

Enabling the Royal New Zealand Police College for the Future

A five-year excellence horizon



Preamble

This report looks forward to where the Royal New Zealand Police College (RNZPC) could go in the future. It is a point in time assessment conducted at one step in the transformation journey that the RNZPC has been on to date with its culture, leadership, and training. As policing and training has evolved, so has the RNZPC.

Enabling the Royal New Zealand Police College for the Future was commissioned following the organisational redesign of Police's Executive structure and a refresh of Police's strategic direction (Our Business) in 2020-2021. The aim was to help clarify the role, purpose and functions of the RNZPC in delivering on Police's refreshed Our Business over the next three to five years. This Report recognises and seeks to support the vital role the RNZPC plays in developing Police staff to ensure they are fit for today's operating environment and the future; that are safe and feel safe; and that they are operationally ready and enabled.

In the last five years, the RNZPC has trained and inducted over 3000 new constables. Training this volume of new staff within such a short period is unmatched, with only the merger of the Ministry of Transport into Police coming close in 1992. At the same time, the RNZPC has focused on improving the recruit experience and responded to staff and community expectations of providing a learning environment that is modern, supportive, and healthy and where everyone can learn from each other. The RNZPC has been innovative in its approach, including the introduction of cognitive conditioning and online learning that Police's younger cohort of Recruits have come to expect. Wings have been more diverse than ever, and the RNZPC has worked hard to ensure that everyone benefits from that diverse thinking.

Police continues to have high aspirations for the RNZPC. This Report considers how the RNZPC is placed to build on the work to date and apply it systematically to the professional development of all staff throughout their career in Police. It outlines the building blocks and future operating model for the RNZPC that will support the achievement of Police's aspirations. Some of the changes recommended in this Report are organisational in nature and the responsibility of Groups outside the RNZPC. However, the RNZPC should be enabled to deliver / implement them to support Police moving forward.

Finally, Police is a people organisation. The strength of the RNZPC lies with the people who work, and who have worked, at the campus and right across Police - and the skills, knowledge, experience they have brought every day to their roles to make our organisation the best it can be. Their efforts and contribution over the years is valued and appreciated. With the delivery of 1,800 new constables on track to be achieved early, it is timely to understand how the RNZPC can support Police to achieve its aspirations into the future. My thanks to Ms Debbie Francis for her work to develop this Report and for everyone who contributed to it.

Cassandra Anderson
Executive Director, People Capability

Introduction

E tū ki te kei o te waka, kia pākia koe e ngā ngaru o te wā.

Stand at the stern of the waka and feel the spray of the future biting at your face.

Over the last fifteen years, New Zealand Police has undertaken one of the most comprehensive policing transformation programmes in the world. Police leaders have successfully created and embedded a new vision, strategy and operating model centred on prevention, evidence-based deployment, partnership and a victim and community centric mindset. They have also worked tirelessly to embed a positive set of core values in organisational culture.

Performance horizon – what is the opportunity?

Against this backdrop, the staff and stakeholders of the Royal New Zealand Police College (RNZPC) have universally high aspirations for the RNZPC to be the core enabler of the craft and culture of policing in New Zealand. Most are ambitious for it to be the ‘tūrangawaewae’ [place to stand] for New Zealand Police - the cultural home, where the organisation can shape its culture and leadership and where all three organisational priorities – Be First Then Do, Delivering the Services New Zealand Expect and Deserve, and Focused Prevention Through Partnerships, are brought to life.

For most staff, the RNZPC is the place they started their journey in Police, and where they return to at key points throughout their career. The RNZPC is also a heritage precinct for Police, with the Museum, memorial wall of the fallen and the graduation parade ground. Police aspire to have RNZPC as the central pivot in a system of training, professional development, and career advancement for all employees, as well as a centre for policing research and innovation. The corollary is that Police must support and enable the RNZPC to deliver on this role. It is and should be, as one respondent put it to me, ‘the beating heart of New Zealand Police’.

Police leaders should, in my view, embrace the widely supported concept of the College as Police’s tūrangawaewae, the place in which Police stand, as a pillar supporting their desired culture and vision. Fully embedding this concept will require some further work, as described in this report.

What do Police need to do to get there?

Current state

While everyone who participated in this work is highly ambitious for what the RNZPC can deliver for policing and the New Zealand public, almost all of those who participated in this exercise identified opportunities for continuous improvement. While there are pockets of excellence to build upon, for example the pride and commitment of staff; innovative use of technology; unique training approaches; and development opportunities for all employees, in role as well as for promotion; it is not yet Police’s ‘beating heart’, or cultural home.

To date, the Police Executive has not centralised training design, delivery, and professional development within the RNZPC. Whilst this intent might be implicit, it has not been made explicit. As a result, there are challenges for the RNZPC in delivering on the aspirations of staff; with some business units outsourcing their training design and/or professional development requirements.

For the last four years, the RNZPC has also been heavily focussed on the delivery of Initial Training to Police Recruits and in recent years, on uplifting tactical training. This training has been necessary given the Government's investment in 1,800 new constables and because of a dynamic and evolving operating environment. Understandably, this has meant the overall strategic architecture for training and development as a system has been crowded out by a relentless operational and tactical tempo. Moving forward, the RNZPC needs to be supported to ensure all training, preventative, strategic and tactical can operate as a cohesive system and the professional development landscape is easy to navigate.

Stability of leadership to mirror the future aspiration

As a result of competing demands and dealing with the challenges of COVID-19, leadership at the RNZPC has been unstable in recent years, with a high number of leaders, across all levels, acting out of position for many months. Feedback from staff during the development of this Report, highlighted that this had been challenging for morale and staff's sense of value and the transitory nature of the workforce had impacted on the RNZPC's culture. Given Police's aspirations for the RNZPC, and the centrality of leadership as the key enabler of positive culture, the RNZPC must operate with permanent, stable and consistent leadership at all levels, together with strong governance, support and oversight from the Police Executive.

For the RNZPC to be the heart of Police, it should be able to attract and retain the best people. Everyone who works for the RNZPC needs to be customer-centric and embody the people, culture and leadership aspirations Police is seeking to achieve. Leaders at all levels, should feel confident to lead through the Police High Performance Framework, so they can create a consistent, inclusive and enabling environment where people can be their very best. Governance – for assurance and oversight and academic efficacy, should include internal customers and external experts, to ensure alignment to operational requirements and to ensure there is quality design and delivery.

A new operating model that aligns to 'Our Business' and that reflects a clear people capability strategy

Police leaders have been successful in recent years in developing a clear and compelling multiyear vision and strategy, summarised in 'Our Business'. They have cascaded the vision and strategy throughout the organisation via the new approaches they have taken to performance management and coaching in the Police High Performance Framework.

In my 2020 report, commissioned by Police, I recommended Police's People Capability function should be separated from the broader operational and workforce management aspects of People Operations. The new Police Executive structure has done this through the creation of a Deputy Commissioner Leadership and Capability role, with a clear purpose to ensure Police has the leadership, culture, people and operational capability to succeed. This change, together with the recent realignment of the RNZPC out of People Operations and into People Capability, now positions Police to take a strategic view of its future workforce needs over the next five to 10 years.

The next step in the context of the RNZPC, is for Police to develop a concise People Capability Strategy, tightly connected to Our Business, to guide the RNZPC in delivering on Police's people capability investment.¹ Police is well positioned to do this, having approved the development of a Workforce Strategy under the Be First Then Do priority, as part of 'Our Plan'.

¹ This would consolidate the important and high-quality foundational work to inform a Workforce Strategy into a simplified, concise and practical Strategy, which is tightly aligned to Our Business.

Although responsibility for Workforce Strategy and People Capability Plan sits outside the RNZPC, both documents once developed, will underpin a future RNZPC operating model for the entire end to end training and development system for all police employees. Fundamental to the operating model will be the development of a coherent and easily understood schematic, showing how the various elements of training, professional development and progression will work across different career pathways within Police. It should also illustrate how the core architectural elements work together as a system to build the required capability for Police's future workforce.

The RNZPC as the home for Police training and professional development

Currently, there are many players across Police who are commissioning, designing, delivering, and reviewing training and development products and experiences. Not all are informed by an understanding of best practices in adult education or a shared view of the future strategy for police workforce capability. Centralising training and professional development within the RNZPC would ensure these matters are prioritised and addressed.

To ensure Police is best positioned to leverage its people capability investment, as a foundational principle, training design and delivery expertise (for core policing functions as set out in the Policing Act 2008) should be centralised within the RNZPC, or at least within the People Capability Group. This will ensure training and professional development is aligned to Police's future strategic workforce needs; that training investment is evidence-based; and that curriculum developed and delivered across policing is of sound educational quality.

There will no doubt be exceptions to this principle, whereby bespoke training for small groups of staff might sit outside this default construct. However, the future operating model should articulate how prioritisation occurs and how the exceptions principle should be applied.

Leadership as the heart of the training and development system

The most distinctive and vital thread that should be common to all career journeys within police is the thread of leadership development. What are great police staff if not exceptional leaders, of themselves and others? All staff need leadership mastery of self, relationships, and teams, while more senior staff need to add leadership skills pertaining to systems, partnering and strategic operational and organisational capabilities.

In 2020, the RNPZC established the Continuous Education Programme (CEP). For the time in its history, this provided leadership development for all employees (not just constabulary staff) and for development at level as well as for promotion. This was a welcome and positive step. However, Police like many agencies, is yet to develop a single National Leadership Development framework, that articulates what great leadership looks like at all levels (individual contributor through to Police Executive).

As a result, leadership development within Police is more implicit than explicit. The key inflection points are not well understood and the relationship between leadership development, and other training and promotional exams is also confusing. Police has recently commissioned the development of this work as part of their Be First Then Do Programme. Responsibility sits outside of the RNZPC, but once developed it will provide the necessary umbrella, for which the RNZPC's CEP can be informed by and delivered as part of.

In developing the National Leadership Framework, I suggest that Police consider basing their model on a simple approach that supports operational readiness. The New Zealand Defence Force model is a good example of this. The Framework must be nationally consistent and the relationship between leadership development, other training and promotional exams should be clearly articulated and well understood. The Framework should also create a shared set of experiences across leadership cohorts; and participation in leadership development at key

career transition points should be mandatory and ideally undertaken in advance of any promotion.

Linking training and professional development with career progression and talent management

Police like many agencies, does not currently have a clear national career progression/development framework, talent management system or clearly articulated career pathways for the various roles within the organisation. Progression within Police therefore is self-managed by staff.

I recommend Police develops a career management function, with clear leadership success profiles for each level, that fall out of Police's new Core Competency Framework. This should be accompanied by simplified guidance to help staff understand how they are performing against transparent and clearly articulated standards.

This function would help the RNZPC make clearer linkages between the elements of the career journey: leadership development, stage or rank based training programmes, perishable skills refreshment, professional development, and the specialist training requirements needed for different career paths. As part of the function, training and development would be linked to a robust, evidence-based system for talent assessment and mapping, that would see programmes targeted to individual development needs based on holistic and easy to understand job and rank competency criteria or success profiles.

Surprisingly, in an organisation where all employees tend to have careers of some longevity, (which include multiple internal postings), educational, training related, and psychometric data are not consistently codified into individual development plans which follow staff and provide a source of self-awareness as well as useful information to a receiving manager.

Police has already commenced work to provide clarity and transparency around career pathways, as part of the Be First Then Do work programme. This will ensure that the competencies, skills and attributes and personal behaviours required at every level are clear; options and key points are known; and coaching is mature. Once fully developed, the new career pathway's function will help to create and maintain a dynamic picture of the entire workforce, including its skills profile and gaps, key talent and succession arrangements.

Training and development that is evidence based, operationally fit for purpose and quality assured

Police's training and professional development must continue to be evidence-based and operationally fit for purpose. Police's Frontline Safety Programme, through staff feedback, has identified the type of training and development preferred by users and provides a model for the future. It is operationally relevant, scenario based, learner driven (reflective, individual and team), frequent and uses a coaching style facilitated by subject matter experts.

People I spoke to also highlighted the need for training to continue to be relevant, meaningful, practical and focused on development rather than just qualifying. It should equip people with the requisite specialist policing knowledge (including cultural competency), skills (judgement, and lawful decision-making and effective use of tactical options) as well as ongoing personal and professional development. Collectively, this is the type of training and learning that will ensure that staff can deliver the policing services that New Zealanders expect.

Police still has work to do to ensure this approach is embedded across all training programmes and courses. Focus groups with probationary staff early in their career and other stakeholders raised issues about the volume of curriculum, the realities of the role, and the impact on the

mental wellbeing of frontline staff. These issues are evident in Police's Initial Training where the 16-week programme is at maximum capacity; and where some recruits may lack preparedness regarding the emotional and mental resiliency needed for demanding profession.

While a review of all training requirements is desirable, Police has already identified the need to take a targeted look at some key areas in the next 12 months. This includes Initial Training, Integrated Tactical Training² and the Continuous Education Programme. This is a positive move, and these courses provide an appropriate starting point for review.

In addition to the quality of training, feedback received from stakeholders and focus groups reinforced the need for trainers to not only have the requisite skills, knowledge, and experience; but also the ability to accommodate differing learning needs and to be flexible in their teaching style. Staff also wanted trainers to maintain operational currency in their respective fields to ensure they understand the increasingly complex and changing nature of police's operating environment.

For the RNZPC to operate as the key enabler of culture for Police, then it will be vital to have a single and consistent coaching style (built on common concepts and language) that cascades through the career journey from Initial Training to top end strategic leadership or into a specialist pathway. In the absence of a clearly articulated philosophy, instructional approaches across Police can default to a command-and-control style.

What is needed is a supportive and enabling coaching style, where staff feel safe to ask questions, to try and to fail without being berated, and where every opportunity is a learning one. This style should be based on Be First Then Do, together with principles of the Police High Performance Framework. I am advised that the coaches on the Frontline Safety Enhancement Course are doing a good job of bringing this type of coaching style to life.

There are also some ad-hoc training and development initiatives currently in play across Police, which because of their nature, are not subject to routine and systemic quality assurance regarding learning outcomes or best practice in adult learning approaches. In increasing efforts and agility to train new Recruits, systemic academic assessment and quality control over commissioning, design, and delivery has relaxed over the years.

Staff and stakeholders expressed a desire to address this by re-establishing the RNZPC based Training Advisory Committee, to provide RNZPC specific governance and oversight. This would be particularly helpful in providing a line of sight over the educational and operational effectiveness of training delivered and designed outside of the RNZPC. It would also help the RNZPC further explore and exploit potential strategic partnership opportunities, both with domestic tertiary education providers and offshore policing and professional development agencies.

Districts and Service Centres as 'customers'

Districts and Service Centres should be the primary customers of the RNZPC. Currently, there are relatively few mechanisms for the 'voice of the customer' to inform curriculum design and delivery; to advise their training needs; and to provide their end user feedback. More could be done to strengthen connectivity and to provide clarity about roles and responsibilities between the RNZPC as the 'lead training and design experts' and the Service Centres responsible for specialist groups such as Criminal Investigations, amongst others. There also appears to be a potential disconnect between some course content at the RNZPC and practices within Districts and Service Centres. Training development and delivery must be

² Particularly the need for certification and compliance in light of the new Tactical Response Model.

strategically aligned to Our Business; and operationally relevant for Districts and Service Centres.

I am concerned that Initial Training and the two-year probationary period for constabulary staff is not a consistent two-year learning experience. This is largely the result of de-centralised system anvariability in the role and execution of the Field Training Units nationwide. While specialist pathways mean that police careers for constabulary staff vary, I suggest that the early years of a 'PST officer' should be consistent, while remaining flexible enough to allow for a different mix of activities in different urban, rural or regional districts. To build a strong workforce culture, there needs to be a shared lexicon and tool kit of early experiences in years one and two. There is much to be learned from the various practices in Districts. By using evidence to select the best of the best practice around the country, it should be possible to create a broadly consistent model.

Operationalising Te Huringa o Te Tai

Arguably the Treaty partnership between Māori and the Police is one of the most impactful across the public sector, given the historical nature of the relationship and Police's role as the 'gate way' to the criminal justice system. The overall training and development system can be better rooted in biculturalism and a Te Ao Māori approach to learning. While there is considerable effort in these areas by RNZPC staff and others, ultimate responsibility appears largely to be left to Māori, Pacific and Ethnic Services staff.

For the RNZPC to be Police's tūrangawaewae, a deeper approach is needed. This should seek to understand and acknowledge the colonialist traditions which informed the origin of modern policing in the Peelian model and complex issues such as the over-representation of Māori in our justice system.

How the RNZPC delivers on this will need to be well thought out and tailored to the respective needs of staff. Training at practitioner levels should enable police staff to operationalise Police's Māori strategy, 'Te Huringa o Te Tai', to partner with communities and to understand the complexities and differences in policing urban and rural populations. The Frontline Skills Enhancement Course has been identified as doing well to normalise the use of both Te Ao and Te Reo Māori in an operational environment. Professional Development for more senior staff at Inspector-level and above should focus on lifting Police's cultural competence, in line with Police's commitment to Te Arawhiti's Whāinga Amorangi Cultural Competency Framework for the public service.

Co-location of groups and functions that enable the performance aspiration

For the RNZPC to truly leverage the future aspiration, it should be the primary hub for learning and professional development and for research and innovation. In this context, Police should consider the co-location of all those elements of the business that can and will collaborate to achieve aspirational goals in this area. This includes Groups currently domiciled at Police National Head Quarters, such as the High-Performance Team. It should also include other Groups such as the Evidence-Based Policing Centre.

I understand a wider piece of work has been commissioned to restack key buildings across Wellington to co-locate key Groups together. As part of this work, I recommend Police consider relocating Groups currently domiciled at the RNZPC but without a direct link to learning and professional development, such as ICT and Recruitment, to make way for Groups who are better able to leverage the RNZPC's new aspiration.

The RNZPC is staffed by passionate people with a clear focus on results

Because of the operational and tactical tempo of the last three to four years, Police's focus (not the RNZPC's alone) on all training and professional development has, to date, not kept pace with the other successful changes Police has made to its strategy and operating model. The changes recommended in this Report support a future people capability function and RNZPC operating model that is simplified and tightly aligned to Our Business. It will be important that the changes are planned and executed as a system, with clear progress metrics and tight accountability for results.

I have faith in RNZPC and wider police staff and stakeholders, including the police unions, to engage positively in this process. They are universally ambitious for the RNZPC and for a simpler, more transparent and navigable career journey. I also have faith in the Police Executive to lead these changes successfully. They have done it before. The secret to success will be careful end to end planning, unified governance of these changes as a system and effective leadership at the RNZPC.

The result will be a vital legacy. The RNZPC will be more than simply a place that delivers training. It will be the tūrangawaewae of the New Zealand Police; where opportunities to shape culture and leadership are maximized; and where all police staff receive regular professional refreshment, renewal and pride. It will provide a holistic and joined-up system of training and development as the key enabler and guardian of police culture. It will support lifelong learning and career journeys and deliver a professional and future fit police workforce, comprising leaders at all levels who can face the complex challenges of modern policing.

Above all, the future RNZPC will be a place that prepares, supports and enables all of its staff to stand at the stern of the waka, equipped to face adversity head on, in the way envisaged by the late Dr Apirana Mahuika, a Police Patron of Recruit Wing 198, when he bestowed this whakataukī [proverb] on Police in 1996:

E tū kit e kei o te waka, kia pākia koe e ngā ngaru o te wā.

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Summary of Recommendations

In this section I list the key recommendations made throughout this Report. To assist Police in prioritising these against other work programmes, I have set my recommendations across time horizons. While embedding sustainable improvements at the RNZPC will take several years, there are a number of matters that can and should be addressed immediately.

While some of the below recommendations can be led by and from the RNZPC, others will require broader executive leadership that the RNZPC can then leverage. Taken as a whole, they imply increased and unified executive oversight of the RNZPC and the wider training and professional development system as the key drivers of Police culture and leadership.

Building new foundations: late 2021

1. Secure executive leadership team confirmation of the new role and purpose for the RNZPC signalled in this Report, including:
 - a. Confirmation of the principle that the RNZPC is the tūrangawaewae of New Zealand Police.
 - b. Agreement that the RNZPC and/or People Capability Function should be the home of training design and delivery.
2. Establish a small team to lead the programme of work reflected in this report, supporting the Executive Director with the opportunity to break this programme of work into focused 90-day plans to drive accountability; and to review and monitor progress against deliverables.
3. Lift the leadership and governance capability of the RNZPC by:
 - a. Appointing a permanent Director for the RNZPC, likely someone sworn who is credible with a strong sense of leadership and a sound operational background, and who intends to remain in role for a reasonable period.
 - b. Reducing the use of Expressions of Interest and filling all permanent vacancies, including those at Director level, as provisioned in the Organisational 2B redesign.
 - c. Establishing a new RNZPC Advisory Board that should include both internal customers and external education and innovation experts.
 - d. Appointing an Academic Director for the RNZPC (repurposing the existing second superintendent position), who has sufficient educational understanding and experience to improve the RNZPC's academic quality assurance, evaluation and continuous improvement mechanisms.
 - e. Re-establishing an academic approvals board for programme commissioning, review and accreditation.
4. Working inclusively with staff and customers, undertake the high-level design of the new operating model for the RNZPC, addressing the matters raised in this report; including clarifying roles and responsibilities for the RNZPC and Service Centres in charge of specialist groups; and how to better connect and involve Districts and Service Centres as 'the customer'.
5. Working with staff to develop and communicate a single consistent coaching style for Police, that reflects the Be First Then Do priority and is underpinned by the principles of the Police High-Performance Framework and Cognitive Conditioning programme.

Creating the blueprint for the future: January to June 2022

6. Develop a concise People Capability Strategy for New Zealand Police, ensuring a clear cascade from the 'Our Business' strategy. The strategy should:
 - a. Be based on a future focussed view of the Police workforce
 - b. Reflect a much tighter link between professional training, leadership development and talent management; and
 - c. Be developed inclusively with customers and stakeholders.
7. Develop a training design/delivery prioritisation process (through a high-level stock take of all current training activity and training related projects), with a view to stopping or suspending some activity to reduce inefficiency and duplication of training.
8. Review and revise operational curriculum and delivery models, at every level, in accordance with sound adult learning principles and a te ao Māori approach, and with priority focus on:
 - a. Recruit selection and Initial Training
 - b. The Continuing Education Programme
 - c. PITT; and
 - d. The probationary period for constabulary staff (including workplace assessment, the Field Training Officer model and greater consistency for Field Training Units).
9. Update the RNZPC campus master plan and develop a property transformation strategy, with particular attention to decisions on:
 - a. Remote and satellite campus delivery nodes
 - b. The creation of a 'Marae'
 - c. Access to an improved range of scenario training venues
 - d. Professionalisation of the physical environment
 - e. Co-location of the Evidence based Practice Centre and the High Performance Team into the RNZPC campus
 - f. The removal of non-core RNZPC functions (or those that significantly contribute to its aspiration) from the RNZPC campus to better accommodate core training and development functions.
10. Consider the optimal organisational design for the centralised management of all training design and delivery with the RNZPC or the People Capability function, and the associated implications for:
 - a. RNZPC organisational design and footprint
 - b. District consistency and the limits of regional variation
 - c. Current training related projects in flight; and
 - d. The composition and reporting lines, if training is to move out of existing business units and into the RNZPC or the People Capability function.

Building the new RNZPC operating model: June 2022-December 2023

11. Create a new career management function and develop a consistent approach to career and talent management that ensures consistent, fair, transparent and equitable career management processes and balances the needs of both individual staff and the organisation. This must be consistent across districts and should include:

- a. The development of simple success profiles for each level
 - b. Equitable and transparent processes for understanding the current performance and future potential of all staff, in support of promotion and progression decisions; and
 - c. The development of a catalogue of (national and international) professional development interventions at all levels, linked to talent mapping.
12. Stand up an explicit national Leadership Framework, linked to key career transitions, and using the principles of the high-performance framework, as the primary organising construct for people capability development in Police.
 13. Improve the selection, induction and professional supervision models for instructional staff at the RNZPC, to ensure high integrity, operational currency and skills in adult learning and development.
 14. Acquire or develop a more robust learning technology infrastructure, to support blended delivery and hold instructional materials and records.
 15. Create an electronic mechanism whereby individual learning and development plans (ILDs) record aspirations and provide evidence of learning and development outcomes, in order to support credentialing and improved career management.
 16. Develop a research and innovation plan for the RNZPC, including partnership elements.

Embedding the new model: 2023-4

17. Continue to review and revise operational curriculum and delivery models, at every level, in accordance with sound adult learning principles and a te ao Māori approach, and with a focus on:
 - a. Induction to Police for employees
 - b. Sergeants and senior sergeants' courses, and employee equivalents
 - c. Inspector level courses and employee equivalents
 - d. Development and training for senior Police and employees
 - e. Specialist skills pathways, including modernisation of current training models, possible new pathways and direct entry points
 - f. Perishable skills training and its link with frontline safety enhancement programmes
 - g. The approach to assessment and its link to career progression; and
 - h. Greater use of modern blended delivery models.
18. Review and reimagine the RNZPC's contribution to biculturalism and its approach to ensuring cultural competence for all staff.
19. Explore the professionalisation of policing with key strategic partners. This could include recognition of prior learning and accreditation pathways to convert Police training into University credits, in partnership with tertiary education providers.