

# Chief Constables' Council

## Title: Supporting the Ongoing Implementation of Transformation of Police Learning & Development

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### 1. INTRODUCTION

- 1.1. In December last year I wrote to you about a PTF programme that I have sponsored for the last 2 years, focused on strengthening the L&D function in policing. The programme supported all forces to transform the delivery of Learning and Development to officers and staff, to achieve the ambitions of the NPCC/APCC Policing Vision 2025.
- 1.2. The context for this work is the changing nature of demand and the increasing complexity of the challenges facing policing. In addition, the introduction of the PEQF, which, as you know, is driving a radical transformation of recruit education, and initiating new collaborations between police forces and higher education institutes. In addition, forces are also striving to meet the challenges of developing the existing workforce.
- 1.3. The programme was led by MOPAC in collaboration with the Open University and working closely with the NPCC. In addition, the project team engaged with the APCC, the College of Policing and all Home Office police forces, involving a large number of officers and staff in these Forces and within Learning and Development (L&D) teams.
- 1.4. This programme has now concluded, and has published an excellent set of products as well as setting up a national L&D professional network, led by the NPCC Learning and Development lead. This National Learning



Network will now be working to support forces to implement the learning from the project, and to develop the L&D functions in all Forces.

- 1.5. For too long our officers and staff have not benefitted from the professional development available in other organisations. Policing still relies on processes from 15 and 20 years ago, if not more. I believe that there is real potential for these developments in learning and development to deliver improved capability and therefore better outcomes for communities, but there are also real challenges as well.
- 1.6. Particularly as we all focus on the recruitment of additional officers, this is a good moment to confirm the importance of Learning and Development (L&D) in shaping the expertise and professionalism of policing locally. The Policing Uplift Programme (PUP) includes an L&D workstream, which will be working to support forces nationally to deliver the required capability through L&D. We must deliver training that is fit for the next forty years, not just the last thirty.
- 1.7. In this paper, I will set out a summary of the learning from the project, and some thought provoking questions for us all as we move forward. I ask for your support in leading this work.

## 2. BACKGROUND

### L&D Programme Summary

- 2.1. The delivery of this programme of research and organisational development was devised with the ambition of supporting forces to transform their Learning and Development (L&D) functions to support and equip the existing workforce - officers and staff - to meet current and future demand and deliver improved outcomes to communities; the ambitions of Vision 2025.
- 2.2. In addition to the NPCC, APCC and College of Policing, the programme engaged with the Police Federation, the Superintendents' Association and police staff unions. There has been recognition across all stakeholder organisations of the value and timeliness of this work.
- 2.3. The programme was developed following previous MOPAC research which provided insight into the lack of readiness of L&D functions within forces to deliver the Policing Vision 2025. The need for the work was also driven by the introduction of PEQF with the risk that the existing workforce was going to be "left behind" in terms of professional development.

### Programme Design and Delivery

- 2.4. This collaborative research programme comprised the following elements and products:
  - **Baseline** of the state of L&D in Policing (April 2018)
  - **Learning from other Professions** - Literature review and interviews covering Paramedics, Nursing, Teaching and Law
  - **Collaborative Deep Dives** with 5 forces and **Case Studies** of 2 forces (including PSNI)
  - Working with forces and building on academic evidence to develop the **Destination Map and Toolkit**
  - **Endline** Survey (June 2019) - this received responses from over 90% of forces
  - **National Learning Network** - 4 events delivered with attendance from almost all forces
  - **Developing a PCC Briefing through** interviews and a survey • **Developing a model Sustainable Learning Network** drawing learning from a survey of forces
  - Extensive **stakeholder engagement**: sharing research, OD support and testing products

#### Summary learning from the research about L&D in forces:

- Lack of investment over recent years
- The need and the desire for change in L&D is clear

- 35% of forces are saying that they are prepared or very prepared to meet the Learning and Development ambitions of Policing Vision 2025, and only 17% saying that they are not prepared. This is an improvement on the year before, however, more than half of the forces believe that the change required is too great and too fast
- A need to create the conditions for L&D to flourish and deliver the required change
- Timing and pace of change are important considerations
- Enthusiasm for learning from other forces and outside policing
- Variable internal structures in forces - in some L&D is part of HR, in others, entirely separate
- Some engaged and skilled individuals
- Some of the workforce lack the relevant education or qualifications
- Variable leadership, and in some forces L&D functions without a portfolio holder
- Many PCCs have limited oversight of L&D

### Final Products

2.5. The final set of evidence-based products is designed to support Forces as they transform their L&D, comprising:

- **Strategic Narrative** – plan on a page (Appendix A) and narrative (Appendix B) - aimed at senior leaders - makes a compelling case for the transformation of L&D and sharing learning from policing, academia and other professions about the transformational journey that needs to take place
- **L&D Destination Map** - sets out models for a force L&D function
- **Police Learning and Development Improvement Toolkit** - provides tools, techniques and other resources to enable Heads of L&D and their teams to drive an effective transformation of the L&D function in their force (see link below)
- **PCC Briefing** - to ensure that PCCs are equipped to have effective conversations about L&D with senior leaders in their force. This will be shared with Chief Constables (Appendix C)

The final products are available with other resources at:

<https://www.open.ac.uk/centres/policing/transformation-police-ld/outputs#>

These products will also be hosted on the MOPAC and College of Policing websites.

### National Learning Network – enabling sustainability

2.6. The Programme has established a National Learning Network and has run a series of events over the last two years. Building on the learning from the PTF programme, which tells us that ‘grassroots entrepreneurialism’, alongside top down ‘architecture’ is essential in building a profession, and capitalising on the high level of interest, enthusiasm and need, a National Learning Network open to all Heads of L&D and HR, is now in place, led by the NPCC.

2.7. The purpose of the Network is to Lead and support L&D professionals, to enable peer learning and build the profession and the professional L&D voice within policing, in order to deliver the ambitions of Vision 2025 and beyond. It is led by the NPCC L&D lead, supported by an Executive Committee with regional representation. It takes a collaborative approach and have strong links to the CIPD Forum (with some joint membership) and College of Policing.

2.8. The Network will be responsible for supporting the implementation and maintenance of the products developed by the ITPLD project (Strategic Narrative, Destination Map, Toolkit and PCC Briefing).

2.9. The Network will also support the delivery of the Police Uplift Programme, with specific focus on the Learning and Development Workstream.

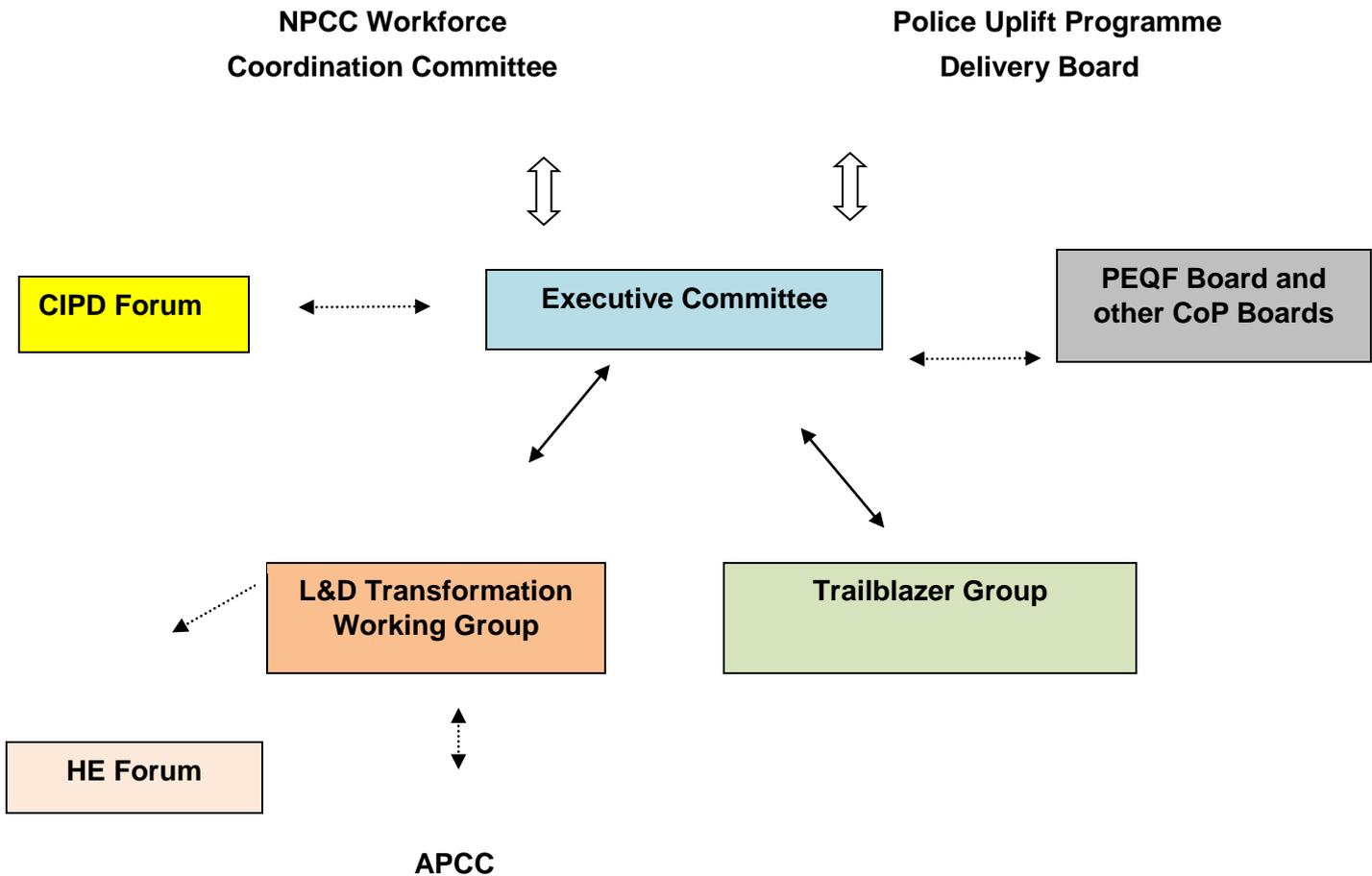
2.10. The Network will draw in perspectives from outside policing: academic, other sectors and other jurisdictions and seek to model exemplar L&D practice in all of its delivery and will take an evidence informed approach.

It holds face to face and virtual events - building on the real enthusiasm shown for digital learning. It sets its own priorities and run thematic working groups - a spin off Digital Network has already met for the first time, attracting some thirty Forces, it is being hosted by South Yorkshire Police.

2.11. Regions and local consortia may want to form local peer networks (this is the case for CIPD), but all forces will be part of the National Learning Network.

**National Learning Network - Governance**

The Network is structured as follows:



**The current opportunity to transform L&D to meet future demand**

2.12. Through its work with forces and other stakeholders, this PTF programme has gained a good understanding of the current state of L&D within policing, and it has drawn learning from outside policing and created a fertile environment for the transformation to take place. Many forces are now beginning to start this transformation journey, but we know that there is a considerable distance to travel.

2.13. This work, alongside the introduction of the PEQF, provides a once in a generation opportunity to support officers and staff to gain and develop the knowledge, skills and behaviours needed for future policing, and to build a policing profession that attracts and retains the right people. The research has highlighted the urgent need for development of the L&D professionals and functions within policing to make this happen. Police officers and staff deserve the best professional support we can provide.

2.14. The value added to policing through enhanced L&D for officers and staff is particularly pertinent at this time of a step-change in levels of recruitment, crucially providing the opportunity to uplift the capability of the existing

workforce, as well as delivering the quality of learning that will further develop and motivate new graduate recruits and the existing workforce to stay in policing.

- 2.15. The Policing Uplift Programme (PUP) has recognised the importance of L&D, including an L&D Workstream, and aligning the PUP with the implementation of the PTF L&D transformation programme. The uplift in numbers provides policing with the opportunity to reach the tipping point for culture change to an organisation performing and delivering as it should: maximising its potential with a workforce operating with the benefit of professional development at level six, rather than level three: advanced problem-solving in complex environments rather than delivering processes.

### **The need for local leadership**

- 2.16. Forces have engaged extremely well in this PTF programme, with attendance from almost all forces at the Network events, and 100% of forces responding to the final survey. This Endline survey also told us that there is a strong need and desire to change within forces, and that progress had been made over the previous year. We also know that for this change to be possible, then the right conditions need to be created in policing.
- 2.17. The project has shown us that in order to achieve the changes required, embedding Learning and Development at the core of the organisation is essential. Organisations can inhibit or support the learning process. L&D has often been viewed as the volume or availability of training; one key conclusion of this programme is that it should be focused on building the capacity and capability of the organisation to have an enhanced ability to learn and change.

## **3. SUMMARY AND RECOMMENDATIONS**

- 3.1. The PTF Programme has provided the Tools to enable all forces to work towards putting in place a model professional L&D function. Forces will lead the governance of their own L&D transformation. It is likely that this work will be led operationally by the Head of L&D, with support from the HR lead, and ideally involve Operations.
- 3.2. The NPCC - led Network will support all forces to implement the change needed, but we are all well aware that local leadership is absolutely vital if we are going to make effective and sustained change. It is essential that we as Chief Constables provide the leadership needed to create the conditions for change, by ensuring that this work is prioritised and providing sufficient resources to Learning and Development within our forces.
- 3.3. The Strategic plan on a page (Appendix A) and supporting narrative (Appendix B) set out in more detail why this work is important and provide key considerations for taking this work forward. In Appendix C you will also find a set of questions which will help us to move this work forward.
- 3.4. A Briefing has also been delivered to PCCs to ensure they have a more informed and focused perspective about Learning and Development (Appendix D).
- 3.5. For this change to be successful it requires senior leadership within each Force. In all Forces L&D needs to be seen as core part of the organisation and fundamental to the delivery of performance outcomes.

### **Stakeholder Engagement**

- 3.6. The PTF Programme engaged widely in the delivery of this programme and the development of the products. Stakeholders consulted included: 43 Home Office forces and BTP, both portfolio holders and operational leads; The College of Policing, Home Office, HMICFRS, NCA, the Policing CIPD Forum, The Association of Police and Crime Commissioners, the Police Federation, The Superintendents' Association, The College of Paramedics, The Royal College of Nursing, The Chartered Institute of Personnel and Development and The Police Foundation.

## **4. APPROVAL OF THE COORDINATION COMMITTEE**

4.1. This paper is supported by the Workforce Coordination Committee. It was also discussed at Workforce Transformation Board in July 2019.

## **5. DETAILS OF COST OR RESOURCE IMPLICATIONS**

5.1. The national PTF L&D programme completed at the end of September 2019. The products it developed are available to all to use free of charge. The Home Office funding was to set up a central support for all forces, which is provided by the National Learning Network, again free of charge to all forces.

5.2. The Programme did not have the capacity to look at the costs of implementing this work for individual forces, recognising that it would be different for each force. What we do know is that the cost of not delivering appropriate professional development for officers and staff will be significant, and reflected in lower capability, poorer outcomes, lower motivation and retention, lower wellbeing, and ultimately an inability to deliver Policing Vision 2025.

5.3. The Programme was not tasked with looking at the costs of implementing this work for individual forces, recognising that it would be different for each force. The costs are likely to be negligible (save for opportunity costs); the programme has funded the development of the tools. We would emphasize that not meeting the growing need for professional development for officers and staff will be significant, and reflected in lower capability, poorer outcomes, lower motivation and retention, lower wellbeing, and ultimately an inability to deliver Policing Vision 2025.

## **6. DECISIONS REQUIRED**

6.1. This paper requests Chiefs' Council supports the use of the products developed by the PTF Implementing the Transformation of L&D programme as a standard approach across all forces.

**Giles York Chief Constable Chair of the Workforce Coordination Committee**