

MAYOR OF LONDON

OFFICE FOR POLICING AND CRIME

Implementing the Transformation of Police Training Learning and Development: Baseline Survey Report

The Open University with IFF Research

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Executive Summary

The purpose of this research is to understand to what extent and in what ways English and Welsh police forces are prepared for the changes to training, learning and development (TLD) required to implement Policing Vision 2025¹, and how they can best be supported to realise this ambition going forward.

This survey aims to establish a baseline of working practices, and attitudes about training, learning and development from both managers and portfolio leads at police forces across England and Wales. This baseline information can then be used to assess changes in practices and attitudes can be measured.

The survey findings are supplemented by eight provocations which are questions to police forces and national policing bodies about how to best make use of the information in this survey. In this way the survey is not only about research but about action.

This baseline survey was designed and undertaken as part of a Home Office Police Transformation Fund project, led by the London Mayor's Office for Policing and Crime (MOPAC), working in collaboration with the Centre for Policing Research and Learning at The Open University.

The survey aimed to get responses from all 43 English and Welsh territorial police forces, with responses from both the Head of training, learning and development, and the executive team member with training, learning and development in their portfolio. Responses were received from 45 participants from 32 police forces, which is a good response for the baseline.

One salutary theme of the baseline survey is that while many forces are preparing for the upcoming changes set out in Policing Vision 2025, the level of preparedness is somewhat low, and there are several indicators that training, learning and development staff do not feel ready for the changes. For example:

- Only one in five (20 per cent) of training, learning and development managers and portfolio leads felt that their force is prepared for upcoming changes set out in Policing Vision 2025. None reported being very prepared. In fact, less than one in three (29 per cent) felt that their force is not prepared.
- Nearly half (47 per cent) of forces report that their L and D staff think that the pace of change is too fast or much too fast.

¹ <http://www.npcc.police.uk/documents/policing%20vision.pdf>

- Nearly 3 in five (58 per cent) felt that their TLD staff see the volume of change required is too great.
- One in five (18 per cent) are not sure about the volume of change
- One in five respondents (20 per cent) don't know if Policing Vision 2025 will be successfully implemented while nearly one third (31 per cent) believe that it will be successfully implemented.
- Only one in seven (13 per cent) feel that their qualifications currently meet the standards required for the future. Just over one in twenty (6 per cent) of TLD staff hold a Level 6 qualification (degree level) relevant to their area of work, and fewer than one in twenty (4 per cent) are working towards such a qualification.
- Four in ten respondents felt that the pace and volume of change required to achieve the training and development ambition set out in Policing Vision 2025 is too great.
- Just under one in five of respondents (18 per cent) believed that their force was effective at implementing evidence-based research into their training, learning and development offerings.

These findings suggest that there is still much work for police forces to do before being ready for Policing Vision 2025.

However, there are also many qualities which police forces reported which will help them tackle the ambitions of Policing Vision 2025. For example:

- Support from senior leadership, both at the executive level and within the training, learning and development department, was felt to be helpful in preparing for Policing Vision 2025. Over nine in ten (93 per cent) think leadership from within TLD will help; four out of five (84 per cent) think leadership by the executive team will help.
- Nearly three in five (58 per cent) think that organisational change in the force will help.
- Nearly three quarters of forces (74 per cent) reported that their staff would be willing to upskill to meet new standards for Policing Vision 2025
- There is a strong opportunity and role for the College of Policing (CoP), with three quarters (75 per cent) reporting that they believe that CoP standards will help their force with the readiness of TLD for Policing Vision 2025.
- Nearly all respondents (96 per cent) felt that learning from other police forces in the UK would help preparedness for Policing Vision 2025 and they are also interested in learning from sharing experiences within TLD departments (91 per cent); from other professions (87 per cent) and from police forces internationally (44 per cent).

This is a strong basis on which to build, fostering greater capacity and capability in TLD as part of wider changes.

There is still a lot of uncertainty in forces, as reported in this survey, (e.g. nearly one in three (31 per cent) not sure about why changes in TLD are occurring; just under a third (29 per cent) not sure whether or not Policing Vision 2025 will bring benefits to the force; two in five (40 per cent) not sure whether or not Policing Vision will be implemented successfully). Organisational research into uncertainty in the workplace points out that gaps in knowledge may be filled with rumour and myth, which can be hard to undo, or to change later. However, this suggests the need to do more than disseminate information. How a message is received and “heard” is very important in organisations and may not be what was intended. So events which are concerned with listening and engaging can be beneficial. Research also shows that participation in decision-making at a local level is often highly beneficial, enabling the workforce to get involved in making changes work well.

In summary, policing has a large mountain to climb to support the training, learning and development needs fundamental for Policing Vision 2025 and not many forces feel prepared. But importantly, there are substantial assets in the workforce and in its confidence in the leadership. It will be valuable for all to think carefully about action to support the ongoing journey of transformational change so that uncertainty can be channelled into motivation and capability, and so that police forces can build on areas of strength.

Baseline Survey Provocations – What Forces Can Do Next

This baseline survey is part of the action research project to enhance the transformation of police training, learning and development. This report provides the research – but we ask all readers to consider the actions that they might take arising from this survey in order to progress change ready for Policing Vision 2025.

What might executive leaders do on reading this report? Heads of L and D? Individual trainers, professional development coaches and developers? What about the NPCC? And the College of Policing? Regional networks of TLD police professionals? The research hopefully stimulates thoughts on action not solely on reflection for all involved in policing. Here are eight provocations to stimulate debate and action:

Provocation 1

The survey is of all English and Welsh territorial police forces (43), with a good response rate from forces (32 forces replied; 45 respondents in total) so the baseline is strong and useful. However, it is noticeable that the majority of responses came from Heads of L and D. There were only nine responses from L and D portfolio leads. (This means that the baseline must be largely seen as a functional rather than a corporate view). We can only speculate as to why portfolio leads did not respond (Too busy? Confident it could be completed satisfactorily by L and D head? Felt they were not knowledgeable enough about L and D? L and D not a high priority currently in their portfolio?). Whatever the reason, does the lack of engagement in the baseline survey signal (or not) lack of engagement in TLD change?

Where non-response was due to lack of interest, or knowledge, in L and D, what actions can forces and the College of Policing consider to encourage greater engagement from TLD portfolio leads? This may be particularly important given that the survey also suggests that TLD staff are looking to senior leadership to help them transform.

Provocation 2

The survey reports that a low percentage of training, learning and development (TLD) staff hold a Level 6 qualification (6 per cent) and even fewer are working towards a qualification at that level (4 per cent). Given that Policing Vision 2025 and the PEQF framework emphasise police officers and staff qualified to degree level, this is a concerning finding.

Are the current actions in policing to upskill qualifications sufficient? What else might be undertaken to enhance this agenda? How can the conundrum be managed that TLD qualifications are typically levels 3, 5 and 7 (CIPD framework <https://nmj.cipd.co.uk/qualification-finder>) while policing tends to talk about level 6? What actions can be taken to make this situation less potentially confusing for staff?

Provocation 3

The survey reports that 53 per cent of police TLD is provided solely in the classroom, 11 per cent online, 11 per cent is blended and 23 per cent is on the job. In addition, in a separate question, 37 per cent 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?

Provocation 4

The report shows that the evaluation of TLD needs within forces has a heavy reliance on learner feedback (96 per cent use this method and it is the most widely used). Only 40 per cent of respondents said their force used external review. While two-thirds (67 per cent) said they used the Kirkpatrick method of evaluation to feed into needs analysis, it is known informally in policing and from research evidence more broadly about TLD, that the Kirkpatrick model is often only used only at its most basic level in a wide range of organisations (i.e. level 1 which is about the satisfaction of learners about a course, often just at the end of the interactive part of the course).²

What are the views from individual police forces and national bodies about what might be done to enhance the quality of review in TLD needs analysis?

Provocation 5

Importantly, the report shows that forces report that TLD staff think they are not ready for the changes ahead. Only 20 per cent of forces report being prepared in relation to L and D (and none think they are very prepared). 47 per cent of forces report that their TLD staff think that the pace of change is too fast or much too fast. 58 per cent felt that their TLD staff see the volume of change required as too great. The percentage who are not sure is also of concern (18 per cent or about 1 in 5 forces). 20 per cent don't know if Policing Vision 2025 will be successfully implemented and only 13 per cent feel that their qualifications currently meet the standards required for the future.

These results, both individually and particularly together, speak of a workforce which is hesitant and uncertain about the future and feels burdened by the pace and extent of change. A number of forces are already taking action to address these concerns, but what more might be undertaken? 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?

Provocation 6

Despite the level of uncertainty and probably anxiety about the future among TLD staff, there are some encouraging indicators in the factors which can help to allay concerns and provide avenues for action. 71 per cent think that the leadership in the TLD function will help a lot (this expands to 93 per cent when combining two survey responses of help a lot and help a little). Confidence in the leadership by the executive team is also high (60 per cent and 84 per cent respectively). The College of Policing standards are expected to help (75 per cent think this will help rather than hinder).

This confidence in force leadership is a considerable asset to have in the current transformation context but it will need careful attention if trust is not to be squandered or lost, so how can executive and TLD leadership support staff, and also themselves be supported to engage constructively and

² Bates R (2004) A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence *Evaluation and Program Planning*, 27, pages 341–347.

actively with the TLD function. How can networks of horizontal engagement, nationally, regionally or locally, be strengthened as one means to provide that support?

Provocation 7

The survey shows that help from other police forces and other professions is broadly accepted but Figure 12 shows a declining percentage expecting help from others the further that source is from the current force. 58 per cent expect that sharing within their own department will support change, this goes down marginally in learning from other police forces (56 per cent), down further in learning from other professions (36 per cent) and less again in learning from police forces internationally (20 per cent).

Long-term research on inter-organisational learning shows that organisations which are less skilled in organisational learning and innovation are most inclined to prefer to learn from those most similar to them, but that increasing capability and expertise in organisational learning enables organisations to learn from others which are dissimilar from them by looking at underlying patterns not surface patterns (Hartley and Rashman, 2018)³.

What can police forces, the NPCC, the College and others do to help in the “translation” process which is required in learning from other contexts and professions and in adapting these ideas to policing? 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?

Provocation 8

Any survey is a trade-off between what would be good to know and placing burdens on respondents so this provocation is about what might be missing, and what might be found out from other sources. An endline survey (a mirror image of this baseline survey) will be undertaken towards the end of the project, mainly to measure change over time, using the same questions as the baseline - but there is some limited scope for further questions.

What might be included in the endline survey which will happen towards the end of the project? How can any gaps in knowledge or in implementation of knowledge be addressed right now, either by police forces and national bodies or by the action research project team?

³ Hartley J and Rashman L (2018) Innovation and learning in a national programme of public service reform *International Review of Administrative Sciences*, 84, (2), pages 231-248.

Next steps

The action research project team, which includes colleagues from The Open University's Centre for Policing Research and Learning research team and MOPAC, are available for discussion, workshops and other events to take this baseline survey forward into action.

The team encourage all police to read and consider the provocations as this will hopefully stimulate ways to take steps on the journey to change.

Later in the year, after a number of "collaborative deep dives" with forces, supported by co-researchers from other forces, the research team at OU and MOPAC will be producing models, frameworks and tools to help support the changes which TLD departments and forces are seeking.

Introduction

The challenges faced by police services in the UK and overseas are ever-changing. There are evolving challenges of threat, risk and harm, including terrorism, cybercrime, increasingly globalised organised crime and the need to protect vulnerable members of society. Senior police leaders and government acknowledge that services must adapt to keep pace with the modern policing environment.

In 2016, the National Police Chiefs' Council (NPCC) published Policing Vision 2025. Written in collaboration with the Association of Police and Crime Commissioners, Chief Constables, and other policing bodies, the Vision sets out an ambition for police transformation over the coming decade.

Part of this ambition is the education, training, learning and development of a professional workforce with the skills and capabilities required to meet the policing challenges of the 21st century. With such a broad range of complex scenarios facing modern police officers and staff, it is recognised that there is a need to rethink how best to equip the workforce with the necessary skills, qualifications and specialisations. It is important that policing remains an attractive career choice in the modern work environment.

Aims and Purposes

The purpose of this research is to understand to what extent and in what ways English and Welsh police forces are prepared for the changes to training, learning and development required to implement Policing Vision 2025, and how they can best be supported to realise this ambition going forward.

This survey aims to establish a baseline of working practices, and attitudes about training, learning and development from both managers and portfolio leads at police forces across England and Wales. This baseline information can then act as a foundation for future research, and from which changes in practices and attitudes can be measured.

This baseline survey was undertaken as part of a two-year project: Implementing the Transformation of Police Training, Learning and Development, funded by the Home Office Police Transformation Fund (Grant PR071-2017). The project is led by the London Mayor's Office for Policing and Crime (MOPAC), working in collaboration with The Open University. The survey was designed by the research team at the Open University's Centre for Policing Research and Learning, with the fieldwork and analysis was undertaken by IFF Research. The project's Working Group provided ideas for design and for the "provocations".

This report presents the survey findings – but it also presents some provocations for police forces and policing regional and national bodies to consider so that action follows this research.

Methodology and Participant Profile

The current study is a baseline survey, used to capture existing working practices and attitudes. These will be assessed again at the end of the project to capture any possible changes.

The survey was designed to take approximately 15 minutes to complete, and covered the following broad sections:

- Capacity
- Channels of TLD delivery and outsourcing
- Evaluation and review of TLD practices
- Evidence-based research and innovation
- Readiness of staff for Policing Vision 2025
- Factors helping/hindering readiness for Policing Vision 2025

Responses were requested from two members of each force:

1. one from the individual responsible for the day-to-day management of training, learning and development⁴,
2. and another from the individual who holds the portfolio in the executive team for training, learning and development.

These two roles were contacted (by name) in each of the 43 territorial police forces across England and Wales and they were invited to take part in an online survey. 86 people were therefore contacted for the survey. This is a small group, but they cover a wide array of forces so creating a baseline for the future.

Responses were received from 45 participants representing 32 different police forces⁵. Thirty-four responses were received from day-to-day managers of TLD and nine responses were received from those holding the portfolio for TLD in the executive team⁶. Consequently, the baseline established in

⁴ Forces vary in their names for the function(s) which cover training, learning and development, but for the sake of reporting we refer to this generically as TLD.

⁵ The size of the survey is small and the survey achieved 45 responses out of a possible 86. Responses were only requested from two individuals at each force. As such, the response rate represents a robust proportion of the total survey population (86) and allows a valid baseline to be established. Findings are presented as percentages, rather than absolute numbers, throughout this report.

⁶ Two respondents covered both roles so the overall response rate is 54 per cent.

this research is taken largely from the perspective of those responsible for implementing training, learning and development operationally, rather than those whose role is to link TLD strategically into wider policing priorities.

Nine of the 45 participants were police officers, with their ranks ranging from sergeant to superintendent.

Fieldwork was launched on 25th April 2018 and concluded on 29th May 2018.

Capacity and Capability

The size of training, learning and development departments varied greatly by force. The median department had 66 staff⁷ though this ranged from 13 in the smallest department to 298 at the largest.

As shown in Table 1, the majority of TLD staff work full time (95 per cent) and slightly less than half (44 per cent) are police officers. Only six per cent of staff hold a Level 6 qualification⁸ relevant to their area of work – 18 out of 39 respondents who were able to answer this question (50 per cent) reported that none of their TLD staff hold a relevant Level 6 qualification.

Table 1 Profile of training, learning and development staff

Mean proportion of all training, learning and development staff who...	
Are police officers	44%
Are working full time in TLD	95%
Are on secondment to TLD	5%
Have been in TLD for more than 5 years	42%
Currently hold a Level 6 qualification relevant to their area of work	6%
Are working towards a Level 6 qualification relevant to their area of work	4%
Hold a Level 6 (or above) teaching qualification	6%
Are line managed by the TLD department	97%
Are temporary workers	3%
Are outsourced	3%
<i>Base: All respondents (45)</i>	

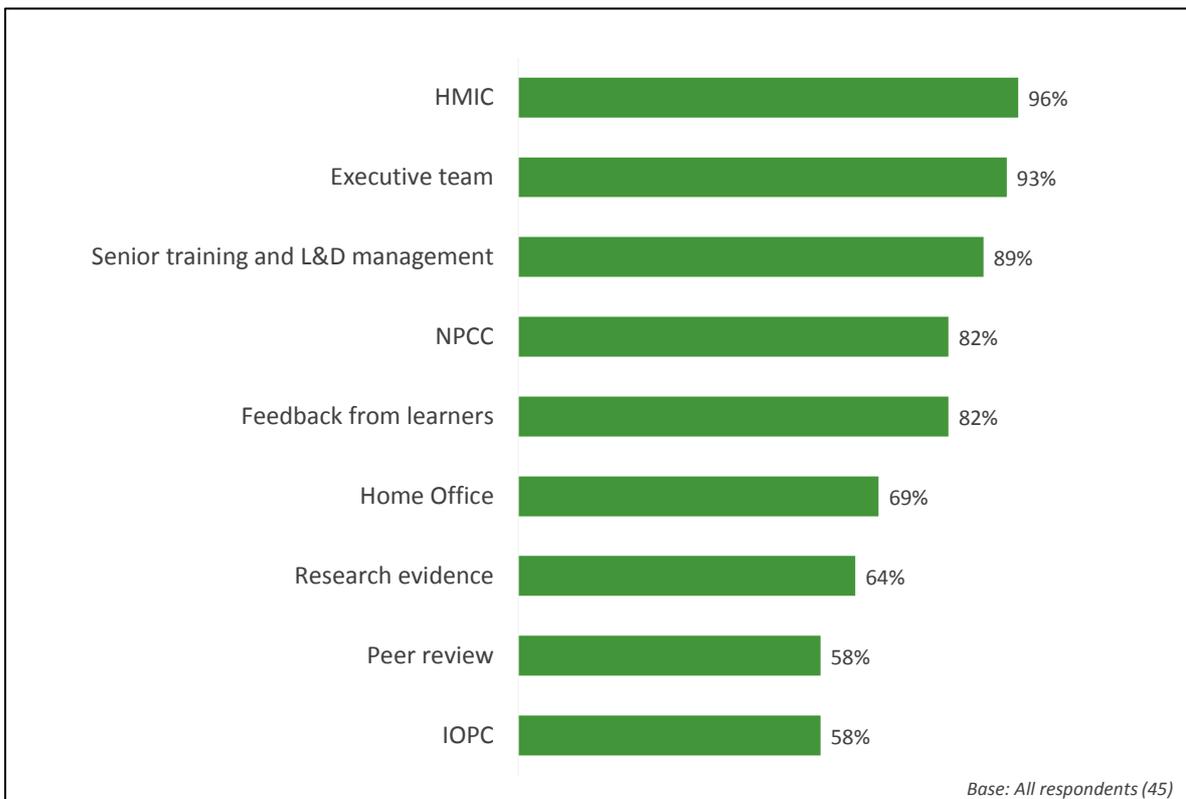
⁷ In the questionnaire, ‘training, learning and development staff’ were defined as those for whom planning or delivering training, learning and development activity is a core part of their job. This does not include those who deliver training and development in addition to their main role.

⁸ On the Regulated Qualifications Framework (RQF), a level 6 qualification is equivalent to a Bachelor’s degree, with honours, a Graduate Certificate (including PGCE), or a Graduate Diploma.

Identifying Training, Learning and Development Needs and Priorities

One of the issues explored in the survey was the sources used by the TLD function to identify new training, learning and development needs. As shown in Figure 1, almost all respondents (96 per cent) said that new training, learning and development needs or priorities had been identified through HMIC⁹ at some point in the last 12 months. Other national bodies also commonly cited as sources of TLD needs or priorities include: NPCC¹⁰ (82 per cent), the Home Office (69 per cent) and IOPC¹¹ (58 per cent).

Figure 1 Sources used to identify new training, learning and development needs or priorities in the last 12 months.



New training, learning and development needs and priorities were often identified by internal staff, with 93 per cent citing the executive team within the force and 89 per cent citing senior training, learning and development management.

⁹ Her Majesty’s Inspectorate of Constabulary, Fire and Rescue Services.

¹⁰ National Police Chiefs’ Council

¹¹ Independent Office for Police Conduct

Several additional identifiers of needs and priorities were mentioned, such as operational requirements (42 per cent), recruitment and promotion process (26 per cent), and the College of Policing (32 per cent). Local requirements and the Coroner’s Office were also identified as potential sources of TLD needs and priorities, both exclusively by day-to-day TLD managers.

Training, Learning and Development Delivery

As shown in Figure 2, all respondents reported that officer safety training and crime training were overseen by the training, learning and development department. Other types of training that were overseen internally almost universally include: recruit training (98 per cent), driver training (98 per cent) and IT training (93 per cent).

Other types of training were not offered by as many forces; one quarter (24 per cent) of respondents said that leadership and management training was overseen internally. Likewise, just one in six respondents reported overseeing firearms training and dog training internally (both 16 per cent).

Figure 2 Training activities overseen internally.

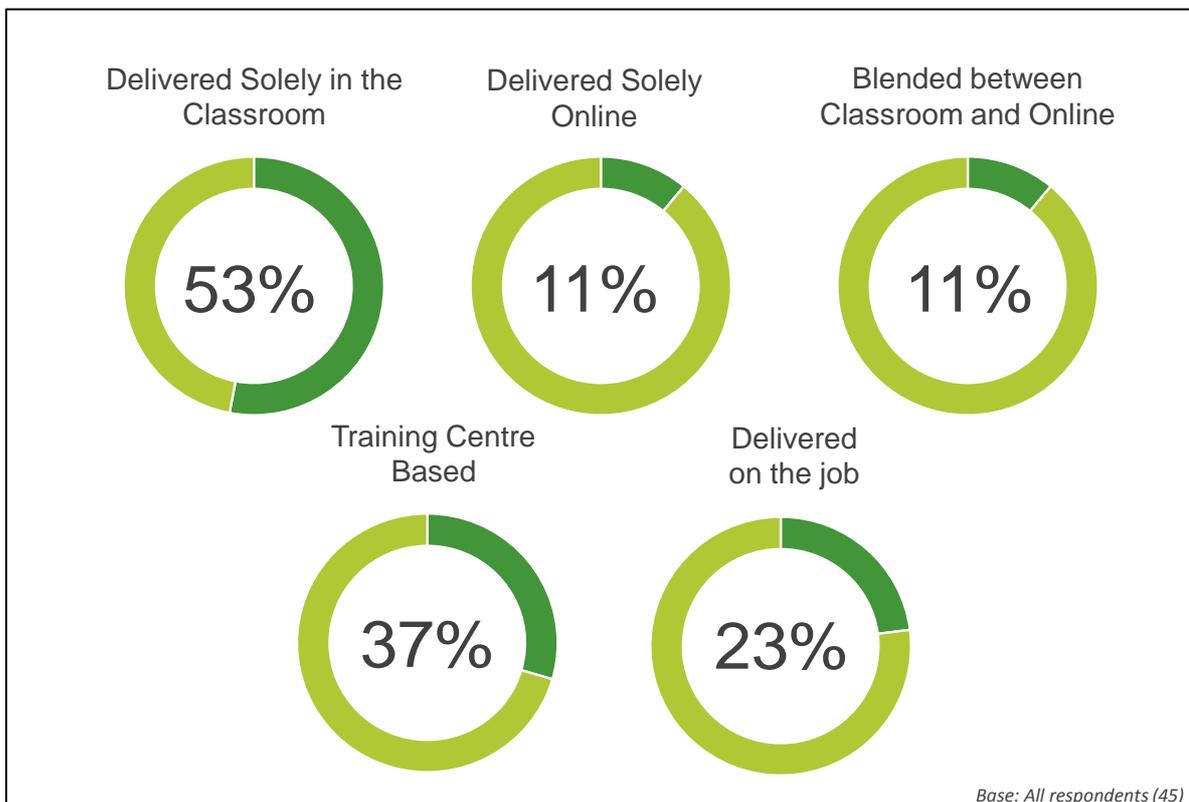


Nearly three-quarters of respondents (71 per cent) said that at least some of their training provision was outsourced. The most commonly outsourced aspects of training were specialist operational training (44 per cent) and Continuing Professional Development (CPD, 42 per cent).

In terms of the channels through which training was provided, respondents were asked to estimate the approximate proportion of their training that is delivered in the classroom, online, at training

centres, or on the job. On average, respondents reported that just over half of the training in their force (53 per cent) was delivered solely in the classroom. Training centre based training accounted for, on average, just over a third of all training in each force (37 per cent) and nearly a quarter of training in each force (23 per cent) was delivered on the job.

Figure 3 Channels of training provision



The vast majority of respondents (93 per cent) said that their force provides at least some online training. Despite this, the average proportions of training delivered either solely online (11 per cent) or through a blend of online and classroom-based learning (11 per cent) were quite low¹².

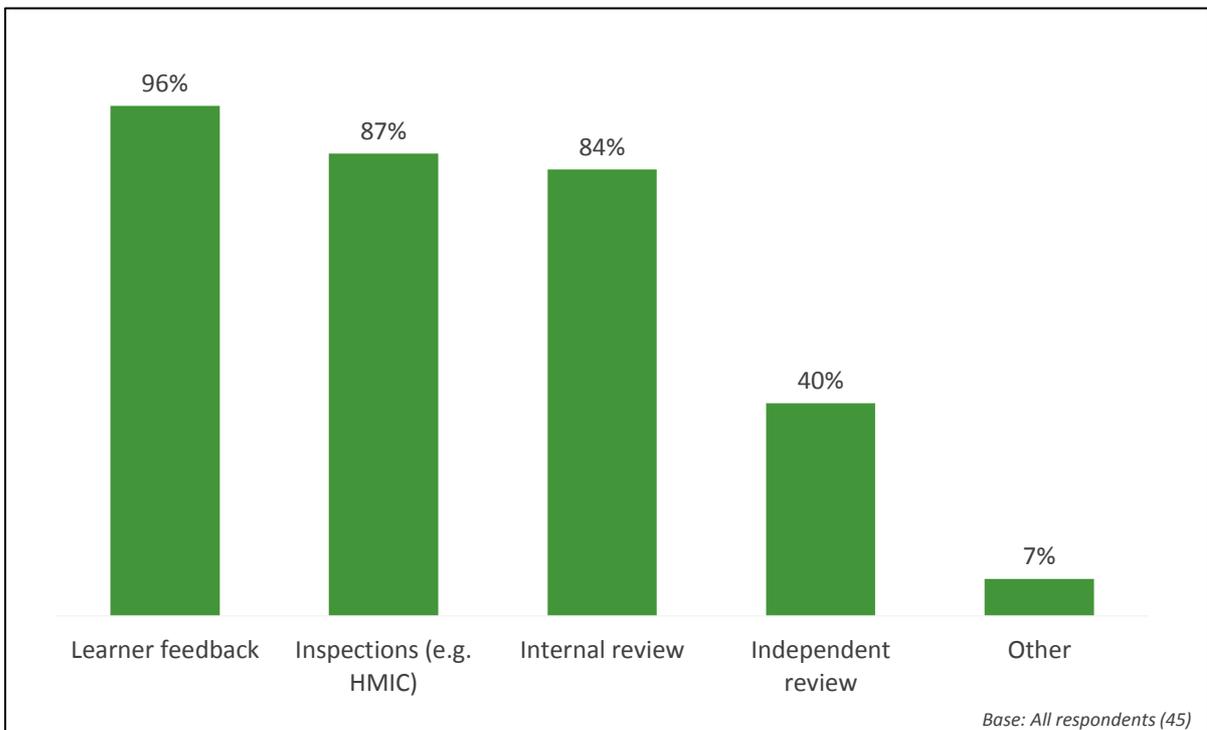
¹² Figure 3 shows the means of estimated percentages provided by all respondents. Given variations in the size of forces, these percentages do not represent proportions of all training nationwide. As such, figures do not sum to 100 per cent.

Evaluating Existing Training, Learning and Development Provision

Processes to review training, learning and development practices were widely used. Nine in ten respondents (91 per cent) reported having a formal quality review process in place for their learning and development activities. All respondents indicated at least one form of review process, even if they had not identified these as formal processes.

As shown in Figure 4, feedback direct from learners was used to review training, learning and development practices by the majority of respondents (96 per cent). Inspections (87 per cent) and internal reviews (84 per cent) were also highly prevalent. Independent reviews were mentioned by 40 per cent of respondents. Perhaps reflecting more outward-looking working practices generally, independent reviews were more commonly mentioned by respondents at forces who outsourced training (50 per cent), than by those that did not (15 per cent).

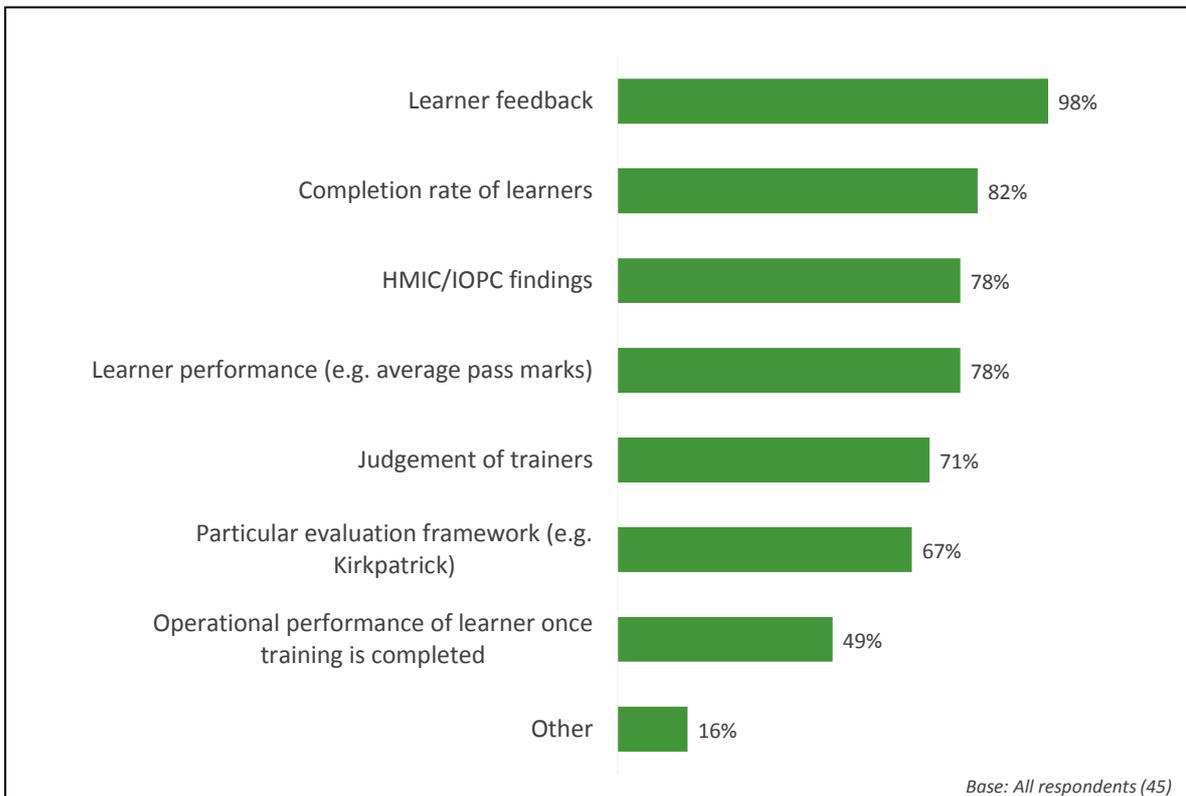
Figure 4 Methods used to review training, learning and development practices



To assess the effectiveness of their training, learning and development offerings, forces utilised a range of criteria (see Figure 5). Almost all respondents (98 per cent) reported that learner feedback was used as a criterion in assessment of the TLD department. In addition to this, objective measures of performance, such as completion rate (82 per cent) and pass marks (78 per cent) were also commonly used. Several other criteria were also identified as important, such as HMIC / IOPC

findings¹³ (78 per cent), trainer judgements (71 per cent) and other particular evaluation frameworks (e.g. Kirkpatrick) (67 per cent). Assessing the operational performance of learners after training was completed was the least common method, though it was reported as being used by nearly half of all respondents (49 per cent).

Figure 5 Criteria used in assessing the effective of training, learning and development departments



CPD was frequently cited by respondents as an assessment criterion (69 per cent) in annual appraisals of learning and development staff, especially so among TLD portfolio leads (92 per cent).

Evidence-based Learning and Innovation

Six-in-ten respondents (60 per cent) felt that innovation was a central aim when developing new training, learning and development provision and almost two-thirds of respondents (64 per cent) reported that they used research evidence as an indicator of training needs and priorities. Despite this, only around a fifth of respondents (18 per cent) believed that their force was effective at implementing evidence-based research into their training, learning and development offerings. It seems that, although forces have been looking to explore innovative training provision, and have been using research evidence to identify TLD needs and priorities, these have not been effectively transferred to actual training provision.

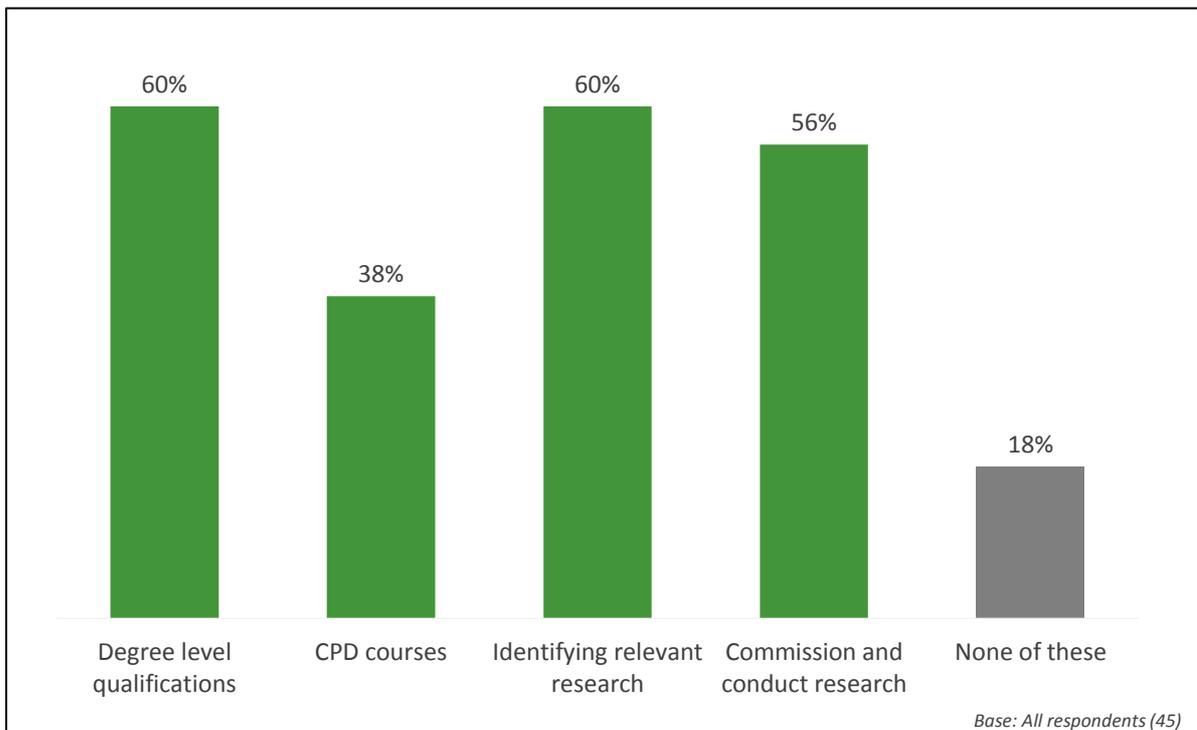
¹³ Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services / Independent Office for Police Conduct

Relationships with Higher Education Providers

One source of evidence-based practice is universities and colleges. Working relationships between TLD departments and higher education institutes were common, reported by around three-quarters of respondents (72 per cent). Such relationships were more prevalent among forces who outsourced training (91 per cent) than among those who conducted all training internally (62 per cent).

While the precise nature of these partnerships varied from force to force, the most common were to deliver formal degree level qualifications to staff (60 per cent), or for research purposes - either commissioning and conducting research (56 per cent) or identifying relevant research results to inform practices (60 per cent). Just over a third of respondents reported that they had a working relationship with a higher education provider for the delivery of CPD courses to their staff (38 per cent).

Figure 6 Working relationships with higher education providers



Readiness for Policing Vision 2025

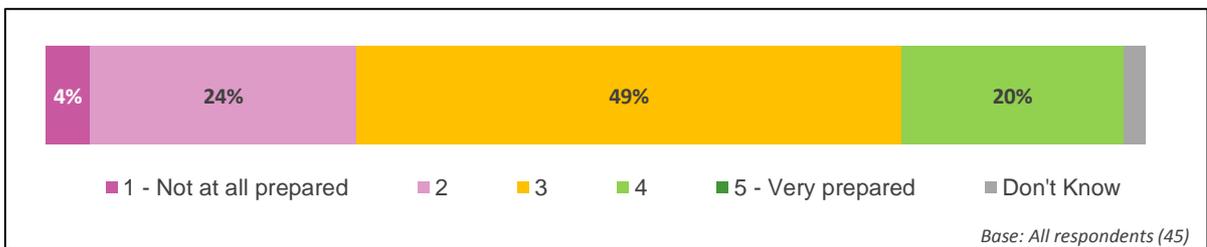
Preparedness of Forces

More than half of respondents (58 per cent) said that their force had a written training, learning and development strategy.

Perceptions of forces' preparedness to meet the training and development ambition set out in Policing Vision 2025 were mixed.

As shown in Figure 7, only one in five respondents (20 per cent) felt that their force was prepared for forthcoming changes, and none reported that their force was 'very prepared'. Indeed, a greater proportion (29 per cent) felt that their force was not prepared.

Figure 7 Perceived preparedness of forces to meet the training, learning and development ambition set out in Policing Vision 2025

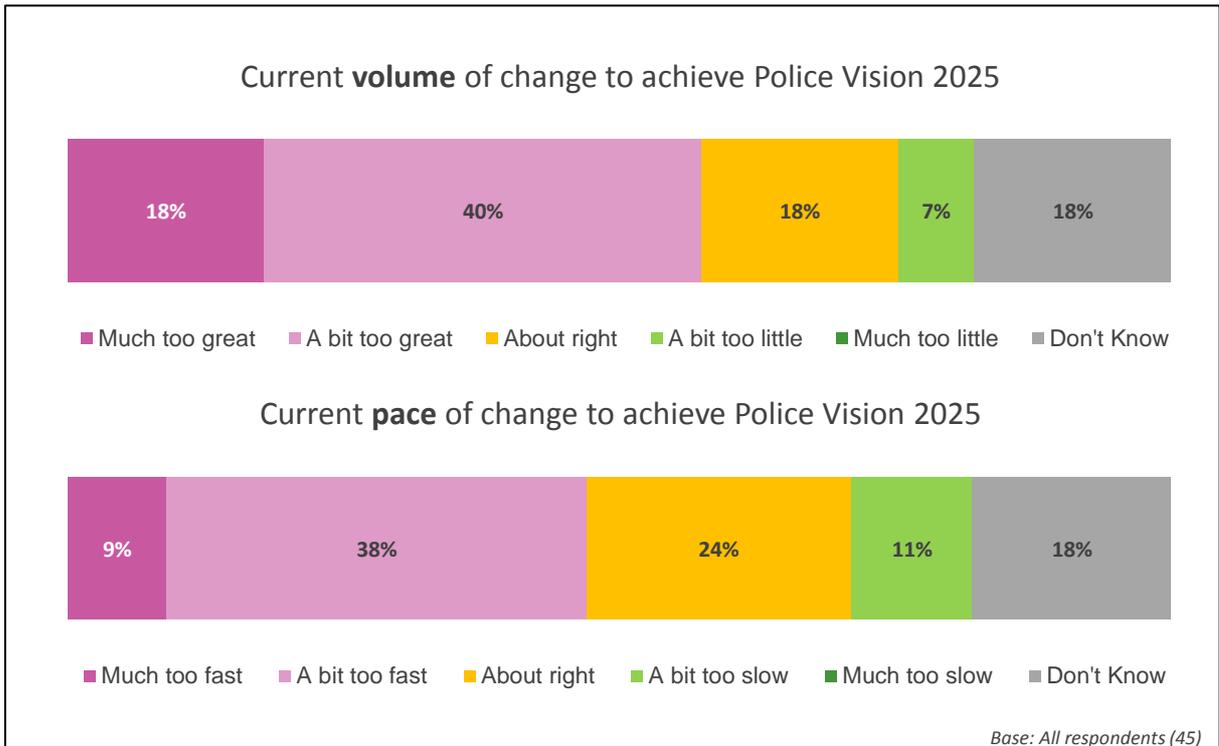


Volume and Pace of Change

As shown in Figure 8, training, learning and development staff see the changes required to achieve the ambitions set out in Policing Vision 2025 as challenging. More than half of respondents (58 per cent) felt that their TLD staff see the volume of change required as too great, with one in five (18 per cent) reporting that their staff feel the volume of change required is 'much too great'.

Similarly, when considering the pace of change required, nearly half (47 per cent) felt it was 'a bit too fast' or 'much too fast' while only a quarter (24 per cent) felt it was 'about right'. There is slightly more concern about volume than pace but in neither area are staff showing confidence about change.

Figure 8 Perceptions of current volume and pace of change to achieve Policing Vision 2025, among training, learning and development staff

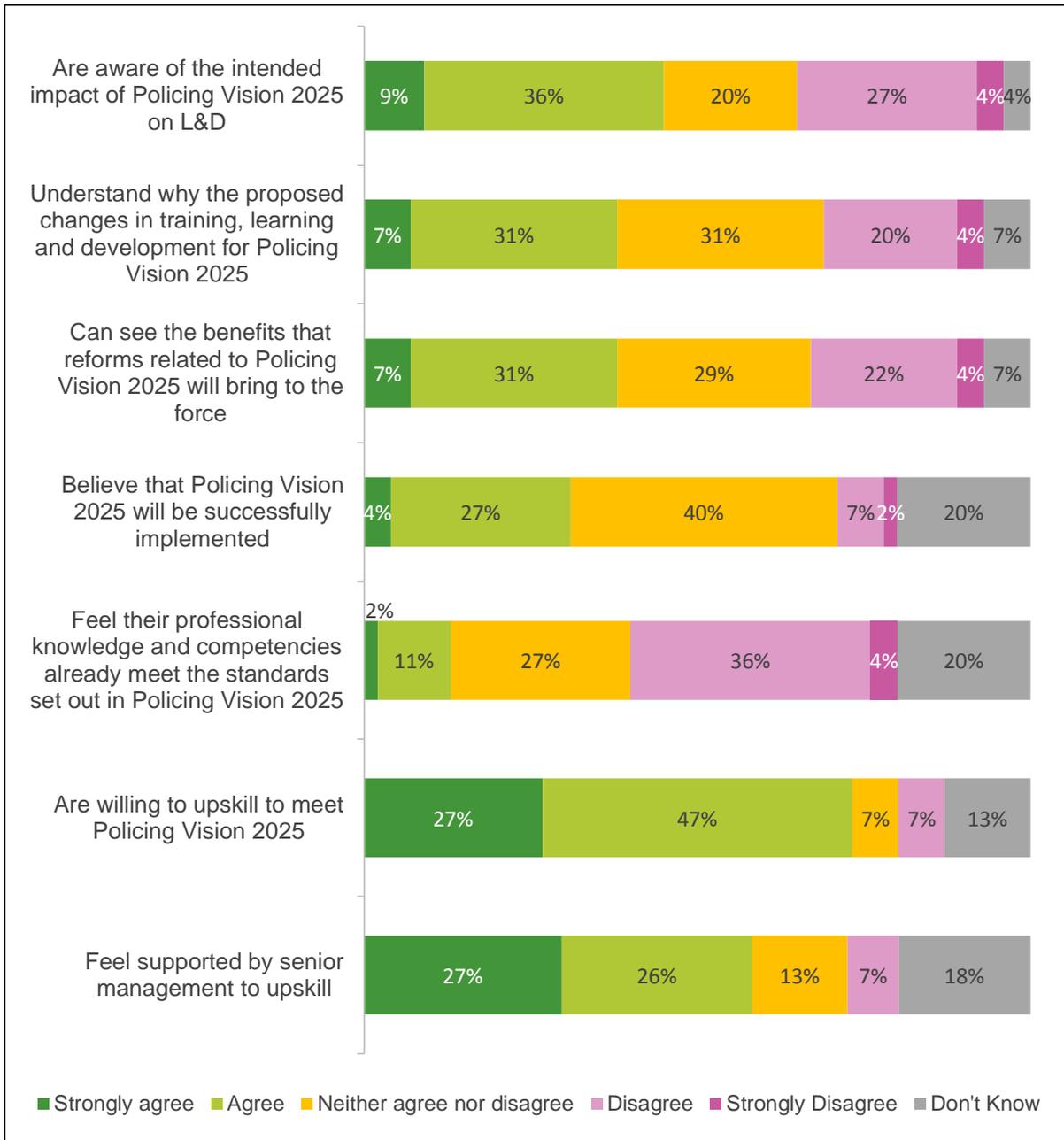


Readiness of Training, Learning and Development Staff to Change

The reported lack of preparedness of forces for Policing Vision 2025 was reflected in the assessment of respondents about the readiness of TLD staff to change. As shown in Figure 9, less than half of respondents (44 per cent) agreed that their training, learning and development staff were aware of the intended impact of the Policing Vision 2025 and an even lower proportion (38 per cent) felt that their staff understand why the proposed changes in training, learning and development for Policing Vision 2025 were needed.

Just over a third of respondents (38 per cent) agreed that their staff could see the benefits that the reforms will bring to the force, though this may reflect low levels of general awareness of upcoming changes rather than active disagreement with the potential for Policing Vision 2025 to deliver benefits to forces. Around a third of respondents (31 per cent) agreed that their staff believe that Policing Vision 2025 will be successfully implemented.

Figure 9 Extent to which respondents agree or disagree that training, learning and development staff in their force:



Although only one in eight respondents (13 per cent) thought that the current professional knowledge and competencies of their staff met the standards set out in Policing Vision 2025, the majority (74 per cent) felt that their staff would be willing to upskill to meet these standards. Furthermore, most respondents (61 per cent) agreed that their staff feel supported by senior management to upskill.

Respondents were asked whether the training, learning and development staff in their organisation tend to believe that their jobs will be better or worse following the changes to training, learning and development for Policing Vision 2025. Of those who felt able to provide an answer to this question,

more than half (57 per cent) said that their staff feel their jobs would improve following the changes while around a quarter (23 per cent) said they would get worse.

However, it should be noted that one in three respondents (33 per cent) said they did not know whether their staff feel their jobs will be better or worse following the implementation of Policing Vision 2025.

Factors Influencing Readiness for Policing Vision 2025

There are a number of factors that could influence the readiness of training, learning and development departments for the changes set out in Policing Vision 2025. These might include: organisational change, support from senior leadership, government policy, or collaborative working with other organisations.

Reflecting the scale of the changes required to achieve Policing Vision 2025, respondents reported that having support from senior leadership in the executive team and from leadership within the TLD department could be of great benefit in ensuring that forces are prepared for the implementation of changes (see Figure 10). Nearly three-quarters of respondents (71 per cent) felt that leadership within the TLD department could help 'a lot' and more than half (60 per cent) felt similarly about leadership in the executive team.

Although more than half of respondents (58 per cent) felt that organisational changes in the force might be helpful, around a third (31 per cent) felt that such changes might actively hinder preparedness. Changes to IT structures were felt to be helpful by some (31 per cent), but a greater proportion (52 per cent) felt that changing IT structures would be unhelpful. Most respondents thought that budget reductions would hinder preparedness, with two-thirds (67 per cent) reporting that these cuts would hinder 'a lot'.

Figure 10 Extent to which senior leadership and organisational change would help or hinder training, learning and development readiness for Policing Vision 2025



As shown in Figure 11, perceptions of the extent to which government bodies could help or hinder the preparations of training, learning and development departments for Policing Vision 2025 were mixed. The potential for support from the College of Policing was thought to be valuable, with three-quarters (75 per cent) of respondents saying that this would help to some degree¹⁴. Around a third of respondents felt that HMIC (33 per cent) or Home Office regulations (31 per cent) would help preparedness, though a similar proportion (34 per cent) felt that HMIC might be a hindrance. Respondents were less positive about the potential for government policies generally to help preparedness - four in ten (42 per cent) thought such policies would be more likely to hinder preparations.

¹⁴ Here, 'help to some degree' is defined as either 'helps a bit' or 'helps a lot'.

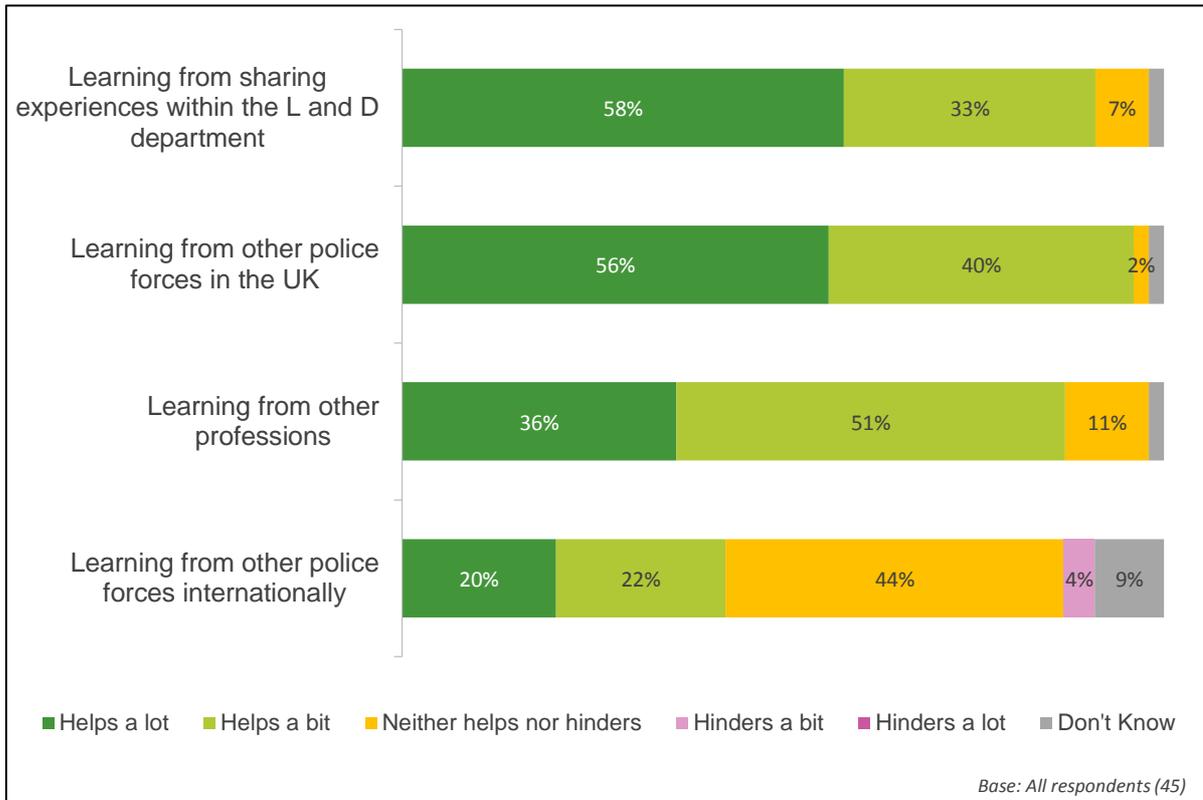
Figure 11 Extent to which government bodies help or hinder training, learning and development readiness for Policing Vision 2025



As shown in Figure 12, sharing of learning and experiences both within and between forces was broadly felt to be valuable in terms of ensuring preparedness for the training, learning and development goals of Policing Vision 2025. The vast majority of respondents (96 per cent) felt that learning from other police forces in the UK would help preparations for Policing Vision 2025, and a similar proportion (91 per cent) felt the same about learning from sharing experiences within their learning and development department. For both of these sources of support, more than half of respondents felt the support would help ‘a lot’.

Eighty-seven per cent of respondents felt that there was value in learning from other professions, with 36 per cent saying that this would help ‘a lot’. Respondents were more ambivalent about the potential benefits of sharing learnings with police forces internationally, with four in ten (44 per cent) feeling it would neither help nor hinder, compared with a similar proportion (42 per cent) thinking it would help to some degree.

Figure 12 Extent to which police forces and other professions help or hinder training, learning and development readiness for Policing Vision 2025



Conclusions

This research aimed to establish a baseline of the readiness of police forces for the changes required to implement the training, learning and development ambition of Policing Vision 2025. A baseline provides information which can be used in several ways, including identifying areas of strength and areas which would benefit from further development, and also enabling an assessment of change over time. The survey was designed by the research team at the Open University and completed in conjunction with the Mayor's Office for Policing and Crime. Funding was provided by the Home Office from the Police Transformation Fund. IFF Research carried out the fieldwork and the analysis.

This is a strong baseline because 32 out of the 43 English and Welsh police forces provides information. Responses were requested from two sources in each police force: the head of TLD, and the executive team member with TLD in their portfolio. More of the former replied than the latter.

The baseline provides food for thought about the readiness of the training, learning and development function for Policing Vision 2025, showing important gaps. Only one-fifth of respondents reported that their force was prepared for the changes required for Policing Vision 2025 and more than half felt that the volume and pace of change required to implement Policing Vision 2025 was too great. These findings and others reported here suggest that there is still much work for police forces to do before being ready for Policing Vision 2025.

However, there are also many qualities which police forces reported which will help them tackle the ambitions of Policing Vision 2025. Support from senior leadership, both at the executive level and within the training, learning and development department, was felt to be helpful in preparing for Policing Vision 2025. Nearly three quarters of forces reported that their staff would be willing to upskill to meet new standards for Policing Vision 2025. Nearly all respondents felt that learning from other police forces in the UK would help preparedness for Policing Vision 2025 and they are also interested in learning from sharing experiences within TLD departments, and from other professions.

Collaboration between forces and other organisations was also thought to be an important source of support. The vast majority of staff felt that learning from other police forces and other professions would be helpful in preparing for the implementation of Policing Vision 2025. HMIC, Home Office regulations, and government policies generally were considered more sceptically, with upwards of one in five respondents feeling that each of these sources of support would actually hinder preparations.

There is still a lot of uncertainty in forces, as reported in this survey, for example quite high proportions of respondents reported not being sure about why changes in TLD are occurring; or whether or not Policing Vision 2025 will bring benefits to the force; or whether or not Policing Vision will be implemented successfully). Organisational research into uncertainty in the workplace points out that gaps in knowledge may be filled with rumour and myth, which can be hard to undo, or to change later. However, this suggests the need to do more than disseminate information. How a message is received and "heard" is very important in organisations and may not be what was

intended. So events which are concerned with listening and engaging can be beneficial. Research also shows that participation in decision-making at a local level is often highly beneficial, enabling the workforce to get involved in making changes work well.

Overall, policing has a large mountain to climb to support the training, learning and development needs fundamental for Policing Vision 2025 and not many forces feel prepared. But importantly, there are substantial assets in the workforce and in its confidence in the leadership. It will be valuable for all to think carefully about action to support the ongoing journey of transformational change so that uncertainty can be channelled into motivation and capability, and so that police forces can build on areas of strength.

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