



Wales Safer Communities Network: Training Needs Assessment

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EXECUTIVE SUMMARY

A Training Needs Assessment (TNA) for community safety professionals across Wales was undertaken by Swansea University on behalf of Wales Safer Communities Network ('the Network'). The TNA was based on mixed-methods research including a survey and focus group. Despite broad circulation, 93% of survey respondents worked within a local authority, police force or office of police and crime commissioner. The focus group was representative of community safety partners across Wales. The key findings include:

Skills training welcomed despite high level of confidence in appropriate skills

- 74.3% of participants felt confident to very confident in appropriate skills
- 65.1% of participants would like more training in all appropriate skills
- 72.5% of participants would like training in strategic assessment and 71.8% would like more training in research skills (including data collation, sharing and analysis), problem solving; and risk assessment.

Good level of overall community safety knowledge evident - strongest in ASB

- 59.5% of participants were knowledgeable about all relevant topic areas
- 58% knew where to find training in community safety topic areas
- 49.2% of participants thought current training provision could be improved
- 70% of participants thought training in information sharing could be improved

Community safety training should encompass five key thematic areas

- Five sequential training areas are identified (see figure 1 overleaf), commencing with **core community safety** - skills based training (strategic assessment, research skills, problem solving and risk assessment) which includes relevant legislation, duties and powers, crime prevention & safeguarding (including contextual safeguarding), as well as basic knowledge of relevant and emerging topics
- **Integrated approaches** – two separate but interlinked training areas, including **multi-agency problem solving** training and **partnership working** involving a practical understanding of community safety partnership roles and responsibilities, partners individual and group contributions to support the implementation of partnership activity and problem solving approaches
- **Project and programme management** - Basic project management training to support implementation of partnership plans with a focus on project evaluation skills and measuring impact. Inclusion of programme management to support strategic and operational management of multiple projects.
- **Governance and leadership** to support decision making and help manage risk. To include knowledge sharing at leadership level to strengthen community safety response and clarity of governance and escalation routes.

Professionals prefer flexible, practice based training delivery and CPD recognition

- Most people access community safety partnership related training primarily through their own organisation (56.8%)
- Opportunity exists to strengthen informal and formal training opportunities within the Network and Associated Networks
- Participants would prefer 'in person', flexible and practice based training
- Train the trainer is a common multi-agency delivery method but relies on shared resources, appropriately identified staff, plus a developed feedback and quality control mechanism.
- 92.8% of participants would like recognition through continuous professional development (CPD). There is an opportunity for further professionalisation of the sector (particularly local government) through a qualifications framework

Figure 1: Suggested Training Needs Framework



Recommendations

- To adopt the five key training building blocks for community safety (core community safety, problem solving, partnership working, project management and governance and leadership) (see figure 1)
- To co-produce the detailed content of the five training building blocks with a range of community safety practitioners and leaders to ensure training meets practice based needs
- To work with an appropriate provider to qualitatively review and evaluate the training materials, with a view to providing accreditation and a qualification framework to support the professionalisation of community safety professionals
- To consider the resources and delivery options required to take forward the findings and recommendations of the Training Needs Assessment

INTRODUCTION

The Wales Safer Communities Network (Network) acts as the voice for community safety in Wales, working collaboratively to help shape the development of community safety partnership working at a national, regional and local level. A key part of the Network's remit is to support training and development needs of professionals operating across the broad landscape of community safety in Wales. To work towards this commitment, the Network commissioned Swansea University to undertake a Training Needs Assessment (TNA).

Background

The Network was created following the Working Together for Safer Communities Review (Welsh Government, 2017), which noted that decreasing resources for community safety impacted upon training and development of 'appropriate skills and knowledge' (one of the 'Hallmarks of Effective Practice' – see Home Office, 2007). This included the removal of the Home Office's Crime Reduction website in 2010/11, an accredited multi-agency problem-solving training programme, as well as toolkits and guidance, best practice examples, academic research and evaluations (WG, 2019, p.37). Furthermore, the rationale for the Training Needs Assessment can be drawn from the project specification, which notes the opportunity to develop professional practice in Community Safety across Wales:

Community safety has suffered from a reduction in resource during the years of austerity and as a consequence has slipped down the agenda. However, following a review by Welsh Government and the development of a new shared vision this is now changing, also at a time when many other areas of public services are focusing on professionalisation. There has not been the same focus on community safety practitioners, where delivery has often been limited to a few key personnel in some organisations. However, as community safety profile is rising, it is an appropriate time to identify and develop training and development opportunities that will help in further developing skills and their knowledge and confidence in undertaking their roles more effectively. Another aim is to encourage and support more consistency of practice across Wales. (Wales Safer Communities Network, 2022)

Understanding current and future training needs of community safety practitioners in Wales

A survey conducted by the Network last year highlighted that practitioners were skilled within partnership working and community engagement and there was an opportunity to increase sharing of learning and best practice. Training needs specifically identified included mediation, trauma informed practice, and partnership problem solving (Wales Safer Communities Network, 2021b). However, the survey sample was limited and presented an opportunity to conduct a broader Training Needs Assessment undertaking to:



- engage with a range of partners at strategic and operational levels across Wales
- research and identify current necessary and appropriate skills required relating to progressing community safety partnership working, including any specific skills required for specialist areas
- identify current skill levels and best practice in Wales across community safety partners
- identify any gaps in necessary skills and whether there is any current training provision to address such gaps, including ease of availability and cost
- identify any best practice on delivering community safety training from elsewhere that could be adapted across Wales.
- list current trainers in the identified community safety areas where there is a training need
(Wales Safer Communities Network, 2022)

The Training Needs Assessment was undertaken by researchers from Swansea University's School of Social Sciences, using a mixed methods approach, involving an online practitioners survey and senior stakeholder focus group. This was supported by desktop research, including drawing together a list of appropriate skills from relevant National Occupational Standards (adapted from NOS, 2017):

- Communication skills
- Consultation skills
- Involving others
- Leadership and decision making
- Negotiating, influencing, and persuading
- Problem solving skills
- Research skills and analysis
- Risk assessment
- Setting, planning and reviewing objectives
- Strategic assessment and monitoring

This report highlights the thematic findings of the completed Training Needs Assessment for consideration of the Wales Safer Communities Network and through them the Wales Safer Communities Board, to include recommendations for training to be developed or that should be commissioned to meet the needs.

METHODS

Research design

The methodological framework for the Training Needs Assessment (TNA) was designed to meet the requirements of the Network via a mixed methods approach. An online survey was designed to gather an expansive and measurable quantitative understanding of training needs, including the suitability of existing training practices and skills, as well as identifying what practitioners across Wales think need to be included within training. The survey was distributed to community safety partners across Wales by the Network Team to over 250 recipients via direct email, and 'Briff' circular covering key partners across the Network and indirectly via the Network website. The quantitative data was supported by a focus group which included nominated key stakeholders via the Network Team, to generate qualitative depth, and facilitate an open dialogue of the main themes identified in the survey that influence current and future training. Additional desk top research was conducted to ascertain current training provision. Data from the methods used has been thematically analysed to inform the findings and recommendations.

It is noted that some of the community safety topic areas already have well-developed Welsh arrangements for statutory or required training including, safeguarding, violence against women, domestic abuse and sexual violence (VAWDASV)¹ and Prevent². Therefore, the TNA focussed on the remaining seven Safer Communities Network topic areas (ASB and disorder; crime and crime prevention; equalities, inclusion, and cohesion; modern slavery and exploitation; offending and justice; public safety; serious violence and organised crime)³. Furthermore, the research endeavours to align with the Network's 'guiding principles' (such as 'hallmarks of effective practice' and 'sustainable development principle'⁴) as well as Swansea University's research integrity policy⁵. This research was granted approval by the University's ethics committee. All participants provided informed consent and no personal or identifying details are included in this report.

Sample

The survey was completed by 43 participants (see breakdown in table 1 overleaf). It is noted that participants primarily work within a local authority, police force or police and crime commissioner's office across Wales. There is pan-Wales representation including those working in 18 out of the 22 local authority areas. The breakdown has been grouped by police force area and a slightly higher representation from Dyfed Powys is observed. There is a slightly higher percentage of managerial participants compared to practitioners.

¹ Such as the 'Ask and Act' training [National Training Framework on violence against women, domestic abuse and sexual violence | GOV.WALES](#)

² As part of the CONTEST Cymru strategy

³ These topics can be explored via the Wales Safer Communities Website: safercommunities.wales

⁴ For more information see: <https://safercommunities.wales/introduction-to-the-network/>

⁵ For more information see: <https://www.swansea.ac.uk/research/research-integrity-ethics-governance/research-integrity/>

Table 1: Breakdown of survey respondents

Participant organisation	20 Local Authority (46.5%) 12 Police (27.9%) 8 Office of Police and Crime Commissioner (18.6%) 3 Other partners (specifically Health, Housing & Third Sector) (6.9%)
Participant location	16 Dyfed & Powys (37.2%) 14 South Wales (32.6%) 6 North Wales (14%) 6 Gwent (14%) (1 unknown / 2.3%)
Participant Role	19 Managerial (44.2%) 15 Practitioner (34.9%) 6 Both Managerial & Practitioner (14%) 3 Other (7%)

The focus group consisted of a representative sample of 9 stakeholders, plus one interview afterwards (captured within the focus group data and analysis for ease) from across Wales and across community safety partners. To minimise the identification of any individual participants in the qualitative comments made, focus group participants have been grouped as follows:

Table 2: Breakdown of focus group participants

Participant	Grouping for qualitative comments
Local Authority Community Safety Manager or equivalent	Local Authority representative
Representative of All Wales ASB Practitioners Group	Local Authority representative
Representative of Wales Association of Community Safety Officers	Local Authority representative
Police Officer with Training Experience	Criminal Justice representative
Police and Crime Commissioners representative	Criminal Justice representative
Senior Probation Manager	Criminal Justice representative
Senior Fire and Rescue Manager	Partnership representative
Senior Health representative	Partnership representative
Third sector manager 1	Third sector representative
Third sector manager 2	Third sector representative

Limitations

The survey sample was limited to 43 respondents, some of whom did not answer every question. The survey sample was primarily drawn from local authorities, police and police and crime commissioner representatives and therefore the survey findings and analysis does not reflect the wider partners involved in community safety. The focus group did have a cross partner representation and views included within the report, but this is limited by participant size. Notably, despite asking for comments around best practice in terms of training or trainers within the survey and the focus group, there was little offered (see Appendix 2).

FINDINGS

THEME / TRAINING NEED 1: CORE COMMUNITY SAFETY TRAINING

Findings indicate a high overall confidence level in appropriate skills within community safety, particularly within communication and involving others. Despite this confidence, there is a demand for skills based training, particularly in strategic assessment, research skills, problem solving and risk assessment. Most survey respondents are knowledgeable in the range of community safety topic areas and know where to access training provision, with the strongest knowledge within ASB and disorder. Whilst less than half of survey participants thought training could be improved, the focus group participants agreed there is a need to re-establish core community safety training, which takes account of landscape changes, in particular the emphasis on safeguarding.

Skills training welcomed despite high level of confidence in appropriate skills

Almost three-quarters of respondents (74.3%) recorded that they felt confident to very confident in appropriate skills (highest in managerial respondents) – see Table 1 in Appendix 1. Respondents indicated a higher degree of confidence in communication and involving others when compared with other skills with 41 out of 43 respondents indicating that they were either ‘confident’ or ‘very confident’. There was a wider distribution of confidence in relation to other skills. The exception to this strategic assessment and monitoring, where almost one-quarter (23.3%) of respondents were ‘somewhat not confident’ of their skills.

A majority (65.1%) agreed or strongly agreed that there should be more training in all skills (see Table 2 in Appendix 1). This was particularly high in local authority and practitioner respondents. **72.5% of respondents agreed or strongly agreed that there needed to be training in strategic assessment** and monitoring (the highest demand from office of police and crime commissioner representatives). 71.8% of respondents ‘agreed’ or ‘strongly agreed’ that there needed to be more training in research skills (including data collation, sharing and analysis), problem solving; and risk assessment (the highest demand within local authority respondents). Whilst the highest demand from police respondents was communication skills training, more people expressed disagreement with this need than any of the others listed, which correlates with the high level of confidence indicated.

Good level of overall community safety knowledge - strongest in ASB

59.5% of all respondents indicated that they were knowledgeable or extremely knowledgeable about all community safety topic areas (this rose to 63% of police respondents and 75.3% of local authority respondents) (See Appendix 1/Table 3). **The highest level of knowledge was in ASB and disorder** with 74.4% of all respondents indicated that they were knowledgeable or extremely knowledgeable (rising to 91.7% of police respondents and 94.7% of local authority respondents).

This also correlated with the most awareness in locating training was in areas of ASB and Disorder (alongside Crime and Crime Prevention, and Equalities, inclusion, and cohesion (70.7%)).

There were varying degrees of knowledge in other areas with 18.6% of all respondents said that they were somewhat not knowledgeable or not knowledgeable at all in Modern slavery and exploitation (the highest area where knowledge was lacking). Where a free text box allowed explanations for where gaps in knowledge existed, 'governance' and 'information sharing' were reoccurring words. Indeed, **70% of all participants thought that training needed to be improved in information sharing** (the most out of all areas) (68.4% local authority and rising to 83.3% of police). In addition, **63.2% of local authority respondents said that training in governance needed to improve** (compared to 50% of police). Notably, 68.4% of local authority respondents said that training in offending and justice needed to improve (compared to 41.7% of police).

Overall, **49.2% thought training could be improved** and 30.1% thought that training did not need to be improved (20.7% were unsure) (See Appendix 1/Table 4). **58% knew where to locate training provisions** in community safety topic areas (42% did not) and the least awareness was in locating training was Governance (33.5%). When given a free text option - 'When thinking about the development of skills in community safety partnership working, what one thing do you think could be improved?' – the most common responses from survey respondents was communication skills, despite the high level of skills indicated. Analytical skills, consistency, decision making, information sharing and collaborative working were reoccurring words (see Figure 2 / word cloud below).

Figure 2: Representation of skills that respondents would like to see developed



Re-establishing core community safety training & aligning with safeguarding

There was a consensus amongst focus group participants on the need to re-establish a core community safety training which takes account of the landscape changes and it's practical challenges. A third of the participants, with long standing experience, talked about the strong community safety training offer around 20 years ago including situational crime prevention and problem solving which is no longer readily available. As a result, long serving staff are drawn upon for their knowledge and experience to apply to emerging responsibilities:

“We find ourselves really trying to problem solve using those techniques but almost trying to modernise it, make it fit for purpose because our portfolio is just growing by the day... if we just stuck to maybe some of our fundamental crime reduction and community safety.. in terms of training. And then we could adapt that for some of these other new things that are coming down the track. I think some of the original community safety stuff gets a little bit lost because we've got so many new duties and things coming in.” (local authority representative)

There was a consensus that the portfolio of those working in community safety has grown, and there is a need to develop core community safety training related to legislation, duties and powers, crime prevention & safeguarding (including contextual safeguarding), as well as having basic knowledge of relevant and emerging topics:

“...an overview of the legislation and the different tools and powers...I think that's a basic thing that people need and then when you couple with problem solving...you're on a good stead to make a good start as a safety officer.” (local authority representative)

Third sector participants concurred with local authority representatives around the importance of legislative knowledge to support wider community education and awareness. Furthermore, whilst this research did not include safeguarding training in scope, participants agreed it should be part of any core community safety training package due to the alignment of the two areas:

“We're moving more into a world where community safety and safeguarding, the lines are getting very blurred.” (criminal justice representative)

Specifically, ‘contextual safeguarding’ (see Firmin & Lloyd, 2020) was also mentioned by a cross section of the focus group participants:

“A lot of community safety issues now fringe so much on safeguarding that it's certainly something that I'm looking for in my team now as practitioners...this move to contextual safeguarding...if you were to build a system for the future it would have to be in there.” (partnership representative)

It was also noted by participants that the College of Policing have a 'what works' evidenced based database that includes a crime reduction toolkit (see Appendix 2). The usability of College of Policing materials for partners is something that would benefit for further exploration in terms of integration into core community safety training.

"I like the 'what works' database but it is a beast of a document." (local authority representative)

Therefore, there is an opportunity to draw from such existing programmes to develop core community safety training.

THEME / TRAINING NEED 2: INTEGRATED APPROACHES TRAINING (PARTNERSHIP WORKING & PROBLEM SOLVING)

Building on a core knowledge of community safety, aligned but distinct training gaps were identified in relation to partnership working and problem solving. This builds on legislative knowledge and skills in involving others and solving problems. Focus group participants were keen to stress the development of a detailed and practical understanding of roles and responsibilities, and how partners work together, bringing their own strengths to the community safety partnership and to support the implementation of problem solving approaches.

Understanding and practicing meaningful partnership working

Partnership working is a common phrase within the multi-agency landscape of Wales. However, focus group participants felt there was a knowledge gap around roles and responsibilities within community safety partnerships. Participants strongly felt there needed to be training on roles and responsibilities and best practice in working together using shared and specialist knowledge. This could also support the identified training need within the survey of information sharing (see page 10). Furthermore, participants suggested working together with partners can help to bring in additional specialist knowledge to build upon a core understanding of community safety:

"The expectation [of community safety practitioners] is around a general understanding of certain topics. That's why it's partnership working, you bring together everyone's expertise in that one space so you can rely on that and that's where the strength is." (local authority representative)

Bringing people together is a vital skill set within partnerships. Those involved in community safety rely on networking and involving others to operate effectively. For example, when asked to identify the most important skill, one focus group participant suggested:

"I think good communication and facilitation skills because the Community safety officer... you're a Jack of all trades...you've named a million and one different thematic areas...you can't know everything about all of them, but it's

about having those skills to link somebody over here to somebody over there.”
(criminal justice representative)

Indeed, this reinforces the survey findings that communication and involving others are a strength (see page 9). However, for the focus group participants, this is dependent on understanding roles and responsibilities and may explain why most survey respondents still wanted training:

“It's important that everybody understands their remit... what their organisation can do and what can be achieved.” (criminal justice representative)

This is particularly important in the application of problem solving – a linked training need:

“A lot of partnerships seem to view that once the police become involved that they kind of take ownership. And I think it's really important to stress that it is a partnership and we've all got a role to play in in the problem solving.” (criminal justice representative)

Furthermore, a better understanding of community safety partnerships (CSP) and roles and responsibilities could help align other strategies and partnerships. One participant felt some attendees were passive, working on strategies in isolation and duplicating work, rather than benefiting from the opportunities and strength of the CSP:

“I don't think some statutory partners, in terms of what their community safety partnership responsibilities, understand what they need to contribute to it. I think they see it as very much a local authority led meeting and that they just gotta come and rock up and you know, just listen in.” (local authority representative)

Part of this could be also achieved through leadership and governance training (also see Theme 4, p.17):

“We need to be a bit tighter about what are we expecting them to bring to the conversation, and if we got that balance right they would probably then more likely come with their strategies...[which] could have benefited from the whole community safety partnership and all the partners that are there to strengthen it.” (local authority representative)

In delivery terms, partnership training could include ‘political awareness’, as well as broader community engagement. Moreover, a particular aspect of this training could be to highlight the roles and responsibilities beyond local authority & police. This was also observed within a survey comment in terms of the improvements needed in skills within community safety:

“For me one of the main difficulties is ensuring input from all relevant authorities. I believe community safety is often seen as the sole responsibility of the council and police, going against the ethos of the C&D Act 1998.”

Multi-agency problem solving training

Police forces within Wales use problem solving approaches within neighbourhood policing. However, findings show other community safety partners lack an understanding in police models (such as SARA/OSARA - see College of Policing, 2020). The need for problem solving training was a reoccurring theme with all participants. This training is readily available within the police, particularly for neighbourhood officers, although it was unclear whether the current police-led problem solving approach is accessible to, and suitable for, the wider community safety partnership:

“Problem solving training is most important and there's been loads of problem solving training over the years...the scope of community safety is ever so much wider, the things we are problem solving are a lot different than where we were maybe five years ago. And the way we do things is a lot different as well. And so, I think like an updated problem solving training [is required].”
(local authority representative)

As police lead the way on problem solving, it can be frustrating if other agencies are not playing their role:

“It's getting to the root of the problem and getting all of those agencies working together again to solve the underlying issues, not just enforcing our way out... just because the police are involved in a partnership meeting it doesn't necessarily have primacy or even any role other than just awareness and support.” (criminal justice representative)

However, what is used by the police for problem solving may not be working in practice for local authorities:

“OSARAs I see from police are too vague and lack detail and thought” “I just don't feel that is enough for where we need to be as a model.” (local authority representative)

Alternatively, issues may be in relation to training or implementation (also see p.25, Discussion section):

“We teach it as an infinitely flexible tool - how tight or loose the scope of it is depends very much on the objectives you set.” (criminal justice representative)

Therefore, if police designed problem solving training is rolled out on a multi-agency basis, it is suggested that non-police agencies are involved in its development and delivery to ensure relevancy and buy-in, including consideration of other agencies

practices. For example, a focus group participant referenced using ‘professional curiosity’, an approach promoted within current probation work (see Philips et al., 2022).

Best Practice Example:

Dyfed Powys Police multi-agency ASB and problem solving training

Dyfed Powys Police have delivered ASB training to partners in conjunction with ASB Help following a developing partnership which has led to positive community results (see ASB Help, 2021). The force uses the OSARA model for problem solving and crime prevention and their work with other partners, including Natural Resources Wales, Fire & Rescue Service and the Local Authorities has been noted within their PEEL assessment. Good practice identified included the use of a partnership newsletter (see HMICFRS, 2022).

THEME / TRAINING NEED 3: OUTCOME FOCUSED PROJECT & PROGRAMME MANAGEMENT TRAINING

Building on the first few training blocks of core community safety, problem solving and partnership working, project and programme management and evaluation can extend skills and knowledge in managing partnership activity.

Basic project management training to support implementation of partnership plans

Problem solving skills, such as implementation and assessing impact, could be developed further through project management training. There was a consensus amongst focus group participants on the need for project management training that was not too technical and was relevant to their work.

“Project management in its basic form is a valuable skill.” (local authority representative)

“I’ve just authorised funding for one of my trainers to take part in a project management course - it’s an essential skill in all sorts of areas.” (criminal justice representative)

There was a discussion around ‘Prince 2’ methodology, with most focus group participants not thinking such detailed accredited training was necessary. However, it was also acknowledged within the group that standardised and accredited training may be more supported in terms of funding requests. In addition, project management training could also encompass the training needs identified through the survey, including risk assessment, and research skills.

Emphasis on project evaluation skills and measuring impact

A key aspect of project managing training needs identified in the focus group include describing, monitoring and evaluating impact, in particular due to the “limited access to analysts for evaluations”. Participants did not want to rely solely on performance analysts or academic researchers for evaluations but for teams to develop their own skills to support projects. The benefits of such training could be seen within day-to-day practice, but also to strengthen funding applications.

“it's about how they're creating a performance framework and evaluating the tools and what has been implemented and what funding has worked well and pulling it all together to say it's had an impact.” (local authority representative)

“Some training around how to evaluate and demonstrate positive outcomes...an evaluation kind of framework and how to develop one and how to demonstrate impact I think would benefit most people.” (criminal justice representative)

The relevance to including an evaluation focus within project management training could help to refine project goals and anticipated impact, as explained by one participant:

“I'm trying to do is switch focus and say, you know, what's the problem and how do we solve it and evaluate that first and then it gives us a set of markers in which to evaluate against. At the end, has it achieved the aims. And I'm not just talking about project aims here, I'm on about proper social aims and that's sort of in line with other behavioural change models.” (partnership representative)

This aspect of the training could also support the identified skills training need of strategic assessment.

Using Programme Management approaches to lead projects and partnership activity

Aligned to project management is a need for programme management skills to deal with the demands of multiple projects, as well as problem solving on a day to day basis:

“I think there is something that I recognised in my team is that we take on like problem solving local issues and it's how do we move on from each one... at what stage can we be happy that we've made a difference and we can be, you know, we can move on to the next and that is probably a performance framework, but it's also tighter project management skills.” (local authority representative)

Whilst this is a minor finding based on participant views, it is suggested that the project management training should recognise that practitioners manage multiple



projects and activities and, as such, cover recommended programme management approaches.

THEME / TRAINING NEED 4: MANAGING RISK IN COMMUNITY SAFETY - LEADERSHIP AND GOVERNANCE TRAINING

The need for better governance, and subsequently governance training, drew strong responses within the focus group. This can be linked to a broader need for leadership training within community safety to give confidence in understanding, assessing and escalating risks within and across partnerships.

Knowledge sharing at leadership level to strengthen community safety response

Whilst much of the Training Needs Assessment has focussed on practitioners, findings indicate a training need at a leadership level. In terms of basic leadership development training for those involved in community safety, there was little appetite for this topic as a training gap within the focus group, at least as something the Safer Communities Network should be concerned with:

“[A] quick point about skills for us as managers and leaders. I think it's less specific when it comes to community safety because those skills are developed overtime and where regardless of the sort of subject area you gain those skills and attributes moving forward.” (partnership representative)

Another participant agreed that those core skills will be developed outside of community safety, but strongly felt that senior leaders did need to have an appropriate level of expert knowledge including understanding significant legislative and policy changes and implications, especially in terms of associated risk:

“A good leader will already have problem solving skills, will already be a project manager...you couldn't get to that position unless you've done those things... and then on top of that...you need to know what the subject specific stuff is. How on earth are you gonna run your ship if you don't understand what 'Prevent' is? I mean that is a fundamental if you don't understand that what you're trying to do and how your organisation is a key part of that.” (partnership representative)

A suggestion was put forward around knowledge exchange through increasing secondment opportunities:

“They've got this new leadership school within HMPPS where you can have a secondment you know sort of Welsh Government or an equivalent but maybe we could consider kind of a Safer network approach where people in leadership positions can kind of work in Cardiff City Council for example, to better understand that community safety aspect from that agency perspective.” (criminal justice representative)

Clarity of governance and escalation routes

Leadership feeds into effective governance and the use of local strategic assessments that can be escalated, particularly to secure resources for prevention activity, rather than just reactive issues. In addition, the focus group facilitator highlighted that governance was an emerging issue within the survey and there was a consensus within the survey and focus group participants that governance is a challenge for community safety (see page 10), drawing some strong feeling:

“Governance is an absolute nightmare.” (local authority representative)

“Governance is a particularly complicated area, particularly in the Community safety world.” (local authority representative)

63.2% of Local Authority respondents think governance training needs to improve. However, there was a feeling that it is difficult to devise and deliver training without the clarity of the governance arrangements in the first place:

“Governance training would be amazing. People need to understand where they need to go. But there needs to be somewhere to go, and it needs to be set first.” (local authority representative)

The participants drew attention to the various partnerships fora in addition to CSPs, at a local and regional level, and the complexity it presents:

“They've all got their own terms of references, their own agendas, their own objectives and none of them really overlap because of, again, governance, so statutory duties, statutory partnerships of these groups, they're not really interlinked.” (partnership representative)

Participants acknowledged this leads to silo working and frustration for those organisations whose role spans multiple boards:

“I [am] confident in sort of my own area in terms of our local CSP board, our own governance because that's my area of responsibility...but of course when it comes to police forces, fire service, the Health Board we're always very conscious that what we are doing obviously they may be doing 2, 3, 4 times over at different boards and that's when things can obviously become a little bit more complicated.” (local authority representative)

Therefore, governance guidance for CSPs and their work with wider partnerships is an identified need.



Table 3: Summary of Training needs by topic, relevant skills and knowledge required

TRAINING TOPIC	APPROPRIATE SKILLS	KNOWLEDGE
Core Community Safety	All relevant skills within NOS	Legislation, duties & powers; Information Sharing; Basic knowledge of all 10 topics; Crime prevention & Safeguarding
Problem Solving	Communication Skills; Involving Others; Negotiating, Influencing & Persuading; Problem Solving Skills; Research Skills & Analysis; Setting, Planning & Reviewing Objectives	Problem orientated policing ('POP') models / SARA /OSARA; Multi agency Problem Solving approaches
Partnership Working	Communication Skills; Consultation Skills; Involving Others; Negotiation, Influencing & Persuading; Leadership & Decision Making	Roles & Responsibilities (including Political awareness); Cross-cutting partnership priorities Governance structures
Project & Programme Management	Communication Skills; Involving Others; Leadership & Decision Making; Negotiation, Influencing & Persuading; Problem Solving Skills; Research Skills & Analysis; Risk Assessment; Setting, Planning & Reviewing Objectives; Strategic assessment and monitoring	Basic Project & Programme Management principles; Evaluating Impact: Performance Frameworks; Bid writing; Risk Assessment; Governance structures
Governance & Leadership	Communication Skills; Involving Others; Leadership & Decision Making; Negotiating, Influencing & Persuading; Risk Assessment; Strategic Assessment & Monitoring	Strategic assessment & development; Governance structures; How partnerships work together; Role of a Chairperson; Risk Assessment & Management

OVERARCHING THEME (5): FLEXIBLE PRACTICE BASED TRAINING DELIVERY AND RECOGNITION

Findings indicate that **most people access community safety partnership related training primarily through their own organisation (56.8%)**, compared to other public sector (21.6%) or third sector organisations (8.1%). 13.5% of survey respondents use the private sector as their primarily source of community safety training. For example, findings indicate that training and guidance in ASB tools and powers is accessed via external providers. Networks support informal training, and 'train the trainer' is a common delivery approach. However, participants would like more coordinated in-person training which is relevant to their day to day role.

Strengthening informal opportunities within the Network and Associated Networks

Most current community safety partnership training is informal. Whilst some of this is positive, including sharing good practice, the findings show it lacks consistency. There is an appetite for coordinated practice based training:

“We haven't got specific training. You very much learn as you go.” (local authority representative)

A range of network based opportunities exist within community safety to develop professional practice, including presentations and showcases through events, seminars and fora:

“Sharing of good practice and what works appears to work well for IOM [Integrated Offender Management] training where we try and adopt a workshop approach, rather than formal learning.” (criminal justice representative)

In addition, training resources are developed and shared through networks:

“We kind of rely on networks and things like this really to bounce off each other and think oh if you've done something like that how did you go about it? Can we beg, steal and borrow?” (local authority representative)

For example, one participant described sharing good practice between agencies on anti-social behaviour:

“Our local authorities...are training a lot of the new CSOs and the new neighbourhood policing team around ASB and our processes and how they can link in with us and which works really well. But it's not standardised. It's something that, you know, we put together as a PowerPoint and send it out or go and present it and you know, it's not accredited, it's not been checked.” (local authority representative)

Whilst the informal nature of training has been useful to a degree, it lacks planning and coordination:

“...you're either overloaded, I feel, or you don't hear anything...it's sprung on you...I think you just stumble upon things more than anything. Someone might send out stuff which is of use, and you might sign up to it and that's great and I can forward it to my team. So, there's lots out there, but I suppose it would be useful to have it all maybe coordinated or in the one place.” (local authority representative)

Many of the respondents indicated that partners do share training and good practice, this appeared to be inconsistently applied:

‘I know the police did like a POP [Problem Orientated Policing] training for partners, but I don't think that came to my area.’ (local authority representative)

In addition, formal training appears to be limited and accessed on an adhoc basis:

“We may have come across an external consultant and who can deliver training on community protection notices. If we've got enough money in the pot we can put one or two staff on that particular training but then you might not ever see that training again. So there's a lack of consistency and continuity.” (local authority representative)

Third sector providers suggested they support training gaps, playing a role in raising awareness of key topics but do not feel this is enough: “all of the work we are doing is the tip of the iceberg”.

In taking forward any training programmes, using the strength of the Network could be important. One survey respondent commented:

“It is easy to feel isolated from other CSP Managers - it would be helpful to have a regular forum with managers from across Wales... This would enable discussion/agreement on which training would be beneficial and how it can be achieved.” (local authority representative)

Best Practice Example:

Developing best practice guidance together: All Wales ASB Practitioners Group

The All-Wales ASB Practitioners Group include training on their meeting agenda. Members noted they were having similar issues around community protection warnings and notices and highlighted differences in practice and roles and responsibilities across Wales. By coming together as a Network, members are standardising a working guidance document including case studies and examples. Members have described how this joint working practitioner driven approach has increased confidence in dealing with community protection warnings and notices.

Preference for ‘in person’, practice based relevant training

‘In person’ training was the most preferred environment by survey respondents, a ‘hybrid’ (in person and online) was second, online classroom was third, and a virtual environment was fourth. Online written courses were least preferred training environment. This is supported by the focus group responses in which participants would like to see coordinated training, workplace-based learning with additional external educational input. Rather than a week or two’s course (as previous community safety education), participants discussed ‘learning on the job’ and ensuring the content covers ‘what works in your context’:

“Real life training is much better than going on a 5 day course and being bombarded.” (local authority representative)

There was emphasis put on applying learning to practice. For example, in the focus group, a criminal justice participant described a scenario where a virtual classroom learning package lacked effectiveness as the participants did not have the experience to apply their answers:

“They really do need that on-the-job experience coupled with the classroom session. You can't go one or the other. It's gotta be a solid combination of both.” (criminal justice representative)

The lack of enthusiasm by survey participants for online delivery, in particular online written courses, was mirrored in the focus group:

“There may be particular e-learning packages already out there for some of the topics not in scope today. They are helpful to a degree but it's not always the best way... what might happen nationally might not actually fit with what you're doing locally, while it's still sort of meeting requirements of legislation and guidance.” (local authority representative)

There was an appetite for formal training, if it met the needs of the community safety professionals, particularly in relation to accredited provision:

“I'd have to be convinced if something is that good at a level that it provides them with some sort of root for career progression. Because otherwise I feel as if I just lost them for a whole week and really hands on experience of dealing with what's coming through in terms of the storms that exist on a daily basis. That's probably where I'd rather the focus being and talking it through.” (local authority representative)

However, it was also recognised that formalised training may justify use of resources:

“It's normally easier to gain budget and sort of time for you know certainly accredited training.” (partnership representative)

Appropriate use of Train the trainer

Funding can influence methods of delivery, such as drawing on partner resources in a cascade style ‘train the trainer’. This approach relies on the right staff, feedback mechanism and quality control:

“When you haven't got enough money to start with to deliver a big training project or programme of work, the default seems to be let's turn it into some sort of cascade model, train the trainer thing...It works really well in certain settings, and it doesn't work very well in other settings.” (partnership representative)

According to one partnership representative, whether train the trainer or cascade approach was successful was contingent on a number of factors. These included whether people are given sufficient time to do the role, and they have the ‘commitment and passion’, can build a rapport by being ‘not expert necessarily, but a strong enough understanding of the subject matter’. Furthermore, it is important to have a ‘feedback loop’ or mechanism to capture and respond to frequently asked questions and provide quality oversight so the training was not adapted or shortened and lacked integrity.

The participant shared a positive approach around substance misuse training where identifying the right trainer was key:

“One of the absolute conditions of getting the [training] materials and going out doing this was that you had to be a recognised trainer, the trainer...or nominated by your manager to say that you are someone who has the skills to deliver this.” (partnership representative)

Having a smaller cohort to train helped to maintain the learning post training:

“Those people are then now part of a community of practice so that they can continue to pick up on sharing.” (partnership representative)

Even where train the trainer is drawn from existing resources to save costs, those resources do have an impact somewhere and it was suggested that there needs to be reciprocal arrangements and shared resources and responsibilities:

“So if we agree as a multi-agency partnership that we're gonna do this and we've got some people here in policing that could really contribute to knowledge and deliver this for everybody great. And the next time *you* have got to do something... there's a trade off there in the partnership.” (partnership representative)

Best Practice Example:

The value of expert trainers and practice-based delivery: The Adverse Childhood Experience (ACE)-Informed Whole School Approach

The ACE-informed whole school approach is a programme that was developed to introduce and implement trauma-informed practices within schools in Wales. As a multi-agency training roll out, there is learning in relation to its successful trainer selection who were field experts and content design, which included interactive scenarios that were directly relevant to the participants' day-to-day practice. When participants were asked to rate the top three valuable aspects of the training, in addition to the information provided, the use of group discussions and activities were highly praised, as well as the use of video clips and the knowledge and experience of trainers. The training was viewed as relevant, developing knowledge and skills and confidence in applying learning into practice (See Barton, Newbury & Roberts, 2018)

“On the whole the delivery of the training was well received across all schools. Participants acknowledged throughout the three sessions that the expertise and knowledge provided by all the trainers alongside the mixture of broad experience across different fields such as educational psychology, social work and teaching backgrounds enriched the delivery and was invaluable to its success.” (Barton et. al., 2018, p, 29)

Importance of continuous professional development and professionalisation (particularly within local government)

Recognition was explored in detail within the survey. **64.5% were strongly in favour or in favour of further recognition** when completing training, with preferred

recognition through continuous professional development (hours) and certificate (92.8%). One survey respondent commented:

“I think a certificate would suffice. We don't 'always' need to accredit what we do - this often wastes time, is bureaucratic and detracts from what we're actually trying to achieve.” (criminal justice representative)

Regarding the professionalisation of community safety, **53.7% respondents were strongly in favour or in favour of an Higher Education or equivalent qualification. This rose to 63.1% of local authority respondents and 66.6% of practitioners**, compared to 41.6% of police. This was reflected in a survey comment which was in favour of accredited training and qualifications but not degree or post graduate qualifications:

“[Training needs..] Meaningful and nationally recognised but bitesize qualifications, whether it be developing and refreshing existing Project Management qualifications (Prince2, APM, PMI, CSM), Leadership and Management qualifications (CMI etc.), or general I.T. qualification on emerging tools and case management software (Teams, Sharepoint, Projects, Trello, Basecamp). I think that training in this area is about developing practical knowledge as opposed to degree or post grad status which will not help practitioners or those on the ground, which is illustrated by Police degree schemes only diluting the time and attention that PC's put into their actual work. If you are looking to assist practitioners and communities, I urge you not to turn this survey into a degree making scheme.” (criminal justice representative)

This comment did reference the impact of the police degree scheme on officers' time and notably only 33.3% respondents from the police were very strongly in favour or in favour of post graduate qualification (compared to 46.3 % of all respondents). However, 57.8% local authority respondents were very strongly in favour or in favour of post graduate level education, rising to 60% of practitioners generally.

Another survey respondent welcomed a joined up Wales approach to training which focussed on professionalisation:

“We need a national training framework for community safety. A wider review of all available 'quality assured' training modules across the community safety portfolio identified as 'mandatory' 'non-mandatory'. Also, useful to look at national occupational standards to support the professionalisation of community safety professionals.” (local authority representative)

DISCUSSION / CONCLUSION

This research found a high overall confidence in skills within police and local government staff working within community safety in Wales, particularly within communication and involving others. Despite this confidence, there is a demand for skills based training, particularly including strategic assessment, research skills, problem solving and risk assessment. Most survey respondents were knowledgeable in the range of community safety topic areas and knew where to access training provision, with the strongest knowledge within ASB and disorder. There was a lack of knowledge identified in modern slavery and exploitation, but it is understood training is in progress in this respect. Whilst less than half of survey participants thought training could be improved, the focus group participants agreed there is a need to develop five training packages including – **core community safety, problem solving, partnership working, project management and governance** (see figure 1 below).

Figure 1: Suggested Training Needs Framework



A core training need is a basic understanding of relevant community safety legislation, duties and powers, including strategic assessments. This should also take account of landscape changes since the Crime & Disorder Act 1998, in particular the changes within crime prevention scope from situational crime prevention to social and developmental approaches, such as early intervention (Crawford & Evans, 2017). This puts a greater emphasis on, for example, safeguarding, trauma informed practice, equalities and community cohesion. This is also seen within the contextual safeguarding framework which seeks to draw on 'extra-familial contexts' within safeguarding and child protection processes, rather than focussing narrowly on families or traditional community safety legislative responses (Firmin & Lloyd, 2020, p.5). This broader approach to community safety is supported by the Network baseline survey which identified trauma informed practice as a training need (Wales Safer Communities Network, 2021b). In addition, this core community safety training need would assist with preparing for new relevant

legislative and policy requirements from both the UK and Welsh Government. Indeed, the complexity of delivering across the devolved and non-devolved areas of community safety in Wales (see Jones & Jones, 2022) reinforces the need for a training package designed for a Welsh context and audience.

Building on this contextual knowledge, aligned but distinct training gaps were identified in relation to partnership working and problem solving. Again, this mirrors the Network survey which identified ‘partnership problem solving’ as a training need. Partnership working in Wales is often highlighted as a strength, but in practice can be limited by its complexity, areas of silo working or duplicatory efforts, as noted by the Justice Commission (Welsh Government, 2019). Community safety faces key challenges around assumptions that the police and local authority will drive activity, and other partners can take a lesser role (see Wales Safer Communities Network, 2021a). Indeed, despite circulating the survey widely, 93% of respondents were from a Local Authority, police force or police and crime commissioner’s office. Furthermore, there is risk of assumed knowledge around roles and responsibilities within community safety partnerships. Training could give leaders and practitioners an opportunity to develop an applied understanding of roles and responsibilities, and how the extended partnership work together, bringing their own strengths to the community safety partnership and to support the implementation of problem solving approaches. This could be further extended by project and programme management and evaluation training to develop skills and knowledge in managing partnership activity.

For example, the need to better understand roles to support partnership practice can be seen within evaluations of ‘Problem oriented policing’ (POP), also known as ‘problem-oriented partnerships’ or ‘problem solving policing’. POP is an operational approach to improve police effectiveness and reduce crime and disorder at a local level (Sidebottom et al., 2020). A strong evidence base, it has been widely used across the UK, however it is recognised that the main challenge to implementation is partnership commitment (College of Policing, 2020). Specific research into the barriers and facilitators of the application of problem solving training within police forces found that the majority of participants did not feel they had received sufficient training (Bullock et al., 2021). Participants recognised that it is more than training needed to ensure success in practice and they emphasised the need for practice based learning. This is supported in this research with respondents suggesting that more than simply training is required. To build knowledge and skills in problem solving, a blended approach should be considered including ‘book-learning, face-to-face instruction and on-the-ground mentoring and coaching from experienced practitioners’ (Bullock et al., 2021, p.1099). This would also concur with the focus group participants requirements and could also support a partnership approach to POP.

The need for governance training provides a dilemma of how the Network can support training development within governance when such arrangements and linkages are often unclear. Given the ongoing issues with governance for some years now (see Welsh Government, 2017 & 2019), and the continuing complex partnership landscape, it is fair to say that there will not be a good time to introduce governance training and it should be progressed despite the challenges. Notably, the

Scottish Community Safety Network has provided masterclasses and most recently a toolkit (SCSN, 2021). Whilst leadership training within community safety was not a strong theme, governance training requires strong leadership to give confidence in understanding, assessing and escalating risks within and across partnerships.

One further key finding indicated that most people access community safety partnership related training primarily through their own organisation or another public sector. The Network is well placed to coordinate and promote training opportunities, host practice learning fora and seminars. Participants would also like coordinated in-person training for the primary training needs identified. However, that relies on a ready list of available training providers or provision and this research was unable to uncover such a list via participants (a limited selection can be seen in Appendix 2). 'Train the trainer' is a common approach across partnerships where resources are limited – however to work successfully this needs to be well-organised, with the right staff recruited, and feedback and quality mechanisms in place (see for example, Barton et al., 2018).

Finally, this research has identified a dichotomy of the needs of police versus local authority. This is particularly evident when considering whether training should be linked into qualifications within higher education or equivalent. Previous reviews have identified a need for professionalisation within the community safety sector (for example, Rogers & Thomas, 2017). However, it is noted that although police do not require community safety related qualifications for their progression, within local government this could support practitioners to move into policy or senior roles.

Recommendations

The following recommendations / next steps are made:

- To adopt the five key training building blocks for community safety (core community safety, problem solving, partnership working, project management and governance and leadership).
- To co-produce the detailed content of the five training building blocks with a range of community safety practitioners to ensure training meets practice based needs.
- To work with an appropriate provider to qualitatively review and evaluate the training materials, with a view to providing accreditation and a qualification framework to support the professionalisation of community safety professionals.
- To consider the resources and delivery options required to take forward the findings and recommendations of the Training Needs Assessment.

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APPENDICES

APPENDIX 1 Survey data

Table 1: Confidence in appropriate skills

Appropriate skills ⁶	Very confident	Confident	Somewhat confident	Somewhat not confident	Extremely not confident
Communication	24 (55.8%)	17 (39.5%)	2 (4.7%)	0 (0%)	0 (0%)
Consulting	5 (11.9%)	30 (71.4%)	7 (16.7%)	0 (0%)	0 (0%)
Involving others	14 (32.6%)	27 (62.8%)	2 (4.7%)	0 (0%)	0 (0%)
Negotiating, influencing, and persuading	10 (23.8%)	19 (45.2%)	11 (26.2%)	2 (4.8%)	0 (0%)
Problem solving skills	12 (27.9%)	23 (53.5%)	7 (16.3%)	1 (2.3%)	0 (0%)
Research skills – including data collation, sharing & analysis	9 (20.9%)	20 (46.5%)	8 (18.6%)	6 (14%)	0 (0%)
Risk assessment	6 (14%)	18 (41.9%)	14 (32.6%)	4 (9.3%)	1 (2.3%)
Setting, planning and reviewing	5 (11.6%)	25 (58.1%)	12 (27.9%)	1 (2.3%)	0 (0%)
Strategic assessment and monitoring	3 (7%)	19 (44.2%)	11 (25.6%)	10 (23.3%)	0 (0%)
Total responses	88 (22.9%)	198 (51.4%)	74 (19.2%)	24 (6.2%)	1 (0.3%)

Table : 2 To what extent do you agree/disagree that there should be more training in appropriate

Appropriate skills ⁷	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
Communication	6 (15%)	15 (37.5%)	10 (25%)	8 (20%)	1 (2.5%)
Consulting	8 (20%)	17 (42.5%)	7 (17.5%)	7 (17.5%)	1 (2.5%)

⁶ Percentages are based on the number of respondents that answered each question. Not all respondents recorded their confidence levels for the skills listed. For example, 42 out of 43 respondents rated their confidence in *consultation* and *negotiating, influencing and persuading*. All respondents recorded their confidence levels for *communication, involving other, leadership and decision making, problem solving skills, research skills – including data collation, sharing and analysis, risk assessment, setting, planning and reviewing, and strategic assessment and monitoring*

⁷ There were missing responses in all soft skills measured. Only 40 out of 43 respondents recorded responses in the communication, consulting, negotiating, influencing and persuading, strategic assessment and monitoring skills. Only 39 out of 43 respondents recorded responses in the involving others, leadership and decision making, problem solving, research skills, risk assessment, setting, planning and reviewing objectives skills.

Involving others	8 (20.5%)	12 (30.8%)	13 (33.3%)	5 (12.8%)	1 (2.6%)
Leadership and decision making	10 (25.6%)	14 (35.9%)	12 (30.8%)	3 (7.7%)	0 (0%)
Negotiating, influencing and persuading	9 (22.5%)	18 (45%)	8 (20%)	5 (12.5%)	0 (0%)
Problem solving	12 (30.8%)	16 (41%)	7 (17.9%)	4 (10.3%)	0 (0%)
Research skills – including data collation, sharing and analysis	14 (35.9%)	14 (35.9%)	6 (15.4%)	5 (12.8%)	0 (0%)
Risk assessment	10 (25.6%)	18 (46.2%)	7 (17.9%)	2 (5.1%)	2 (5.1%)
Setting, planning and reviewing objectives	11 (28.2%)	16 (41%)	11 (28.2%)	1 (2.6%)	0 (0%)
Strategic assessment and monitoring	15 (37.5%)	14 (35%)	11 (27.5%)	0 (0%)	0 (0%)
Total responses	103 (26.1%)	154 (39%)	92 (23.4%)	40 (10.2%)	5 (1.3%)

Table 3: Knowledge of crime areas covered in community safety

Crime area ⁸	Extremely knowledgeable	Knowledgeable	Somewhat knowledgeable	Somewhat not knowledgeable	Not at all knowledgeable
ASB and Disorder	17 (39.5%)	15 (34.9%)	8 (18.6%)	2 (4.7%)	1 (2.3%)
Crime and Crime Prevention	15 (34.9%)	16 (37.2%)	11 (25.6%)	1 (2.3%)	0 (0%)
Equalities, inclusion, and cohesion	7 (16.3%)	20 (46.5%)	16 (37.2%)	0 (0%)	0 (0%)
Governance	5 (11.9%)	14 (33.3%)	20 (47.6%)	2 (4.8%)	1 (2.4%)
Information sharing	7 (16.3%)	22 (51.2%)	12 (27.9%)	2 (4.7%)	0 (0%)
Modern slavery and exploitation	4 (9.3%)	16 (37.2%)	15 (34.9%)	7 (16.3%)	1 (2.3%)

⁸ There were two missing responses. One respondent did not indicate their knowledge in Governance, the other respondent did not indicate their knowledge in offending and justice.

Offending and justice	5 (11.9%)	15 (35.7%)	17 (40.5%)	5 (11.9%)	0 (0%)
Public safety	9 (20.9%)	17 (39.5%)	15 (34.9%)	2 (4.7%)	0 (0%)
Serious violence and organised crime	8 (18.6%)	17 (39.5%)	15 (34.9%)	2 (4.7%)	1 (2.3%)
Total responses	77 (20%)	152 (39.5%)	129 (33.5%)	23 (6%)	4 (1%)

Table 4: Do you know where to locate training provisions⁹ and do you think training needs to be improved¹⁰

Crime area	Yes	No	Does not need to improve	Needs to improve	Do not know
ASB and Disorder	28 (71.8%)	11 (28.2%)	19 (48.7%)	17 (43.6%)	3 (7.7%)
Crime and Crime Prevention	28 (71.8%)	11 (28.2%)	12 (30.8%)	20 (51.3%)	7 (17.9%)
Equalities, inclusion, and cohesion	28 (71.8%)	11 (28.2%)	15 (38.5%)	15 (38.5%)	9 (23.1%)
Governance	13 (33.5%)	26 (66.7%)	5 (12.8%)	23 (59%)	11 (28.2%)
Information sharing	23 (57.5%)	17 (42.5%)	5 (12.5%)	28 (70%)	7 (17.5%)
Modern slavery and exploitation	25 (64.1%)	14 (35.9%)	15 (38.5%)	15 (38.5%)	9 (23.1%)
Offending and justice	17 (43.6%)	23 (56.4%)	9 (23.1%)	21 (53.8%)	9 (23.1%)
Public safety	19 (48.7%)	20 (51.3%)	11 (28.2%)	18 (46.2%)	10 (25.6%)
Serious violence and organised crime	24 (61.5%)	15 (38.5%)	15 (38.5%)	16 (41%)	8 (20.5%)
Total responses	205 (58%)	148 (42%)	106 (30.1%)	173 (49.2%)	73 (20.7%)

⁹ Two respondents did not answer questions on ASB, Crime and CP, equalities, info sharing, Offending and justice, modern slavery, public safety, serious violence. Three respondents did not answer questions Governance

¹⁰ Four respondents did not answer questions on whether training needed to be improved in Anti Social Behaviour; Crime and Crime Prevention; Equalities, Inclusion, and Cohesion; Modern Slavery and Exploitation; Offending and Justice, Public Safety; and, Serious Violence and Organised Crime. Three respondents did not answer questions on whether training needed to be improved in Governance, and Information Sharing.



APPENDIX 2

Available Resources and Training provision

(Please note this is not an exhaustive list. Inclusion on the list does not equal endorsement of available services)

A list of available resources and training provision highlighted through data gathering includes:

Adult Learning Wales (specifically mentioned, Level 3 Award in Education and Training (previously known as 'PTTLS')) -

<https://www.adultlearning.wales/en>

ASB Help practitioner resources: <https://asbhelp.co.uk/home-practitioners/>
College of Policing "What Works" database (which incorporates crime reduction toolkit) -

<https://www.college.police.uk/research/what-works-centre-crime-reduction>

Chartered Management Institute: Education and learning -

<https://www.managers.org.uk/education-and-learning/>

Community Safety Professionals Training - <https://www.cspt-training.co.uk/>

Durham University's Contextual Safeguarding research programme -

<https://www.contextualsafeguarding.org.uk/>

IOSH / The Institution for Occupational Safety & Health: Awareness courses -

<https://iosh.com/employees/awareness-courses/>

Resolve UK: Learning and Development -

<https://www.resolveuk.org.uk/our-services/learning-development>

Scottish Community Safety Network: Toolkits & Resources -

<https://www.safercommunitiesscotland.org/training/toolkits-and-resources/>

Wales Restorative Approaches Partnership: Training and Development -

<https://www.restorativewales.org.uk/services/training-and-development>

Wales Council for Voluntary Action / WCVA Training provision -

<https://wcva.cymru/training-info/>

APPENDIX 3

List of Abbreviations

ASB – Anti Social Behaviour
CPD – Continuous Professional Development
CSP – Community Safety Partnership
IOM – Integrated Offender Management
LA – Local Authority
NOS – National Occupational Standards
PCC – Police and Crime Commissioner
POP – Problem Orientated Policing or Problem Orientated Partnerships
SCSN – Scottish Community Safety Network
TNA – Training Needs Assessment
VAWDASV – Violence Against Women, Domestic Abuse, Sexual Violence
WG – Welsh Government
WSCN – Wales Safer Communities Network