



IPROWD TRAINING PROGRAM



INDIGENOUS **P**OLICE **R**ECRUITMENT **O**UR **W**AY **D**ELIVERY

JOHN MITCHELL & ASSOCIATES

RESEARCH PLANNING EVALUATION

“We can do whatever we want to,
if we just put our mind to it and have that support”

EVALUATION OF THE IPROWD PROGRAM

Dr John Mitchell

April 2012



NSW Police Force



Australian Government
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Abbreviations

These abbreviations are used throughout:

ACLO	Aboriginal Community Liaison Officer (NSWPF)
AETU	Aboriginal Education Training Unit (TAFE NSW)
IPROWD	Indigenous Police Recruitment Our Way Delivery
NSWPF	New South Wales Police Force
TAFE	Technical and Further Education

Executive Summary

This is the final report for the evaluation of the IPROWD (Indigenous Police Recruitment Our Way Delivery) program. More details about the evaluation project are provided in Appendix 1 and some key statistics about students are provided in the Special Section: IPROWD Key Statistics, following this Executive Summary.

IPROWD emerges from this evaluation as an exceptional program in terms of student outcomes, student support systems, and collaboration between all the partners involved. The report contains numerous quotations and stories from past participants and stakeholders that illustrate Aboriginal people's aspirations and capabilities and their determination to make a positive contribution to Australian society as NSW police officers. The title of the report is based on a statement by the person profiled in case study No.1 in Section 4. A graduate of IPROWD and the NSW Police Academy, she is now a Probationary Constable in a regional town of NSW. Reflecting on her success, she said:

I showed my family and friends and Aboriginal people that we can do whatever we want to, if we just put our mind to it and have that support.

In also highlighting the outstanding support provided to the mostly young Aboriginal people by many different people and government agencies, the report underlines some shared values among the stakeholders, such as a desire to support young people's dreams of gaining educational qualifications that lead to meaningful employment.

IPROWD background

IPROWD is a training program to assist Aboriginal people to gain entry to the NSW Police College at Goulburn, which is the first step to becoming an officer in the NSW Police Force. TAFE NSW, the NSW Police Force and the Australian Government work in partnership to offer IPROWD training courses at a range of locations across NSW.

The Commonwealth's Department of Education, Employment and Workplace Relations (DEEWR) is the funding body supporting the delivery of the IPROWD program. To date it has committed \$2.9m to this program to place 240 Indigenous participants into the Certificate III program offered within IPROWD. DEEWR is also represented on the Steering Committee that guides the implementation of the program.

The IPROWD program brought together TAFE NSW, NSW Police and Charles Sturt University (CSU) to work collaboratively to achieve the program's aims. The program commenced as a partnership between TAFE NSW Western Institute, Western Region Police and CSU, based on students enrolling and completing a foundation skills course which was developed and customised by TAFE NSW. With the state wide implementation of IPROWD in 2010, TAFE NSW and NSW Police committed significant in-kind resources across NSW to complement the funding provided to the program by DEEWR.

Figure A: Description of the IPROWD program in 'IPROWD Administration Manual, 2012'

The IPROWD Training Program is a partnership between TAFE NSW, NSW Police Force and the Australian Government designed to assist Aboriginal people to gain entry into the NSW Police Academy at Goulburn.

The IPROWD Training Program provides:

- A Certificate III in Vocational and Study Pathways (TAFE Course 5000) which meets the entry requirements of the Associate Degree in Policing Practice offered by Charles Sturt University (CSU)
- A full-time program conducted for 21-24 hours per week over an 18-week period
- A training program customised to give Aboriginal people the confidence, skills and knowledge to join the NSW Police Force
- Excursions to the NSW Police College at Goulburn and local police involvement
- A program that follows guidelines recommended by CSU to introduce participants to assessment requirements of the Associate Degree in Policing Practice
- Skills Development in Communication, Information Technology, Writing and Presentation Skills, Workplace Ethics and Responsibilities, Aboriginal Studies, Fitness, First Aid; and individual learning support
- Mentoring by teachers and the NSW Police Force during and after the course.

Following the success of an initial program at Dubbo in 2008, and then two further pilot programs in Dubbo and Tamworth in 2009, the first intake of students for the IPROWD statewide program was at Dubbo in August 2010. In 2011 IPROWD involved nine courses and 120 Aboriginal participants in Casino, Dubbo, Macquarie Fields, Maitland, Mt Druitt, Nowra, Orange, Redfern and Tamworth. IPROWD was delivered to the fourth intake of students in mid-late 2011 and the fifth intake commenced in early 2012.

The IPROWD Steering Committee provides strategic management and leadership of the IPROWD Program and consists of the following members:

- TAFE NSW Western Institute Director
- NSW Police Assistant Commissioner
- TAFE NSW AETU representative
- NSW Police Aboriginal Employment Unit
- Contract Manager from the Department of Education, Employment and Workplace Relations
- Professor of Policing Studies from Charles Sturt University
- President of the NSW Aboriginal Education Consultative Group
- Aboriginal Community representative.
- Assistant Commissioner.

Eight TAFE NSW Institutes have formed IPROWD teams who are responsible for the delivery of IPROWD at a local level. This includes local Aboriginal community consultation, the development and management of local partnerships, local marketing and the delivery of a high quality training program that maximises outcomes for the Aboriginal participants. The TAFE NSW Institutes are Hunter, Illawarra, New England, North Coast, South West Sydney, Sydney, Western and Western Sydney.

IPROWD has earned some public recognition to date, and TAFE NSW – Western Institute, as the State Manager, and the Steering Committee, believed it was timely to commission this evaluation and consider the factors behind the success of the program and to suggest improvements.

Evaluation project aim and objectives

The aim of this project is to conduct an evaluation of, and produce a written report on, the factors leading to the success of IPROWD. The specific objectives of the evaluation are to:

1. Analyse the outcomes of the program (sections one and four of this report) and what factors affect those outcomes (sections two and four).
2. Analyse the program's resources, inputs and processes and whether they can be improved, with a view to identifying a model of good practice for application in other programs (sections two and three).

Methodology and methods

This project involved both an evaluation of efficiency and effectiveness, as discussed in Appendix 1.

The main research methods were:

- a reading of background documents
- ongoing discussions with the State Manager, Sandra Gray
- 38 interviews based on the questions in Appendices 2 and 3, with the people listed in Appendix 4
- a focus group with members of the Steering Committee and others, where the key findings set out below were tested and refined
- three case studies with past participants, one from each of three different intakes.

All the interviews were digitally recorded and fully transcribed.

Findings

The following findings emerged from the interviews and were tested at the focus group. The key finding is that the program produces outstanding outcomes, so most of the findings below are set out in the spirit of encouraging ongoing reflection by the Steering Committee and the pursuit of continuous improvement.

Major finding and recommendation

1. The major outcomes of IPROWD are that:
 - despite only commencing in 2010, some past participants have successfully commenced or completed the program at the NSW Police Academy at Goulburn
 - the retention and completion rate for the Certificate III in most IPROWD groups is 80-85%, and for some groups it is higher
 - all students and staff report that students' confidence and competencies grow significantly over the 18-week course
 - student satisfaction with the program, articulated at all graduation ceremonies, is very high. They place particular value on:
 - gaining the Certificate III qualification
 - being assisted with the application process for the NSW Police Academy
 - increasing in their self-esteem
 - learning about their culture from Aboriginal elders and staff
 - forming friendships with other participants and staff
 - finding role models among the police involved in the program
 - receiving support provided by teachers, mentors and other personnel from TAFE NSW, the NSW Police Force (NSWPF) and Charles Sturt University.

Recommendation: That the outcomes and successes of IPROWD be promoted in NSW and nationally, to Aboriginal people and other groups, to demonstrate:

- the ability, aspiration and determination of Aboriginal people to join the police force, to make a contribution to society, and to be role models for their communities
- the willingness of the Commonwealth and a State and various stakeholder groups to collaborate in assisting Aboriginal people to realise their dream of becoming police officers.

The promotion of IPROWD could include wide distribution via email groups of the pdf of the 4 -page 'IPROWD News' newsletter (January 2012), and locating this report on appropriate websites of partner organisations.

Findings and recommendations to inform the continuous improvement of IPROWD

1. The **pre-course interview and application processes** have worked well in the selection of appropriate applicants, and are likely to continue to do so, as the processes have now been well documented and disseminated by the IPROWD State Manager.

Recommendation: That the following three issues be a focus of ongoing monitoring and discussion by the IPROWD Steering Committee:

- whether the selection process should seek to identify obstacles to the individual being admitted to the NSW Police Force, at least for a period of time (e.g. existing medical condition; small legal infringement in last 12 months);
- whether the selection process should provide a place for people who might be committed to the course and to developing themselves, but not necessarily to applying for entry to the NSW Police Force (e.g. they may decide to do nursing or ambulance work);
- whether the official promotion of the program needs to make clear statements about these matters.

2. The **support** provided during and after the course is outstanding and it greatly assists participants to achieve their outcomes, but some of the support may be unsustainable because it involves a range of people working over and above their job description, e.g. giving out their mobile phone numbers; taking phone calls while on leave. IPROWD pivots on this exceptional generosity, but goodwill can't be taken for granted; for example, in the future IPROWD may compete with other equally worthy programs for this same pool of generosity.

Recommendation: That the IPROWD State Manager monitor the exceptional levels of support by IPROWD teams and supporters, to ensure that the support is realistic and sustainable.

3. A small minority of stakeholders are of the view that the IPROWD program does not provide a **thorough foundation** to ensure success for each and every IPROWD graduate at the Police Academy; for instance, that some IPROWD graduates will need further assistance with their writing skills. On the other hand, such assistance is provided at the Academy.

Recommendation: That the issue of whether IPROWD graduates are sufficiently well prepared for the Police Academy be monitored, by tracking the support needs and success rates of IPROWD graduates at the Academy. This tracking might involve periodic meetings between the IPROWD State Manager and the key, relevant officer at the NSW Police Academy.

4. IPROWD provides participants with extensive support. A minority of stakeholders hold the view that this extensive support may risk making the participants **dependant** on such levels of support, and not sufficiently self-reliant. Self-reliance is especially needed in the period after the course finishes, when participants may need to find a temporary job while they wait some months to find out whether they have been accepted into the Police Academy. To assist graduates cope better with this period, recently the State Manager produced an extensive, informative document "IPROWD Post Course Student Support Guidelines 2012".

Recommendation: That the IPROWD State Manager monitor whether the document “IPROWD Post Course Student Support Guidelines 2012” helps IPROWD graduates cope with the period after the course concludes and before they gain entry to the NSW Police Force, and if necessary make modifications to the existing IPROWD program or to that document, to better prepare graduates for this intervening period.

5. The focus in the course on the **police industry** is a key to helping students to maintain their focus and assist with retention, and some stakeholders believe that this focus could be intensified. For instance, more police guest speakers could be invited to address the groups, more visits could be conducted to police sites and, where possible, more sessions could be conducted at Police Stations.

Recommendation: That the current practice in IPROWD – of linking sessions on say mathematics to the use of mathematics in common police situations – deserves to be embedded even deeper into the teaching program.

6. Given the importance in the course of the focus on the police industry, it is essential that **police who teach** on the IPROWD program for the first time are thoroughly inducted; and provided with adequate teaching resources, educational technology and collegial support, particularly if the teaching occurs at the TAFE campus, away from the police setting.

Recommendation: Risk management strategies be developed to ensure that a police officer appointed to teach in the IPROWD course for the first time be given sufficient support, particularly at the start of the program.

7. All students and teachers interviewed confirmed that the one-week visit to the **Police Academy** at Goulburn is the most important learning activity during the entire IPROWD course.

Recommendation: That the visit to the Academy be considered essential and that it be continued and be well coordinated.

8. As the students’ **employment goal** of joining the police force helps students to succeed, during the latter stage of the course all groups and all participants should be assisted with practical issues such as drafting their applications for the Police Academy and Charles Sturt University and making arrangements for undertaking the medical. In the interviews, there were indications that the support was provided too close to the end of the IPROWD course and hence was rushed.

Recommendation: That this assistance for students with the application processes for the NSW Police Academy and CSU be provided in a timely, not rushed, manner.

9. The Steering Committee could discuss further and develop more clarity about the **success measures** for IPROWD.

Recommendation. That the Committee further discuss these questions:

- Is the success of IPROWD solely based on the number of people who are accepted into the Police Academy?
- Or is a wider range of success measures supported, for instance, the graduate gained the Certificate III qualification; the graduate gained both confidence and vocational competencies; the graduate gained employment other than in the NSWPF?

10. **The involvement of Aboriginal staff and mentors, including elders**, is crucial in creating an appropriate cultural learning environment for the students.

Recommendation: That the Aboriginal staff and mentors from different IPROWD groups

- be encouraged and assisted to interact more – between locations – to share successful strategies and findings
- be asked for their advice whenever possible, about how to ensure the IPROWD students can be assisted even more to connect with their Aboriginal heritage and identity.

11. In an exemplary manner, the program effectively addresses individual student barriers through targeted support for issues including accommodation, home sickness, literacy and numeracy, and this support assists with the high retention rate. However, it is known to be an ideal but high-cost model and there is widespread concern by participants, their communities and IPROWD staff that the funding may stop abruptly. Additionally IPROWD has won substantial support from Aboriginal communities, and this is one of the keys to the program's success. The program could secure even **stronger support** if government funding was assured for a significant period of years.

Recommendation: To allay community concern about an abrupt end to the program, and to deepen the support for the program from Aboriginal communities following any extension of funding by DEEWR, the Steering Committee and IPROWD stakeholders could convey to Aboriginal communities the length of the time for which the funding will be extended, and what the funding covers.

12. While there are few major barriers across the **partner agencies** – including DEEWR, NSW TAFE, NSWPF and CSU – that may impact on participants completing IPROWD and joining NSWPF, ongoing effort will be needed to build shared knowledge between the parties at all sites, because:

- some 'politicking' or negotiation does occur during courses – for instance between TAFE and NSW Police on minor issues such as the scheduling of sessions – which could be anticipated, defused or minimised
- in some cases, and according to some interviewees, the teaching cultures of TAFE and the NSWPF seem distinctly different, with TAFE people sometimes focusing on the learning journey and NSWPF people on the demonstrable results.

Recommendation: That the IPROWD State Manager table for discussion with the Steering Committee any emerging issues between the partner agencies, so the Steering Committee can provide advice on how to reduce or eliminate any barriers to cooperation.

13. Some students and a smaller number of IPROWD coordinators expressed the view that there was a lengthy **gap of time** between the conclusion of the IPROWD course and the next intake for the NSW Police Academy.

Recommendation: That, where possible, the commencement dates for IPROWD courses be designed to reduce the time lag between the end of the IPROWD course and the next intake at Goulburn.

14. The **IPROWD State Manager** is seen as pivotal to the program by stakeholders, and if, unexpectedly, she was unable to continue, confidence in the program and consistent statewide approaches might be at risk. The IPROWD Steering Committee and the State Manager are well aware of this matter and the Manager has taken steps to ensure the program is less reliant on her presence or input, including arranging a replacement when she takes leave, giving more responsibilities to her Aboriginal assistant, and providing extensive documentation to all sites on IPROWD processes and procedures; for instance, the 'IPROWD Administration Manual 2012' provides extensive guidance to all involved. The State Manager has also indicated that "transitional arrangements would be recommended if any changes to IPROWD management staffing occurred, to ensure adequate training, mentoring and support for new staff taking on IPROWD management responsibilities".

Recommendation: That the IPROWD State Manager provide in her regular reports to the Steering Committee a summary of steps taken to make the program less reliant on her direct involvement.

15. IPROWD is unique in its design and aims, and it has struck a very special chord with Aboriginal people, the NSWPF, TAFE, the Commonwealth and others. In particular, it has revealed the strong aspirations of some Aboriginal people to enter the police force. In addition, much specialist knowledge, inter-department collaboration and exceptional efforts are contributed by very many people to the success of IPROWD. Hence, it could be a mistake to assume that **the IPROWD model** could be easily reproduced for other occupations, e.g. emergency workers; community services and health workers; corrective services staff. Similar exhaustive and careful planning and coordination would be needed for each new use of the model; and similar participant aspirations would need to be identified and satisfied.

Recommendation: That if the IPROWD model is to be reproduced in an industry other than policing, that the project designers carefully note the features of IPROWD that are not transferable, such as the unique aspiration of participants that they be able to join the NSW Police Force, and the features that are, such as the initial interview and the provision of customised support. The specific suggestions provided by the IPROWD State Manager and set out in section 3 of this report deserve close examination.

Special section: IPROWD key statistics

The following statistics and qualitative comments were tabled by the State Manager at the IPROWD Steering Committee in Dubbo on 29 February 2012. The tables provide a quick summary of the key statistics since the program's inception.

Table 1. Progress against targets, as at 29 February 2012

Targets by Dec 2012	Outcomes achieved as at 29/2/2012
240 commencements in the program	205 (35 places remaining). This target is expected to be reached by July 2012.
100 employment outcomes	39 employment outcomes claimed
45 students employed in NSW Police Force as probationary constables	1 probationary constable 17 have commenced at NSW Police Academy

Table 2. Intake 1- Commencing 3 August 2010

Delivery site	Student pathways
Dubbo No of students commencing - 14 No of students completing - 14	<ul style="list-style-type: none"> 1 student attested on 16/12 now Probationary Constable 2 students in session 2 at NSW Police Academy 7 employment outcomes claimed

Table 3. Intake 2 – Commencing 28 February and completed 30 July 2011

Delivery site	Student pathways
Casino No of students commencing - 14 No of students completing - 10	<ul style="list-style-type: none"> 1 student commenced at NSW Police Academy 16/1/2012 4 students attending fitness tests on 18/3/2012 1 student has not passed screening due to RTA issue but will re-apply in August 2012 4 employment outcomes claimed

Delivery site	Student pathways
Maitland No of students commencing - 12 No of students completing - 12	<ul style="list-style-type: none"> • 4 students have started at NSW Police Academy 16/1/2012 • 3 students attending fitness tests on 18/3/2012 • 5 employment outcomes claimed
Mount Druitt No of students commencing - 17 No of students completing - 14	<ul style="list-style-type: none"> • 1 student waiting for offer for May 6 Intake at Goulburn • 3 students progressing with applications to NSW Police College • 1 student has gained full time traineeship position • 4 employment outcomes claimed
Nowra No of students commencing - 12 No of students completing - 12	<ul style="list-style-type: none"> • 3 students have started at NSW Police Academy 16/1/2012 • 1 student still progressing application • 5 employment outcomes claimed • 1 student in childcare traineeship • 1 student failed final police screening and is now looking for full time work
Total Commencements - 55 Total Completions - 48 Total Police Academy - 8 Total Employment Claims - 18	

Table 4. Intake 3 Commencing 27 April 2011 and completed 22 September 2011

Delivery site	Student pathways
Macquarie Fields No of students commencing - 9 No of students completing - 6	<ul style="list-style-type: none"> • 1 student aiming to attend fitness test on 18/3/2012 • 2 students progressing applications for NSW Police Academy • 1 student failed final screening, deemed uncompetitive due to associations not able to appeal, now working in Dubbo • 2 students working casually

Delivery site	Student pathways
Orange No of students commencing - 14 No of students completing - 11	<ul style="list-style-type: none"> • 4 students have started at NSW Police Academy 16/1/2012 • 2 students progressing applications for NSW Police Academy • 7 employment outcomes claimed
Tamworth No of students commencing - 10 No of students completing - 9	<ul style="list-style-type: none"> • 2 students have started at NSW Police Academy 16/1/2012 • 2 students attending fitness tests on 18/3/2012 • 1 student failed final screening but is appealing • 3 employment outcomes claimed • 2 students progressing police applications
Total Commencements - 33 Total Completions - 26 Total Police Academy - 6 Total Employment Claims - 10	

Table 5. Intake 4. Commenced 25 July 2011 and completed 6 December 2011

Delivery site	Student pathways
Redfern No of students commencing - 18 No of students completing - 16 No Applications to Police Academy - 10 Totals Employment Claims - 4	<ul style="list-style-type: none"> • 4 students aiming for fitness tests on 18/3/2012 • 3 students progressing with applications and aiming for August Intake • 1 student progressing with application and aiming for January 2013 Intake • 2 students have had delays to applications due to RTA and medical issue • 2 students have applied for the Indigenous GASO police position in Maitland region • 4 employment outcomes claimed

Table 6. Intake 5. Commenced 6 February 2012

Locations	Student pathways
<p>Broken Hill</p> <p>No of students commencing - 12 No of students at 10 weeks - 11</p>	<ul style="list-style-type: none"> • 2 from Dareton/Cooramilla, 2 from Wilcannia, 1 Hay, 1 from Weilmoringle, 1 from Menindee, 4 from Broken Hill, 1 from Bourke • 5 students in supported accommodation
<p>Dubbo</p> <p>No of students commencing - 15 No of students at 10 weeks - 15</p>	<ul style="list-style-type: none"> • 1 from Brewarrina, 1 Coonabarabran, 1 Walgett, 1 from Pilliga, 1 from Griffith, 1 from Bathurst, 2 from Dubbo, 3 from Orange, 1 from Gilgandra, 1 from Coolah, 1 from Young, 1 from Wellington • 12 students in supported accommodation
<p>Maitland</p> <p>No of students commencing - 12 No of students at 10 weeks - 12</p>	<ul style="list-style-type: none"> • 1 from Lismore, 1 from Inverell, 1 from Taree, • 4 from Central Coast region, 5 from Hunter region • 5 students in supported accommodation
<p>Mount Druitt</p> <p>No of students commencing - 14 No of students at 10 weeks - 13</p>	<ul style="list-style-type: none"> • Students from across western Sydney/ Penrith region
<p>Nowra</p> <p>No of students commencing - 10 No of students at 10 weeks - 9</p>	<ul style="list-style-type: none"> • 1 from Mount Druitt, 2 from Griffith, 1 from Southern Highlands, 6 from Illawarra /South Coast region • 5 students in supported accommodation
<p>Redfern</p> <p>No of students commencing - 13 No of students at 10 weeks - 13</p>	<ul style="list-style-type: none"> • 3 from Liverpool /Campbelltown region, 10 from inner city • 2 students in supported accommodation

Locations	Student pathways
<p>Tamworth</p> <p>No of students commencing - 10</p> <p>No of students at 10 weeks - 11</p>	<ul style="list-style-type: none"> • 1 from Lismore, 1 Coonabarabran, 1 from Moree, 7 from Tamworth region • 4 students in supported accommodation • Additional student from 2011 group has re-enrolled to finish 2 missing units to course complete and progress police application
<p style="text-align: right;">Total commencements - 86</p> <p style="text-align: right;">Total retained after 10 weeks - 84</p> <p style="text-align: right;">97% retention at 10 weeks</p>	

1. Outcomes of the program

This section addresses one part of the first objective of the evaluation, to analyse the outcomes of the program. The second part of the objective, to analyse what factors affect those outcomes, is addressed in section two.

1.1 The main outcomes of the program

Past participants' views

Past participants were asked: "For you, what are the top two-three outcomes of undertaking the program?" A sample of their responses follows.

One participant who has since completed the police program at the NSW Police Academy in Goulburn and been posted to a regional NSW police station, said the major outcome, besides meeting great people, was demonstrating to her family and other Aboriginal people what people could be achieved if Aboriginal people were determined to succeed and had appropriate support.

Another past participant who is now undertaking the program at the NSW Police Academy also placed a high value on the range of relationships formed during the IPROWD course:

One, just meeting a lot of the Indigenous people and powerful police officers. It gave you a bit of a kick-start and motivated you; they were there to get you through it as well. Two would probably be your mates who went through IPROWD. And three, I liked living away from home; I enjoyed that as well.

A second participant who is now at the Academy cited three main outcomes, gaining the Certificate III, learning from the trip to Goulburn during the course, and completing the ethics course at TAFE:

Well first of all was getting that Cert III. That was the main incentive.

The second thing which was really good was the trip down to Goulburn for a week, to the Police Academy, to see what it's like. That really helped, to get familiar with the surroundings, familiar with what you're going to encounter down there. They show you some things just to make sure that you really want to be involved with it and they let us go through and do a couple of lectures and some group work which is really important.

And the other thing which was really good which I think is going to be quite beneficial is the ethics course that we did during the TAFE work. That's a big part of session two down here, so, from doing that in IPROWD, that's going to be a bit of a leg up for us I think for session two.

A third participant who is also at the Academy, listed three outcomes, gaining entry to the Academy, making friends in the industry and developing a support network:

I'm sitting here today [at the Police Academy] and that has got to be the top outcome. I'm sitting in Goulburn doing what I set out to do. Second, making a lot of friends. But friends that are also in the industry. And that's always a good thing. And the third would probably be the actual support that I've got, being here, whether I'm at home, there's that support. And I mean that's not just a five minute support network. I can call these guys in a couple of years from now and say this is what's happening, have you got any insight that I might [use to] be able to deal with this.

A fourth participant who is now at the Academy listed as his top outcomes his entry into the Academy and getting to know other Aboriginal people with the same employment goal: "The [top outcomes were the] opportunity from IPROWD to get into the police force and meeting the people that are also of Aboriginal culture that want to come into the police force. [Getting to know them] really spurred me on even more."

One past participant, who is waiting to hear whether his application for the Academy is accepted, prioritised the following outcomes: improved fitness, increased confidence and forming new friendships.

Probably number one was getting my fitness in order. I had led a sedentary life and then I got my fitness in order, and I have been continuing to do that to get into the Police Force. Another one would be my confidence. I had psychiatric treatment for anxiety problems late last year, and because of the amount of confidence that the course had given me, after it finished, when I was looking for a job, I found I had a lot more confidence applying for jobs and going to interviews. And the friends [I made]: I still talk to everyone we did it with, and that was a good outcome.

Another past participant who also is awaiting acceptance by the NSW Police Academy "liked everything about it", such as meeting people both within the course group and in the Redfern area, completing the program, and benefitting from the assistance provided by the teachers:

Just getting to know a lot more people around the Redfern area [was a major outcome] because I hadn't really been there before. Obviously completing the course, meeting the people that I did, and the teachers; I liked everything about it. If I could do it again, I probably would.

Stakeholders' views

Stakeholders were asked: "In your view: what are the major outcomes of the program; say the top 2-3?" A sample of responses follows.

An Aboriginal Community Liaison Officer (ACLO) commented: "Well, to me the academic qualification is number one. And number two is giving them confidence to seek further education."

A police sergeant who coordinated and taught in an IPROWD group chose the same two outcomes as the ACLO person, and ranked them on the same level:

I think the Certificate III being awarded to students, and obtaining an education, because those two things can't be taken away. [They are] guaranteed outcomes. You can get a Certificate III and not really get an education. But they've got the Certificate III and they've got an education because they learnt how to read, write, spell, etc. They're the guarantees. The police career would be three. But I think the first two are the most important.

He added that he spoke to the students throughout the program about outcomes and expressed his respect for the gaining of both a qualification and an education. "I told them all the time, all the time, how important it is, and how good it is, and that they should take it seriously. I told them all the things that a Certificate III can lead to, further studies, Certificate IV. I said to them 'take advantage of it'"

He also promoted to the IPROWD participants more than just a career in the Police Force: "I was encouraging them to join, but also reminding them that there are other options out there, and that whatever option they take is a successful outcome".

A TAFE course coordinator reported that some students in her group, who were not long out of school, decided not to apply for the NSWPF but to pursue other interests, and she saw this as a positive result.

Some of our students last year chose not to apply for the police but were still very, very successful in the course and enjoyed what they wanted to do. A couple of them said they'd like to go back later [to the NSWPF], but they realised by doing the course that it really wasn't for them now, so that's a good outcome anyway.

For the same TAFE coordinator, in addition to the student gaining entry to another course, the students' increase in self-esteem was an important outcome:

The absolute ultimate would be students getting into the course that they want to get into. And I think building a student's self-esteem [is a main outcome] because the people that the course is really aimed at are mature age students who don't have a Year 12. [For them] to actually have accomplished something, not even to get into the police but just to finish the course, is probably for them [paramount].

This TAFE representative from the Aboriginal Education and Training Unit (AETU) cohort believed that the first outcome of IPROWD is that it is helping participants towards a career goal: "It's supporting students to a realistic career goal. It's not unrealistically raising hopes or expectations but keeping it real all the way, with a real job at the end." Second, it's a model of an effective program that could be replicated:

Second I'd say modelling a really effective program design that could be used in other courses. So it's worked well between Aboriginal units and faculties, it's worked well from the student point of view, it's worked well as an employment or with external agencies, so there's a lot that we could learn from the design of the program for others.

Third, it is changing the perception of the police force among Aboriginal communities:

Third I'd say the broader kind of perception of the police amongst Aboriginal communities, because it's obviously a state-wide rollout, it's very visible; there's a lot of promotional material. And if people have members of their own family participating, word spreads fast. I think it's a very proactive initiative across the state.

An AETU project officer from another Institute tabled a similar list of three outcomes: employment; the collaborative approach between TAFE NSW and the NSW Police Force; and the greater understanding between the police and the Aboriginal community.

Realistic employment outcomes: that's a major outcome. And that's not to say everyone that goes through the program gets a job. So it's been realistic: you go through and this is what might happen as a result.

Second, the concept of the collaborative approach that has been set up as far as Sandra [Gray] and the team at Orange, the police, the TAFE, the community: that collaborative approach is definitely a positive outcome.

And the third thing is that greater understanding between police and community, the Aboriginal community. The police that have been involved probably have got more cultural awareness than they may have got, and also participants have been able to take back what they've learned about the police. That's been a great outcome.

The tables set out in the special section following the Executive Summary provide encouraging statistics for a DEEWR officer, for whom the major outcomes of the program are as follows:

The number of Indigenous participants now with their first or highest education outcome.

The number of Indigenous participants that have been accepted or completed at the Police College.

The number of Indigenous participants that have gained employment outside the Police Service because of having undertaken this program.

The personal sacrifices that individuals have made to change their lives.

Figure 1: Outcome statistics as at January 2012, from the IPROWD Newsletter

- 9 IPROWD courses have been delivered.
- 119 Aboriginal students commenced IPROWD courses in 2010/2011
- 104 students successfully completed the Certificate III in Vocational and Study Pathways which gained students academic entry to Charles Sturt University for the Associate Degree in Policing Studies
- 60% of students who completed the IPROWD course are progressing with applications to join the NSW Police Force
- 17 students have commenced at the NSW Police Academy at Goulburn, as at 16 Jan 2012
- 49 students are progressing with applications, aiming for the May or August 2012 intakes
- 1 student has graduated from the Academy and commenced employment as Probationary Constable in December 2011
- 28 students have gained full or part-time employment since completing the IPROWD program
- 6 students have completed other higher level qualifications with TAFE NSW since completing the IPROWD program
- 2 students have progressed to other tertiary courses at University

1.2 Unexpected outcomes

Past participants' views

Past participants were asked: "Were any of your outcomes a surprise or unexpected?"

Past participants' unexpected outcomes included forming strong friendships with people they had not met before the course started. For example, one said: "at first I didn't really like anyone and then afterwards I became really good friends with people". Some were surprised by the number of other participants who were Aboriginal and wanted to do the IPROWD courses: "[the surprise was seeing] just how many people were doing the course. It was good. I didn't really think that that many Aboriginal people wanted to take this career path."

One participant who is now at the NSW Police Academy was surprised by the support provided by IPROWD:

I was really surprised by the support that we got, to be honest. I didn't quite know what I was signing up for when I first got into IPROWD because it was such a quick decision for me because I'd only just recently got back from Western Australia. I didn't expect the level of support that we got. I just thought it was like a regular TAFE thing that they put on and you get some support, but the support was just absolutely crazy. That was really good, that was a big surprise for me.

One interviewee was surprised by the strictness in the program, but saw the value of it later:

The biggest surprise I've ever had was the strictness [of police behaviour]; it was an eye-opener. I just couldn't believe it; I didn't think it was going to be like that. It actually shocked me, but I loved it because we got the heads-up before we got down there [to the Police Academy at Goulburn], so it was good. It [the strictness] didn't put me off, it got me more pumped.

Another was surprised by the amount of writing required: "I didn't expect so many essays and reports. I was hoping not to do that at all."

Another participant, now studying at the NSW Police Academy said that "the only surprise was that it did happen when they said it was going to happen, as in I got into the January intake [for the Academy], when I honestly thought that I'd be May or September this year coming up. That would probably be the biggest surprise."

A further participant from Griffith in the Riverina and now at the Academy said that being accepted into the Academy was "always something I wanted to do and unfortunately I didn't get the marks [at school] for the police force. IPROWD was just a brilliant opportunity for me and I'm so glad I did it."

Stakeholders' views

Stakeholders were asked: "From your perspective: Were any outcomes a surprise or unexpected, and if so could you please describe them?"

A TAFE course coordinator, whose IPROWD group mostly consisted of young people, was surprised that some students decided the Police Force was not something they wanted to join, at this early stage of their adult life: "A couple of the students that I felt were headed right in that direction [of joining the NSWPF] said after going to Goulburn 'No, this isn't for me, maybe you know in another three or four years, but not now'. That was a surprise and a bit disappointing."

A police sergeant who taught on the IPROWD program shifted his lessons from TAFE to the police station, because the room was double-booked at TAFE, and accidentally discovered some benefits of conducting IPROWD lessons at the station:

We found that they got used to being in the police station; everyone got used to seeing them and by the end of it when they came, they didn't even have to sign in, they just got let in and they took themselves up to Level 4. By putting them in that environment, it was almost like a prac lesson each week. I found, in terms of them being used to being in a police environment and feeling part of the team, that paid off in spades.

He also found that the other police benefitted from seeing the IPROWD students undertaking a rigorous pre-entry course:

Well it's easy for the students to think that I'm nice with them because I'm the teacher and I have to be, but what about everybody else? I wanted them to see that they'd be accepted in the organisation when they come through regardless, and secondly I just wanted the guys [fellow police] to learn by IPROWD [participants] being about [the place]. So they know it's not a head start or favours getting done. They go through the same selection process as we do, it's just the initial TAFE course is supported and targeted. My main motivation was just to get them [IPROWD students] to feel part of the team, to feel welcome. They loved it.

The sergeant found his police colleagues changed their views, after seeing the IPROWD students so regularly:

Originally they were questioning "Who are these guys, what are they doing here, what are they here for?" And then as time went on and everyone stopped wondering who these new people wandering around were, no-one said anything, which in the police force means there's no problem. They just got used to seeing them around. They became part of the furniture.

He was surprised by the significant improvement in the students' literacy and numeracy skills:

[I was surprised] how well the literacy and numeracy skills picked up. And then how, especially how the literacy was applied. People were starting to put together resumes, addressing selection criteria in job ads, all that sort of stuff. That was the most surprising thing for me.

An ACLO said she was not so much surprised as interested to observe the following changes and developments:

It was very interesting for me as an ACLO to get the follow-up, the pre- and post-IPROWD student feedback. A lot of them who came in uncertain about the course or perhaps not very confident, a lot of that had changed and they were ready to conquer the world by the end of it. But then again, there were some who had come into the course and were gung-ho to do policing, and now I've run into a couple of them at university, studying other courses like nursing, which was a goal in their life.

She was surprised, however, with the level of achievements of the IPROWD group she assisted:

It was a surprise because they were a very motley crew when they came in, and I was surprised. I remember looking at some and I remember talking to some, just informally, and I felt that there were identity issues with a couple of them. I felt there were self-esteem issues and body concept issues, and there were all sorts of suspicions of the police. I was actually surprised [with the positive results].

An AETU project officer was not surprised about the outstanding outcomes, given the strong resources invested in the program:

There are no real surprises. The amount of resourcing that goes into the program, people may expect more: more positive outcomes as in more completions and more entries [to the Police Force], but you don't kind of see all of the other stuff [benefits]. So I'm not really that surprised, I think that for the resourcing and for where we're at, I think we're getting very good outcomes.

A DEEWR officer listed the surprising outcomes, for him:

The unexpected health benefits and a breaking down of community perceptions of working in the Police Force.

The personal sacrifices that individuals have made to change their lives.

The interest being generated around the country, [and the] emails, [and] telephone calls [from people] asking when is it coming to their area.

A member of the Steering Committee was surprised by the positive impact of the IPROWD students on police at the Redfern station:

I think the change of attitude for police working on the program has been significant since the beginning to where we are now, and the number of police that have a better understanding. I was talking to [a police colleague] at Redfern and he said most police have relationships with Aboriginal people that are negative because you're following up on crime, whereas the relationship that the police developed with the IPROWD students is unbelievably positive. Suddenly people's assumptions were changing because there were 17 young Aboriginal people with high aspirations every day in the police station. That was changing not just the police on the program but the police on the periphery. I've seen that change; I've seen police become a little bit less black and white about some things and develop a little bit more understanding. I think that's been a major change.

A unique perspective on the outcomes of the IPROWD program was provided by one of the lecturers at the NSW Police Academy in Goulburn who also visits some of the IPROWD groups.

Figure 2: Were any of the outcomes of IPROWD a surprise for you?

Response from an acting sergeant and lecturer at the NSW Police Force Academy:

As for outcomes that were a surprise or unexpected, I am quite surprised by the level of maturity that we're seeing in the IPROWD students. I'm surprised by just how well versed they are in getting on with life here at the Academy.

Now I'm sure Sergeant Gilmore would give you perhaps a more rounded opinion of the tears that she sees in her office, but as far as my expectations go, the amount of [IPROWD] kids getting through the entire Academy program, and it's a hell of a lot of study as you'd be aware, is just absolutely phenomenal.

When I consider that I saw this one kid some months ago up in Dubbo [IPROWD program] and he was still developing, you might say, and then to see him go through the entire program and throw his hat up in the air [at the graduation] within about eight or nine months, is just fantastic for me.

1.3 Other benefits of the IPROWD program

All interviewees were asked “Is there anything else you would like to say about the IPROWD program?”

Past participants' views

Comments from three past participants' included:

It was an awesome experience and if someone asked me I would recommend them to go do it. I had a lot of fun.

I'd recommend any Aboriginal person to go and do it. I think you can do anything with that certificate; you don't have to go to the police, so I'd really recommend anybody to go and do it.

It was really good and all the mentors were just great and the support was excellent. If you want any more [comments], you can ask my Mum. She thought it was a great idea.

The following participant is now at the NSW Police Academy and also spoke highly of the program:

To be honest, when it was first mentioned to me by me I didn't quite want to do it. I just wanted to get straight into the Police Academy and just apply directly. But to be honest I'd recommend it to every single Aboriginal person that wants to become a police officer. It really does give you a great foundation of what you need to know. It gives you a bit of discipline as well, making sure that you're rocking up to class because that's a big thing down here [at the Academy]. I couldn't say enough good things about the IPROWD program; it was amazing.

Another participant who is at the Academy said that IPROWD is an opportunity of a lifetime:

The only thing I can say about IPROWD is that it probably is the best thing that's happened for my life, and I honestly hope they keep it running because there's many Aboriginal people out there that don't understand that they can do this. These guys [the IPROWD staff] put it in your head that it's possible. The support that you get from A to Z is unbelievable. I could not have thought of a better thing for my life than doing that course.

I've spoken to many people that thought about doing it and I've said it will be the best thing you've ever done. Do not knock this opportunity back: it's an opportunity of a lifetime.

Stakeholders' views

An ACLO commented on the "great opportunity" offered by the IPROWD program:

I think it's a great opportunity for Indigenous people to take advantage of an alternative way into the police which otherwise hasn't been there. I think it's a great opportunity for people who, even if they don't get into the police, to have that realisation that they can do things. I think it's an excellent program for getting Aboriginal people into the police: we sorely need them in there because, as you know, Aboriginal communities have the highest rate of all sorts of crimes. Sometimes just seeing another blackfella's face there and having that person talk to them in a way that they don't feel threatened, it just makes a big difference to the way our people are treated from the beginning, if they are to be pulled up and then arrested. So it's more of an ongoing process whereby they've got Aboriginal input all the way.

The ACLO said that, in his experience, IPROWD was one of the few programs for Aboriginal people that was successful; and it has a firm foundation.

I really like the program. I think it's fabulous for Aboriginal people, I think it's one of the few opportunities out there that works. Some of them [service providers] start off programs with great gung-ho and lots of fanfare, but then they put all the wrong people in, there's not a lot of in-service and they expect it to work, the retention rates drop, blackfellas drop out by the dozen, and eventually the funding is removed. Well this course doesn't do that. It has a very firm foundation.

2. Program inputs, processes and success factors

This section addresses the second of the two aims of the evaluation project: to analyse the program's resources, inputs and processes and whether they can be improved.

Preamble: attraction of candidates

The interviews revealed, incidentally, some aspects about how candidates became aware of the program and were attracted by it. For instance, one said:

I was going to go to TAFE to do a Certificate IV and then Mum came home one day and said that there was an 18 week program for Indigenous people, so I jumped on the police force's website and saw it. I was going to end up doing something, but this pushed me along a lot faster to do it [rather] than have to do a course.

Another added: "I found out about from my Mum. She works as part of an Aboriginal organisation and they found out about it and then my Mum told me." The following participant, who is now at the Academy, said: "I found out through a lady in Griffith who works for the Aboriginal medical centre. She recommended it to me." Yet another past participant said: "I was in a job provider in [suburb of Sydney] and one of the staff told me and two of the other girls about it and we all went and did it [IPROWD] together. So it was through the job provider." Such responses indicated that IPROWD benefits from widespread support, and that knowledge about IPROWD has spread into both formal and informal networks.

TAFE staff involved in IPROWD also used their networks to promote the program, said this AETU project officer: "Everything that came through [about IPROWD] we promoted through our entire network. We promoted it far and wide: we had flyers all across the Institute, and certainly a lot of the applicants came through our networks." Similarly, an ACLO described how he disseminated information about IPROWD:

The word has spread. From the Aboriginal community there was a lot of scepticism and suspicion in the beginning when I started mentioning this course. Every time I go out to my community every day, I've started to take brochures out and hand them around. And then a few of the kids would pull me aside and say I've always wanted to be a policeman. And I say well here's your opportunity.

2.1 Design element: application and selection processes

Past participants' views

Past participants were asked "How did you find the pre-course interview and application processes?"

One past participant recollected how the coordinators made him feel welcome:

Everyone was really nervous, but the good thing about it was that there were a lot of people like Sandra and Bernadet to guide us through, on the actual day. It made us feel more at home and welcome. They didn't make us sit there for the whole day: they provided us with lunch, so that was good.

A similar comment was made by another participant: "I thought it was really good. When we went down there everyone was a bit nervous, but it was very professional and at the same time everyone was really approachable and really friendly." Another participant also found it enjoyable, even though the day involved tests and an interview with a panel: "We did the literacy test, and the interview. Actually the interview was really good; we had three people or more sitting in on it, and all this questioning, and a police officer. I thought that was really good."

Another participant who is also at the NSW Police Academy found the interview process satisfying and helpful:

Yeah, was actually pretty good. It was a full-on interview, sitting in front of some pretty influential people. They treated it like an interview, and that's what I expected, as I've done a few of them; I was okay with it. I think it was enough for you to get an idea of what you're going to be up against, and to know that what you're doing is serious as well. And they wanted to basically make sure that you were ready and wanted what they were offering. That was the main idea.

One interviewee who had two friends from his IPROWD course rejected for entry to the NSW Police Academy recommended that, in future, if reasons for rejection exist during the recruitment phase, then those people should not be accepted for the IPROWD course.

One of my best mates who did the IPROWD course [was rejected for the Police Academy]; and then another one got knocked back. I think everyone's finding it really hard once they get out, after doing this whole course, and they get knocked back, thinking it's a waste of time. I think if they're going to knock you back at the end of the course, then I think that they should do it at the start of the course. I've only talked to two of the boys: and one's got a job and is not worried about it anymore.

The interview process was an opportunity for potential participants to express their commitment to undertaking the program. Based on the interviews for this evaluation, many students maintained their commitment throughout the course, as illustrated in Figure 3. This stakeholder commitment is a key to the success of IPROWD.

Figure 3: Example of student commitment

An insight into the high level of commitment of IPROWD students is provided in this teacher's description of the daily travel of some students in the Mt Druitt program in 2011.

We only had a few students that were from the actual Mt Druitt or Blacktown municipality. We had one student that travelled from Cronulla, another that travelled from down near Campbelltown, and then we had another young fellow that travelled from further south than Campbelltown.

They went home at night. In fact the two girls who came from Campbelltown and Cronulla had children. And they travelled with the children: they had them in the crèche here, and then they picked them up and took them home again. They were great. [TAFE Coordinator]

It is difficult to travel from Cronulla to Mt Druitt, from home to TAFE college, in less than 1.75 hours each way, by train, with one change of train. That is, 3.5 hours travelling per day, at a minimum, with infant children.

Stakeholders' views

The stakeholders were asked: "From what you know about these specific processes, in what ways do the pre-course interview and application processes assist in the selection of appropriate applicants?"

An AETU representative believed the application and selection process sends clear messages to the applicants that the process is fair and rigorous. Many other benefits flow from the process:

The first thing is that it's viewed as competitive and that it maintains its integrity. I think also that it allows Aboriginal people to be informed about TAFE [as] it can be quite difficult to navigate that space. I also do believe that the pre-course interview allows us an opportunity to ensure that those that are given the chance to participate in this course are truly passionate about joining that particular industry, the New South Wales Police Service.

A DEEWR officer believed "the interviews are extremely important and potentially save candidates a lot of disappointment down the line". He explained:

It is at this stage that the Police and TAFE make the initial recommendations if a participant has what it takes to join the Police Service and is applying to do the program for the right reasons. It is also the time when police checks are undertaken whilst also collecting basic medical information to see if there is any issues that would prevent the candidate from being accepted at a later date. The interviews also provide an opportunity of pre vocational assessment and assist the participants prepare mentally for the journey ahead; that is, IPROWD then Police Academy, then a job in the Force.

A TAFE course coordinator found the IPROWD selection process more thorough than was the case in other courses: "In the mainstream courses we assess and interview our students, so I've had a little bit of experience there, but I found the IPROWD process to be a very good process; something that we really do need to have for all of our courses, I'd say." An AETU project officer agreed that the application and interview processes complement each other and do "lead to success in picking the right people".

A police sergeant, who coordinated and taught an IPROWD group, commented on the functions of the application form:

The application form lets us have a look at their criminal history and work history, to see if they're going to be suitable for the course. But in all honesty, besides the criminal and traffic history, I don't think lack of education or lack of work experience is really going to rule them out. Even if you looked at our application forms and saw they hadn't gone past Year 7 or 8, I still think they'd be put on the course from that perspective. So it's mainly just to do the criminal and traffic checks.

He then explained the value of the interview as an effective screening process, particularly for identifying aspects of their personality and the depth of their motivation:

The interview lets us get to see their personality, their motivations for joining the course, and their interest in it, because at times people will just turn up because their career advisor has found a job opportunity for them and they're not really interested in doing it. You get to see their personality and what motivates them. And you can pick up a bit more about them than you would just on the application form.

An ACLO commented that the criminal check performed as part of the selection process may need to be reconsidered, and each person's story examined individually. She argued that some people with a police record may be better at relating to their people than others.

One of the barriers is that they're likely to have some policing issues in the background. And in some ways that's going to get rid of some of the more effective blackfella coppers because those boys who've lived on communities and may have been involved in some petty crime as kids, they're going to make the most effective coppers because they know how to interact with people on the communities. There's no point in bringing in people, students into this course, who are Aboriginal and they're going to do the course and they're going to be coppers and then not really relate to or understand Aboriginal communities. It really needs someone who is clear about their identity and who the Aboriginal people are going to be comfortable with.

She advocated that the interview panel focus on the applicant's acceptance by the Aboriginal community; on their potential to be effective, not solely on experiences in the past:

It [selection] should be based on their background, certainly no severe criminal record, but the interview should be based on how effective is this person going to be and how well does the Aboriginal community accept this person? Because you can get all the blackfellas in the world out there going through this course, but unless the community accepts them, they'll never be able to set foot in an Aboriginal community. So it's really about having Aboriginal people on that panel when they recruit them, and it's really about looking at their background and saying "Okay, this kid's done this in the past, can we give him a go, and see how we go from here".

2.2 Design element: customised support processes

Past participants' views

Past participants were asked: "In what ways did the support provided to you during and after the course assist you to achieve your outcomes?"

One past participant commented on the comprehensive support provided by the TAFE course coordinator: "The co-ordinator . . . was with us every step of the way. If we needed anything she was there. We'd send her a message and she'd call us. She wasn't just like our teacher; she was a friend to us too."

The following participant, who is now at the NSW Police Academy, found the TAFE teachers provided much extra support: "There was a lot of support there for the people that needed it. A lot of extra sort of hours were put in by some of the TAFE teachers. The TAFE teachers throughout the whole entire thing were just awesome." Yet another participant now at the Academy said: "The support was fantastic. I don't know where I'd be if I didn't have all the support. It was just brilliant."

Another past participant said he should have been dismissed from the course, but the course coordinator provided him with extra support:

It [the support] was really good during the course; unbelievable. I probably should have been kicked out for the first couple of weeks and then Bernadet gave us more support and that helped us through it. It gave me a kick up the backside and that was alright. We wouldn't have done most of it, we wouldn't have got through any of it, without Bernadet. After the course Sandra was great as well because she's just constantly text messaging you, trying to tell you dates [for appointments]. She's on top it all and she's got a lot of us to look after so we understand that. It's been unreal and I haven't missed a heartbeat at all.

He also expressed strong appreciation for the police coordinator: "The sergeant was unbelievable: down to earth. Everyone shut up and listened to him at the start because everyone was so scared, and that's what they wanted us to be; everyone knew that they had to act like him to do that job."

Many of the interviewees were grateful that the support continued after the course ended:

The support helped us out a lot because a lot of us had some weaknesses in some areas. Most of us had at least one weakness. And there was a lot of support available. The support after the course was really helpful as well: we've had the IPROWD mentors helping us with our application, reminding us [about deadlines]. They just kept in touch; they helped out a lot.

Another graduate who is also at the NSW Police Academy was particularly grateful about the support offered around submitting applications to the NSW Police Force and Charles Sturt University:

The support was phenomenal. Basically without what they've offered me, I wouldn't be sitting here today [at the Police Academy]. I would have got here [eventually], but it wouldn't have been now. Sandra Gray has just been unbelievable. If I needed something, whether it was the information or to help getting something, she was the first person you'd speak to. And it wasn't an issue, it was a matter of look, just give me five minutes, I'll get back to you.

A barrier that was quickly overcome in most instances was the provision of local accommodation:

The first barrier was the distance because I live in [regional centre]. But that was really well handled. We were given a place to stay, we were given breakfast every morning and it was literally a five minute bus ride to the TAFE, so that was really well handled. It was comfortable, it was fine. There were a few people staying there and we got to know each other really well around the time we were staying there, and we became really good friends. It was great.

Another commented: "They did help me out with the accommodation for the first couple of weeks at Kurri-Kurri. That was brilliant; that helped."

Stakeholders' views

Stakeholders were asked: "In what ways does the support provided during and after the course assist in the achievement of outcomes?"

A police sergeant commented that participants were provided with a special level of support:

During the course, any problems get picked up on quickly; people struggling with literacy and numeracy get put through extra lessons. In a normal course you're enrolled and you just go along and if you're failing you may get student support, whereas the IPROWD guys had direct support, someone looking after them every day, which I think is a good thing.

In providing outstanding support, many police involved in the program have made a very deep commitment to IPROWD, as illustrated in the following figure.

Figure 4. Example of commitment by a police inspector who is also an IPROWD teacher

The beginning of last year an email came out requesting police to be involved in the facilitation of IPROWD at colleges near to where they work. And I was particularly interested because I actually work at [location]. I am an inspector of police. I am Aboriginal. And I've worked for 25 years in the police now, but for at least 15 of those I've worked in Aboriginal communities such as Wellington and Dubbo, Mudgee and Walgett in particular. And I've seen the waste of Aboriginal youth who, through no fault of their own, don't get given the opportunities that I think a lot of people take for granted. So I was particularly interested so I applied and I became one of the facilitators in the policing module at [location] TAFE last year.

Unfortunately, although I've got a lot of practical experience, I didn't really have any facilitation experience, so I took myself off to TAFE at night time and I did a Cert IV in training and assessment. My training went for longer than the IPROWD course!

The [training and assessment] course was really good fun, I enjoyed it, it gave me a lot of confidence too. And it also taught me to appreciate that everyone has different learning abilities, so you can't just have a one-tiered approach, you've got to be flexible and be aware: it was good to learn that, that's for sure.

Honest to goodness, I think I'm like a father figure, I say that proudly, to some of the students: they still ring me now. I've been in the police for 25 years so I think I'm a bit tough, hardened to things, but I was so full of pride, I had a tear in my eye, when at their graduation ceremony one of the blokes said I want to be like Inspector [his name]. Well that's the biggest reward I've ever had.

I still keep in regular contact with the guys. I've got three down at the Academy now. They still ring me and ask for support in their assignments, because we let them know that they can do that. I've given them all my personal mobile number and they contact me when they need me.

The TAFE teachers and Aboriginal mentors are just the same. We don't want to set them up for failure, because I'm very acutely aware of the sacrifices they made to be in this course.

An ACLO responded that the key to the support provided during the course "was the consistency of the familiar faces and the ability [of the participants] to form networks." She also believed that the IPROWD state-wide program has a skilled manager and strong planning:

Well I think what they're doing right is, number one, is to have an excellent State Manager, Sandra Gray. And I just think she is fabulous. I think she is the key to this program because she is very devoted to it and wants to see success. I think from the top down it permeates that she is ensuring that these students come in to an environment that's been well thought out and all planned. And I think that one of the keys is definitely her at the helm.

The ACLO was asked to elaborate on what else was effective about the state-wide coordination:

They've got the right person to coordinate it nationally. That's the first thing they've got right. The second thing they have right is that they include Aboriginal staff in the program. And they consult. They have consultations with the Aboriginal community which is a good thing. So that's the second thing they do right. And the third thing they do right is that they introduce policing concepts early in the course. I think if you left the policing concepts until late in the course, they wouldn't be satisfied. So they hit them straight away with the policing stuff. And that keeps them going.

An AETU project officer explained how the students are helped to build their own networks so they can move from being assisted by the IPROWD staff to being independent:

The support helps the people [participants] stay focused on the task at hand, and that is invaluable. It builds trust, it involves building their own communication and coping strategies and their own support network. It couldn't just be a raw [message to participants], 'Turn up every day, come in, be trained and off you go'. There's no way that would work.

From an Aboriginal perspective there's been a lot of handholding and then there is a point of letting go. From our perspective we try to build their support networks and then we start to let go a bit, watch how they go, maybe come back in and hold hands a bit longer if it needs to be, but on the whole we're trying to build empowerment in people.

A TAFE course coordinator has a similar view of the State Manager Sandra Gray, but she is less reliant on her because she has been through the cycle once already: "Sandra was quite vital in the past. Now I'm glad she's there but because we now know of other anomalies and things that come up, it's going to be a lot easier for us to achieve our goals even if Sandra wasn't there." She also believed that Sandra has learnt that some things she needs to do and can't delegate to the local coordinator: "Sandra pulled back a little bit, but she has realised that there are certain things that she really needs to do that perhaps she thought in the past other people would do, such as help students with accommodation." She explained that Sandra as State Manager has much more capability for accommodating students: "As a TAFE teacher and as a co-ordinator of the program I don't have the contacts and the clout that Sandra has with the DEEWR funding and all of those connections that she's been able to make."

The same TAFE coordinator also made the point that the first IPROWD course she managed provided her with experience which she is now applying to the second group. "I'm experienced at it now and I know what's coming around the corner, which obviously means you can pre-empt some of the problems and difficulties before they actually arrive." This indicates that where IPROWD courses are provided a second time, the staff are more aware and the impacts may even be higher than the first time round.

The TAFE coordinator expressed confidence that the diagnosis conducted of each applicant's literacy and numeracy skills was accurate. "We don't let the students slip through the cracks, because ultimately what we're doing is we're getting them ready for that first year of university."

All of these types of support are understood by the funding body, DEEWR, as essential to the success of such a program.

From a DEEWR perspective the support provided before, during and after is imperative to the success of the program. All too often our Indigenous participants are faced with challenges that they think will prevent them from undertaking something very worthwhile, like IPROWD. With the support and guidance provided many of these issues disappear or do not seem as large as first thought.

The support provided with applications, accommodation, transport, childcare, medicals and communication with the broader community is paramount to the success of the program and without this it would just be another program that participants start and potentially not finish.

He added that “the fact that there are real jobs potentially waiting at the end of the program is also a contributing factor to the success of the program and the drive and commitment the participants demonstrate during this long period of time.”

He also noted that DEEWR research and evidence suggest that “the model of support being used by the IPROWD program is ‘best practice’. Harnessing the support for the participants is a key factor in their success. The community is behind the program and this is also important for the participants’ motivation and focus.”

The types of support provided in the course are described in the next figure.

Figure 5. Types of support provided to students – excerpt from an interview with an Aboriginal mentor and TAFE coordinator

In what ways does the support provided during the course assist the achievement of outcomes?

It keeps the applicants focused. They’re supported throughout and they’re kept on track. It gives them a realistic view of what’s going to be expected of them, so that they can make informed decisions about whether this is a career that they really want.

They’re kept on track too by having the mentoring support available, chasing up with them, because there are certain standards they need to meet. We make sure that they’re meeting those standards and that they’re going to become eligible for the Police Force. Like the little milestones along the way: achieving certain certificates that are needed to apply for the Police Force. Just being there I guess to listen to the students, hearing what their concerns are and getting them to identify in themselves what they want and getting them to identify ... their barriers and helping them then to overcome those barriers.

2.3 Design element: support from Aboriginal staff and mentors

Past participants' views

Past participants were asked: "In what ways does the involvement of Aboriginal staff and mentors create an appropriate cultural learning environment for you?"

One past participant appreciated mixing with the local Aboriginal people around Redfern:

I found it really good having Aboriginal people [involved], especially around Redfern. Everyone in Redfern ended up knowing what IPROWD was and who we are; and by the end of it we had people stop on the streets and ask us how do you do it. If we ever want to go back there to be police officers in Redfern, that's going to make it a lot easier as well.

A number of participants valued the course being delivered at the TAFE Aboriginal college at Redfern: "We did it at Eora TAFE, which is a predominantly Aboriginal TAFE, and it was really good. It was very comfortable and it was just a good environment to be in." Another said:

Even the people [at Eora College] that weren't in IPROWD [helped us]. It's a really small TAFE and we pretty much met everybody doing all the other courses, and we talked to them as well; and so everyone [helped us]. I think being in an Aboriginal community you could easily talk to people and we had the people around us.

Another participant said that the support from Aboriginal staff and mentors helped people to bond quickly:

It made things easier. It takes a little bit of time to get comfortable in new surroundings and I think it made everyone comfortable. They knew other people. There were people that you knew in common, like if someone was from a certain area you might know their cousin or uncle or aunty. It made everyone come together a little bit quicker. There's a bit of a bond there with Aboriginal people.

The following participant, who is now at the NSW Police Academy, didn't learn that he was Aboriginal till he was 15-16 and needed more support to work on issues around identity. The support he received from IPROWD was invaluable:

I didn't know that I was Aboriginal until I was 16. So my cultural background is different to a lot of people. I grew up as a white man and found out that I was Aboriginal at a later stage. And there was actually somebody there [among the IPROWD people] that's in the same situation as me. So to be able to bounce off them and say 'Look, I'm still struggling with my own identity', they just sort of put it into perspective for me and said 'Look, you've got to just work through it methodically. Don't feel bad because you don't know everything'. And they focused on things that I didn't know about my culture, and basically helped me learn things.

The IPROWD person was one of the police officers and he continues to provide mentoring advice:

He was actually one of the leaders of the IPROWD course; one of the inspectors there. He found out at a later age and then he went on with his own life to find out more about himself. He's a mentor towards me; I speak to him once a month at least. If I've got questions, I'll write a message to him. The support that he's offered, through the IPROWD, is phenomenal. It's helped me be here today [at the Academy].

Stakeholders' views

The stakeholders were asked: "From your perspective, in what ways does the involvement of Aboriginal staff and mentors create an appropriate cultural learning environment for the students?"

All interviewees saw strong benefits in the involvement of Aboriginal staff and mentors, however some suggested improvements. One TAFE coordinator who is Aboriginal suggested that the mentors of her IPROWD group – the mentors are internal TAFE staff – not only mix with the students in the gym but also come into the classroom for the police sessions: "I'm having a meeting tomorrow with our local police commander and I'm actually going to suggest that rather than the mentors just going to the gym, that they be put into the class and be team teaching and talking through some of the issues in those police classes."

The same TAFE course coordinator knew that other IPROWD groups invited external people to mentor students, but she had reservations about that strategy:

I don't think it would be of very much use to have just an elder or an elderly person or a younger person from the general community come in, because they don't know enough about policing and they don't know enough about the TAFE system. I think it should be very specific people that come in. I think some of the other colleges found it very useful having Aboriginal people come in as mentors. I just found that there would be some issues.

An AETU project officer saw the Aboriginal input to the program as critical to its success:

This [Aboriginal input] is what I see as the critical component basically to the success of the program. And not necessarily just because I'm Aboriginal, but I've just seen it [work well] so often. Obviously Aboriginal staff and mentors, and their knowledge of their own communities and obviously our culture and our way, do provide that [appropriate cultural learning] environment, it makes it comfortable from the start. And because we have those established support networks, we're able to quickly provide that for the students as well; a catching net, if I can put it that way.

The AETU staff assisted the teaching staff to develop appropriate teaching approaches:

The staff also liaise with the teaching sections around cultural protocol, because if the teaching section makes a mistake and they don't have the backing of the community, that's really important. The cultural awareness raising for staff, which we've done, has been really successful. And certainly liaising with family and community and we've been an active advocate for the program. The community trusts us, so it's a really important aspect [of the IPROWD program].

One person who was both a teacher and mentor found the mentoring work was demanding but worthwhile, as in Figure 6.

Figure 6. The value of extra support – excerpt from an interview with an Aboriginal mentor and TAFE coordinator

I get the impression that you personally had to work long hours. Is that right?

Definitely. There were some long hours because not only do I coordinate the program, I'm also a mentor on the program, so my work hours were not nine to five. I was often on the phone on weekends, as well after hours. But it was very rewarding.

Watching from the outside, it seems to be a very intense program; a turning point in the lives of some of the participants.

For some of them, definitely. And I think it depended on the individual student as well. Some didn't need as much support as the others, but for some it certainly was very, very life changing for them.

An ACLO commented that the Aboriginal support creates a safe environment for learning:

I think that's crucial. The environment has to be Indigenous-friendly. They have to feel safe in the environment. They have to know that there are people involved that are culturally in tune with what they're saying and the issues that they're having. If there weren't the Indigenous staff involved, I don't think it would be as successful as it is. I've seen other courses at TAFE that have had non-Indigenous input, however had parts of the curriculum on the Aboriginal side, and had tried to link some of the curriculum to Indigenous communities, etc.; and it doesn't work as well. It's a visual thing and a cultural thing. You have to be able to feel safe.

A DEEWR officer believed that the involvement of Aboriginal staff and mentors, with their experience and understanding, “provide an extra level of integrity to the Program”. He viewed the involvement of Aboriginal staff and mentors as essential in allowing “participants to accustom themselves in the program with familiar faces about and to ensure the program is delivered with the sensitivities and delivery styles that are required.” He added that the presence of the Aboriginal staff and mentors enables participants to “dream of what might be”:

Having the Indigenous involvement also allows participants to seek support and ask questions without feeling shame. It also provides role models for the students as they can see others that have gone before them and allows the participants to dream of what might be. Their presence liberates the participants and allows them to focus and aspire.

In an interview with an Aboriginal elder, the issue of Aboriginal identity was discussed in some depth, as follows in the figure.

Figure 7. The importance of Aboriginal identity – excerpt from interview with an Aboriginal elder who assists the Dubbo IPROWD group

Do the students not have a strong grasp of their Aboriginal identity, when they start with IPROWD?

In some cases that’s true and I believe that my role is to encourage them to think about where they come from and then develop that identity – because a lot of it has broken down over the years – and to give them back that sense of belonging. I believe once they have that they feel ‘Well, I can achieve anything’.

When you use the word identity, what does it mean for you?

Well it means that if you know your identity you know which tribe you belong to, you know where you come from. Like me for instance, I’m off Talbragar Mission, I come from the people who first started out there, the Possum People. I want young people to be able to stand up and say proudly that ‘This is who I am’, and I don’t see a lot of that and that’s due to a lot of things. But if I can reinstate that and get people to trace their family tree, which is part of my cultural package, then I’m happy if they can walk away and feel proud about who they are.

What are some of the other benefits of the IPROWD students gaining a better sense of their identity?

I think once they know where they fit in, once they belong, and this is what I’ve found with a lot of young people, they just think ‘Well, I can do this, somebody believes in me and I’ll have a go, I’ll give it the best shot I can’. I see that happening. And it’s so wonderful at the end of the day when you see them graduating. I’m a sook anyway, so when I sit there at the graduation I’m in tears just seeing them in uniform; and it’s fantastic.

What moves you at the graduation? What are you seeing?

I see these young people standing up and not afraid to tell their life stories, like where they've come from and how far they've come and where they want to go to in the future.

2.4 Design element: a focus on the police industry

Past participants' views

Past participants were asked: "To what extent does the focus in the course on the police industry help you to maintain your focus and stay involved in the program?"

This participant who is now at the NSW Police Academy has very positive memories of the police component of the IPROWD program:

It [focus on the police industry] was really good. I was already very committed to the course, but the police we had in our course who were teaching our police studies, they were really good. They were able to pull some strings and get guys from certain areas in the police force to come and talk to us. That kept you interested because that showed how what we were doing and related to the police force. So that was quite helpful.

A second participant who is also now at the NSW Police Academy appreciated the specific focus on policing: "It was structured very well around the big goal [of getting into the Police Force] and the reason that we're here now [in Goulburn]. If you know that you're going to be a police officer, you want to learn about what happens in the police force, and that's what they did for you [in IPROWD]."



A third participant now studying at the Academy said: "When they introduced the police officers and showed how much of a great career it is, it just spurred me on even more. It's always been something I wanted to do but until the IPROWD course came up I thought I had no hope."

A further participant appreciated the breadth of exposure to the police industry:

It was very focused on the police industry. There were a lot of times when we went around to the police areas, like we went to the water police, the dogs police, finding out about all those areas. Also one of our teachers, Sergeant Jacob Reeves, was a sergeant, and he was very good in focusing on what our goals were. And we also spent a week down in Goulburn. So it was very focused on the police industry.

The one week trip to the NSW Police Academy was a highlight for most students. One who is now at the Academy very much appreciated the way it helped him prepare for his recent commencement as a student at the Academy. "It [the week in Goulburn during IPROWD] has been the probably the best experience out of it all. I've come here with knowledge of what to expect. It all fitted into place the first week I was here." Another Academy student added that the week at Goulburn "showed me what I was getting ready for and showed me what I had to look forward to and what I had to wear".

Another past participant enjoyed the classes that related to the police industry, but not the other classes:

I thought there could have been more [focus on the police industry]. There was a lot of police involvement and we ended up doing our classes in the police station which ended up being better I thought because you just got to be in that environment. We did go on our trips which were all good, but other than that it was very school-like. What we were learning was good, especially for me, about how to write essays and things like that, but there were a couple of classes that you'd find pointless, not really much to do with policing at all. They were the hard classes because no one wanted to stay focused because everyone thought that they were just a waste of time. All the classes would have been good if they all related back to the police.



Stakeholders' views

The stakeholders were asked: "From your perspective, to what extent does the focus in the course on the police industry help students to maintain their focus and assist with retention?"

An AETU project officer noted that the stable nature of the police industry appealed to the IPROWD course participants:

I think it [the focus on the police industry] assists greatly with their retention. It is a stable industry and it certainly has real employment outcomes. It's something that we always work to. It's probably the new way to work in TAFE, getting that industry upfront and then reverse marketing from there. It's basically about getting them into potential employment from the start. They're not going into training and thinking, 'I wonder if there is a job?'

Another AETU representative saw the focus on the police industry as the major motivator for students: "It's the big thing. It's the goal. It's the aspiration. That's the industry they want to be in and that's what makes this program successful."

A police sergeant commented on the high impact of the week-long trip to the NSW Police Academy at Goulburn:

It works because they get to see everything in practice; and that makes it real. [They are thinking] 'I can be doing this; this is what I'll be doing.' Our trip worked well because we were the only group down there, so we got to spend a lot of time together. We weren't having to mix with 70, 80 other people. It was a bit like the old army boot-camp thing: you go in together and by the end of the week it feels like you've been down there for 10 years and everyone gets on well. Everyone spent a lot of time together, getting put through some assessments, getting put through some fitness, socialising, eating together, team building. By the end of it everyone was a lot closer.



Another police officer explained how the police sessions were shifted to Thursday each week, so the students would keep focused on the previous days each week:

Last year we had the police training day on the Tuesday. Well we changed that to a Thursday now so they can keep their focus going all the week. Because they look forward to the policing sessions so much, because we make them a lot of fun, very hands on: we had guest speakers every day, just to give them an idea of how many different sections there are in the New South Wales Police Force. They got so pumped about Tuesday that on Wednesday and Thursday they were on a bit of a downer, so we've changed it to Thursday this year to keep them focused all week, because we told them we won't tolerate lack of attendance [on the other days].

After the trip, he noted some physical changes in the course participants: "Everyone's behaviour picked up, everyone's grooming picked up, earrings started coming out, hair started getting done properly."

One ACLO commented on how the students valued hearing from the police teachers about real-world police-related experiences:

The students really look forward to those lectures. I think it's about giving them a real feel for the job situation they may be in. They see the police turn up in their uniform and [they hear about] the practical experience of the day to day work they could be doing. They do actually love that section of the course.

A TAFE coordinator agreed that the students appreciate the modelling provided by the police teachers: "I can't sing its praises more: to actually have that police involvement has not only been great for us, but it really does give the students that focus. They see the police in uniform, they refer to the police as sergeant and they're thinking all the while this is important." The peak experience for the students is the week at the NSW Police Academy: "To go to Goulburn, it's something they look forward to; they get that taster."

A DEEWR officer noted that "the course is specific to the [police] industry, and so can address the known barriers that have affected Aboriginal peoples' engagement in this industry in the past."

2.5 Design element: a focus on employment in the police industry

Past participants' views

Participants were asked: "In what ways did your employment goal of joining the police force help you to succeed?"

One participant brought to the course a long-term aspiration to join the police force, and with support from others he maintained that goal: "It's what I wanted to do for a long time. So that helped push me along. Once or twice I got a little bit homesick. But I had the goal and I had good friends around me as well – everyone that I met in the course."

A second participant had wanted to join the police force since childhood:

I just always wanted to do it since I was a young kid. I'm just a bit of a stickybeak: every time a cop goes past I want to know what's going on. I've always wanted to do it and every time I see a police officer my eyes light up. I don't like studying at all, but I am keen after this [IPROWD]. It's made me realise how much that I do want it, after going through everything.

A third said "I wanted to do it more than anything" and said she was motivated by the thought of a job as a policeperson "and the people that I can help and what I can do for my community".



A fourth had tried and failed to join at 18 years of age, and didn't want to miss out this time round: "I actually tried to join when I was 18, up in Queensland. They said I was too young. I had that dedication to come back and I didn't really want to fail."

Stakeholders' views

Stakeholders were asked, "In your view, in what ways does the students' employment goal of joining the police force help students to succeed?"

An AETU project officer believed the employment goal was pivotal to the success of the students:

They have a realisation that it's stable employment really, and that it is real employment. They have an opportunity for entry into an attractive employment package; they're not going in at a low wage. It's a really good opportunity and having that is certainly part of the whole success story. So they become very, very familiar with what is possible.

A police sergeant believed the employment goal was made real by the participants seeing the police teachers throughout the course and visiting the police station for lessons:

Well bearing in mind a lot of these people that come into the program mightn't have studied, they're away from home, they're all the sorts of issues that impact. I think seeing the police, seeing or having police lessons, coming to the police station, makes it a bit more real and keeps them motivated. It's not just a pipe dream; it's right there in front of them. It keeps them motivated; it reminds them every week why they're there.

He added: "They're doing the course for a reason, there's a purpose. Anything you're doing for a reason, you're more likely to want to do better at."

An ACLO commented that the goal of employment in the police force helps the participants to clarify their capabilities and their potential:

It just sets them on a pathway. I think that it helps some of them to recognise their capabilities and what they're actually able to achieve. I think for some it's a definite stepping stone to first-time tertiary-type study. And it's a recognition of their capabilities.

A TAFE course coordinator believed that the goal of joining the police force assisted the participants' success: "I think that if you have goals in anything it's going to give you a means to an end... They know what direction they actually want to go in."

A DEEWR officer believed that the possibility of employment in the NSW Police Force is the main motivating force driving the participants and hopeful participants:

The fact that course is offering a chance to obtain a career within the NSW Police Force is the reason why the Indigenous participant make the sacrifices they do. The chance to have a career firstly and then for the participants to be able to make a difference for their people and in their communities is the reason participants do whatever it takes to get into this program.

As a member of the Steering Committee monitoring the program, he has found that the employment goal for students is the reason why participants want to do the program. "To have the opportunity to have a career in an organisation such as the NSW Police Service and be able to work so closely and be able to make a difference in their own communities is the ultimate."

An Aboriginal elder agreed 'absolutely' that the employment goal of joining the police has been a key to the success of IPROWD.

The ones I've seen in uniform are just so proud of being who they are, and I'm so proud of seeing them there. I'm sure their communities are too. That's not to say it's an easy road for young Aboriginal people to be in the Police Force. But getting there and doing what they like to do and again, creating that understanding within the police service that there might be another way of dealing with issues, [are important outcomes].

A police representative on the Steering Committee believed that the potential of real jobs in the police force for graduates of IPROWD was an overwhelming factor driving the success of the program:

I think that one of the key differences, other than all the support this program, is that this program is about real jobs. If people get through this course and can tick all the boxes it's for real jobs; and I think that makes a difference to any program that's being run, is it something somebody just wants to do or somebody's been told you need to do. The fact this program is for a real job makes the difference.

2.6 Barriers faced and overcome

Past participants' views

Past participants were asked: "Did you face any barriers when participating: in the TAFE Program; in the recruitment application process for NSW Police; in completing applications for CSU; in completing medicals with Recover. In what ways did the program address any other barriers you faced and how was support provided?"

Some barriers were practical or tangible. In this case, typing and fitness were practical barriers, said the past participant:

In the TAFE program, [the barriers were] only really minor things like my typing wasn't really up to scratch. And my fitness wasn't really up to scratch as well. They were the only real barriers. I got on top of both of those by the end of the course, and afterwards as well.

Another interviewee experienced no barriers, except for difficulties with one teacher:

One of the teachers was a bit of a handful... every other teacher taught us like adults and she taught us like kids. The TAFE program was fine, everything was always there and run well and I didn't have a hiccup. If you needed something they were there to do it, and the staff at Eora were unbelievable. It wasn't just our IPROWD program; the whole College was helping us.

The same interviewee found the application process for the NSW Police Force challenging: "I've not done stuff like that before". However, the process for applying to CSU was straightforward: "That form was pretty basic". Completing the medicals with Recover was only complicated by this body mass index (BMI) score because "I'm a lot more 'muscly' than other people".

Another experienced some barriers with the medical testing:

I had problems with that process. And I still have those problems. My BMI was too high and I am working on that, but I had to disclose some psychiatric treatment that I've had in the past 12 months. I disclosed that and then they said that I can't join up until 12 months after the full treatment has ceased. I ceased treatment in October last year, but now I have to wait until February this year before I can reapply. That was very disappointing. It would have been nice to know that [before commencing the course], but I don't think it would have changed me. I still would have done the course. Right now I'm looking for a job to save a bit of money, but my primary goal is to join the police.

The interviewees who completed during the IPROWD program their application forms to the NSW Police Force and CSU were appreciative of the support provided by staff. Some interviewees didn't receive that support and wished they had: "if we did that during the course it would have been better".

One interviewee described how the police officer in his IPROWD course provided advice which was highly valued: "I had a couple of issues at home that I spoke to Jacob about and he was really good about it, just gave me some advice. I found out that they weren't just there to teach you, they're your mates as well."

Another participant who is now at the NSW Police Academy found the selection process fair and easy to understand:

As long as you remain honest throughout the whole entire process, it wasn't that big a deal really. They want people in there, and as long as you're not going to bring the New South Wales police force into disrepute, then they're quite happy to have you there. It [the focus] was mainly on professional suitability really.

He found the support from IPROWD was thorough and it that was required to submit applications was some effort on his part: "I've got an easy going attitude so I didn't stress out about things. But to be honest, if you can get your things in order and make sure that you send the forms through when you get them done, and if you just follow Sandra Gray's advice, it's very easy through this whole process."

Stakeholders' views

Stakeholders were asked: "From what you know about these aspects of the program: In what ways does the program address individual student barriers and how is support provided?"

A TAFE course coordinator believed that mentoring was the key to overcoming barriers:

This is where the mentoring actually comes into play. When you have a relationship with a student as an individual you can talk to them as an individual about their own issues; the things that are worrying for them. I think that the mentoring and the coordination of mentoring are absolutely vital to their success. You can give the students [support for] their actual needs, whether it be academic or even emotional or hardship.

An AETU project officer believed that barriers were overcome because the IPROWD program staff attempted to address holistic needs of the participants, not just their learning needs:

The way that the program is set up, it's certainly attempted to address holistic needs. It's not just looking at their learning needs. So the way it's set up with the mentoring as well as your teaching sections, and certainly the police and the liaison officers that come with it, it's more about meeting holistic needs. Everybody who's looking at it, is looking at it with a different set of eyes, but then what we can do is we tend to pull that together.

She described how a spreadsheet is kept on each student, to help ensure all their different needs are met, from accommodation, to literacy, to their support networks:

We do up a spreadsheet on each student and we check on what's happening, whether it be their accommodation, whether it be their literacy or numeracy, whether it be something about their cultural identity that they're not fitting in; and a bit about their support network. We try to make sure that we're covering it all, and we [staff] all know what each other is doing.

The full range of communication techniques are used to support the participants: "There is face-to-face mentoring when they're here; and it's phoning, it's texting, it's emailing, it's contacting family".

A police sergeant noted that the learning support provided to students was tailored:

They're [the barriers are] addressed through learning support and mentors. That allows things to be tailored. I noticed at Redfern, Mondays was the day off. But if anyone was struggling, someone was available to see them for maths or literacy tutoring on a Monday, whereas you wouldn't get that anywhere else. You could come in and say "I'm going to get one-on-one with a teacher, either the subject teacher or another teacher", and it was guaranteed.

Literacy and numeracy were the key issues for his group, and they were addressed:

They [literacy and numeracy issues] certainly got ironed out. There was a turn around. I was sceptical early on; or not sceptical, but I was worried about how an 18 week timeframe was going to achieve it all. By about week 12, everything just exploded and it worked.

He volunteered the reasons for the dramatic turnaround:

I think being sat down to do it formally, like they would have done it at school, they wouldn't have had the motivation; and they would have had a lot of distractions. I think [a key is that they are] coming back older, going through the process with people who are at the same education level. You're not sitting up the back feeling like you're the dunce of the class, thinking everyone else is getting it, why aren't I? [In IPROWD] they're all the same level.

A few had done TAFE courses and been to uni, but for the vast majority in the group, if you'd stuck your hand up there and said 'Look, I'm not understanding this,' you wouldn't be the only one. People were happy to own up to not understanding. And then straight away the teachers would jump on it and guide them straight through it. It was like comparing, I guess, the difference between a maths lesson at school and having a maths tutor come over in the afternoon and sitting down with you one on one. You seem to learn a lot more; it's more like a tutoring situation.

An ACLO commented on the barrier of having a police record: "I think getting into the program is a barrier for most Aboriginal people, given the historical perspectives, given the disadvantage a lot of them have grown up in. One of the barriers is, but not always, some police background; that's the biggest barrier." She added that "one of the other barriers is within the Aboriginal communities themselves: there's the risk of pressure from their own people and from the Aboriginal communities not to do policing."

Next, she said, "there are barriers around the lack of education and the disadvantages and the marginalisation they may have had in their earlier education; that's a real barrier for them. Literacy is a problem. Mathematics, that's unheard of. So it's about building their academic skills to feel that they can even compete."

The ACLO was then asked, "Do they get around those literacy problems, in the 18 weeks?" She responded:

They do, they get around them with a great deal of support. Although they manage to get around them, I get a sense that the Aboriginal students still feel there's a lot more [education] to be had. They leave with a real sense of fulfilment and achievement, but there's also a need or a sense of urgency from some of them, now that they've started, to continue with their education.

I know from my own experience, I grew up without an education and I was literally hungry for an education and I never had the opportunities. So the reality for me to enter into a tertiary institution was unheard of. And it makes me just want to self-educate to make up for the stuff I never had when I was younger.

I sense that a lot of them [in IPROWD] are doing this: this is them having their dream, a lot of them. And they're feeling that they're on their way to achieving the best that they can.

Further questions were put the ACLO: "Is 18 weeks enough? Do they get to the point where they will succeed or are they at risk of not succeeding in the next step?" She responded:

I think 18 weeks for this initial program is just enough. It could be longer; you could make it longer if you wanted to consolidate some more of their foundation skills. But I think 18 weeks is a nice length of time. It's about maintaining interest and giving the momentum. And in 18 weeks, the issue with Aboriginal people is they've got a lot of extraneous pressures on them: family, community and expectations from all their mob, that they get in there and do this thing and then get back out. So 18 weeks is sufficient. There might be a risk of them dropping out if it were any longer.

An Aboriginal elder considered that there are attitudes, both in the Aboriginal and non-Aboriginal communities, that represent barriers and need to be overcome:

You really need to be aware of where the students come from. They've come from a background where black people don't go into the Police Force even though there have been black trackers for a long, long time. But now, in this day and age, we've got young people wanting to do that [become police officers] and there are so many things they have to contend with. First of all from their own communities "Why do you want to go in the Police Force?" and I guess from the other side "Why are black fellows coming in here?" So entrenched racism is still there, and we need to get rid of those things so we can work towards achievements.

A DEEWR officer noted that the primary objective of the program is to assist Indigenous participants obtain the education standard required to apply to go into the NSW Police Academy in Goulburn. The program not only enables students to meet this standard and to gain skills, it also enables them to become role models for their communities:

Throughout the program students then gain a myriad of skills including presentation skills, communications skills both written and verbal, self confidence, self believe, fitness and general acknowledgement within their families and communities that they are a leader, a role model.

The DEEWR officer observed that the addressing of student barriers created the likelihood of each participant succeeding. "From a student's perspective, it [the program] provides an opportunity to aspire and succeed in a safe and culturally strengthening environment."

2.7 Barriers between partner agencies

Stakeholders were asked: "In your view, what barriers have been identified across the partner agencies that may impact on participants completing IPROWD and joining the NSWPF?"

An AETU representative said that better understanding between NSW TAFE and the NSW Police Force could be developed:

I think at times there might be some barriers in the differences in cultural understanding. We have an Aboriginal cultural education program in TAFE and I understand that New South Wales Police Force has a cultural awareness program. I suppose at times [the collaboration is] perhaps not as strong as what it might be, so that those that are partnering us from that agency have a real depth of understanding of why we have IPROWD, why the successful students through this program are given priority for entrance into CSU.

I don't like it when it creates some anxieties because people think we're getting special treatment, rather than understanding why those things are happening. And I'm not saying that creates huge barriers or anything like that, but I do think that that could be perhaps a little better addressed.

One ACLO responded that, from her perspective, TAFE and NSWPF members worked well together, like a very close team:

Certainly from my experience, everyone worked as a very close team. And I think because it was a new experience, everybody seemed to be having lots of talks and discussions and everyone knew what everyone else was thinking in relation to a particular student. So I didn't really see any barriers, which was surprising, I thought there would be. But then again I wasn't involved with the curriculum development or any of that teaching phase. So I can only speak from my involvement as an ACLO.

A police coordinator found that the issues with TAFE were management ones that were overcome and didn't impact on the students:

[There were] no barriers that would stop them [the students completing]. We had logistical issues and probably had some communication issues between us and TAFE, but nothing that would impact on the students getting through. It was just management issues between us that the students wouldn't even be aware of. We [Police Force and TAFE] smoothed things out and got on with it.

A TAFE course coordinator admitted that, prior to IPROWD, she had never had a connection with the local police, but the relationship was built, some issues arose and they were dealt with, and the collaboration was better than she expected:

[Previously] we had no connection whatsoever with the local police. None whatsoever. I think there might have been, particularly on their part, a little bit of 'Well, what's going on?' I think attitudes in general have changed. I think there were some fabulous police involved who maybe were a bit suspicious of it [initially]. They've seen the positives and so the teething phase has gone out of it and I think it's better.

She added that "It'd be silly to say that we had a fabulous relationship with them and there were no problems, but we could actually talk through a lot of the issues. It went better than I anticipated."

In addition to the main partners in the project, an AETU project officer noted the range of different stakeholders her IPROWD program involved in the program, including Centrelink, Department of Housing, and State Training Services.

When we put our delivery team together [for IPROWD], we try and put together other agencies as our support network, like Centrelink. Obviously their income while they're training is a barrier, so if we don't get that organised really quickly they just don't participate for very long at all. Accommodation is a big barrier, so we generally try and have the Department of Housing or someone else who's involved in accommodation on our delivery team. We've tried to make sure that we have as many stakeholders as possible that are going to be able to be the support network throughout the [IPROWD] program.

2.8 Suggestions for improvements

Past participants and stakeholders were asked "Do you have any suggestions for improvements?" Some suggestions were tabled above and are not repeated here; extra ones are set out below.

Past participants' views

A number of past participants raised the issue that the gap between the IPROWD program and the next intake of the NSW Police Academy was sometimes around six months, and they suggested the IPROWD programs be scheduled, such that the gap is as short as possible. "I don't know if they can do anything like running the IPROWD course 'into' the Academy [so IPROWD finishes just before the next intake is selected for the Academy]. I know that a lot of people lose interest [because of the time lag]."

Stakeholders' views

A TAFE course coordinator agreed that the time lag between the end of the IPROWD program and the entry to the NSW Police Academy was too long, at six months, on average. She suggested that some of the testing for the Police Academy could take place during the IPROWD program, not after. She also wanted to avoid the experience of a student completing IPROWD, waiting a few months, and then failing a test: "Six months down the track, if you fail an [entry] evaluation, that could be devastating."

One TAFE coordinator who is Aboriginal tabled a suggestion that more Aboriginal police be involved in each IPROWD program: "What we really would like is some more young, old, other, Aboriginal police officers to be involved; even if it's just coming in and talking. The police that are working on our program, and I think many of the other programs, are not Aboriginal."

A police sergeant also queried the gap of six months between the completion of IPROWD and the next intake at Goulburn:

They graduate from IPROWD in December, and then they're left to their own devices until May, when it comes time to go the Academy. So I guess you ask yourself the question, What are the expectations? Are they just going to go and float around in a six month course? Are they going to go and get a temporary job and then resign if they go to the Academy, or what happens if they go and get a job that pays them \$50,000 or \$60,000 a year in that time, are they then going to resign and go back to being an unpaid student at Goulburn for eight months? I think that's where our greatest problems are going to be.

The sergeant also made some suggestions about the approach taken by the NSW Police Academy:

I think IPROWD should continue. It definitely should continue. And I personally wouldn't mind seeing where the first session of the Police Academy's training you can do by distance ed, at home, as a distance ed student. I think it would be good to offer an off-campus, not distance ed, but an off-campus campus in one or two locations in the country where the students can basically do it distance ed. Instead of sitting at home with 500 pages worth of reading material, they can go into a centre and get tutored through the first session, and then go to Goulburn only for [the second] 14 weeks.

He explained that the first 14 weeks of the program is primarily academic work which could be completed externally. The benefit would be that students would not need to be away from their families for eight months: "A lot of the students and I love Goulburn, but eight months down there seems like a really long time. The distance ed study can get them used to making the transition from the TAFE study to university study and then to on-campus university study."

Another police sergeant provided extensive written comments including suggestions for improvement. His comments included the following:

- Police who will be teaching on the IPROWD course need to be provided with sufficient induction and teaching resources. He only had one day's notice he would be teaching on the course.
- More understanding needs to be shown by TAFE and NSW Police towards each other's approaches to teaching. He had taught at the Police Academy where exams are used regularly, and he was unfamiliar with the competency based approach used in VET. "I did not understand this style of teaching/response and felt quite uncomfortable with it."
- While the week at the Academy is worthwhile for students, he questioned the value of a two day trip to Sydney to meet the "water police, dog squad, and mounties".
- He would like to see some modifications to the TAFE teaching program and more police components in the course. "I believe the ethics component needs to remain but less time allocated to it. Ethics is a large component early in the Academy course and I feel it is overdone at TAFE. More policing components such as interviewing techniques, police powers, brief preparation, court procedures and other core studies would be helpful."
- Perhaps too much support is provided to the students: "I gathered the feeling that the students became dependent upon support and reduced their initiative to achieve on their own."

Moving beyond such areas for improvement, he is strong supporter of IPROWD. For example:

Were there barriers between Police and TAFE? Yes there were but I feel that is because we come from different backgrounds, different experiences and different expectations. I believe these barriers between Police and TAFE were overcome and I feel confident that should I walk back into TAFE to conduct my component of the course again, I know TAFE's limitations and expectations and the local staff at TAFE know mine. I am sure we will have a better working relationship as it finished off on a very positive note when the last course ended.

The IPROWD State Manager put forward some suggestions about actions the NSW Police Force could consider, to further embed IPROWD within the organisation:

1. Conduct an information session for NSW Police recruitment staff about IPROWD and the support provided to students to assist them to better understand the issues that many Aboriginal students face in achieving their goals. The information session could include 1-2 police officers who work on IPROWD.
2. Document communication processes between NSW Police Recruitment and the IPROWD state project team to ensure ongoing consistent communication about student progress through the recruitment steps. This will maximise the IPROWD students' ability to progress to the first intake after they have met all recruitment and medical steps.
3. Ensure meetings are conducted every three months between the NSW Police Recruitment Manager, the Manager Aboriginal Employment Unit for NSW Police and the IPROWD State Manager, to review any issues and establish ongoing improvement strategies.

3. Possible replication of the model in other industries

This section addresses an aim of the evaluation project: to consider a model of good practice for application in other programs, beyond the police industry, such as nursing or emergency services.

3.1 Possible replication of a good practice model

The topic of whether the model could be replicated in other fields was not a topic on which most interviewees felt competent or comfortable to comment, but incidental observations were made by some stakeholders.

A TAFE course coordinator believed that the IPROWD model could be replicated in other fields such as emergency services. The key to success for students is to be career-focused, she believed:

I [hope we can] come up with the same funding of IPROWD for some other services [e.g. emergency services] because I think students need to be career-focused and to actually come in and say 'Yes, I would like to be a paramedic' or 'Yes, I would like to be a police officer'. To have the funding and to have it earmarked for specific career bases would be fabulous.

An AETU representative was asked: "If they offered the IPROWD type of support for any other occupation, do you think it would have the same powerful impact?" She responded:

I think it would if you chose occupations that were community-focused. I'm not saying that I think you could do that across all occupations, but I think its strength is that we understand that, in those positions as public service agents, you can create the critical difference for the Aboriginal and nonAboriginal people around you.

A DEEWR officer noted that "the major issue that all partners would say is the sustainability of the [IPROWD] program. The level of support being provided has a huge cost and yet without this support the program would not be the success it is."

He also noted that another major issue for the program concerns the staff that are involved in its delivery, particularly whether the program is too reliant on the drive of the State Manager. "Whilst all TAFE campuses are committed, it is the State Manager that is the driving force, and without this individual you worry if the program would have the same drive and cohesion."

A member of the Steering Committee believed that IPROWD had influenced attitudes among TAFE staff about how to manage other Aboriginal programs:

IPROWD has built a strong team culture across the TAFE institutes that in some places didn't seem to exist before between Aboriginal units and delivery teams. I think IPROWD is helping provide a model that is a really good practice for the way TAFE is delivering its programs generally. TAFE staff across the whole state have said we're now doing some of these things we do in IPROWD, we're actually doing them in other Aboriginal programs: we can see the value of having such a structured and a consistent approach and this team model. I think it's been a real plus that we've seen some growth in the way the TAFEs are managing some of those things.

Another police member of the Steering Committee said he would prefer IPROWD to maintain its sole focus on preparing students to enter the police force, but he viewed any job outcome as a "win/win":

We are certainly very, very much involved in IPROWD because we are wanting to increase participation of the Aboriginal community in our organisation. From our perspective we would want to see this continue, or we would want to see that if it's going to continue in this fashion, in this form, that the outcome we are seeking is to maximise the number of people from the Aboriginal community joining the police force. But if they get part way through that journey or if they strike a hurdle, then any job outcome is a real win/win situation, as far as I'm concerned.

A further police member of the Steering Committee was also comfortable with the concept that people might start in an IPROWD program with the intention of working in, say, the Attorney-General field, and then change their mind and seek to join the police force.

People might come into the program who may not necessarily be wanting to join the police but they may want to work with them in the equivalent justice sector in either Attorney-General's or juveniles. But by getting involved in that they may change their view and want to come into police. So I don't think we should change the message about what we're trying to in IPROWD, but we can't control what they ultimately do at the end.

Yet another member of the Steering Committee believed there are good practice elements of the IPROWD program that could be copied by other programs:

There are some best practice things like interviewing students for that occupation to get a sense of their passion for the occupation. I think there's some good practice things, the interviewing, the fact that the tutorial support's identified in the interview stage, not four weeks after the student starts when they're already falling over. We already know [at the start] who needs support and that's locked in from the beginning. Also, you've had a discussion about their personal circumstances and so maybe you've got a plan in place before they fall over. You already know you're going to have accommodation issues. I think they're all processes that can make a real difference.

A police sergeant who taught on one of the IPROWD courses was passionate about the IPROWD model being taken Australia wide by the Commonwealth Government, and into other occupational areas, as in the figure below.

Figure 8. The case for a national roll-out of the model, and for extending it to other occupations. Excerpt from an interview with a police inspector who teaches on the IPROWD course

Because it is supported by the Federal Government, I really think it should be rolled out Australia-wide. I really think it's something that could be rolled out not just through police but for a lot of government agencies. I can't see why it couldn't be done for the ambulance or the army, any sort of government agency which has an entry level requirement. They could have a similar course.

They could really use the value for money [argument]. It might be expensive to get them to the starting post out at the Police Academy but the flow-on effects [are significant]: these blokes and women are no longer dependent on welfare, they're able to support their own family. I'm pretty sure that a probationary constable starts at around about \$60,000: well that's fantastic for a young fellow that otherwise just would have been dependent on welfare or just bumming around the streets doing nothing. So I think it's a fantastic initiative and it has tremendous results.

The completion rate last year was well over 80%, now in the TAFE environment I think that's fantastic, I think it's well above what their completion rates are [normally], so it's shown how successful it can be.

I certainly hope you pass on to this Steering Committee that it's something I really believe could be continued and there's no reason why it can't be rolled out Australia-wide. We've got the proven model now, if anyone else wants it well they can have it.

3.2 Broad recommendations from IPROWD State Manager

Based on her learning over the last two years, the IPROWD State Manager Sandra Gray put forward the following recommendations for models for other Aboriginal programs:

- Advertise courses linked to employment/career pathways, rather than just as a course name which often doesn't give the right meaning and doesn't engage students.
- Before courses start, interview students for courses, conduct mentor interviews and document issues using tools like IPROWD uses, to identify student barriers prior to the course commencement, so strategies for support can be developed. Conduct literacy screening to ensure tutorial support is available from day one and is tailored to meet needs.
- Have Aboriginal mentors in all targeted programs who meet each week or fortnight with students on a one-on-one basis to discuss progress. Timetable these hours as part of the course time and document issues and agreed actions. This could be done by AETU student support officers or funded as additional through AETU 701 funds or DEEWR IEP funding.

- Develop course delivery models aligned to industry areas and include industry specific teachers, guest speakers, industry visits and excursions in the course.
- Conduct post-course planning interviews with Aboriginal students to identify post-course plans for future training or employment, and engage with Job Service Agencies (JSAs) to conduct proactive job search activities in the last part of the course.
- Offer work experience opportunities in industry as part of the course model, to give some experience to students to assist with pathways to employment.
- Keep in touch with students each month via text messaging, to see how students are progressing, and offer suggestions about future training or assistance with employment.
- Train AETU student support officers across the NSW in formal mentoring and job search strategies.
- Prompt TAFE Institutes to encourage AETU units and faculties to work in partnership to develop course models for targeted Aboriginal programs that utilise different funding, so all the additional support can be always incorporated as an essential rather than as an after-thought.
- Set benchmarks/expectations for student participation and behaviour (attendance, punctuality and communication) and link these to industry standards for that career. Use guest speakers from that industry to explain the reasons for standards and how industry will only employ people who can reach those standards, and explain these in the information session conducted as part of pre-course interviews. Students are supported through the program to develop skills to meet the industry standards and issues are discussed with by mentors.
- Develop partnership proposals for employment focused programs with industry/ business partners and TAFE committing core funds to cover basic delivery hours and identifying the value adding funding for mentors, coordination, and student support such as travel, accommodation, childcare and industry engagement for excursions /industry visits.

4. Case studies

This section contains case studies of three past participants in the IPROWD program, one of whom has completed the NSW Police Academy program and is now a probationary constable, one of whom is currently at the Academy, and one of whom is applying to enter the Academy.

Methodology

The techniques for case study construction advocated by Yin (2003) were used, following this sequence of activities: designing; conducting; analysis of data; and development of a written summary.

To collect data for the case studies, one participant was interviewed once and the other two twice. They were asked the same questions as set out in Appendix 2, but asked to elaborate wherever possible. This aligning of the case studies to the core interview questions was deliberate, so the case studies could provide further evidence of findings set out in Sections one and two. Additionally, the IPROWD State Manager provided background information about each case study subject.

A case study has several hallmarks according to Hitchcock and Hughes (1995, p.322) that are of value to this IPROWD study: for example, it is concerned with a rich and vivid description, it provides a chronological narrative of events relevant to a case, and it blends a description of events with the analysis of them. These strengths of case studies meant the three planned case studies of IPROWD graduates would add richness to data collected in the interviews and focus group.

The case studies added to the validity of the findings. The use of the two or more methods of data collection – in this case, stakeholder interviews, focus group and case studies – ensured that triangulation was achieved (Cohen et al. 2000, p.112). Triangulation is “a powerful way of demonstrating concurrent validity, particularly in qualitative research” (Campbell and Fiske 1959 in Cohen et al. 2000, p.112).

Key findings

The case studies reaffirm findings from sections one and two of this report, particularly the overall finding from the evaluation study that:

- the IPROWD course achieves high completion rates
- the IPROWD participants value gaining the Certificate III qualification and gaining the opportunity to apply for the Academy.

IPROWD participants also find that the course enables them to:

- pursue their aspiration of joining the NSW Police Force
- acquire new competencies
- strengthen their self-esteem
- learn more about their culture and deepen their identity
- develop friendships with other participants
- acquire role models from the police involved in the program
- become role models for their own communities
- develop deep respect for their teachers, both from TAFE and the NSW Police Force.

Case study No.1 - 'Melissa'

Melissa [code name] is one of the first graduates from IPROWD to complete the program at the NSW Police Academy at Goulburn. She is delighted to have commenced employment with the NSW Police Force on Monday 19th December 2011 and is now stationed in a regional town in far north NSW as a Probationary Constable. She says the job is "great".

Melissa grew up in Menindee in the far west of NSW and found out about IPROWD in her final year at secondary school in 2009. Melissa's aunt is an Aboriginal Community Liaison Officer (ACLO) and she played a key role in encouraging Melissa to follow her dream of becoming a police officer.

In the year after she finished secondary school, Melissa commenced the IPROWD program in Dubbo in August 2010 and completed it in December that year. This was a significant feat, because to participate in the IPROWD program she had to travel 11 hours from home and was required to stay in Dubbo for the majority of the 18 weeks of the program. Melissa was supported with accommodation during the program, staying in the Indigenous Youth Hostel in Dubbo.

During the program Melissa commenced the application process for the NSW Police Force and was able to complete all recruitment and medical processes in order to be considered for the May 2011 intake at the NSW Police Academy.

Melissa successfully completed Session 1 and 2 of the Associate Degree in Policing Studies and 'attested' on the 16th December 2011. Due to the distances involved, Melissa was unable to return home to visit her family during the eight months she was at Goulburn.

Melissa is a role model for the Aboriginal community and when the IPROWD State Manager Sandra Gray visited Menindee school in 2011 all the young students spoke highly and proudly of Melissa's achievements. Sandra reported that in 2012 IPROWD has 12 students in the first program to be conducted in Broken Hill and "one of the reasons the program was offered in the far west was to make it easier for students like Melissa to gain access to the program". Melissa's cousin is one the students in the 2012 Broken Hill group.

For Melissa, there were three main outcomes from IPROWD: she joined the NSW Police Force, she met great people and she showed her family and friends what could be achieved with determination and support:

[The main outcomes for me were] I joined the New South Wales Police Force. I met great people, became friends with beautiful people, and they're going to be there forever. And I showed my family and friends and Aboriginal people that we can do whatever we want to, if we just put our mind to it and have that support.

A characteristic of Melissa and many IPROWD participants is their awareness of the potential impact of IPROWD on their families and communities. She views IPROWD as “a great thing for our community and our families”.

Reflecting on her early experience with the IPROWD selection process, she believed it gave her insights into her own commitment and that of the course coordinators: “It [the selection process] was a little daunting, but it’s good going through that interview process, to see how committed the people running the program were, and myself as well.”

She greatly appreciated the 24/7 support provided to her during the program: “The teachers [both TAFE and Police] were great: they were more than just teachers, they were like your friends. They said that we could contact them 24/7, whenever we needed any help. They still ring me now to see how I’m going. It’s just great.” She described the approach of the teachers: “Instead of treating us like students they treated us like adults. It was more of a friendship between us.”

She gained many benefits from the course, including self-confidence and the skill of public speaking, which she believed would not only help her in the Police Force, but also would help her in other aspects of life.

The course was really good. They had taught us what you need to know when you are a police officer, like the different types of legislation. They also gave us help with grammar and spelling because in the Police Force, you’ve got to have all that. And they got us fit for the training that we have to do; they really focused on that.

If you didn’t end up joining the Police Force, it [IPROWD] still helps you in other areas as well, like your confidence. It’s great for your confidence and for just talking to people; and for public speaking.

The Aboriginal staff involved in IPROWD helped her develop a stronger sense of culture, hope and family:

You rarely have Indigenous staff to help you, whereas in IPROWD you always had the Aboriginal teachers and the fitness person was Aboriginal. It gives you a sense of your culture and hope and family. It was great. They gave me the confidence to pursue my goals.

After the IPROWD course started she firmed up her commitment, and with support from others her commitment didn't waver:

Before the program I wasn't that committed, but through the program it showed me that I still wanted to do it and that I had all this support and family and friends that would help me throughout the whole process. So with their help, my commitment stayed 100%.

Being away from her family was the biggest barrier, but she was able to overcome it, with help: "I did [face barriers]. Being so far away from home was a big barrier, not having any family [around], and you're meeting new people; but they just accepted me like family and it was great."

Melissa particularly appreciated the support from local networks during the IPROWD course: "We had a lot of the community networks [involved in my course]. We had AbStudy helping, Aboriginal Housing, the PCYC: everyone came in and helped. It was great."

As she was from a regional area, she appreciated that some travel costs to Sydney for tests related to applying for entry to the NSW Police Force were covered by IPROWD:

For most of the testing you have to travel to Sydney. Paying for that would be horrible all up, trying to find the funds. But the IPROWD program paid for me to get flights to Sydney and paid for my accommodation there, and they also allowed the Indigenous teacher to come with us for support. I don't think I would have been able to do it without IPROWD.

She also found the support of IPROWD staff essential in preparing her application for Charles Sturt University: "the whole application process is confusing, all the tests you have to have done; and you don't know what you have to write on the forms. Having the forms with you [in the IPROWD course], it just made it so much easier."

The medical caused her only minor inconvenience: "All my health and everything were up to date. I had to go and buy new glasses with special lenses, but other than that, it wasn't too bad."

Overall, the IPROWD course gave her confidence and helped her set a new direction in life:

Before I did the course I was really shy, and my confidence level wasn't great. But dealing with those guys, the public speaking, they made us do a lot, and it picked it up heaps. And it helped me with my fitness. I lost, I think maybe eight kilos, throughout the program. It just gave me more of a sense of who I am and what I want to do.

I showed my family and friends and Aboriginal people that we can do whatever we want to, if we just put our mind to it and have that support.

Past participant 'Melissa'

Case Study 2 - 'Phil'

Phil [code name] is from Dubbo in western NSW and is 36 years old. He had previously trained and worked as a plumber. He had also worked for Dubbo City Council and for some local mines.

When he turned 35 he still held onto a long-standing dream of joining the NSW Police Force but the opportunity had not arisen by then. When he saw the IPROWD course in Orange advertised in Dubbo, he decided this was his last chance to follow his dream.

The dream is now becoming a reality as he completed IPROWD in 2011 and is now studying at the NSW Police Academy at Goulburn:

Ever since I was at school, I had the thought of joining the police, but I never thought I had a chance because I didn't do really well at school. But IPROWD gave me the opportunity, so I really hooked in and now I'm here at the Academy.

Phil commenced the IPROWD course in April 2011 and graduated in late September. He lived away from his family home three nights per week and was supported with accommodation through the IPROWD partnership with Aboriginal Housing NSW.

I had to support myself. I had to work two days a week at home [in Dubbo] just to keep the money rolling in to pay for the bills, because I wasn't on Abstudy, I wasn't receiving any benefit; I just had to work. I went down to Orange on Tuesday morning and then I'd drive home Thursday afternoon. I worked Monday and Friday as a plumber.

During the Orange IPROWD course Phil was leader for the other younger students. Being older than the other students was not a handicap:

I was the eldest: they were all in their early 20s, or 18 and 19 year olds. But the young guys that I lived with were very respectful of me and I got along really well with them. Because of the bond, because of our Aboriginality, we all came from the same sort of background, so we all got along pretty well.

A favourite memory from the IPROWD program was of an incident in the swimming pool when he got into difficulties and the younger students came to his aid.

The most memorable thing was swimming, because I'm not a very good swimmer, I struggled with that. There were some young guys in the course that saw I was struggling: they jumped in the pool and they helped me to get me through, they pushed me along. The camaraderie of it all, living together in a house with five other blokes that got along famously: that was the best part for me.

Phil was born and raised in West Wyalong, which he left at age 21 to travel around Australia for a few years. He then met his wife and settled in Dubbo, where he has lived for the last 14 years.

A surprising outcome of the IPROWD program for Phil was finding out about his Aboriginal heritage from the elders in Orange.

The best thing about IPROWD is that I didn't know much about my background before I went to Orange, but they took us to meet the local tribal elders in Orange. I just said where my family comes from, where my nan and pop come from, and they all knew them and they told me what part of the tribe I was from and it went from there.

The elders and mentors advised Phil and his group to take this opportunity to change perceptions of the police in the Aboriginal community. "They [the elders] said we've grown up with the police being the enemy and the tide's starting to change now with people like us who want to join the police and become role models for the next generation coming through. You don't have to be scared of the police."

Phil explained that as a result of IPROWD he now embraces his Aboriginality.

Growing up I was probably the only Aboriginal bloke in my group of friends. It wasn't that I was ashamed of it, it was just that people talked to me in derogatory terms about being a black fellow. They'd call me a coon and stuff like that. I got ashamed of it and tried to hide it, but as you get older you do realise that if you don't embrace your Aboriginality, it's going to get watered down and it'll end up going. So finding out a bit about my heritage and the culture [during IPROWD] was good.

Once Phil completed IPROWD he focused on completing his police recruitment applications and all medical processes. He was offered an opportunity to participate in the fitness and psychometric tests in December 2011 and then was offered a place in the January 2012 intake at NSW Police Academy. Recently he successfully completed his first set of exams at the Academy.

Phil believed that IPROWD set him up to succeed at the Academy. "I finished my trade when I was 30, so I had to get back into the frame of things [with IPROWD]... I was pretty happy about learning how to type and do essays and things like that." The IPROWD program enabled him to refresh some skills and learn new ones:

I hadn't been in school for a long time, and they refreshed our minds about essay writing and how to reference APA style and how to use computers. I hadn't used computers before that much, because I'm a tradie. It was unbelievable: the teachers down there just couldn't do enough for you.

He was surprised at what he achieved in the IPROWD program: "I was absolutely astounded that I could complete the work that I did. I didn't think I had it in me, I didn't think I had the education to do it, but with a bit of dedication and time put into it, you can do anything."

This sound preparation meant he was able to cope from day one at the Academy:

If I had got into the police without IPROWD I would have struggled, big time... As soon as we got down here [in Goulburn] we had to do an essay and some other multiple choice courses to figure out where we're at with our academic skills. If I hadn't done IPROWD I'd be struggling now; I'd be struggling heaps.

He is also appreciative of the extra support available at the Academy: "If you're willing to go and seek out help, there's help there and that's helped me out a lot". He said that his main struggle at Goulburn is homesickness, but he feels supported by all the others at the Academy, "not only the Aboriginal people".

He is very determined to succeed: "I had a very well paid job and I've got a wife at home, so the focus I've got now is that I've got one chance at this and I'm not going to stuff it up. I'm going to go hard as I can at this."

After he completes the study program and the three years as a probationary constable he wants to specialise in the area of "juveniles and the protection of kids". He explained this interest: "I had a bit of a struggle when I was a young guy because we moved away from my father and I didn't have a father figure in my life that I could look up to. And stuff happens, so you want to protect the kids."

In the future, he would also like to help both Aboriginal young people as well as mature-aged Aboriginal people to undertake IPROWD: "Because of my heritage, once I get through the police I want to be involved with the IPROWD course ... I'd love to help the younger people come through and the older people like myself who didn't think they had the talent or the education to do what I've done. I'd love to help people like that."

Completing the IPROWD program and now undertaking the Academy program has meant that Phil has been away from his wife for long periods of time over the last two years. "Being away from home and financially it has been hard, but it's been worth it."

I was absolutely astounded that I could complete the work that I did. I didn't think I had it in me, I didn't think I had the education to do it, but with a bit of dedication and time put into it, you can do anything.

Past participant 'Phil'

Case Study 3 - 'James'

James [code name] is 21 years old and from the central coast of NSW. Although he finished Year 12, James did not find school fulfilling.

I moved to the Central Coast when I was still young. I attended school here, did all primary school and then started high school. Then I went to boarding school in Sydney for a couple of terms and didn't like it, got homesick, came home and then went to Kincumber High and finished my education there. But I was only really there to play sport.

After he left school he was only able to find various part time and casual jobs, including as a beach lifeguard for the local council and then in a Sydney health club.

He heard from his mother about the IPROWD course starting at Redfern in mid 2011. James had harboured a dream of joining the NSW Police Force, as his father had previously been a member of the force, but he did not have the academic qualifications required to enter the NSW Police Academy. He learnt from his father that, in the Police Force, "you go to work each day not knowing what's going to happen", which appealed to him. He also liked his father's stories "about crooks and about chases and about funny things that happened, and the mates that he got through the Police Force."

James was accepted into the IPROWD program at Redfern and commenced in July 2011. He travelled each week to Redfern from the Central Coast and stayed 4 nights a week in the supported accommodation provided through the IPROWD program's partnership with Railway Square Youth Hostel.

James demonstrated good leadership qualities during the program and immersed himself in all activities, especially the policing and fitness components. Prior to commencing the IPROWD course James's written skills were poor, but by the end of the course he was proud to announce he could write full essays.

At first I couldn't write an essay to save my life. I could hardly read. Like I said, I was only at school for footy and things like that. I got into the IPROWD course and in the first two weeks I was a bit of a pain in the arse, if I can say that. And then Sandra [Gray, IPROWD State Manager] gave me a call one day and gave me a little heads up, and that settled me down a bit, and I moved myself around the class a bit. I started to take things in.

He didn't like the particular teacher who taught him to write essays, but he still learnt from her: "Even though I didn't get along with her too well, she actually taught me a lot. Now I know how to do essays and I've continued studying, to keep that up."

His parents were surprised by the turnaround in his ability to write:

I went from writing one big block of words to actually paragraphing it, [and using] full stops, commas. Mum and Dad couldn't believe it. They didn't realise [I could write essays] until probably about seven weeks into the course and I had written a 1500 word essay. I said 'Oh dad, can you just read this? He grabbed it from me and was just in shock.

James believed that his new maturity and his desire to enter the Police Force were key reasons for the dramatic improvement in his writing skills:

I think it was [my new] maturity that I really wanted to finish this course, I really wanted to get into the cops. I had my heart set on that. And I knew going to Goulburn that there was going to be a lot of writing and Jacob, our police officer, also told us that there's probably more writing than other activities in police work. It was a real eyeopener that you're not just writing for this course, you're going to be writing paragraphs and essays and reports, all the time, in the job.

The police sergeant who taught in the IPROWD program had a major impact on James: "Jacob was a big help. The main thing that I learnt from him was to treat everyone as an equal, no matter who they are, or what they are."

The course coordinator was also pivotal to James succeeding: "There's no way I could have got through it without her. Whatever we needed, she was just there to give it to us or help us out. If we needed extra something, she'd be there. I think 100% of the class would probably say they wouldn't have got through it without her."

James was also moved by the sessions on Aboriginal history and identity: "That was amazing, the amount that I learnt about history. [Before the course started] I just knew what tribe we were from. The [Aboriginal] people we met, everyone of them has a story that stops you. The whole class just stopped and listened."

The week spent at the NSW Police Academy was also a major learning experience for James:

That was probably the best week. And it was the biggest eye-opener. I couldn't believe the discipline the [Academy] students have. I think that changed a lot of people in the class as well. Made a lot of people realise if they want to go or don't want to go. The first thing I noticed was the discipline. Everyone who walked past was well dressed, greeted everyone, was being nice to everyone.

The week at the Academy was also special because the group got to know even better the police sergeant teaching on the IPROWD program, who became a role model for the group:

We actually saw the real side of Jacob that week. We ran up to the top of the mountain with him and from the first day he was really encouraging. The family man came out, everything came out. So it was really nice to see that and the week actually all brought us closer, [particularly] the ones that wanted to stick around and stay and do it. It opened our eyes to how lucky we are to get this chance.

When the IPROWD course concluded James left with the determination to be in the May 2012 intake at the NSW Police Academy. He lodged all applications on time and followed up his medical requirements in a timely manner. Like many students who need to access some medical specialist for previous health issues, James needed to as well. He worked hard to complete all tasks to enable him to be invited to the March 2012 fitness test.

Unfortunately the NSW Police recruitment branch has requested he attend a PSARC interview in April 2012 to discuss in more depth some issues that arose after he left school. The PSARC interview is conducted when a student may have some prior issues with police or family associations. A panel of two police officers and a Manager from the Police Aboriginal Employment Unit interview the student to obtain their feedback on the issues, such as how they will manage conflict of interest with family members or to explain previous issues and demonstrate they have the ability to move forward as a police officer.

The PSARC interview was a blow for James and at first he was not sure which issues were of concern. IPROWD staff encouraged him to talk to the Recruitment case manager to try to determine the reasons for the concerns, which he did. He was able to clarify that the concerns related to a specific incident which he believed has been misinterpreted.

This delay means James cannot attend the March fitness tests so he will now focus on successfully completing the PSARC interview, then attend the May fitness test and hopefully gain entry into the August 2012 intake at the NSW Police Academy. While waiting to complete the recruitment processes for the NSW Police Force James will continue to work part time and for three days a week he is undertaking a Certificate IV in Community Services with TAFE NSW – North Coast Institute. James is also now supporting another student from the Redfern group to progress through the recruitment and medical processes, which is helping James to stay motivated.

Despite this recent setback, James believed “IPROWD is the best thing I’ve done”. He is disappointed but philosophical about the delay: “It’s hard not knowing that you’re going into [the intake in] May. But what can you do? It’s only three months. And hopefully I’ll get in then.”

I think it was [my new] maturity that I really wanted to finish this course, I really wanted to get into the cops. I had my heart set on that.

Past participant ‘James’

Appendix 1

Overview of the evaluation

Project aim, objectives and deliverables

The aim of this project is to conduct an evaluation of, and produce a written report on, the factors leading to the success of IPROWD.

The specific objectives of the evaluation are as follows:

1. Analyse the outcomes of the program and what factors affect those outcomes.
2. Analyse the program's resources, inputs and processes and whether they can be improved, with a view to identifying a model of good practice for application in other programs.

The main deliverable from this project will be a written report on the findings of the evaluation. Other deliverables will be an evaluation framework, an interim report and a draft final report.

Two types of evaluation

The above objectives require the undertaking of two types of evaluation in unison:

- an evaluation of efficiency (evaluation of inputs such as processes)
- an evaluation of effectiveness (evaluation of outcomes and the factors affecting the achievement of outcomes).

An evaluation of efficiency is undertaken to "determine how processes, outputs and the adequacy of administration may be improved" (Dept of Finance, 1994, p.10).

An evaluation of effectiveness is an evaluation of the effectiveness of a program in meeting its objectives (Dept. of Finance, 1994, p.11).

Research questions

Specific questions for examination within the project include the following. These questions will assist in identifying what factors affect the outcomes of the program (objective 1) and whether the program's resources, inputs and processes can be improved, with a view to identifying a model of good practice for application in other programs (objective 2).

1. In what ways do the pre-course interview and application processes assist in the selection of appropriate applicants?
2. In what ways does the support provided during and after the course assist the achievement of outcomes currently obtained?

3. To what extent does the focus in the course on the police industry help students to maintain their focus and assist with retention?
4. In what ways does the involvement of Aboriginal staff and mentors create an appropriate cultural learning environment for the students?
5. In what ways does the students' employment goal of joining the police force help students to succeed?
6. In what ways does the program address individual student barriers and how is support provided?
7. For staff and Steering Committee only: What barriers have been identified across the partner agencies that may impact on participants completing IPROWD and joining NSWPF?
8. For students only: Did you face any barriers when participating in the TAFE Program, in the recruitment application process for NSW Police, completing applications for CSU and completing medicals with Recover, and do you have any suggestions for improvements?
9. From your point of view, what are the major outcomes of the program?
10. Were any outcomes a surprise or unexpected, and if so could you please describe them?

Target groups and sample for data collection

The two target groups for the data collection are program participants and program stakeholders.

The participants fall into four sub-groups: participants in the first, second, third and current fourth intake.

The term stakeholder is used to describe a range of non-participants in the program. These include:

- people involved in conducting the program including TAFE NSW and NSW Police Force course coordinators
- people who have a strong interest in the findings from the evaluation, in terms of making decisions about the future provision of such programs, including DEEWR, the NSW Police Force and TAFE NSW.

The sample of 32 for the stakeholder and student interviews will be as follows:

- TAFE Institute course coordinators, Police coordinators, Aboriginal Community Liaison Officers and others nominated by Western Institute: 20 in total
- Students/participants in the first, second, third and fourth intake: 12 in total, three from each intake, possibly using the strata of: male/female; age; metro/regional location.

The sample of four case studies will be based on the following criteria: successful 'graduates' of the IPROWD program: one from the first, second, third and fourth intake.

A sampling strategy for the focus group will be negotiated with the evaluation management group cited below.

Stakeholders and evaluation management group

The primary stakeholders and audience for this evaluation framework and for the evaluation findings are the Steering Committee. Operationally, the evaluation will be overseen by Kate Baxter, Institute Director, Western TAFE and Sandra Gray, IPROWD State Manager.

The evaluation will be conducted by Dr John Mitchell, John Mitchell & Associates.

Reference

Department of Finance 1994, *Doing evaluations. A practical guide*, Dept of Finance, Canberra.

Appendix 2

Interview questions for stakeholders

Preamble

Thank you for agreeing to be interviewed for the evaluation of IPROWD. The aim of this interview is to gather information to assist in the preparation of an evaluation report on the IPROWD program.

As the external evaluator I am working with an evaluation management committee of Kate Baxter, Institute Director, Western TAFE and Sandra Gray, IPROWD State Manager. The evaluation report will be provided via Kate to the IPROWD Steering Committee.

With your permission I would like to digitally record this interview. The transcript will only be used for the purposes of undertaking this evaluation, only I and the professional transcriber will ever hear it, and I will destroy the recording at the end of the project in March 2012.

I propose to list your name in evaluation reports as an interviewee, but I will not identify you when I use direct or indirect quotations from the transcript. That is, I will not put your name next to any quotations.

John Mitchell

Questions

1. Could you please describe your **involvement** to date with the IPROWD program?
2. From what you know about these specific processes: In what ways do the **pre-course** interview and application processes assist in the selection of appropriate applicants?
3. Based on what you know about this support: In what ways does **the support** provided during and after the course assist in the achievement of outcomes?
4. From your perspective: To what extent does **the focus in the course on the police industry** help students to maintain their focus and assist with retention?
5. From your perspective: In what ways does the **involvement of Aboriginal staff and mentors** create an appropriate cultural learning environment for the students?
6. In your view: In what ways does the **students' employment goal** of joining the police force help students to succeed?
7. From what you know about these aspects of the program: In what ways does the program address individual **student barriers** and how is support provided?
8. In your view: What **barriers** have been identified across the partner agencies that may impact on participants completing IPROWD and joining NSWPF?
9. In your view: what are the **major outcomes** of the program; say the top 2-3?
10. From your perspective: Were any **outcomes a surprise** or unexpected, and if so could you please describe them?
11. Is there **anything else** you would like to say about the IPROWD program?

Appendix 3

Interview questions for past participants

Preamble

Thank you for agreeing to be interviewed for the evaluation of IPROWD. The aim of this interview is to gather information to assist in the preparation of an evaluation report on the IPROWD program.

As the external evaluator I am working with an evaluation management committee of Kate Baxter, Institute Director, Western TAFE and Sandra Gray, IPROWD State Manager. The evaluation report will be provided via Kate to the IPROWD Steering Committee.

With your permission I would like to digitally record this interview. The transcript will only be used for the purposes of undertaking this evaluation, only I and the professional transcriber will ever hear it, and I will destroy the recording at the end of the project in March 2012.

I propose to list your name in evaluation reports as an interviewee, but I will not identify you when I use direct or indirect quotations from the transcript. That is, I will not put your name next to any quotations.

John Mitchell

Questions

1. Could you please describe when you undertook the IPROWD program?
2. How did you find the **pre-course** interview and application processes?
3. In what ways did **the support** provided to you during and after the course assist you to achieve your outcomes?
4. To what extent does **the focus in the course on the police industry** help you to maintain your focus and stay involved in the program?
5. In what ways does the **involvement of Aboriginal staff and mentors** create an appropriate cultural learning environment for you?
6. In what ways did your **employment goal** of joining the police force help you to succeed?
7. Did you face any **barriers** when participating:
 - in the TAFE Program
 - in the recruitment application process for NSW Police
 - in completing applications for CSU
 - in completing medicals with Recover?Do you have any suggestions for improvements?
8. In what ways did the program address any **other barriers** you faced and how was support provided?
9. For you, what are the **top 2-3 outcomes** of undertaking the program?
10. Were any of your **outcomes a surprise** or unexpected?
11. Is there **anything else** you would like to say about the IPROWD program?

Appendix 4

List of interviewees and focus group participants

The following people are thanked by the evaluator for their generous assistance. Unfortunately not every person interviewed is quoted in the report, as many comments overlapped, but all interviewees contributed to the set of ideas recorded in the report.

IPROWD project management

1. Sandra Gray

Student cohort

Intake 1

2. Chelsi Rolton

Intake 2

3. Will Carney
4. Sean Patterson

Intake 3

5. Gary Pereira
6. Peter Altona
7. Brent Hignett

Intake 4

8. Kurt Devatek
9. Emma Johnson
10. Jamie Merz

IPROWD Course Coordinators

11. Cheryl Goh
12. Helen Simpson
13. Kerry Windsor
14. Cathy Jones
15. Rachel Webster
16. Bernadet Brown
17. Kris Collingwood
18. Jaklyn Hensley

IPROWD Police Coordinators

19. Sgt Mick Dempsey
20. Inspector Brian Tracey
21. Sgt Jacob Reeves
22. Sgt Shane Lees
23. Sgt Kim Mills
24. Sgt David Williamson
25. Sgt Gary Shields

ACLOS

26. Harry Cutmore
27. Lesley Townsend
28. Lester Moran
29. Scott Meini
30. Glenda Brown
31. Layne Brown

AETU representatives

32. Maxine Greenfield
33. Heather McGregor
34. Lillian Gordon

Aboriginal elder

35. Auntie Pat

DEEWR officer

36. Steven Clarke

NSW Police Academy

37. Graham Deaves
38. David Ferguson

Focus Group participants, Dubbo, 29 February 2012

1. Mark Jenkins, NSW Police Force
2. Mark Minehan, NSW Police Force
3. Peter Lalor, NSW Police Force
4. Steven Clarke, DEEWR
5. Rosemary Woolston, CSU
6. Kate Baxter, TAFE NSW – Western Institute
7. Rod Towney, TAFE NSW – Western Institute
8. Maxine Greenfield, TAFE NSW – Western Institute
9. Ellen Clifford, TAFE NSW – Western Institute
10. Sandra Gray, TAFE NSW – Western Institute

Appendix 5

Graduation Photos



Casino Graduation



Dubbo Graduation



Macquarie Fields Graduation.JPG



Maitland Graduation.JPG



Mount Drutt Graduation.JPG



Tamworth Graduation.JPG



Nowra Graduation.JPG



Orange Graduation.JPG



Redfern Graduation.JPG

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