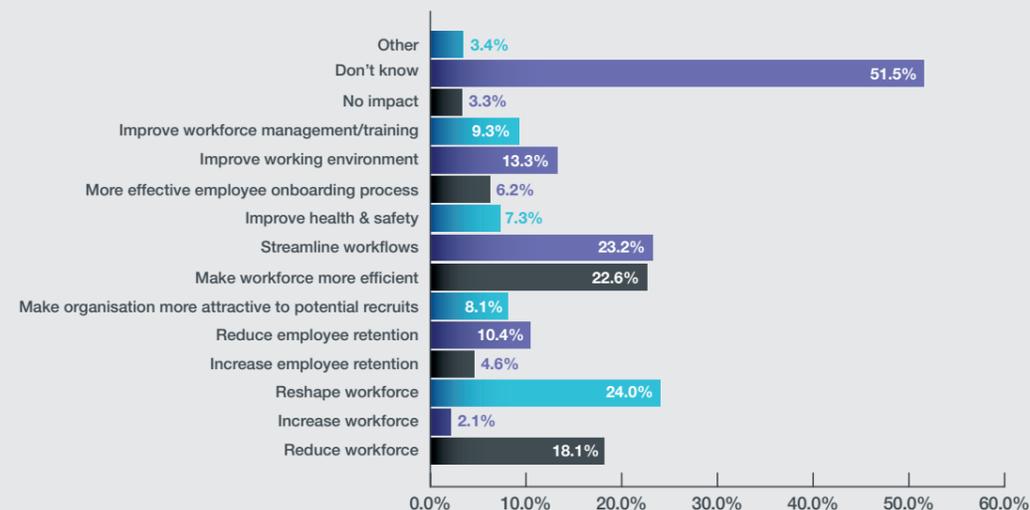
It is thought that automation will play a greater role in workplaces by 2030, but the impact of this is still not entirely clear. However, nearly a quarter of respondents believe that it will help reshape and make workforces more efficient, and streamline workflows.

It is also thought that automation will improve workforce management and training (9.3%) and improve the general working environment (13.3%). Where negative views concerning automation exist, they tend to revolve around making employees redundant, reducing employee retention (10.4%) and reducing the workforce (18.1%).

The greatest workforce challenges by 2030



Impact of automation and/or artificial intelligence (AI) on workforces by 2030



A VIEW FROM THE SECTOR

Candace Miller,
Managing Director, SFJ Awards / Executive Director, Skills for Justice

Building the police workforce of tomorrow

The policing workforce is undoubtedly facing significant challenges. Not only are there elevated levels of demand, the need to keep up with the changing nature of crime, and challenges to morale and trust; officers and staff have also, like the rest of the population, had to deal with the emotional and socio-economic upheaval of a major pandemic.

Against that backdrop, it is not surprising that staff retention, ensuring a good work-life balance, recruiting skilled staff, improving health and well-being, and keeping up with technological advances are the top future challenges identified through this research. But how best to address those challenges and truly build a resilient, flexible, and effective police workforce for tomorrow?

Here the report highlights a range of factors which, if dialled up or down from their current state, could make a significant difference. One issue that is known to contribute to workforce retention, in every sector, is the availability of accessible and meaningful training and ongoing career development support.

That is increasingly important to younger members of the workforce, for whom a lack of ongoing training and development is commonly cited as an important driver behind leaving a post. But it also matters to older members of staff, especially where the contexts, the materials, tools, and techniques involved in undertaking their roles are changing rapidly and they need updating so no-one is left behind.

Unfortunately, it is clear from the research that capacity issues, financial pressures and limited knowledge about opportunities are current barriers to training provision and uptake.

With less than a third of respondents agreeing that their organisation has clear career pathways available to facilitate in-work progression, and apparent limitations in the supply of relevant training to meet skills needs, thinking about how best to equip the future workforce with the skills needed for future policing demands must be high on every commissioner and chief constable's agenda.

A key consideration must be the overall organisational approach and whether continuing professional development is seen as a 'must-have' for the police workforce of tomorrow, and an integral part of organisational culture. Critically, what police commissioners and the senior leadership within forces need to really consider is the extent to which they perceive training as a cost or an investment. Assuming it is seen as an investment, how best to optimise return on that investment. In thinking about that, here are just a few questions worth reviewing.

Are the forms of learning and development offered in your force best suited to the needs of diverse groups of officers and staff, or do they follow very traditional lines and do not take advantage of modern technologies, and new flexibilities around when, where, and how learning takes place? Is there equity in terms of who gets access to ongoing skills development, whether that be to progress up the ranks, to develop new, specialist skills, or to keep abreast of the latest developments? And are you making the most of the whole workforce – developing the skills of police staff to make the best use of all the talents available?



There is also at least one skill development pathway that is potentially being under-used at present – that of apprenticeships for current as well as new recruits. Those who have engaged already see the merits and benefits, and those who have not engaged need more information to be convinced.

This is where peer-to-peer discussions, such as those offered through the Skills for Justice Membership community, provide an objective and 'safe' space in which to learn about options, discuss concerns, hear how others have dismantled training barriers, and explore solutions.

We may not be able to predict the future exactly, but examining the evidence, being open to all the possibilities and using the full range of available learning opportunities to best effect will be critical to shaping the skills needed. This report provides insights into the current situation and intelligence to inform action plans; it makes essential reading for all, and I recommend it to you.

05

RECOMMENDATIONS: LESSONS LEARNED FOR DEVELOPING A RESILIENT POLICE WORKFORCE FOR 2022 AND BEYOND

RECOMMENDATIONS

Lessons learned for developing a resilient police workforce for 2022 and beyond



1. Nurturing a complex workforce

- Any considerations of the future workforce must be people focused.
- Employers need to communicate, listen, and co-create this future with their workforce.
- Employer and employee relationships are changing. The expectations of workers will become increasingly complex; therefore, employers will require equally complex response mechanisms in future.
- Employers will need to develop strategies to manage a multifaceted workforce, which will require consideration of diversity in terms of age; skills levels; relationships with technology; work-life balance.
- Ensure leaders and managers have the emotional intelligence and resilience to support staff robustly ensuring that mental health issues within the workforce are treated as equal to any other health issue; the discussion of mental health in the workplace is normalised; work with other specialist organisations (e.g., MIND, academia, Ambitious about Autism) to further understand the issues and to develop strategies.
- Public sector workforces should reflect the populations they serve. Employers must embrace this. Equality, diversity, and inclusion must exist in principle, not just on paper.



RECOMMENDATIONS

Lessons learned for developing a resilient police workforce for 2022 and beyond



2. Workforce skills

- Employers will need to identify and use skills effectively, identify skills gaps and shortages, and create succession plans to ensure future resilience.
- In terms of future skills requirements, the workforce will require good 'soft skills' such as communication, teamwork, understanding diversity, fairness and respect, and have a willingness to learn.
- There will continue to be an emphasis on workforce effectiveness, efficiency, and productivity - which requires ongoing skills development opportunities.
- A question mark continues to hang over effective leadership skills – this issue has been constant over many years. Future leaders will need to be increasingly sophisticated in their approach to people management. This will call for greater emotional intelligence, communication skills and vision.
- Leaders will need to understand what a complex workforce means in operational and strategic terms.



3. Training

- In general, training opportunities are scarce and tend to be limited to 'mandatory' subjects such as health & safety and understanding legislation. Employers should look beyond default options to offer their employees more scope for learning and development.
- Whilst acknowledging that challenges exist in terms of training, employers should consider the impact of the decision not to train, in terms of skills gaps, productivity, quality of service, and workforce attrition.
- Access to good quality training is key to ensuring current skills are up to date, upskilling staff, ensuring compliance for a safe and competent workforce, and underpinning new roles and the competencies required for the future.
- Employers need to contribute to the way that people are attracted, recruited, and trained. They should develop and embrace new career pathways for non-traditional groups.
- An innovative approach to training new recruits can radically change the workforce demographic and open opportunities to previously excluded groups, including those from lower socio-economic backgrounds.

4. New ways of working

- Embracing new ways of working will ensure that employers can respond to the paradigm shift in skills that will be required in a modern workforce.
- The loss of experienced staff through retirement, a need for improved professional judgement where layers of management have been taken away, and individuals taking on new or additional responsibilities are driving the need for a more flexible, transferable workforce.
- There will be a need for employers to operate effectively in more commercial environments, and budget constraints will drive demand for increasingly flexible, proportionate, and innovative ways of working.

5. Collaboration

- Collaboration is driven by both efficiency and the need to deliver better outcomes for the public.
- There are several different ways in which collaboration is taking place both intra-service (between organisations in the same sector e.g. ambulance services) and inter-service (between organisations in different sectors e.g. in emergency services).
- Successful collaboration can occur when there is a shared vision, trust and understanding between organisations and where effective governance structures are in place.

6. Technology

- 'Digital-first' continues to be a key challenge for employers with an increasingly sophisticated workforce demanding a progressively state-of-the-art workplace.
- Innovation will see changes in traditional roles which will increasingly be replaced by new roles and new ways of doing things e.g. embracing digital skills, and using data-driven products.
- At present, functional skills competencies are good, however, digital skills levels are poor in some specialised areas which will assume increased importance – e.g. programming, digital design, and data analytics.
- Employers will need to ensure that the pace of technology is matched by the pace of employees' technical skills and capabilities.

7. Evaluating success

- When organisations and employers develop and implement new initiatives, they often forget to measure evidence and consider impact. Evaluation will be critical in understanding the efficacy of inputs and processes.
- This extends to the evaluation of the workplace, the workforce and organisational development.
- Scaled evaluation frameworks that measure processes, outputs, outcomes, and impacts should be implemented wherever possible to assess the extent of success, share good practice and ensure sustainability.



Justice | Fire & Rescue | Local Government | Armed Forces

Skills for Justice is a not-for-profit organisation committed to the development of an improved and sustainable justice workforce across the UK.

Established in 2010, as the Sector Skills Council for the UK Justice sector, we are the trusted voice on workforce issues within policing, emergency services, fire & rescue services, local government and armed forces. We offer proven, evidence-based research, resources, and tools, alongside expert support to use them effectively.

Skills for Justice is part of the Workforce Development Trust group, which includes Skills for Health, SFJ Awards and People 1st International.

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RAW DATA POLICING

Which sector do you work in? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Policing and law enforcement | 100.0% |
| Armed forces | 0.1% |
| Fire and Rescue | 0.8% |
| Offender management (prison, probation, courts etc) | 0.8% |
| Healthcare | 0.8% |
| Social care | 0.1% |
| Central or local government | 0.6% |
| Hospitality | 0.5% |
| Retail | 0.5% |
| Manufacturing | 0.0% |
| Construction | 0.0% |
| Transportation | 0.1% |
| Finance/insurance | 0.0% |
| Community safety | 0.5% |
| Voluntary/community services | 0.2% |
| Education/training | 1.6% |
| Other | 0.1% |

What type of organisation do you work for?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Public sector | 97.5% |
| Private sector | 1.1% |
| Charity | 0.5% |
| Don't know | 0.2% |
| Other | 0.7% |

Which nation is your workplace based in? Please tick all that apply.

| ANSWER CHOICES | RESPONSES |
|------------------|-----------|
| England | 82.5% |
| Northern Ireland | 0.2% |
| Scotland | 0.6% |
| Wales | 14.1% |
| UK-wide | 3.7% |
| Outside of UK | 0.8% |

Approximately how many employees does the organisation you work for have?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| 1-10 | 0.5% |
| 11-49 | 1.2% |
| 50-250 | 1.2% |
| Above 250 | 97.1% |
| Self-employed | 0.1% |

Under what type of contract are you employed?

| ANSWER CHOICES | RESPONSES |
|--------------------------|-----------|
| Permanent | 97.9% |
| Temporary/agency | 1.0% |
| Contractor/self-employed | 0.7% |
| Apprentice/trainee | 0.1% |
| Other | 0.3% |

What are the implications for you of not having a permanent contract? Please tick all that apply.

| ANSWER CHOICES | RESPONSES |
|--|-----------|
| Not being able to obtain a mortgage | 6.7% |
| Not being able to support a family due to insecure financial situation | 6.7% |
| Not accessing development opportunities | 20.0% |
| No career progression | 20.0% |
| Reduced mental wellbeing related to insecure financial situation | 40.0% |
| Reduced physical wellbeing related to insecure financial situation | 13.3% |
| Financial insecurity/hardship | 33.3% |
| No negative implications | 46.7% |
| N/A | 6.7% |
| Other | 6.7% |

Do you work:

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Full-time | 82.2% |
| Part-time | 17.7% |
| Seasonal (i.e. only linked to specific periods of the year) | 0.1% |

RAW DATA POLICING

If part-time or seasonal, what is the reason?

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Own choice | 27.1% |
| Cannot obtain full-time work | 0.6% |
| Nature of business (e.g. Christmas or summer related) | 0.4% |
| N/A | 69.4% |
| Other | 4.3% |

For this survey, are you responding on behalf of:

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Yourself (as an employee) | 98.1% |
| An organisation (such as SMT, HR, owner, etc) | 1.9% |

Does your organisation work in partnership with other organisations?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 75.0% |
| No | 18.8% |
| Don't know | 6.3% |

If yes, what are the benefits of this partnership? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|--------------------------------|-----------|
| Cost-savings | 35.7% |
| Innovation | 35.7% |
| Better services | 57.1% |
| Better skills-mix/capabilities | 57.1% |
| Increased retention rates | 0.0% |
| Better problem solving | 42.9% |
| Improved staff learning | 42.9% |
| Flexibility | 35.7% |
| Increased profitability | 7.1% |
| Sharing of resources | 42.9% |
| Don't know | 7.1% |
| No benefits | 0.0% |
| N/A | 7.1% |

Does your organisation use volunteers?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 56.3% |
| No | 43.8% |

If applicable, what impact does using volunteers bring to your organisation? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Ability to undertake duties that paid staff don't | 8.3% |
| Ability to undertake same or similar duties to paid staff | 50.0% |
| Take pressure of paid staff | 33.3% |
| Bring new skills to the organisation | 41.7% |
| Share new skills with existing staff | 33.3% |
| Provide diversity to the organisation | 66.7% |
| Bring credibility to the organisation | 8.3% |
| Raises profile of the organisation | 25.0% |
| A way to attract talent to the organisation | 41.7% |
| Volunteers bring no value | 0.0% |
| Don't know | 0.0% |
| N/A | 25.0% |

To what extent have volunteers helped your organisation in operating effectively?

| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| To a great extent | 36.4% |
| To some extent | 36.4% |
| A bit | 9.1% |
| Not much | 0.0% |
| Not much at all | 0.0% |
| N/A | 18.2% |

To what extent are volunteers offered paid roles within your organisation?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Often | 18.2% |
| Sometimes | 9.1% |
| Rarely | 9.1% |
| Never | 0.0% |
| Don't know | 45.5% |
| N/A | 18.2% |

RAW DATA POLICING

Please rate how well your organisation understands the following about Apprenticeships:

| | NO UNDERSTANDING | LOW UNDERSTANDING | FULL UNDERSTANDING | N/A |
|--|------------------|-------------------|--------------------|-------|
| Funding/Levy | 7.1% | 7.1% | 42.9% | 42.9% |
| Apprenticeship levels | 7.1% | 0.0% | 57.1% | 35.7% |
| Eligibility | 7.1% | 7.1% | 42.9% | 42.9% |
| Cost to employer | 7.1% | 7.1% | 50.0% | 35.7% |
| What frameworks/ standards are available | 7.1% | 14.3% | 35.7% | 42.9% |
| Where apprenticeships can add value | 7.1% | 7.1% | 42.9% | 42.9% |

Approximately, how many Apprentices does your organisation employ?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| 0 | 46.2% |
| 1-4 | 0.0% |
| 5-10 | 0.0% |
| 11-20 | 0.0% |
| 21-30 | 0.0% |
| 31-50 | 0.0% |
| 50+ | 23.1% |
| Don't know | 30.8% |

Is your organisation considering recruiting Apprentices over the next 12 months?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 42.9% |
| No | 28.6% |
| Don't know | 28.6% |

If your organisation employs/is planning to employ apprentices, what are the reasons?

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| To build skills within the organisation | 50.0% |
| Robustness of training | 30.0% |
| To spread the cost of training over the long-term | 10.0% |
| To reduce wage costs | 0.0% |
| To take advantage of government incentives Increase competitiveness | 20.0% |
| Better collaborations/resource sharing with similar organisations | 10.0% |
| Enabling vital skills to be passed on | 10.0% |
| Improved workforce productivity | 30.0% |
| Improved staff retention | 10.0% |
| Other | 10.0% |
| Support employment and development of more individuals | 20.0% |
| Don't know | 10.0% |
| N/A | 40.0% |

What do you think restricts employers from taking on Apprentices? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|--|-----------|
| Lack of understanding of apprenticeships | 27.3% |
| Existing programmes don't meet our business needs | 0.0% |
| Access to funding | 0.0% |
| Limited funding for the older workforce | 0.0% |
| Constant regulation and framework changes | 18.2% |
| Cannot afford the cost of apprentice | 9.1% |
| Insufficient supervisory capacity to line manage apprentices | 18.2% |
| Lack of access to training providers | 9.1% |
| Lack of support in employing apprentices | 18.2% |
| Perceived low quality of apprenticeships | 9.1% |
| Reducing overall employee numbers | 0.0% |
| Prefer to recruit graduates | 0.0% |
| Reduced productivity due to "off the job" learning aspect of apprenticeships | 9.1% |
| Perceived low quality of applicants | 18.2% |
| Other | 27.3% |
| Don't know | 36.4% |

RAW DATA POLICING

What do you think encourages employers to take on apprentices? Please tick all that apply.

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Financial help or incentives | 63.6% |
| Greater certainty in the future of the economy | 9.1% |
| Greater certainty in the future of your organisation | 18.2% |
| Greater confidence in the skills/work ethic of apprentices | 18.2% |
| Practical help dealing with administrative tasks involved in hiring apprentices | 27.3% |
| Availability of suitable frameworks/standards | 45.5% |
| Availability and access to quality training provision | 27.3% |
| Senior management commitment | 54.6% |
| Don't know | 18.2% |
| Other | 18.2% |

Are the apprentices in your organisation...

| ANSWER CHOICES | RESPONSES |
|--|-----------|
| New recruits | 25.0% |
| Existing staff | 8.3% |
| A mixture of existing staff and new recruits | 16.7% |
| Don't know | 16.7% |
| Don't have apprentices | 33.3% |

What challenges have you encountered when recruiting for new apprentices? Please tick all that apply.

| ANSWER CHOICES | RESPONSES |
|--------------------------------------|-----------|
| Time constraints | 11.1% |
| Finding appropriate apprentices | 22.2% |
| Providing on the job training | 11.1% |
| Misconceptions about apprenticeships | 11.1% |
| Managing apprentices | 22.2% |
| Provision of appropriate support | 44.4% |
| The Gateway and EPA process | 11.1% |
| N/A | 44.4% |
| Other | 11.1% |

What challenges have you encountered when recruiting existing staff to become apprentices? Please tick all that apply.

| ANSWER CHOICES | RESPONSES |
|--------------------------------------|-----------|
| Time constraints | 14.3% |
| Finding appropriate apprentices | 14.3% |
| Providing on the job training | 0.0% |
| Misconceptions about apprenticeships | 28.6% |
| Managing apprentices | 14.3% |
| Provision of appropriate support | 14.3% |
| The Gateway and EPA process | 0.0% |
| N/A | 57.1% |
| Other | 14.3% |

How likely is your organisation to become a work placement for T-Level learners, Foundation Apprenticeships or Traineeships?

| ANSWER CHOICES | RESPONSES |
|--------------------------------|-----------|
| Very likely | 0.0% |
| Likely | 10.0% |
| Neither likely nor unlikely | 20.0% |
| Unlikely | 0.0% |
| Very unlikely | 20.0% |
| Is already work placement host | 0.0% |
| Don't know | 50.0% |

Is your organisation using any workforce management and planning software? By this we mean tools to plan, manage, and track employee work, including labour requirements, employee schedules, and paid time off.

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Yes | 50.0% |
| No | 25.0% |
| No, but would benefit from implementing these | 8.3% |
| Don't know | 16.7% |

RAW DATA POLICING

If yes, what devices are used to manage as well as view staff schedules? Please tick all that apply. Skip if not applicable.

| | DEVICES USED TO MANAGE SCHEDULES | DEVICES USED BY STAFF TO VIEW STAFF SCHEDULES |
|------------------|----------------------------------|---|
| Desktop computer | 100.0% | 50.0% |
| Laptop | 100.0% | 50.0% |
| Tablet | 60.0% | 60.0% |
| Mobile phone | 50.0% | 75.0% |

Is your organisation successful at managing staff schedules and related requirements?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 81.8% |
| No | 9.1% |
| Don't know | 9.1% |

Is your organisation making use of integrated staff records in order to improve workforce management/planning? I.e HR, finance, monitoring, rostering.

| ANSWER CHOICES | RESPONSES |
|----------------------|-----------|
| Yes | 27.3% |
| No | 36.4% |
| No but would like to | 9.1% |
| Don't know | 27.3% |

Key future green skills:

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Ability to minimise the use and maximise efficiency of energy and water consumption | 30.0% |
| Use of environmentally friendly practises (recycling etc) | 50.0% |
| Knowledge of climate change/Impact of my organisation on climate change | 40.0% |
| Other | 20.0% |

Key future people skills:

| ANSWER CHOICES | RESPONSES |
|--|-----------|
| Customer service skills | 66.7% |
| Ethical conduct and respect | 66.7% |
| Communication skills | 91.7% |
| Willingness to learn and to perform | 75.0% |
| Understanding of equality, diversity & inclusion | 75.0% |
| Giving/receiving feedback | 50.0% |
| People management | 75.0% |
| Teamworking | 66.7% |
| Other | 16.7% |

Key future digital skills:

| ANSWER CHOICES | RESPONSES |
|--|-----------|
| Virtual meeting skills | 83.3% |
| Microsoft Office skills | 75.0% |
| Social media skills | 58.3% |
| Programming, web and app development | 33.3% |
| Digital design and data visualisation | 41.7% |
| Data analytics, business intelligence, big data skills | 50.0% |
| Digital skills for staff collaboration/integration | 58.3% |
| Safety and cybersecurity | 58.3% |
| Other | 8.3% |

Key future resilience skills:

| ANSWER CHOICES | RESPONSES |
|-------------------------------|-----------|
| Flexibility | 72.7% |
| Managing conflict/uncertainty | 54.6% |
| Initiative and commitment | 72.7% |
| Self-care | 72.7% |
| Problem solving | 72.7% |
| Other | 9.1% |

RAW DATA POLICING

Which of the following professional development methods and mediums will your organisation be using over the next 3 years. Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|-----------------------------|-----------|
| Face-to-face workshops | 91.7% |
| Mobile Apps | 50.0% |
| E-learning (whole) | 75.0% |
| E-learning (modules) | 75.0% |
| Webinars | 66.7% |
| Online Workshops | 75.0% |
| Online lectures | 66.7% |
| Self-managed learning | 66.7% |
| Mentoring | 83.3% |
| Coaching | 66.7% |
| Action learning sets | 41.7% |
| Virtual Reality tools | 58.3% |
| Learning management systems | 58.3% |
| Other | 0.0% |

How has the pandemic generally affected the following in your organisation?

| | NEGATIVE IMPACT | POSITIVE IMPACT | NO IMPACT | N/A OR DON'T KNOW |
|--|-----------------|-----------------|-----------|-------------------|
| Ability to offer staff training | 70.9% | 5.4% | 14.8% | 9.0% |
| Staff wellbeing | 63.2% | 16.2% | 9.8% | 10.8% |
| Teamwork | 51.1% | 25.3% | 19.5% | 4.1% |
| Staff commitment to the organisation and its goals | 22.0% | 23.5% | 35.6% | 18.8% |
| Employee work/life balance | 35.3% | 44.7% | 12.7% | 7.3% |

How has the pandemic generally affected the following in your organisation?

| | NEGATIVE IMPACT | POSITIVE IMPACT | NO IMPACT | N/A OR DON'T KNOW |
|--|-----------------|-----------------|-----------|-------------------|
| Leadership | 35.7% | 21.4% | 28.4% | 14.6% |
| Work performance | 27.5% | 31.5% | 28.1% | 12.9% |
| Partnership work with external organisations | 32.8% | 16.9% | 21.3% | 29.1% |
| Communications | 32.0% | 35.0% | 23.6% | 9.4% |
| Ability to recruit skilled staff | 25.5% | 3.6% | 22.6% | 48.2% |

How has the pandemic generally affected the following in your organisation?

| | NEGATIVE IMPACT | POSITIVE IMPACT | NO IMPACT | N/A OR DON'T KNOW |
|-------------------------------|-----------------|-----------------|-----------|-------------------|
| Profitability | 4.9% | 3.4% | 12.9% | 78.9% |
| Digital skills | 13.6% | 45.5% | 24.2% | 16.7% |
| Workforce management | 36.8% | 15.6% | 20.8% | 26.8% |
| Adoption of digital solutions | 10.4% | 57.3% | 12.5% | 19.8% |
| Employee work/life balance | 35.3% | 44.7% | 12.7% | 7.3% |

How will automation and/or artificial intelligence (AI) impact your organisation's workforce by 2030? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Reduce workforce | 18.1% |
| Increase workforce | 2.1% |
| Reshape workforce | 24.0% |
| Increase employee retention | 4.6% |
| Reduce employee retention | 10.4% |
| Make organisation more attractive to potential recruits | 8.1% |
| Make workforce more efficient | 22.6% |
| Streamline workflows | 23.2% |
| Improve health & safety | 7.3% |
| More effective employee onboarding process | 6.2% |
| Improve working environment | 13.3% |
| Improve workforce management/training | 9.3% |
| No impact | 3.3% |
| Don't know | 51.5% |
| Other | 3.4% |

RAW DATA POLICING

Which of the following will create the greatest workforce challenges to your organisation by 2030? Please tick all that apply.

| ANSWER CHOICES | RESPONSES |
|--|-----------|
| Recruiting appropriately skilled staff | 42.2% |
| Retaining valued staff | 69.7% |
| Attracting a diverse workforce | 31.5% |
| Managing talent | 32.9% |
| Ensuring staff are equipped to engage in collaborative working | 31.5% |
| Ensuring staff are open to engaging in collaborative working | 27.8% |
| Ensuring equal pay | 22.3% |
| Keeping up with technological advances | 58.2% |
| Improving health and wellbeing of the workforce | 55.4% |
| Responding to the implications of Brexit | 13.7% |
| Developing a workforce equipped to meet environmental demands | 29.6% |
| Encouraging innovation | 22.3% |
| Ensuring staff have a good work/life balance | 61.4% |
| Other | 4.4% |

Prior to the Covid-19 pandemic, did your organisation allow flexible working (i.e. flexitime, remote working etc)?

| ANSWER CHOICES | RESPONSES |
|--------------------|-----------|
| Yes for all staff | 15.1% |
| No | 6.5% |
| Yes for some staff | 76.0% |
| Don't know | 2.4% |

Due to the pandemic, what has changed in your organisation in terms of flexible working?

| | HAS INCREASED | HAS STAYED THE SAME | HAS DECREASED | NOT AVAILABLE | DON'T KNOW |
|-------------------------------------|---------------|---------------------|---------------|---------------|------------|
| Working remotely/ working from home | 91.4% | 2.3% | 0.3% | 2.7% | 3.3% |
| Flexitime/ flexi hours | 41.3% | 30.6% | 1.4% | 3.7% | 23.1% |
| Compressed hours | 12.7% | 19.5% | 0.6% | 8.3% | 58.9% |
| Job sharing | 2.9% | 25.5% | 0.6% | 8.4% | 62.6% |
| Part time | 4.0% | 26.9% | 0.8% | 5.4% | 63.0% |

Is flexible working currently available to the entire workforce?

| ANSWER CHOICES | RESPONSES |
|------------------------------------|-----------|
| Yes | 22.1% |
| Don't know | 27.6% |
| No one is allowed to work flexibly | 1.1% |
| Some are allowed | 49.2% |

What type of flexible working will be in place across your organisation after the pandemic? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|------------------------------------|-----------|
| Working remotely/working from home | 67.1% |
| Flexitime/flexi hours | 54.0% |
| Compressed hours | 30.9% |
| Job sharing | 30.8% |
| Part time | 37.1% |
| Will not be available | 1.2% |
| Don't know | 29.3% |
| Other | 3.8% |

When working from home, does your organisation provide suitable equipment such as laptop, mobile phone, relevant software, desk/chair if required?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 42.1% |
| Some | 43.6% |
| No | 3.2% |
| N/A | 2.9% |
| Don't know | 8.3% |

How does your organisation assess skill levels? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|------------------------------------|-----------|
| Skill levels are not measured | 20.1% |
| Performance reviews | 73.9% |
| Learning Needs Analysis | 14.5% |
| Through Key Performance Indicators | 20.3% |
| 360 degree feedback | 18.4% |
| Through peer/colleague feedback | 29.7% |
| Through client feedback | 8.0% |
| Other | 7.5% |

RAW DATA POLICING

| Current green skills level | | | | |
|---|------------|--------------|-----------|-------|
| | HIGH LEVEL | MEDIUM LEVEL | LOW LEVEL | N/A |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 13.5% | 28.8% | 20.4% | 37.3% |
| Use of environmentally friendly practises (recycling etc) | 22.6% | 35.3% | 21.2% | 20.9% |
| Knowledge of climate change/Impact of my organisation on climate change | 12.4% | 27.6% | 31.2% | 28.8% |

| Current people skills level | | | | |
|--|------------|--------------|-----------|-------|
| | HIGH LEVEL | MEDIUM LEVEL | LOW LEVEL | N/A |
| Customer service skills | 62.5% | 29.6% | 4.1% | 3.8% |
| Ethical conduct and respect | 73.6% | 22.6% | 2.4% | 1.4% |
| Communication skills | 67.0% | 27.9% | 4.3% | 0.9% |
| Willingness to learn and to perform | 67.4% | 27.7% | 4.1% | 0.9% |
| Understanding of equality, diversity & inclusion | 66.2% | 29.9% | 2.7% | 1.2% |
| Giving/receiving feedback | 42.9% | 44.1% | 12.0% | 1.0% |
| People management | 31.7% | 40.7% | 17.0% | 10.6% |
| Teamworking | 58.5% | 34.5% | 6.0% | 1.0% |

| Current digital skills level | | | | |
|--|------------|--------------|-----------|-------|
| | HIGH LEVEL | MEDIUM LEVEL | LOW LEVEL | N/A |
| Virtual meeting skills | 38.4% | 49.9% | 9.1% | 2.6% |
| Microsoft Office skills | 44.5% | 47.9% | 6.4% | 1.2% |
| Social media skills | 20.1% | 47.8% | 22.5% | 9.6% |
| Programming, web and app development | 5.2% | 16.4% | 37.1% | 41.4% |
| Digital design and data visualisation | 6.5% | 18.7% | 34.7% | 40.1% |
| Data analytics, business intelligence, big data skills | 9.7% | 29.3% | 31.2% | 29.8% |
| Digital skills for staff collaboration/integration | 8.8% | 31.8% | 33.7% | 25.7% |
| Safety and cybersecurity | 27.0% | 40.9% | 22.0% | 10.1% |

| Current resilience skills level | | | | |
|---------------------------------|------------|--------------|-----------|------|
| | HIGH LEVEL | MEDIUM LEVEL | LOW LEVEL | N/A |
| Flexibility | 50.0% | 40.5% | 7.4% | 2.1% |
| Managing conflict/uncertainty | 32.5% | 47.2% | 16.5% | 3.8% |
| Initiative and commitment | 46.1% | 41.3% | 10.6% | 2.1% |
| Self-care | 32.8% | 48.8% | 17.0% | 1.4% |
| Problem solving | 51.0% | 41.5% | 6.7% | 0.9% |

| Please indicate your willingness (or your staff's willingness if an employer) to adopt/use digital solutions | |
|--|-----------|
| ANSWER CHOICES | RESPONSES |
| Very high | 27.4% |
| High | 37.1% |
| Moderate | 28.1% |
| Low | 2.4% |
| Very low | 1.5% |
| N/A | 3.5% |

| What development opportunities (outside of mandatory training) are offered to staff at your organisation? Please tick all that apply. | |
|---|-----------|
| ANSWER CHOICES | RESPONSES |
| Mentoring/coaching | 53.7% |
| Shadowing | 35.1% |
| External training | 41.4% |
| Internal training | 63.3% |
| eLearning | 73.3% |
| Internal vacancies | 57.4% |
| Secondment | 47.6% |
| Other | 0.7% |
| Don't know | 5.5% |
| None are offered | 8.4% |

| Does the training/development opportunities offered to the workforce by your organisation on the whole fill relevant skills gaps? | |
|---|-----------|
| ANSWER CHOICES | RESPONSES |
| Yes | 17.5% |
| Partially | 48.0% |
| N/A | 2.3% |
| Don't know | 21.9% |
| No | 10.3% |

RAW DATA POLICING

What are the training challenges that your organisation faces? Please tick all that apply.

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Cannot spare staff time to attend training | 55.2% |
| Lack of funding/training too expensive | 45.5% |
| Lack of knowledge regarding opportunities and suitable training | 37.3% |
| Lack of organisational support | 28.9% |
| Limited provision of appropriate training providers | 29.0% |
| Staff is already fully proficient | 2.2% |
| Staff is not motivated to undertake training | 23.8% |
| No challenges | 3.9% |
| Don't know | 18.1% |
| Other | 4.5% |

Is there a clear career pathway within your organisation for in-work progression?

| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Yes | 30.1% |
| Don't know | 27.2% |
| No | 42.8% |

Organisational

| | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|----------------------------|----------|-------------------|
| My organisation creates opportunities for all staff to spend time together | 3.2% | 20.6% | 28.7% | 36.1% | 11.3% |
| My organisation encourages everyone to be proud of our individual and collective successes | 16.2% | 46.8% | 21.0% | 13.0% | 3.0% |
| The organisation encourages the sharing of news, ideas and successes by teams and individuals | 17.4% | 49.7% | 18.7% | 11.1% | 3.0% |
| The organisational culture supports employee wellbeing | 16.7% | 46.4% | 19.7% | 13.5% | 3.7% |
| Important information is clearly communicated across the organisation | 16.4% | 45.0% | 19.3% | 15.2% | 4.1% |
| The structure of the organisation helps it respond quickly to new ideas, challenges and opportunities | 7.7% | 29.7% | 29.1% | 26.3% | 7.1% |

Leadership & Management

| | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|----------------------------|----------|-------------------|
| I have confidence in the leadership of senior managers in my organisation | 9.8% | 32.7% | 25.4% | 21.5% | 10.6% |
| Line managers can be relied upon to treat staff fairly and with honesty | 17.6% | 37.3% | 21.2% | 16.3% | 7.6% |
| My line manager trusts me and will support me if I make a mistake | 34.4% | 41.1% | 15.2% | 5.4% | 3.9% |
| My manager encourages and supports me to take on new and more challenging tasks | 26.6% | 38.7% | 18.8% | 10.2% | 5.6% |
| Line managers in the organisation manage change effectively | 9.8% | 33.5% | 27.6% | 19.8% | 9.3% |

Personal Development

| | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|----------------------------|----------|-------------------|
| My organisation provides opportunities to develop my skills and understanding at work | 8.2% | 37.2% | 24.3% | 20.2% | 10.2% |
| Employees in the organisation have the support they need to make improvements | 5.9% | 30.2% | 30.4% | 24.9% | 8.5% |
| Generally, staff in my organisation have a good work-life balance | 5.8% | 34.6% | 31.0% | 21.4% | 7.3% |

Please rank your agreement with the following statements.

| | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|----------------------------|----------|-------------------|
| People within my organisation are treated with respect regardless of race, gender, religion, sexual orientation, parental status or age | 37.6% | 42.5% | 10.6% | 6.8% | 2.5% |
| My organisation encourages equal access to opportunities and/or resources in the workplace | 30.9% | 40.0% | 14.6% | 11.4% | 3.2% |
| My organisation recognises that that each individual is unique, and/or appreciates our individual differences | 23.4% | 40.0% | 20.4% | 11.1% | 5.1% |
| My organisation offers suitable training in relation to equality, diversity and inclusion | 28.1% | 43.6% | 16.6% | 7.5% | 4.2% |

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Please rank your agreement with the following statements.

| | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|----------------------------|----------|-------------------|
| People within my organisation are treated with respect regardless of race, gender, religion, sexual orientation, parental status or age | 37.6% | 42.5% | 10.6% | 6.8% | 2.5% |
| My organisation encourages equal access to opportunities and/or resources in the workplace | 30.9% | 40.0% | 14.6% | 11.4% | 3.2% |
| My organisation recognises that that each individual is unique, and/or appreciates our individual differences | 23.4% | 40.0% | 20.4% | 11.1% | 5.1% |
| My organisation offers suitable training in relation to equality, diversity and inclusion | 28.1% | 43.6% | 16.6% | 7.5% | 4.2% |

Please rank your agreement with the following statements.

| | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|----------------------------|----------|-------------------|
| My organisation offers suitable working conditions to those who need them | 23.9% | 47.0% | 18.9% | 8.2% | 2.1% |
| My organisation offers suitable work equipment to those who need it | 24.3% | 46.2% | 17.9% | 8.4% | 3.2% |
| My organisation takes allegations of bullying, harassment or unfair treatment seriously | 29.8% | 38.3% | 17.7% | 8.7% | 5.6% |
| My organisation recognises that overlapping categories such as age, race and sex can create different disadvantages compared to one category on its own (i.e. intersectionality) | 20.5% | 36.6% | 33.6% | 5.7% | 3.6% |

In the last 12 months, please indicate if you have experienced bullying, harassment or unfair treatment in the workplace in relation to the following? Tick all that apply.

| ANSWER CHOICES | RESPONSES |
|-----------------------|-----------|
| Gender/sex | 33.6% |
| Gender reassignment | 0.9% |
| Religion or belief | 4.5% |
| Sexual orientation | 5.5% |
| Ethnicity/nationality | 11.8% |
| Disability | 33.6% |
| Maternity/paternity | 5.5% |
| Marital status | 4.5% |

Which age-group do you belong to?

| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Under 18 | 0.0% |
| 18-24 | 1.2% |
| 25-34 | 12.4% |
| 35-44 | 17.6% |
| 45-54 | 33.2% |
| 55-64 | 28.6% |
| 65+ | 3.2% |
| Prefer not to say | 3.8% |

What do you identify as?

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Female | 56.6% |
| Male | 37.5% |
| Non-binary/genderqueer/agender/gender fluid | 0.2% |
| Prefer not to say | 5.4% |
| Prefer to self-describe (please specify) | 0.4% |

What is your marital status? Please tick most current status.

| ANSWER CHOICES | RESPONSES |
|----------------------|-----------|
| Civil partnership | 1.4% |
| Divorced | 8.1% |
| Domestic partnership | 12.0% |
| Married | 54.1% |
| Single | 16.6% |
| Widowed | 0.8% |
| Prefer not to say | 7.1% |

Please let us know if any of the following applies to you. Please tick all that apply

| ANSWER CHOICES | RESPONSES |
|------------------------|-----------|
| I'm a carer | 13.8% |
| I'm a parent | 42.3% |
| I'm currently pregnant | 0.6% |
| N/A | 43.9% |
| Prefer not to say | 6.4% |

RAW DATA POLICING

Do you consider yourself to have a disability? Under the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Yes | 23.4% |
| No | 68.1% |
| Don't know | 1.7% |
| Prefer not to say | 6.7% |

Is your gender identity the same as the sex you were assigned at birth?

| ANSWER CHOICES | RESPONSES |
|-------------------|-----------|
| Yes | 94.1% |
| No | 0.6% |
| Prefer not to say | 5.4% |

What is your sexual orientation?

| ANSWER CHOICES | RESPONSES |
|-------------------------|-----------|
| Bisexual | 3.3% |
| Gay/Lesbian | 3.6% |
| Heterosexual | 81.4% |
| Pansexual | 0.6% |
| Prefer to self-describe | 0.2% |
| Prefer not to say | 10.9% |

With which ethnic group do you most identify?

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Arab | 0.0% |
| Black African | 0.4% |
| Black Caribbean | 0.0% |
| Bangladeshi | 0.0% |
| Chinese | 0.0% |
| Indian | 1.0% |
| Latin American | 0.2% |
| Pakistani | 0.0% |
| White English/Welsh/Scottish/Northern Irish/British | 84.0% |
| White and Asian | 0.6% |
| White and Black African | 0.2% |
| White and Black Caribbean | 0.2% |
| White Gypsy or Irish Traveller | 0.2% |
| White Irish | 1.9% |
| Other Asian background | 0.4% |
| Other Black/African/Caribbean background | 0.2% |
| Other Mixed/Multiple ethnic background | 0.2% |
| Other White background | 2.3% |
| Prefer not to say | 7.6% |
| Other (please specify) | 0.8% |

What is your sexual orientation?

| ANSWER CHOICES | RESPONSES |
|---|-----------|
| Buddhist | 1.0% |
| Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | 49.6% |
| Hindu | 0.4% |
| Jewish | 0.2% |
| Muslim | 0.6% |
| No Religion | 35.1% |
| Pagan | 0.6% |
| Sikh | 0.2% |
| Any other religion/belief | 1.2% |
| Prefer not to say | 11.3% |