

Mark Kelly

Human Services Officers and Peer Support Officers

How many human services officer positions are currently filled?

The total FTE for HSO positions is 21.5. Currently, 14 FTE (by 18 people) is currently filled with another 5 FTE recently recruited.

How often are they used?

Individual, brief counselling support averages approximately 900 contacts per month. However, HSOs provide a broad range of individual and organisational wellbeing services which are not captured in this total (e.g. training, PSO coordination, team development, organisational assistance and advice).

How many active peer support officers are there?

There are approximately 750 active PSOs.

How are they used?

PSOs provide informal support for a broad range of personal and workplace concerns and are not required to record their activities.

However, a survey of PSO utilisation undertaken as part of a review of the QPS PSO program in 2020 indicated that most PSOs report supporting 3-5 QPS members per month and spending 2-4 hours on PSO duties.

The survey also confirmed that support critical incidents is the type of support most frequently provided, followed by support for personal relationships and for those who perceive a lack of support from management.

How often are the external mental health clinician providers accessed?

There were 881 offers for members to utilise EITP from 2021-2022 financial year.

As of today's date 4/08/2022 there are 557 utilising the service.

First Nations and CALD graduates

What is the attrition rate for First Nations graduates and CALD graduates?

QPS FIRST NATIONS ATTRITION BETWEEN 1 JULY 20 TO 30 JUNE 21

Police Officers	2.9% (2.6% for all QPS police)
Staff Members	11.2% (6.8% for all QPS staff members)

QPS FIRST NATIONS ATTRITION BETWEEN 1 JULY 21 TO 30 JUNE 22

Police Officers	2.6% (3.8% all QPS police)
Staff Members	8.8% (11.5% all QPS staff member)

QPS CALD ATTRITION BETWEEN 1 JULY 20 TO 30 JUNE 21

Police Officers	2.4% (2.6% for all QPS police)
Staff Members	2.6% (6.8% for all QPS staff members)

As with the First Nations separation figures, the NESB figures rely on employees to self-identify through a voluntary Equal Employment and Opportunity (EEO) survey. Employees have the option to select that they prefer not to disclose across all diversity measures, which still counts as a response.

We have not been able to provide similar figures for 2021-22 as definitions used have shifted, and the data in the new fields is not yet sufficiently complete to provide reliable information.

Field Training Officers

How are field training officers chosen?

Section 19.1 of the FYCS Guidelines provides policy for the Selection of Field Training Officers.

The selection of FTOs is a district responsibility. Districts should have appropriate processes in place to select suitably qualified and experienced personnel to be trained as FTOs. Districts should ensure that sufficient numbers of trained FTOs are in place at each establishment to ensure that FYCs receive appropriate levels of supervision, commensurate with the FYC's level of service and development. The training of FTOs is the shared responsibility of the FYCS and ETOs.

An appropriate method of advertising FTO courses should be established within each district. This is to be monitored by the relevant ETO.

Prospective FTOs require confirmation as a constable in the QPS; and a minimum of two years' service is highly desirable.

Selection to attend a FTO course should be done by the ETO in consultation with station OICs as appropriate. Selection should be made considering an applicant's suitability and merit. ETOs should consider the applicant's motivation, knowledge, ability to provide detailed and accurate feedback, communication skills, ethics and a commitment to the FYCP.

ETOs in consultation with FYCS will arrange suitable dates and times to conduct FTO courses. Facilitator / venue costs will typically be borne by FYCS while participant costs associated with attendance at a FTO course is the responsibility of the district.

Section 19.2 FYCS Guidelines provides further policy for the selection of mentor Field Training Officers. The selection of suitable mentor FTOs to perform the role during the DMP is crucial to the early development of FYCs. FTOs that are selected to perform the role of mentor should be of the highest quality and superior role models.

The selection of FTOs to perform the role of mentor is an ETO responsibility. ETOs should have appropriate processes in place to select suitably qualified and experienced personnel to be utilised as mentors.

In determining the most suitable person to select as a mentor, consideration should be given to the following:

- the FTO has a demonstrated work output which has sufficient quantity and quality to provide a diverse grounding to enable the appropriate training of a FYC;
- a length of service determined suitable and appropriate in the circumstances;
- a pattern of appropriate demonstrated ethical behaviour. In the event an officer is being considered to perform the mentor functions has an outstanding discipline matter or a recent discipline finding, the OIC ETO should make a determination as to whether this outstanding matter or finding is of such a nature as to preclude the use of the officer for performing the mentor role;
- the officer's prior performance standards as a mentor or FTO;
- any commitments which would prevent the mentor from being rostered continually with the FYC e.g. courses, court or leave; and
- a demonstrated commitment to the FYC program.

ETOs may use a single FTO for the entire eight-week mentor phase or two officers at four weeks each. This is at the discretion of the ETO and may be influenced by the availability of suitable mentor FTOs and other rostering issues. Where possible, FTOs should be matched with FYCs to ensure a best possible fit in personality and learning styles to optimise training and development. While

the decision remains with the ETO, it is generally desirable to have two FTOs for the mentor period, as opposed to one.

What is the training they receive?

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

The FTO course face to face 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 and 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.

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.

Dr Abbey McLeod's study made 3 specific recommendations for improving the FTO program. PCAP is currently designing a new FTO course and it will include the implementation of Dr McLeod's recommendations for the FTO course. Whilst the length of the face-to-face component has not been determined, the foundation course will be at least 2 days face-to-face and will include a greater focus on leadership and supervision. It will include DFV scenarios.

Recommendation 16: That the QPS examine whether foundation FTO training adequately familiarises FTOs with contemporary good practice in training, development and mentoring, including how to provide constructive feedback.

Recommendation 17: That the QPS reinvigorate biannual refresher training, based upon a biannual survey of FTOs to ascertain their ongoing development needs.

Recommendation 18: That the QPS examine current FTO performance management processes to ensure that there are clearly communicated FTO responsibilities, and that regular feedback is provided to them.

Is it appropriate for officers just out of their 12 month training to be field training officers?

No.

Geographic challenges may influence the experience of Field Training Officers and the rostering of First Year Constables with other officers.

Training in respect of specific cohorts

Firstly, the Commissioner has committed to at least an additional 2 days training for all police and relevant staff members in the 2023/2024 financial year. Training in respect of specific cohorts is in scope for that training including, victims with disability, CALD/interpreter, young people etc. This is also considered as necessary for the new Specialist Course and Recruit Training.

What training is given in relation to CALD people and how to assess when an interpreter is required?

The Recruits complete the Investigative Interviewing (II) OLP which covers specific needs that need to be considered (support services – interpreters, ATSI, other factors to consider – RACE, Culture, Ethnicity, religion and first language – communication barriers).

The II Workshop (which is completed prior to the practical training and assessments) discusses specific needs relating to the witness/suspect in the plan for the interview ie, disability, interpreters, or any other special needs that need to be taken into account (workshop is designed to reenforce the OLP learning).

Safeguards are covered when dealing with CALD, children and persons with a disability. CALD is considered in barriers to communication.

Culture is a theme explored in other areas of RTP including Mental Health, DFV, Vulnerable Persons and Youth Justice.

Best use of interpreters is included in the DFV 3 day course.

Other QPS training Interpreter Services 5mile product, User Guide and other online products.

Guidance and instruction on the engagement of an interpreter is drawn from legislation, the PPRA and PPRR and section 6.3.7 of the Operational Procedures Manual. This extensive section of the OPM addresses the engagement of an interpreter, use of family members, police liaison officers, or multilingual staff members as interpreters is also addressed. The specific use of children as an interpreter is specifically addressed providing clarity and context to QPS members. Further training is addressed in online and hardcopy training products to support enhanced knowledge and application by police officers.

The QPS has engaged with Multicultural Affairs Australia to co-design and co-facilitate a session of DFV in CALD communities, perspectives of victim/survivors and perpetrators – for inclusion in the 5 day DFV Specialist Course. They are also providing a proposal for the Recruit program.

What training is given in relation to disability and how to recognise it?

Vulnerable persons is covered within Phase 1 –‘Communication’ specifically ‘Barriers to Communication’. It does not go into specific details of how to recognise it.

Vulnerable Persons OLP QC1873 is also completed. The recruits also complete the Human Rights OLP QC1623.

SBS Inclusion Program -Disability OLP.

Guidance and instruction to members on the recognition of disability is provided in various online training materials. Operational guidance addressing this vulnerability is identified in chapter 6.3.1 and 6.3.2 of the OPM.

The QPS has obtained the in-principle support from Ms Karni Liddell to co-design and co-facilitate a session on DFV Disability in the DFV 5 day specialist course and this will also support enhancements to the Recruit Training Program.

What training is provided about the use of section 93A statements and support persons for people with an intellectual disability?

The 93A is not covered by Recruit Training – but vulnerable persons and considerations are covered as part of the factors to consider during II (age, disability). Vulnerable Persons OLP QC1873.

The QPS normally involve ICARE trained officers complete 93A statements. Not all QPS are ICARE trained and they are mostly members or past members of CPIU or CIB.

A policy to ensure those trained ICARE officers are involved in 93A statements particularly as they relate to DFV victims and witnesses will assist.

Section 6.3.3 of the OPM addresses considerations for members to be cognisant of when engaging with a person with a cognitive disability.

What training is given in relation to young people, how to assess their competency, and how to explain the detail and ramifications of Domestic Violence Orders?

The Lesson Plan for DV covers that a child may be an aggrieved or respondent, but this is brief. The Youth Justice OLP is completed QC1872 and the specifics relating to young people is discussed in the Investigative Interviewing factors to consider. The barriers to communications and factors to consider are covered in the 'Communication' session in phase 1. Explaining in detail and ramifications of the DV Orders specially for young people isn't discussed but the topic covers the need to explain the DV Orders and ramifications is discussed (in accordance with s. 110 of the DFVPA to both the aggrieved and respondent).

However, the service of DV Orders by QPS members must be in compliance with the legislative provisions outlined in section 188 of the DFVPA 2012. This section notes that a copy of the order is to be given to a parent of the child, however the court can dispense with giving a copy of the order to a child if certain circumstances exist (parent cannot be located, other circumstances).

DFV enhancement OLP

How many more people have completed this since June 2022?

No. of Successfully completed (I.e. Competent) As at of 1500hrs on the 04/08/2022	Police Officers	Staff Members	Total
QC1767_01 Domestic and Family Violence Policing Enhancement Training OLP	10545	3478	14023
QC1773_01 Coercive Control OLP	10512	3783	14295

DFV Holistic approach, as of 04/08/2022, 153 officers have completed the train the trainer program

Cultural training

Is there training on empathy, unconscious bias, implicit bias, casual racism, the importance and nuance of microexpression and body language?

Empathy and bias are definitely covered in the DFV 3 day training course. All topics can be included the recruit training cultural training, which was planned for 2 days, but scoping and content has already identified need for 3 days.

First Nations (history, culture, barriers, challenges)

Multi-cultural (Multicultural Australia)

Trauma informed practices

Engagement of support services, eg Brisbane DV Service and Northern DV Services

Involvement of DATSIP, Living Under the Act

Co-design and co-facilitated

Further consideration for next 2 day DFV training (planned for 23/24 but will be rolled out as soon as possible).

Potential of 'In her shoes' training program.

Why was training using outside groups stopped? Why was it not done via teams? Will it resume and when?

During Covid, ATSILS and Murray Watch stopped attending due to risk. Reliance on SBS program.

Previously QPS employed Aunty to provide cultural appreciation to training programs.

Position was made redundant in QPS review in 2013 or Keelty Review.

Lived experience being reintroduced in cultural program with curriculum review. Working with CCE to identify community representatives and organisations. Funding to contract to ensure delivery.

What was the feedback received by ANROWS in relation to the 3 day DFV training?

Details to be provided.

What measures are in place for those who are rolling out the 3 day DFV training if they are having trouble with the delivery or meeting resistance to the training?

- ELT presentations, original presentation and more recent presentation;
- Senior Leader presentations;
- Selection of trainers, skilled knowledgeable, communicators, ability to be released and ability to drive cultural understanding reform;
- 2 trainers for each session;
- Acting Inspectors Sue Morgan and Mel Dwyer;
- Super trainers;
- Ongoing support of DV Command;

- Expectation for Commissioned Officers and Officers in Charge to open and visit training;
- ETO network;
- Inspector ETO network;
- The delivery of the TTT product by the QPS DFV super trainers has attempted to identify potential questions or queries that training recipients may have. These issues and concerns are included in the lesson plan to support the TTT.