QUEENSLAND POLICE SERVICE

STATEMENT OF WITNESS

QP 0125
01/06
Δ16

Occurrence #:

Statement no.: Date: **04/07/2022**

Statement of

Name of witness: **KELLY, Mark Alan**

Date of birth: [redacted] Age: [redacted] Occupation: **Police Officer**

Police officer taking statement

Name: **KELLY, Mark Alan**

Rank: **Acting Assistant Commissioner** Reg. no.:

Region/Command/Division: Station :

Statement:

Mark Alan Kelly states –

1. I am currently the Acting Assistant Commissioner for People Capability Command for the Queensland Police Service (QPS). I commenced in this role on this occasion on 7 May 2022.

2. My substantive role is Superintendent and District Officer for the Darling Downs Police District. I commenced in that role in October 2015.

3. Since 4 January 2021 I have relieved in a temporary position as the Acting Chief Superintendent at People Capability Command (PCAP). In addition, I have also undertaken the role of QPS Program Manager for the Quarantine Facilities since September 2021.

4. I have been a member of the Queensland Police Service for thirty-three years, starting as a Police Cadet at the Queensland Police Academy on 29 January 1989. I have undertaken various police roles including general duties, criminal investigations, education and training, crime management and Officer in Charge of a section and stations from the ranks of Constable to Senior Sergeant. As a Commissioned Officer, I have undertaken the duties of a Project Officer, District Inspector, District Officer and Commander Policelink.

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CONTINUED STATEMENT OF: **KELLY, Mark Alan**

Police Recruitment

5. QPS Recruiting are responsible for processing the applications of applicants seeking to join the QPS as a police recruit or a Protective Services Officer (PSO).

6. The process of recruitment has changed significantly over the past 18 months to advance fair and transparent recruitment process aligning to Section 5 of the *Police Service Administration Act 1990.*

7. Potential applicants are directed to the QPS Police Recruiting website for information, which includes an eligibility quiz and details of the application process required to join the QPS as a recruit or officer. This site is located at www.policerecruit.qld.gov.au.

8. The eligibility quiz outlines to potential applicants the requirements prior to applying including age, education, drivers' licence, driving and criminal history requirements, fitness and ability to serve as a police officer. This quiz also asks as Question 7, if the applicant has "been the subject of a Domestic Violence Order (DVO) in Queensland or elsewhere?" This question references the Recruiting Integrity Guidelines which is also listed on the website for transparency and fairness to all, regarding what history is or is not considered acceptable in order to progress through the recruitment process.

9. The Recruiting Integrity Guidelines (RIG) were revised, approved at executive level and introduced to the recruitment process in November 2021. In order to be considered as a police recruit, an applicant must be of good character and meet the RIG. As part of transparent and fairness to potential applicants, the RIG is located on the website, https://www.policerecruit.qld.gov.au/integrity-guidelines.

10. If the applicant is then seeking to apply, they are directed to register for the QPSea testing through the website, https://qps.acer.org/.

QPSea cognitive testing

11. In January 2021 the QPS commenced cognitive testing of potential police recruit applicants using the Australian Council for Educational Research (ACER) to test the cognitive ability over five key areas: Literacy, Numeracy, Abstract Reasoning, Online Written Assessment and Digital Literacy. These five key areas are tested to ensure

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applicants possess baseline ability for learning at the academy and as a frontline officer.

12. Applicants are required to pay $215 to undertake this assessment and are required to meet the minimum standards across all five areas in order to be invited to apply to join the QPS.

13. Applicants are able to re-sit the test at a further fee if they fail any component of the testing for a $90 fee.

14. Applicants who do pass the QPSea testing are then invited to apply and sent an application to complete.

Application

15. The QPS Recruiting Application seeks to obtain information and supporting documents from applicants including, full name/s, date of birth, residential addresses for the past 10 years, employment and educational history, details and disclosure of any criminal or traffic history, bankruptcy details (if any), referee details, copies of passports, drivers' licences, overseas history (if applicable) and any other information relevant to the application process.

16. Once received and reviewed by QPS Recruiting, the integrity vetting and applications process is commenced concurrently.

Integrity Vetting

17. As of 28 February 2022, the integrity vetting process and checks are undertaken by the QPS Screening and Vetting Unit attached to the Security and Counter Terrorism Command. This specialist unit undertakes all vetting functions for the QPS including identifying and requesting information from external and internal areas in relation to intelligence and discipline related matters for consideration as part of the recruitment process.

18. Intelligence and discipline matters may relate to applicants who have past or current employment as a QPS member, other law enforcing, Australian Defence Force (ADF), Corrective Services and alike to establish past conduct for consideration against the RIG.

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19. The Screening and Vetting Unit considers all information identified including potential declarable association, adverse address history, any DVO history in Queensland or elsewhere as a Respondent, criminal and traffic history, social media presence and any intelligence holdings on the applicant. All information is then gathered and considered against the RIG in terms of suitability.

20. If the applicant does not meet the requirements and standards of the RIG, may either be deemed unsuitable, excluded for a specific time or issues with a Show Cause to explain the circumstances and their response to an identify integrity matter. Applicants are provided with specific feedback regarding to why they will not be proceeding through the recruitment process at this time.

21. If the applicant meets the requirements and standards of the RIG, they continue through the recruitment process.

22. A final vetting check is also conducted prior to being offered a place in a recruit intake.

Fitness Test, Swimming Certificate and Medical Standards Assessment

23. In order to meet the minimum standards of the recruitment process aligned to the inherent operational requirements of a frontline officer, applicants are required to meet the fitness testing standards, obtain a swimming proficient certificate and also undertake a medical assessment.

24. The medical standards are derived from the QPS Medical Standards and performed and oversighted by a third-party provider, Sonic HealthPlus. The applicant is to meet all the standards in order to progress through the recruiting process.

25. The costs associated with all these aspects of the recruiting process are met by the applicant.

26. Applicants who do not meet the medical standards are provided with feedback as to why they have not met the medical standards assessment.

Panel Interview

27. All applicants will be interviewed by two trained panel members being a police officer and/or a QPS staff member. The recruiting panel interview questions were reviewed

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and redesigned in September 2021 from technical questions to behavioural based questions.

A copy of the technical questions are included as Appendix A, and a **copy of the behavioural based questions** as Appendix B.

28. This behavioural interview seeks to have the applicant interviewed by the panel member to ascertain their motivation for joining the QPS, their own values and how these align to that of the QPS being Integrity, Professionalism, Community and Respect and Fairness.

29. An applicant's response is also considered in respect of their verbal and non-verbal communication ability as this is recognised as an integral part of policing.

30. Applicants are either assessed by the panel members as recommended or not recommended.

31. Those who are not recommended are provided with feedback as to the rationale behind this decision and suggested areas for improvement for future applications.

32. Those who are recommended at the panel interview stage proceed to undertaking psychological assessment.

Psychological Assessment

33. All applicants are assessed by the QPS Psychological Assessment Unit (PAU) in relation to their psychological fitness to undertake operational policing roles. Two tests are administered to the applicants including the Personality Assessment Inventory (PAI) aimed at assessing a person's personality and psychopathology, and also the NEO test which provides a systematic assessment of emotional, interpersonal, experiential, attitudinal and motivational styles of an applicant.

34. PAU may be required to undertake a further face-to-face (FtF) assessment of an applicant depending on the outcomes of these assessments.

35. PAU will then make a determination of low, medium or high risk aligned to the outcomes of the testing.

[redacted]

36. Any assessments which are deemed either medium or high risk will be reviewed by the Principal Occupational Psychologist, with any high-risk persons deemed as unsuitable to continue in the recruitment process.

37. If applicants are deemed low or medium risk, they may proceed to the final stages of the recruiting process.

Pre-appointments and Offers

38. At the final stages of the recruitment process, if the applicant has met the minimum standards, a final review of vetting is conducted, and referee checks are carried out prior to being presented to the Inspector, Manager of Recruiting for consideration to make an offer.

39. The Manager of Recruiting is the decision maker in accordance with section 51 of the QPS Human Resource Delegations and Approval Authorities Schedule for any officer who is not a previous QPS officer or has had previous policing experience (in that case the decision maker is the Superintendent, Commander, Recruiting and Constable Training, People Capability Command).

Show Causes and Appeals

40. If there is a discrepancy in disclosed information and/or a question with respect to integrity or suitability including criminal or traffic history, recruiting will issue a Notice to Show Cause, seeking a response by the applicant for consideration by recruiting. Depending on the response provided by the applicant, this will be considered by the Manager of Recruiting as to the integrity of the applicant and ongoing involvement in the recruitment process.

A copy of an example of a Notice to Show Cause is included as **Appendix C**.

41. For an applicant who is excluded due to not meeting the minimum standards of the recruitment process, and seeks to appeal this decision, an application can be made to the Manager of Recruiting who will refer the appeal to the Recruiting Appointment Board for consideration.

42. The Recruitment Appointment Board (RAB) has the responsibility and authority to assess and determine the outcome of applications for acceptance into the QPS that have been assessed:

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a. by the occupational psychologist as attaining a psychological medium risk, or
b. as being on the cusp of suitability, or
c. as having complex background or integrity issues requiring consideration and determination of suitability and/or periods of exclusion.

43. The RAB comprises of the following members:

- Inspector, Manager of Recruiting;
- Superintendent, Commander, Recruiting and Constable Training, PCAP;
- Superintendent, District Officer;
- Principal Occupational Psychologist.

44. Each appealed matter will be considered with any additional information provided by the applicant. An outcome is provided to the applicant and to Recruiting.

Example

45. An appeal was made by an applicant and referred to RAB as being deemed not suitable on integrity grounds and not meeting the RIG because the applicant was listed as a Respondent in a current Domestic and Family Violence (DFV) Order. The original decision by the Manager of Recruiting was to exclude the applicant until 6 September 2023, which was the expiry of the Order.

46. On 14 March 2022 this appeal was heard by RAB whereby the applicant provided a number of character references, response to being excluded including additional information regarding being a Respondent on the DFV Order, opinion regarding DFV Orders in the community and no adverse reaction as a result of being a current ADF member and being listed as a Respondent.

47. RAB considered the application, original decision and additional information and the response provided by the applicant. RAB upheld the original decision to exclude the applicant and feedback was provided to the applicant.

A redacted copy of the outcome letter is included as **Appendix D**.

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CONTINUED STATEMENT OF: **KELLY, Mark Alan**

Recruit Training Program (RTP)

48. The QPS training of sworn officers is undertaken and overviewed by Recruiting and Constable Training (RCT). The planned training continuum commences with the initial training of recruits who progress into supervised "on-job" training, culminating in an 18-month program prior to the confirmation of Constables.

49. The Recruit Training Program (RTP) is currently a twenty-seven-week Ftf program comprising of three (3) Theoretical Phases delivered by Recruit Training at the Queensland Police Service Academy (Oxley), and a Practical Skills Phase delivered by Operational Training Services at Bob Atkinson Operational Capabilities Centre (BAOCC), Wacol. Upon successful completion of the RTP, recruits are sworn in and appointed on a twelve-month probation as a First Year Constable (FYC) and progress to the First Year Constable Program (FYCP).

50. During the FYCP, FYCs work under supervision of experienced officers. The 12-month FYCP is monitored by designated Education Training Officers at approved training centres where they are individually performance managed and supported by scheduled training delivery. Recruits that train at the Townsville Academy are trained by personnel from that academy, with support provided by Brisbane as required.

51. Dependant on external pressures, the RTP schedule, length and timings can be impacted by the inclusion of the Distance Based Pre-Learning Pathway (DBPP), public holidays, station duty, leave and potentially, internal and external organisational demands (i.e. COVID / Disaster Management/ Policing Events).

52. The DBPP Program is offered to successful applicants identified during the recruitment stage. Successful applicants are offered to undertake the program four (4) weeks prior to their official commencement of face-to-face learning on campus. This online preparatory pathway is four weeks in duration and totals 37 hours of learning completed on a part-time basis. The DBPP objective is to provide underpinning knowledge and skills prior to commencing at the academy. DBPP is supported through Webinars delivered twice weekly by Recruit Training facilitators.

53. The Theoretical Phases completed by recruits are FtF, Phase One - Core Skills and Values, Phase 2 - Guided Practice and Phase 3 - Developed Practice. The Skills Phase

comprises of Firearms Skills (Firearms & Officer Safety), Driving Skills (Driver Training) and Policing Skills (Physical Education).

54. Guided Practice involves the facilitator/trainer working through problems with the recruits while checking their performance and providing feedback at the same time. A typical example in recruit training is a Scenario-Based Training or classroom practice.

55. Developed Practice means a practice evolves and improves over time. Combined with guided practice recruits learn through guided practices, feedback and continuous improvement to be able to perform best practice.

56. The RTP develops the knowledge and skills needed of a graduating recruit to perform the duties expected of a constable working under supervision with an experienced officer during the First Year Program.

57. The Skills Phase comprises of Firearms Skills (Firearms & Officer Safety), Driving Skills (Driver Training) and Policing Skills (Physical Education).

58. The Program's three-phase 'graduated immersion' is designed as a "building block" approach with recruits expected to perform increasingly complex policing tasks as they progress through each phase. This means that the core skills and knowledge taught in phase 1 are built upon during subsequent phases, exposing recruits to increasingly complex scenarios until they can confidently and competently manage situations likely to be encountered as a Constable under supervision.

59. The RTP's training delivery modality includes distance-based learning, webinars, online learning products and modules, lectures, tutorials, demonstrations, and practical exercises which includes scenario-based training (SBT).

60. SBT is a teaching methodology for the classroom. It allows recruits to explore and trial their responses to simulated work situations. Recruits solve problems and deal with issues in the scenarios and test their skills and application of knowledge whilst under instructor supervision with performance and reflection feedback. Further, during participation of SBTs, recruits will undertake different roles which include, reporting officer, corroborating officer, role player and observer. Experiencing these different roles provide recruits a valuable learning experience through observation, performance and feedback of others.

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61. Further, during participation of SBTs, recruits will undertake different roles which include, reporting officer, corroborating officer, role player and observer. Experiencing these different roles provide recruits a valuable learning experience through observation, performance and feedback of others.

62. Unlike SBTs, where facilitators provide expectations, guidance and feedback, Scenario Based Assessments (SBAs) are conducted through strict assessment guidelines where the recruit must demonstrate identified assessment criteria to manage adequately and suitably a 'police activity' (scenario) whilst achieving a desirable outcome.

63. Recruit performance in SBAs is assessed by facilitators in accordance with a respective scenario marking guide. Upon conclusion of an SBA a debrief is conducted to address performance which also involves self-reflection. Further, dependant on the activity/scenario, recruits are assessed on the submission of required correspondence and computer-generated indices and required governance entries.

64. In conjunction with SBTs and SBAs, the RTP also encompasses 'computer training'. This training is formulated and scheduled to provide familiarisation with QPS utilised databases/systems and reporting requirements culminating in Q/Lite training prior to graduation.

65. As of 2017, RTP Domestic Violence Training consisted of three (3) days of DV theory of which three (3) hours were assigned to SBT at the completion of delivery. Further, two (2) computer days were allocated and two (2) SBA assessments.

66. During Intake 03/2020, minor adjustments were made where recruits were allocated an extra two days SBTs. As of Intake 01/2021 (January 2021), pre-service Domestic and Family Violence training for Police Recruits consists of three (3) days facilitator led theory training, two (2) days SBT and two (2) days SBA.

67. In addition to the previous training, there is currently one (1) day computer training for domestic and family violence and whole of service on-line products which take up to eight (8) hours to complete.

68. During facilitator led theory training, recruits are led to develop the behaviours, skills, and knowledge necessary to respond to, thoroughly investigate and to commence proceedings and applications in line with their legislated obligations and in support

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of victims. In the current curriculum, this involves recruits working through the prepared on-line products which have been developed specifically for recruits before participating in Ftf workshops after specific milestones in the 3-day program.

69. Day one topics include power of entry, relevant relationship, understanding domestic and family violence and the Protective Assessment Framework (PAF). Day two (2) topics cover Police Protection Notice (PPN), take into custody, release conditions, DV1, temporary protection orders, no action and no dv. Day three (3) includes contravention of Domestic Violence Orders (DVO), PPN's and release conditions. Day three 3 finishes with practical elements such as recruits practising serving PPN's, process for authorisation of a PPN and safe door entries.

70. Domestic and Family Violence (DV) SBT's and SBA's are conducted after the recruits return from operational skills training. During SBT's recruits are given scenarios where there is no current or served DVOs or PPNs, so they can make decisions about the action required. Facilitators are able to support and guide recruits through this process if needed, with individual feedback provided to members. DFV SBA is normally completed in the days after SBT. Scenarios in the SBA are different from SBT scenarios.

71. If the recruit is deemed not yet suitable, the Intake Co-Ordinator would normally view the Body Worn Camera (BWC) footage and provide the recruit with feedback. Arrangements would be made for further practice/remedial if required. A recruit would be afforded a further SBA with a different scenario and a different assessor.

72. Individually, a recruit's overall performance in all aspects of their training is measured against adopted RTP 'Core Attributes' to ensure alignment with Organisational Values and community expectations.

73. Prior to graduating, recruits are required to acknowledge that their appointment as a Constable of the Queensland Police Service is an appointment of probation for an initial period of 12 months and subject to confirmation at the conclusion of the period, extension or termination. Upon successful completion of the RTP, recruits participate in a Graduation Induction where they are appointed as a Constable in the QPS and progress as an FYC to the FYCP.

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74. The length and the method of delivery of the Recruit Training is the subject of a curriculum review. It is accepted that the training for domestic and family violence can be enhanced and that is addressed in paragraph 99 and following paragraphs of this statement.

First Year Constable Program

75. The FYCP is a competency-based program conducted and assessed in the workplace. Mainstream FYC, generally those with no prior policing experience, is a 12-month program separated in to four (4) Phases.

76. Phase 1 – Mentor Phase: for the duration of initial eight (8) weeks where the FYC works 100% with an accredited Field Training Officer (FTO). Daily Assessments are completed on the FYC by the FTO and the FYC must also complete mentor specific Workplace Activities. This is supplemented with Mentor Phase Training and Performance Evaluations delivered and completed by the ETO.

77. Phase 2 – General Phase: remainder of the FYC probationary year. There is a requirement to work under the supervision of an FTO, complete Daily Assessment, attend District training days as scheduled, attend performance evaluations and complete all remaining Workplace Activities.

78. Phase 3 – Additional Mandatory Training: comprising of some Online Learning Products (OLP) and F2F sessions.

79. Phase 4 – Confirmation of Appointment: undertaken in the last six (6) to eight (8) weeks of the FYCP where Program competency compliance is conducted, FYCs undergo vetting, and their appointment is confirmed to exit probation period.

80. The Education Training Offices (ETO) which are based at major centres and around the State are responsible for the application and compliance of the FYCP using a computer-based learning system, EPORTFOLIO.

81. The FYCP is formulated by the First Year Constable Section based at Oxley and Townsville. This section is responsible for deciding the number of compulsory 'Workplace Activities' and compulsory training days, including their content. This

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work unit also determines the mentor phase (8 weeks) and the remaining general phase period (approx. 8 months).

82. The ETO construct a twelve-month training roster for each FYC. The roster typically includes two station allocations, Training Days, Performance Evaluations and Specialist Rotations. This has also included specialist rotations where available to Domestic Violence and Vulnerable Persons Units, Traffic, Tactical Crime Squads, Prosecutions and other specialist areas.

83. Upon arrival in the district, they attend the ETO for an Orientation before commencing at their first station. During the orientation FYCs are provided an overview of their twelve-month roster and how the FYCP operates within the District. Prior to arriving, FYCs are provided with their first station allocation.

84. During the mentor period FYCs work one hundred percent with an FTO. ETO's provide input into which officers will perform this role. Recommendations are based on the level of experience in general duties, the input of the Officer in Charge and the length of time they have performed the role of an FTO.

Field Training Officer Training

85. There are currently 9,357 (inactive and active) qualified FTOs in the QPS.

86. FTOs have previously completed a two-day FtF training course. In 2021, the course moved to a one-day FtF course, with online preparation which provides a foundation for the role of an FTO and the recording of the supervision of First Year Constables.

87. The FTO FtF course is designed to provide prospective FTOs with knowledge on their day-to-day responsibilities in the role, making a positive impact on FYCs with everyday leadership skills, clearly outlining their supervisory responsibilities as an FTO, why this is important, how to have difficult conversations with FYCs and how to record this information in daily assessments and other reporting methods in the EPORTFOLIO system.

88. The course also provides practical instruction on providing feedback on the daily FYC performance through scenarios/role plays as well as marking workplace activities for required competencies.

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89. Dr Abbey McLeod's study made 3 specific recommendations for improving the FTO program. PCAP is currently designing a new FTO course which will implement Dr McLeod's recommendations. Whilst the length of the FtF component has not been determined, the foundation course will be at least 2 days FtF and will include a greater focus on leadership and supervision.

First Year Constable Domestic & Family Violence Training

90. During the mentor period FYCs complete four Workplace Activities: Operational Basics; First Response; Traffic Safety and Crime Reporting. They also attend ETO for two Performance Evaluations which are completed at the four-week and six-week progression points.

91. At performance Evaluations, ETO will ensure compliance with the program through Daily Assessments, Workplace Activities (WPA) and correspondence. It is at this time that FYCs are provided an opportunity to receive additional support and if necessary additional training.

92. Upon completion of the Mentor period, FYCs then move into the General Phase, where they work shifts with an FTO. They are required to complete the remainder of their Workplace Activities, attend training days and performance evaluations. Performance evaluations are conducted bi-monthly, with an administrative review conducted monthly. Workplace Activities can be completed in any order whilst in the General Phase. This includes the Domestic Violence Workplace Activity.

93. The Domestic Violence Workplace Activity is required to be completed within the General Phase and comprises of thirteen direction observation tasks, six discussion tasks and five work samples. Tasks can be assessed by any officer at different times and are recorded on the EPORTFOLIO system.

94. FYCs complete a Domestic Violence Workplace Activity which requires demonstrated competency across all ten policing activities. These include: 1. Conduct appropriate checks prior to arriving at incident; 2. Define Domestic Violence; 3. Use officer safety practices when attending domestic violence incidents; 4. Communicate with influence at a domestic violence job; 5. Investigate Domestic Violence and determine appropriate action; 6. Complete Domestic Violence application; 7.

[redacted]

Commence Contravention of Domestic Violence Order proceedings; 8. Complete QPrime entry; 9. Identify services and resources required to provide support to persons in custody taking into account constraints; and 10. Explain police action to protect children exposed to domestic violence.

95. FYCs need to provide appropriate work samples as evidence to show competence. An FTO who has worked with the FYCs views Workplace Activity policing activity and work samples to make an assessment recommendation. The policing activities are benchmarked and able to be referenced by the FTO to ensure policing activity competence. The ETO makes the final approval on competence. ETO officers each hold a Certificate IV in Training and Assessment.

96. FYCs are also required to complete set training days whilst in the mentor period, these include PPRA legislation, Notebook Training, Domestic Violence Training, Traffic and Drink Driving and Property training.

97. The training day for domestic and family violence is centred on assisting FYCs to understand the dynamics and different forms of Domestic and Family Violence; identifying risk factors and conducting an accurate risk assessment; applying the law pertaining to domestic and family violence; undertaking a thorough investigation and taking appropriate action for the protection of victims. Some districts conduct domestic and family violence training over 2 days and involve DV agencies.

Recruit Training - Curriculum Review

98. In 2021 PCAP established a project team led by Inspector Darren Carnes, Manager Recruit Services to complete a curriculum review to enhance the delivery and learning outcomes for police recruits, for all aspects of policing including domestic and family violence. Two phases of the review have been completed in 2021 which included Phase 1: data gathering and analysis and Phase 2: Curriculum design. The final phase of the curriculum rewrite commenced in 2022.

99. Fundamental changes in curriculum design are being reviewed and incorporated but not limited to: 1) Enhancing the 18 month training continuum with 'point in time' levels of development; 2) Enabling foundations will be applied and interwoven throughout the curriculum to enliven the 'why' that will alter the context of policing to produce more lateral thinking outcomes aligning with the QPS purpose; 3)

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Enhancing pillars of adult learning; and 4) Increased focus on computer skills and increased utilisation of practical exercises (with increased use of informal assessment and feedback) that explore a range of variables and unfamiliar contexts that will embed learning and increase competence.

100. To ensure the legitimacy of a new curriculum, RCT engaged the services of external contractor Dr Abbey McLeod to conduct a longitudinal study of recruits which incorporated an international literature review of best practice in police recruit training. A series of recommendations are being considered by a Steering Committee that not only impact the RTP but also the Field Training Program. Dr Abbey McLeod is a member of the Steering Committee, along with a representative from the Queensland Police Union of Employees.

101. The current recruit training schedule for Domestic and Family Violence training is outlined below. The outline below does not include other training which supports the ability of a recruit to effectively police domestic and family violence. That other training includes training relating to communication, power police powers and investigative interviewing. By way of example, investigative interviewing is conducted over five (5) days and the scenario involves the investigation of a breach of a domestic violence offence. Whilst some areas also rotate FYCs to specialist Domestic and Family Violence units it has not until recently been mandated.

Current Training Schedule = 9 days minimum

DOMESTIC VIOLENCE SPECIFIC	**Hours and days**
UNDERPINNING	
A.1 QPS wide compulsory DFV OLP	2 hours
A.2 Recognise, respond, refer DFV OLP	1 hour
A.3 DFV Video Recorded Evidence	2 hours
A.4 Coercive Control OLP	1 hour
MAIN (not including 4 x exams)	

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A.5 Witness/complainant assessment within investigative interviewing	2 hours
A.6 Classroom theory	3 days
A.7 Computer related training	1 day
A.8 Scenario based training and scenario-based assessment	4 days (2 each)
TOTAL	**9 days**

AFTER GRADUATION	**Hours and days**
B.1 FYC Training Day	1 day
B.2 FYC Workplace sampling	Varied
B.3 Job exposure/experience – supervised	Constant

102. As mentioned above, a full curriculum review has been conducted and a new training program mapped following consideration of the longitudinal study by Dr. Abbey McLeod. The proposed training schedule, being implemented in September 2022, for domestic and family violence will be extended from the current 9 days to 19 days. A summary of the new training is set out below. The new training is marked NEW and in bold. The new curriculum is being re-written and will include improvements to the delivery of current domestic and family violence content.

103. Additionally, as part of the FYCP, the rotation of FYCs to specialist Domestic and Family Violence units or dedicated domestic violence roles is now mandatory for two (2) weeks (or 10 working days).

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CONTINUED STATEMENT OF: **KELLY, Mark Alan**

New Training Schedule = 19 days minimum

DOMESTIC VIOLENCE SPECIFIC	Hours and days
UNDERPINNING	
A.1 QPS wide compulsory DFV OLP	2 hours
A.2 Recognise, respond, refer DFV OLP	1 hour
A.3 DFV Video Recorded Evidence	2 hours
A.4 Coercive Control OLP	1 hour
NEW 1. Enhancing policing legitimacy CBT + Workshop	**2 hours**
NEW 2. Prevention, Disruption, Referral CBT + Workshop	**2 hours**
MAIN (not including 4 x exams)	
A.5 Witness/complainant assessment within investigative interviewing	2 hours
NEW 3. Add interview offender to investigative interview assessment	**4 hours**
A.6 Classroom theory (including quizzes, workshops)	3 days
NEW 4. State-wide compulsory DV training	**3 days**
A.7 Computer related training	1 day
NEW 5. Additional correspondence practice	**1 day**
A.8 Scenario based training and scenario based assessment	**4 days (2 each)**

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CONTINUED STATEMENT OF: **KELLY, Mark Alan**

NEW 6. Breach of DV Scenario train/asses	**3 days**
NEW 7. Full Brief and Mock Court for Breach DV	**1 day**
NEW 8. Cultural training 2 days (1/2 day DV focus culturally based)	**½ day**
NEW 9. Rolling scenarios across 6 days prior to induction – including DFV. Cultural, Leadership in a DV focus	**½ day**
NEW 10. Station duty 2 x 1 week blocks – inquiry/reflective journal – some DFV reflection	
TOTAL	**19 days**

AFTER GRADUATION	Hours and days
B.1 FYC Training Day	1 day
B.2 FYC Workplace sampling	Varied
NEW 11. Compulsory 2 week work rotation through specialist DFV or specific DFV focus	**10 days**
B.3 Job exposure/experience – supervised	Constant

104. Whilst the time spent on domestic and family violence training is very important, the quality of the training delivered is just as critical. The re-writing of the curriculum and the method of delivery will be key to creating the best training for Police Recruits.

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Previous Vulnerable Persons Training

105. The Vulnerable Persons training package was developed in 2017 in response to recommendations made in the *Queensland Police Service Violent Confrontations Review* (2014) and the *Not Now, Not Ever* report (2015). The training package was delivered to all police officers up to the rank of Inspector and selected civilian members who had engagement or interaction with members of the public. The training comprised two parts: an OLP providing officers with the knowledge needed to ensure the QPS is compliant with legislative and associated policy and procedural requirements; and FtF workshops which were conducted over two (2) days to optimise support for vulnerable persons including victims of Domestic and Family Violence.

106. The two-day workshops dedicated one (1) full day to a range of DFV-related topics including: prevalence and characteristics of DFV, beliefs and attitudes, recognising and responding to DFV-related behaviours, negotiation and de-escalation techniques, investigation, evidence collection and inter-agency collaboration. The other full day related to mental health including characteristics of impaired mental capacity. The training also covered recent legislative amendments.

107. This training was conducted by 239 train the trainers and delivered to 11,032 participants. An evaluation of the training package was conducted. The majority of members who completed the training identified a greater awareness of DFV, confidence in their abilities to recognise DFV and gained understanding of legislative changes covered during the training.

Current Domestic and Family Violence Training

Domestic and Family Violence Policing Enhancement Training On-Line

108. The *Domestic and Family Violence Policing Enhancement Training* OLP was released on 13 July 2021 and is part of the compulsory training calendar for 21/22. This product builds on the foundational knowledge, skills and experience of members and provides a refresher of the legislative, policy and procedural obligations to prevent, disrupt, respond to, and investigate domestic and family violence in a way that is responsive to the complex nuances and dynamics of domestic and family violence.

[redacted]

CONTINUED STATEMENT OF: **KELLY, Mark Alan**

109. This training takes approximately three (3) hours and refreshes knowledge of the legislative, policy and procedural requirements and considerations when investigating DFV and options for taking protective action at DFV incidents.

110. This training is required to be completed by all sworn members up to and including the rank of Inspector by 30 June 2022. Assessment activities are included within the training.

111. Below is a breakdown, current at 23 June 2022, showing the completion data for the *Domestic and Family Violence Policing Enhancement Training* OLP.

Domestic and Family Violence Policing Enhancement Training OLP						
Row Labels	Completed	In Progress	Not Attempted	Not Started	Grand Total	Percentage of target group completed
Staff Members	3049	194	2	975	4220	72%
Police Officers	9777	261		1928	11966	82%
Grand Total	12826	455	2	2903	16186	79%

112. In relation to the development of the knowledge, skills, and behaviours necessary to actively support victims of Domestic and Family Violence the compulsory calendar for this year also includes a training product entitled '*Coercive Control.*' The *Coercive Control* product is an OLP which provides learners with an understanding of Coercive Control and how to respond to it in support of Domestic and Family Violence Victims.

113. The *Coercive Control* OLP was released on 31 January 2022. This training has the input and endorsement from peak government and non-government bodies, Australian National Research Organisation for Women's Safety (ANROWS) and the Queensland Domestic Family Violence and Death Review Advisory Unit.

114. The product was developed on the back of QPS proactive participation in the ANROWS research initiative resulting in the publication of 'Accurately identifying the person most in need of protection in domestic and family violence law' (published in 2020). It provides an opportunity to enhance the QPS response to DFV as identified by leading experts in this field.

[redacted]

CONTINUED STATEMENT OF: **KELLY, Mark Alan**

115. Part of a two-step training plan, the online training aims to improve the recognition of, response to, and investigation of coercive control within the current legislative framework. The training provides QPS members with an understanding of the complex nuances of coercive control, knowledge of the impacts of coercive control on adult and child victims, guidance to recognise perpetrator tactics and motivations impacting policing responses and identifying and gathering evidence. The product includes lived experiences of victims of coercive control.

116. The training is mandatory for all QPS members, again taking approximately three (3) hours to complete and requires the successful completion of assessment questions.

117. Below is a breakdown, current at 23 June 2022, showing the completion data for the *Coercive Control* OLP.

Coercive Control OLP						
Row Labels	Completed	In Progress	Not Attempted	Not Started	Grand Total	Percentage of target group completed
Staff Members	3299	209	7	1408	4923	67%
Police Officers	9302	358		2648	12308	76%
Grand Total	12601	567	7	4056	17231	73%

118. A survey was conducted with members that have completed the Coercive Control OLP. As at 20 June 2022 1,607 survey responses were received from QPS members showing the majority of people agreed or strongly agreed (n=1,323) that the OLP gave them a greater understanding of coercive control. Where QPS members did not gain a greater understanding of coercive control from the OLP, this was in part due to the members already knowing the information (n=50). The majority of the QPS members who completed the training agreed they could apply the knowledge gained from the OLP in an operational setting (n=1,215). Most members who replied to the survey indicated that nothing further was required to be included in the training product indicating the topics covered in the OLP were sufficient to provide members with a greater understanding of coercive control (n=1,415).

119. It is my opinion that OLPs are a valuable resource for QPS members and provide a resource for the learner to return to at any point in time to reaffirm and reinforce

[redacted]

learnings. This opinion is supported by surveys of training such as that mentioned above. While FtF training certainly provides many benefits to the adult learner, it is important to acknowledge that not all members learn in the same manner and combined training methodology provides the best opportunity to embed learnings.

120. During 2020 and 2021, the COVID-19 global health pandemic presented significant challenges for the Queensland community. Since the declaration of the public health emergency for Queensland in January 2020, the QPS performed a pivotal role in the whole-of-government COVID-19 response to protect the community from the spread of COVID-19. This role focused on providing support to Queensland Health as lead agency, particularly through promoting compliance with the public health directions issued by the Chief Health Officer and undertaking associated enforcement activities. These matters impacted the delivery of QPS training to members. Online training also provided an avenue for training during the pandemic.

121. It is important for the QPS to strike a balance in ensuring service delivery to the people of Queensland and enhancing members skills and knowledge. An OLP pre-loads the learner to have the prerequisite knowledge required to support explanation of more complex concepts relative to the training topic. I do acknowledge that the combination of FtF learning with on-line learning is important for some learning topics, and in particular domestic and family violence.

Detective Training

122. The QPS provides detective training which deals with DFV and victim informed policing.

123. A breakdown of the detective training and the estimated hours focused on victim informed training and DFV topics is set out below.

COURSE NAME AND LENGTH	ESTIMATED HOURS OF VICTIM CENTRIC TRAINING PER COURSE	ESTIMATED HOURS OF DFV TRAINING
ISACURE (2wk course)	60	
Child Protection Youth Justice Specialist Investigations (2 wk)	60	

[redacted]

Interviewing Children and Recording Evidence (1 wk)	30	
Fundamentals of Child Interviewing (FoCIS) (1 wk)	20	
Investigative Interviewing (1 wk)	20	
Detective Training Phase 1 (3 wk)	52	22
Detective Training Phase 2 (2wk)	40	13
Detective Training Phase 3 (2 wk)	24	10

Investigating Sexual Assault, Corroborating & Understating Relationship Evidence (ISACURE)

124. The purpose of the ISACURE course is to enhance the skills of Detective/Plain Clothes officers in the investigation of adult sexual offences. Aiming to be victim focussed, this course gives investigators a clear understanding of the special needs of victims, requisite knowledge and will develop their investigative skills so that complaints of a sexual nature are investigated in a sensitive, ethical and professional manner in accordance with the legal, evidentiary and QPS requirements.

125. Officers who complete the course must demonstrate an ability to effectively investigate offences of adult sexual assault and support victims of sexual offences through a greater understanding of complainants, cultural issues and working collaboratively with other stakeholders and government departments.

126. The course offers the opportunity to:

(i) apply communication and investigation strategies when interviewing complainants of sexual abuse that promote more complete memory recall and generate more detailed information;

(ii) analyse sexual offending behaviours and demonstrate the ability to apply it to investigations and suspect interview planning; and

(iii) evaluate how police decision making processes affect investigations, reporting and institutions of proceedings.

127. Training topics include understanding and supporting of adults reporting sexual offences; communication and investigation strategies and whole story concept/relationship evidence.

[redacted]

128. Currently 404 officers have completed ISACURE training.

129. There are three (3) ISACURE courses scheduled for the remainder of this calendar year. 120 students are expected to complete the courses this year. Five (5) courses are anticipated for next year with 200 students expected to complete the course.

New Training

Domestic and Family Violence Cultural Reform Training

130. In response to the '*Not now, not ever*' Report and the Government's Third Action Plan which focussed on embedding cultural change within the QPS and partner agencies, the QPS instigated a number of initiatives to support DFV cultural reform. The QPS engaged an external contractor to co-design and co-deliver cultural reform activities across all policing districts. The contractor completed a DFV cultural assessment within the QPS, which directly led to the DFV (and Vulnerable Persons) Business Process Roadmap and Action Plan, endorsed by the Executive Leadership Group and Board of Management in 2019.

131. The DFV cultural reform program was co-delivered to 57 District based change champions, who were selected not based on their rank but their capability to-bring DFV cultural reform in their district. These members included both sworn and civilian members and ranged in rank from Senior Constables, Police Liaison Officers in the Torres Strait to Commissioned Officers.

132. The change champions identified DFV initiatives and commenced delivery in their respective Districts in 2019 to achieve cultural reform. It was intended for these Champions to lead a state-wide rollout of the program in 2020, however COVID-19 public health restrictions prevented this from occurring.

133. As an alternative, the QPS used the key themes from the cultural change training in messaging to its members via the internal social media platform 'Workplace' and delivered short-shot District sessions and the development of 'OIC Packages' delivered to frontline police by local OICs. Between the period 4 August 2021 to 22

[redacted]

October 2021, 79 workplace posts were published regarding DFV which were viewed 219,903 times by QPS members.

134. Upon the recommencement of QPS training, the QPS have reengaged the external contractor to undertake a review of the cultural training program to ensure it is contemporary. Collectively the cultural reform program will be delivered with the coercive control and other training products as '*Domestic and Family Violence: The Holistic Approach*'.

Domestic and Family Violence: The Holistic Approach

135. Coercive Control FtF training, Cultural Reform Training, and components of the previous Domestic and Family Violence Specialist Course have now been combined into a new three-day training package for all police officers and relevant staff members which is currently in development.

136. This training is named to reflect its intention, as *Domestic and Family Violence: The Holistic Approach.* It will consist of two training products: 1. Train the Trainer 3-day Course and 2. Service wide FtF 3-day course. Both courses will cover the topics of investigations (VCTI) approach, Coercive Control, Domestic Violence -Protective Assessment Framework (DV-PAF) – quality risk assessment, and the impact of culture on DFV policing responses.

137. A training outline in relation to the *Domestic and Family Violence: The Holistic Approach* Train the Trainer and FtF courses, is being developed as the Service's training priority.

138. The proposed learning outcomes for the *Domestic and Family Violence: The Holistic Approach, Train the Trainer* course include:

    i. develop requisite knowledge and skills to understand coercive control behaviours and how they present;
    ii. develop the requisite knowledge and skills of VCTI practices;
    iii. understand the impact of trauma on victim memory and behaviour as relevant to gathering evidence;
    iv. demonstrate knowledge and skills to deliver FtF sessions on the impact of culture in investigating and policing in Domestic and Family Violence,

[redacted]

focusing on 1. VCTI practices, 2. The vital role of conducting a DV-PAF, throughout investigations as a risk assessment tool to assist in determining the protective needs of the victim, 3. Identifying the person most in need of protection and informing police action, and 4. Recognise coercive control behaviours, patterned approaches, and image management by perpetrators; and

v. develop the facilitation skills and knowledge to deliver the *Domestic and Family Violence: The Holistic Approach* course.

139. The FtF course will include course themes such as: 1. Investigations (VCTI approach), 2. Coercive Control, 3. DV-PAF quality risk assessment, 4. Impact of culture on DFV policing responses. The target audience includes:

- all police officers up to and including the rank of Superintendent;
- select Road Policing Regional Support Command civilian members (Policelink/Communications members);
- all Legal Division members who have engagement with members of the public;
- all civilian members who have engagement with members of the public including client service officers, Watchhouse Assistants, Police Liaison Officers, Torres Strait Island Police Liaison Officers, Protective Services Officers;
- all High-Risk Team members; and
- recruit intakes commencing at the time of the state-wide rollout will receive the training as part of the curriculum within the Recruit Training Program.

140. On completion of the FtF course, participants should be able to:

- determine what workplace culture is and identify the cultural factors that contribute to policing Domestic and Family Violence;
- explain why policing behaviours and attitudes towards Domestic and Family Violence matter and recognise how these impact outcomes for people experience Domestic and Family Violence;

[redacted]

- understand how workplace environment and personal stressors impact on responding to Domestic and Family Violence;
- identify how their own bias and attitudes may impact on decision making;
- understand the principles of a victim-centric trauma-informed (VCTI) approach policing approach and apply these across policing responses;
- analyse cultural issues arising in their policing area around managing and responding to Domestic and Family Violence (local issues);
- identify opportunities for continuously improving the policing response to Domestic and Family Violence, including roles, responsibilities, and prevention strategies;
- understand the mindset of Domestic and Family Violence perpetrators in committing offences against victims; recognise motivations and tactics utilised by Domestic and Family Violence perpetrators to manage their image, and the impact these may have in the investigation of Domestic and Family Violence;
- recognise coercive control behaviours as utilised by Domestic and Family Violence perpetrators;
- identify a perpetrator's patterned approach and expose coercive control behaviours (particularly history of sexual assault) that can negatively impact victims and their ability to report Domestic and Family Violence;
- conduct thorough and objective investigations utilising VCTI practices and identify the person most in need of protection;
- gather quality evidence through investigation that supports prosecution within the Domestic and Family Violence legislative framework;
- complete and use the DV-PAF in line with requirements throughout investigations, as a vital tool to identify Domestic and Family Violence risk factors and inform policing action, including referrals for all parties.

[redacted]

141. The training package will be submitted for external academic review. The findings will inform and enhance the training further.

142. *The Domestic Family Violence: The Holistic Approach* Train the Trainer 3-day courses have been scheduled for delivery commencing 19 July 2022. A pilot course was conducted on 28 to 30 June 2022 to provide the opportunity for feedback and any adjustments needed for the Train the Trainer courses.

143. There are 12 Train the Trainer courses scheduled with a recommended maximum class size 25 participants per course. These Train the Trainer courses will be delivered at the Academy at Oxley. The last two courses are scheduled from 30 August – 1 September 2022. The courses essentially run each week between 19 July and 1 September 2022.

144. The trainers will return to their Districts and Commands to deliver the training locally for maximum impact via an understanding of local conditions and local support services. Training will be scheduled for delivery through to the end of June 2023.

145. The 3-day FtF training delivered to all police officers and relevant staff members addresses eight (8) of the twelve (12) learning outcomes of the former 5-day specialist course. The four key learning outcomes that the course does not address in full detail are: introduction to the Vulnerable Persons Unit; fundamentals of the role of the DFVC; introduction to High-Risk Team and E-Crime.

A copy of the current training outline is included as Appendix E.

Contemporary Domestic and Family Violence and Vulnerable Specialist Course

146. As mentioned above, the *Domestic and Family Violence 'The Holistic Approach'* course has key learning outcomes and content that addresses eight (8) of the twelve (12) learning outcomes from the previous 2017 DFV Specialist Course. Given this consideration, the QPS will develop an updated and contemporary Domestic and Family Violence Specialist Course for delivery in the 2022/2023 training curriculum.

[redacted]

147. This specialist course will align with DFV&VPU Capability Framework and the Commissioner's commitment for DFV&VPUs to be formed in all fifteen police districts.

148. The proposed content will include specialist response for persons with vulnerabilities including, but not limited to:

- Domestic and family violence new legislation and policy;
- Mental health and mental health co-responder models;
- First Nations and CALD clients;
- Elder abuse and persons vulnerable due to their age and physical or intellectual impairment;
- LGBTIQ+;
- Clients with a physical or intellectual disability; and
- Clients who are homeless.

149. This course will provide opportunities for co-facilitation with external government and non-government agencies and reinforce and promote the principles of the Prevention Together Strategic Framework 2021 – 2024 and QPS' vision and purpose to make Queensland the safest state by together, we prevent, disrupt, respond and investigate.

150. Specialist course content will be further considered and developed with consultation of District Domestic and Family Violence Coordinators and Vulnerable Person Units, and other agencies to inform other training needs. The content of that training will be reviewed to ensure training outcomes are consistent with current research, best practice and cultural considerations.

151. The DFV&VP Specialist Course will provide participants with knowledge and skills to professionally oversee a domestic and family violence investigation, including leading multi-agency collaboration.

152. The first course is scheduled for November 2022 with three (3) further courses to be delivered by June 2023.

153. The target group for this course will include officers assigned to Domestic Family Violence & Vulnerable Persons Unit (DFV&VPU), Domestic and Family Violence

[redacted]

Investigators, Criminal Investigation Branch members, Child Protection Investigation Unit members, Prosecutors, Intelligence Officers (police and staff members). It is expected 100 members from the target group will complete the course during this period.

Domestic And Family Violence Video Recorded Evidence Trial

154. The Domestic and Family Violence Video Recorded Evidence (DFV VRE) training has commenced. This training consists of three (3) training courses, an OLP, a Train the Trainer Program (2-day FtF course), and a FtF Training Program (1-day course).

155. A training outline in relation to the *Domestic and Family Violence Video Recorded Evidence* for the Train the Trainer (TtT) program and the FtF program has been completed.

A copy of the training outline is included as Appendix F.

156. This pilot program is scheduled for implementation in the Ipswich and Gold Coast Districts only, with a target audience of specific members with a priority of frontline officers who are most likely to obtain a video recorded statement.

157. The TtT program commenced from 21 June 2022 for both Districts. The Gold Coast FtF training for front-line officers is set to commence on 18 July 2022 and Ipswich District will commence on 21 July 2022.

158. The Domestic and Family Violence VRE training will reinforce legislation and policies to provide knowledge and skills for participants to obtain video recorded evidence statements regarding Domestic and Family Violence. The pilot program is anticipated to run for 12 months.

159. The Domestic and Family Violence VRE OLP is now live for officers to complete as part one of the Domestic and Family Violence VRE training.

160. The OLP provides participants with an understanding of the legislative framework that supports the use of video recorded statements when receiving complaints relating to matters of domestic and family violence, and explains the process, procedures and requirements of obtaining a VRE statement as the complainant's evidence-in-chief in criminal proceedings heard in a Magistrates Court.

[redacted]

161. The OLP also re-enforces the importance of police actions, attitudes and behaviours when engaging with DFV complainants and presents practical strategies for applying a victim-centric trauma-informed (VCTI) approach. The OLP is assessed by multiple choice questions at conclusion of OLP to evaluate learning.

162. On completion of the OLP, participants will be able to identify the benefits of a VRE statement; determine who can participate in a VRE statement (both Police and Complainant); understand process, procedures and requirements to obtain an admissible VRE statement; understand and apply victim-centric trauma-informed (VCTI) approach practice when dealing with complainants of Domestic and Family Violence; understand how to categorise evidence once uploaded into Evidence.com in accordance with QPS policy; and understand who has access to the VRE statement.

163. The purpose of the Domestic and Family Violence VRE TtT course is to: familiarise the participants with the resources to be utilised during the delivery of the FtF Domestic and Family Violence VRE Course; advise the participants of how and when to appropriately use these resources as they are facilitating their FtF courses; and provide additional information and insight into victim-centric trauma-informed (VCTI) practices.

164. On completion of the Domestic and Family Violence VRE Train the Trainer course, participants will be able to develop requisite knowledge and skills to understand trauma, and trauma responsive practices as relevant to VRE; develop the requisite knowledge and skills of victim centric investigations; understand the impact of trauma on memory as relevant to VRE; understand investigative interviewing techniques to ensure admissible evidence is captured by the VRE; and demonstrate knowledge and skills to enable the delivery of the Domestic and Family Violence VRE FtF course.

165. The purpose of the one-day Domestic and Family Violence VRE FtF course for frontline officers is to reinforce underlying legislation and policies and provide the knowledge and practical skills for participants to obtain VRE statements from complainants of Domestic and Family Violence.

166. On completion of the Domestic and Family Violence VRE FtF course, participants will be able to clearly explain the key benefits of using VRE for Domestic and Family Violence investigations and proceedings; assess eligibility for VRE; comply with relevant legislation and policies when taking VRE; recognise signs of trauma and

[redacted]

apply a victim-centric trauma-informed (VCTI) approach to engage the complainant throughout the VRE process; identify a suitable location and set up the equipment required to produce VRE of appropriate quality for use in criminal court proceedings: and apply investigative interviewing techniques to ensure admissible evidence is captured by the VRE.

First Nations Training

167. In the 2021/2022 training calendar the SBS Inclusion Program for First Nations people was a mandatory online training program for QPS members. Ignite records to date show that 10,465 personnel have completed the training program.

168. The program is managed by Communication, Culture and Engagement Division. The completion of the program was designed to give personnel core skills and knowledge around inclusion in general, and also specifically around different diversity dimensions - gender, age, disability, LGBTIQ+, Aboriginal and Torres Strait Islander, and cultural diversity.

169. The 'First Nations related online training products' details the current online training completed particularly as it relates to specific communities. Again, this program is managed by Communication, Culture and Engagement Division.

A copy of the First Nations related online training products document is included as Appendix G.

Specific Leadership Programs

170. The LEAD program is the leadership program for Constables and Senior Constables. The program is also tailored for staff members at the same level. The learning outcomes include: QPS Values and Expectations; Critical Self-Reflection; Emotional Intelligence; Mental Health and Resilience; Problem Solving and Decision Making; Leadership Styles; Change Management and Conflict Management.

171. The LEAD workshops, which are run over three (3) days, commenced in May 2022. 17 workshops are planned for this calendar year. Those courses include up to 17 participants per workshop. The workshops are run both in Brisbane and regionally. There is a current capacity to deliver those courses fortnightly, however there is an opportunity to decentralise the delivery of the course.

172. The Leadership Capability Program is aimed at three separate levels, being Senior Constables (Level 1), Sergeants (Level 2) and Senior Sergeants (Level 3). These courses are compulsory for police officer promotion. These programs are distance based but include next level workshops for those officers that are promoted. Staff members can also complete those courses, but it is not a requirement for promotion.

173. The Leadership Curriculum topics include: Emotional intelligence and self-awareness; Workplace culture and relationships; Conflict management; QPS Incident Command System; Leadership styles, Employee engagement; Ethical leadership behaviour and decision making; Inclusion and diversity; Managing your personal productivity as a leader; Communications skills for leadership; Positive performance management; Wellbeing; Risk Management; Giving and receiving feedback; Change management; Collaborative problem-solving and Strategic management.

174. The current enrolments for the Leadership Capability Program are:

- Senior Constables 1834
- Sergeants 482
- Senior Sergeants 151

175. These leadership programs will continue to be evaluated and adapted to ensure contemporary leadership practices.

176. A new online training program, The *Leading Ethical Systems and Culture in the QPS* training was developed for the QPS by Dr Mark Harvey, who is also an Acting Inspector with People Capability Command. It is based on the Raise the Bar Methodology which has been academically validated and is fully supported by the Queensland University of Technology.

177. The Methodology has recently been used effectively to develop training for leaders in the Australian Defence Force to improve ethical culture and leadership and as the basis of the Australian Taxation Office's Integrity Framework aimed at cultural improvement.

178. The *Leading Ethical Systems and Culture in the QPS* training helps the learner to understand and apply the breadth of systems necessary to enhance culture in the QPS.

[redacted]

179. Those systems are:

- Values, & Behaviours;
- Understanding your people;
- Competitive Advantage;
- Organisational Factors, & Strategies;
- Support Mechanisms;
- Achieving Goals;
- Positive Workplaces & Workplace Orientations;
- Workplace Pressures & Workplace Practices;
- Active Ethical Leadership, Leadership Training, Decision Making, & Motivation;
- Managers, & Supervisors;
- Analysis, & Use of Systems;
- Compliance, & Discipline; and
- Internal & External Communication.

180. This unit of study utilises an online learning format with an accompanying reflective journal and is deliberately designed to be completed over several weeks or more. The reason for this is that purposeful, prolonged study and reflection, applied directly to the workplace helps develop a deeper understanding of the value and application of a system approach to ethical leadership in the QPS; and helps leaders demonstrate and apply a positive influence on the QPS culture in the workplace.

181. In this way learning is linked directly from the learning product to the outcome application in the workplace for the benefit of the organisations culture and the benefit of its clients.

182. The learning outcomes of this training are:

- Understand the value and application of a comprehensive systems approach to driving ethics and culture in the QPS;
- Demonstrate an ability to account for specific situational and contextual factors relevant to operating environments to support and grow an ethical culture in the QPS;
- Identify and apply knowledge, critical thinking and key leadership behaviours and skills to address unethical conduct and encourage ethical decisions and conduct in the QPS;
- Interpret and apply strategies to create and lead positive workplaces which actively address unethical conduct and encourage ethical conduct in the QPS.

[redacted]

CONTINUED STATEMENT OF: **KELLY, Mark Alan**

Future Domestic and Family Violence Training

183. The impact and effectiveness of all Domestic and Family Violence training on front line service delivery will be subject of ongoing evaluation aimed at continuous improvement and will be undertaken by People Capability Command in partnership with the Domestic and Family Violence and Vulnerable Persons Command.

184. The future development of annual domestic violence training will be further informed by new legislation and policy and will need include refresher training for key issues. Future training will also be informed by recommendations made during the recent coronial inquests and by the Commission of Inquiry.

.....

Mark Alan KELLY

I acknowledge by virtue of section 110A(6C)(c) of the *Justices Act 1886* that:

(1) This written statement by me dated 04/07/2022 and contained in the pages numbered 1 to 36 is true to the best of my knowledge and belief; and

(2) I make this statement knowing that I may be liable to prosecution for stating in it anything that I know is false.

..... [redacted] .....Signature

Signed at Brisbane this 4th day of July 2022.

[redacted]

(Witness's signature) | (Justice of the Peace (Qual.)/ Commissioner for Declarations's signature) | (Signature of police officer preparing statement)