

**MOPAC** | MAYOR OF LONDON  
OFFICE FOR POLICING AND CRIME

Interim project report: Achievements from Year 1 of the  
MOPAC/OU Project on Implementing the Transformation of  
Police Training Learning and Development

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# Introduction

- **Aim:** To support forces to develop their learning, training and development function in line with Policing Vision 2025.
- **To provide research and organisational support to enable the organisational development needed across all police forces to enact the revised training standards, to foster continuous improvement in police learning and development functions, and strengthen learning and development provision through a greater engagement in evidence-based teaching and learning.**
- Methodology- Action Research project taking a collaborative approach
- Applying a realist evaluation approach that considers context, mechanisms and outcomes.



# Year 1 Activities

**Aim:** To support forces to develop their learning, training and development function in line with Policing Vision 2025.

## **Year one- Core work undertaken**

- Baseline survey of readiness of L and D function for Policing Vision 2025 - in terms of practices and attitudes - completed in English and Welsh forces. Literature and interviews about how other professions (for example paramedics, nursing) became evidence-informed and with improved qualifications base. Professionalisation Journeys mapped.
- Report on financial baseline data.
- 1 National Event of L and D network.
- 2 Collaborative Deep Dives completed and 2 small case studies.

# 1. Baseline survey – a picture of the current state of L and D in policing –by Professor Jean Hartley and Loua Khalil.

## *Why do a baseline survey?*

- It is a snapshot of how ready forces are for changes needed in L and D for Policing Vision 2025
- It explores working practices, and attitudes about training, learning and development
- This provides the basis for action research to help forces to get ready
- At the end of the project, forces can see how far they have travelled

## *Who completed the survey?*

- Heads of L and D and portfolio holders of L and D in English and Welsh forces
- 45 participants from 32 forces – so; a solid picture of the current state



## Implementing the transformation of police training, learning and development: baseline report

- Find the full report here:

<http://centre-for-policing.open.ac.uk/taxonomy/term/265/implementing-transformation-police-learning-and-development-baseline-survey-report>

Report includes eight provocations for all in Policing to consider to help forces get ready



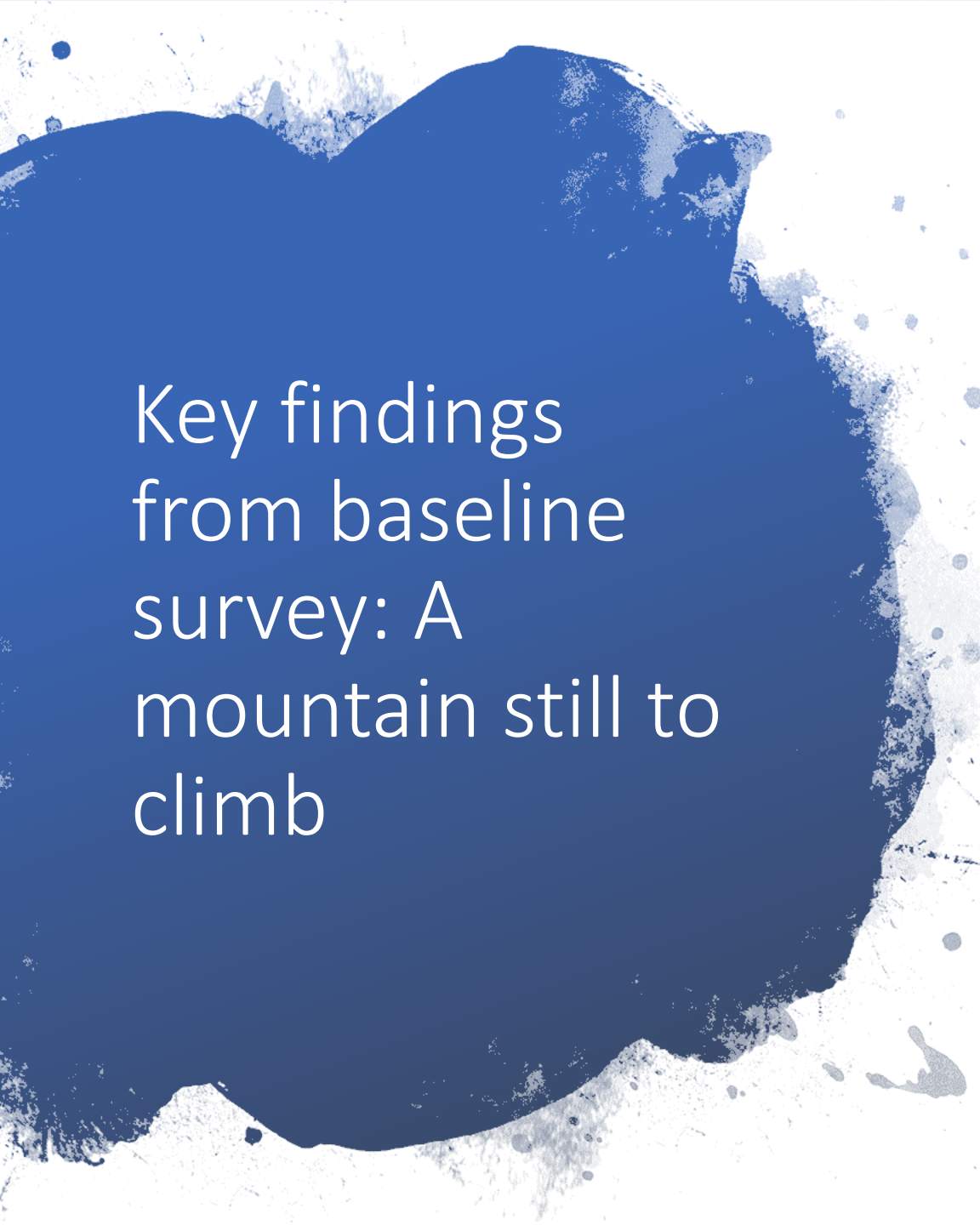
# Provocations

The research aims to stimulate thoughts on action for all involved in policing. Hence, eight provocations to stimulate debate and action are proposed in the report:

1. More responses came from heads of L and D than from portfolio holders. What might this mean for longer-term action by police? A low percentage of training, learning and development (TLD) staff holding or working towards a Level 6 qualification
2. Over half of TLD is provided solely in the classroom, 11% on-line, 11% is blended and 23% is on the job. In addition, in a separate question, 37% is provided at a force's training centre. *Are these satisfactory proportions for policing in England and Wales? If not, what would be seen as more appropriate?*
3. The survey reports that 53% of police TLD is provided solely in the classroom, 11% online, 11% is blended and 23% is on the job. In addition, in a separate question, 37% is provided at a force's training centre. *Are these satisfactory proportions for policing in England and Wales? If not, what would be seen as more appropriate? What actions can be taken to encourage shifts in the appropriate direction and who might take those actions? How can any changes be evaluated?*

# Provocations

4. The report shows that the evaluation of TLD needs within forces has a heavy reliance on learner feedback. *How can evaluation approaches be strengthened to cover behaviour, performance and service outcomes?*
5. Most TLD staff are reported to be not ready for the changes ahead. Only 20% of forces report being prepared in relation to L and D (and none think they are very prepared). *What actions can executive teams, TLD heads and national bodies take to not only inform but also listen, engage, and provide avenues for action to equip TLD staff to be ready for the future?*
6. Encouragingly, some factors may mitigate concerns and provide avenues for action. 71% think that the leadership in the TLD function will help a lot. *How can executive and TLD leadership support staff, and also themselves be supported to engage constructively and actively with the TLD function. How can networks of horizontal engagement, nationally, regionally or locally, be strengthened as one means to provide that support?*
7. The survey shows that help from other police forces and other professions is broadly accepted but there is a declining percentage expecting help from others the further that source is from the current force. *How can organisation development work help to strengthen organisational learning from dissimilar as well as similar contexts? How can insights from other contexts enhance learning capability in policing?*
8. *A follow up survey will ask the same questions a year later, to examine change over time. What further questions might be included in that endline survey?*



# Key findings from baseline survey: A mountain still to climb

Level of preparedness is low. Much work still to do to prepare. For example:

- Only 20% feel that their force is prepared
- 47% think pace of change too fast
- 58% feel that the volume of change is too great
- 18% think their force is effective in implementing evidence-based practice

Many features will help police forces tackle change. For example:

- 84% value support from executive leadership
- 58% think that organizational change will help L and D
- 74% of forces say staff are willing to upskill
- 96% wanted to learn from other UK police forces

There is still a lot of uncertainty in forces. For example:

- 31% not sure why changes occurring
- 40% not sure if Policing Vision 2025 will be implemented successfully

Overall, a lot to build on, but big challenges and a need to address uncertainty



## 2. Learning From Other Professions

Loua Khalil and Sonya Liu

- This is being undertaken on the personal, organisational and institutional enhancement of professional learning and development in occupations which have shifted from being primarily craft-based to being knowledge-based.
- The focus is on professions relevant to policing e.g., paramedics, nursing, teaching and law, which share characteristics with policing such as serving the community and practice-driven.
- learning from other relevant occupations' trajectories and participants' experiences and perceptions regarding the core leverages and main challenges in the professionalising process;
- transferring knowledge about good and promising practices from other professions to the police.

# Theoretical underpinnings



1. Green and Gates' (2014) integrated framework of 'key characteristics of professions'
2. We follow Nigma and Dokko's (2018) study of profession emergence by focusing on the two broad dimensions core to the institutional change, that is, infrastructure and community.
3. MOPAC project by Stanko et al (2018) on degree holder entry programme.

# Governance structure of other professions

We understand that most professions have a tripartite governance structure, including;

1. a regulatory body that regulates and oversees the conducts of the profession at a national level;
2. a professional body that protects the interests of the professionals and supports the development of the profession, and;
3. professional organisations (i.e. employers).

In addition to these stakeholders, trade unions also play a crucial role in the governance of the profession and represent the perspective of individual professionals



# Approach taken and data

- Ultimately, via snowballing strategy, we interviewed 9 individuals from 5 different professions, which allowed us to understand the professionalisation in the studied contexts from multiple angles.
- We employed a semi-structured interview strategy, using a bank of interview questions as guiding topics.
- The interviews last from 80 minutes to 150 minutes.
- By the end of each interview, the participants were also asked to address the 3 main learning points that he/she considered as key for professional transformation in a 2-5 minute soundtrack.
- Besides, we performed documentary analysis to complement the interview study

# Key points emerged (1)

## Benefits of professionalisation

- Benefits to the profession and the community it serves : the great expansion and upgrading of knowledge and skill as well as practice of paramedics, which has helped to take care for patients out of hospital and deliver it to patients at the most critical time.
- Benefits to the profession and professional organisations;
  - ✓ enhanced the professional status critically.
  - ✓ increasing the pay
  - ✓ by shifting training and education model from internal provision to external provision, and from organisational sponsorship to pre-registered students' self-funding, like most other professions do, ambulance services could reduce cost significantly on training and development.
  - ✓ higher education fosters members' ability of life-long learning. Hence, the sustainable develop of the profession in the future.
  - ✓ the workforce has become much younger and more diverse, compared with the previous workforce composition





## Key points emerged (2) Good practices and solutions to problems

- Clear definition of career pathway
- Standardisation and quality control of practical placement
- Apprenticeship programmes make it easier and more acceptable and affordable for older generation workforce to get academic qualifications
- Extended infancy programme- mentoring post qualification for continued support of new recruits after initial qualification period
- Investigation on the retention of recruits that have gone through the higher education, which could help to identify problems in the workplace encountered by them and balance supply and demand of workforce. What makes people stay in post.

# Learning points for the police from other professions

## Balance during institutional change

- ✓ The professionalisation journeys of paramedics and nursing go on with a pattern of spiral progression, with few serious setbacks. Therefore, a healthy degree of flexibility is needed.
- ✓ the professionalising process needs to rely on entrepreneurial efforts of individuals and groups to accumulate knowledge and material support and professionalised community from the bottom/grass-root level.
- ✓ It also requires the formation of cognitively and culturally shared vision at the top level

## Changes needed on organisational and operational level

- ✓ There is a need for organisational arrangements to catch up with the changes in the workforce features, for example new HR management approaches and mechanisms of control, performance measurements and appraisals.



# Initial Findings from the Collaborative Deep Dives

## Purpose

- To find out in more detail about current approaches to training, learning and development at force level – what is working well – so might be shared across forces - and what areas would benefit from further development
- To learn about how forces are preparing for change in greater detail than possible in the baseline survey
- To understand variations in L and D in forces with different situations and pressures
- (Later deep dives) To test out tools and techniques to support L and D

## Design

23 forces volunteered to be deep dive locations. We are undertaking 5-6 in two phases, spread across the country. Some forces have offered a co-researcher to join the research team.

First deep dive has taken place and is reported here. 2 further forces about to start.

First deep dive: one week of interviews, observation and document analysis. Interviews in L and D, operations and corporate areas plus PCC, from top to front-line of the organization.

Collaborative – this is not an inspection! It is jointly considering what is working well, and what is not working so well

First impressions feedback at end of visit with written analysis later.

The L and D Word Cloud from the first deep dive force (Each interviewee asked for 5 words about L and D in their experience. Larger words mentioned more frequently)



# Key findings from Deep dive 1

## Context matters:

- Small force
- Previous large cuts, with loss of officers, staff and knowledge, particularly in L and D. More investment in L and D over last 2 years.
- Early career front-line workforce (over 40% have under 2 years' experience)

## Leadership for L and D readiness

- Energy and commitment to develop staff and L and D systems
- More confidence in external expertise than the demonstrable internal expertise





# Key findings from Deep Dive 2

- Large Metropolitan Force
- Serving a diverse population and having to deal with complex crime issues.
- Lack of investment in L and D and estates and facilities
- Variety of policy changes underway in line with workforce transformation- PDR, Diversity and Inclusion, CPD




# Key findings Deep Dive 2

- Disconnect between top and bottom of the organisation, lack of awareness on values and plans: low morale evident as a result
- Operational training, Leadership and Development of the business separate
- Lack of effective communication evident
- New Leadership in L and D
- Little evidence of core L and D specific strategy
- Lack of awareness over availability
- Evidence of highly skilled staff and passion to offer high quality product



## The L and D picture at the first two deep dive forces

- Innovation is present
- There is an L and D plan being implemented but sometimes impacted by reactive pressures
- Forces recognise and have started to address lack of quality assurance capacity (still some legacy to deal with)
- Awareness of need for stronger Performance Development Review DR, learning needs analysis, evaluation beyond classroom satisfaction
- L and D focused on doing skills more than thinking skills at the moment



# National Learning Network Events & Engagement

Aim: To develop a learning and development network for police services in England and Wales

- Mapping of regional arrangements for L&D and HR functions.
- Build a knowledge base by joining meetings, discussing our project, be alert to topical concerns in the L&D and HR communities and sounding out how tools and practical support through our research results would help forces
- Organising three NLN events – Nov 2018, May and Sept 2019 to help map the journey for forces to get ready for Policing Vision 2025. A practical opportunity to share and learn from other stakeholders on experiences and learning how to tackle transformational change.
- Presenting outcomes from research and interviews as the project progresses, including Baseline Survey analysis, the professionalisation of other groups and the role of evidence based teaching and learning practice

# Next Steps

- Planned CDDs and small case studies Oct 2018 to Mar 2019 - these will provide in depth knowledge of LT and D experience across England and Wales and the findings will help inform policy and be able to lead to:-
- Development of tools, techniques to support forces in L and D with the goal of assisting police services to implement and work towards supporting
- Developing next networking events
- Developing and undertaking end-line survey.
- Production of reports for CDD forces
- sharing research and promising practice.



# About the team and MOPAC

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