

Implementing Transformation in Police Learning and Development

Collaborative Deep Dive 1

Research Team

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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 country.
- Some forces have offered a co-researcher to join the research team.

First collaborative deep dives

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

Key findings

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 one third 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

The L and D picture at the first deep dive force

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