



# HUMAN RESOURCES

## **LEARNING AND DEVELOPMENT STRATEGY**

### **BRITISH TRANSPORT POLICE 2009/11**

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<b>1</b>	<b>INTRODUCTION .....</b>	<b>2</b>
<b>2</b>	<b>CONTEXT .....</b>	<b>4</b>
<b>3</b>	<b>PART ONE: THE BROAD STRATEGIC DIRECTION .....</b>	<b>5</b>
<b>4</b>	<b>PART TWO: LEARNING INITIATIVES TO SUPPORT THE BUSINESS .....</b>	<b>6</b>
<b>5</b>	<b>PART THREE: ORGANISATION OF L&amp;D .....</b>	<b>10</b>
<b>6</b>	<b>SUMMARY OF ACTIONS FOR 2009/10.....</b>	<b>12</b>

## **HUMAN RESOURCES**

## **1 INTRODUCTION**

1.1 British Transport Police (BTP) currently employs almost 4700 employees, of which over 2900 are police officers; 227 are Special Constables; almost 300 are PCSOs; and about 1300 are other police staff. BTP has a national remit for policing Britain's railways. Its key strategic aims are to:

- Reduce crime and disorder.
- Protect the railway economy.
- Increase capability and capacity through improving efficiency and effectiveness; and
- Provide a better service to the railway community.

1.2 L&D will support BTP to achieve the strategic aims set out above by aligning its activities and training plans with these priorities. It will train and develop new recruits to achieve competence as soon as possible and to deliver the highest possible standards of policing to the public throughout their career. All employees will be expected to embrace an attitude of continuous learning and development to ensure that BTP continues to deliver a high quality police service to the public. Learning and Development will also help to prepare for emerging challenges by providing opportunities to managers and leaders to improve their leadership and management capability.

1.3 Since 2005/08, BTP employee numbers have grown by over 12% (excluding Special Constables). This has inevitably impacted on the priorities for Learning and Development (L&D) services with its current focus being the induction training provided to new recruits.

1.4 The L&D function has around 110 employees, of which 75 are corporate resources and 35 are local Area trainers. These employees comprise dedicated trainers to deliver training; as well as administrators to manage the process; supervisors; and, in the case of Tadworth, domestics, cooks and gardeners. Other training also takes place throughout BTP using local Area tutors who have been trained to deliver training in specialist areas. There is no central register of local tutors and it is difficult to know what level of resource this consumes.

- 1.5 The corporate L&D budget for 2007/08 was £6.446m which was spent on the following areas:

Tadworth	£1.081m
<i>Running costs of Tadworth and the dog school</i>	
External training	£1.519m
<i>Specialist outsourced courses</i>	
Student officers/PCSOs	£2.089m
<i>Fees, accommodation, PDU, excluding Tadworth</i>	
Crime training	£0.125m
<i>Initial training</i>	
Operations	£0.758m
<i>Dog training and refresher, critical incident</i>	
Leadership	£0.652m
<i>Talent management, CLDP, SLDP. Ospre, coaching</i>	
Assurance & Qualifications	£0.221m
<i>PiP and evaluation</i>	
Total	£6.445m

(Numbers have been rounded).

- 1.6 The L&D function has been the subject of a number of reviews and inspections over the previous 3 years. Most recently a review of the training facilities at Tadworth has been undertaken. It was found that the training facilities were far from satisfactory and required an investment in the region of £6.3m to both reconfigure and improve the accommodation. Moreover, the property was held on lease from BRB (Residuary) Limited which made an investment case difficult to justify even if the funding were available.
- 1.7 Against this background improvement to the L+D function has been gradual rather than dramatic and a programme of improvements remains to be achieved to deliver the overall strategy. This programme is in train and will be delivered through the HR Transformation delivery project as well as the Learning and Development Improvement Plan.

1.8 Progress to date includes:

- Developing an initial training programme for student officers;
- Developing induction training for PCSOs;
- Developing an induction programme for all other employees;
- Developing in-house crime training;
- Delivering a range of operational training including major incident training;
- Integrating the training administration system into the personal database (ORIGIN);
- Simplifying the Performance appraisal arrangements for all employees and adopting common appraisal arrangements;
- Improved governance arrangements through the establishment of an internal Quality Assurance faculty and a Force Training Board; and
- Improved coordination of activity within the corporate L&D Department and better control of the budget spend.

**2 CONTEXT**

2.1 The landscape for L&D has changed over the last 12 months. A corporate decision has been made to secure improvements to the delivery of learning and development and at the same time to reduce costs. As part of this transform programme a decision has been made to negotiate an exit from Tadworth the current leased Force training school.

2.2 In addition a number of strategic drivers for change have also emerged:

- Appointment of new Head of Learning and Development to take up post in April 2009;
- Increased numbers of recruits to police officer and PCSO roles;
- Review of the tripartite arrangements with City of London Police and City University;
- Feedback from senior users regarding the quality of new recruits deployed to Area;
- Impact of the Olympics work streams;
- HMIC assessment planned for May 2009;
- Changes to the police service regulatory framework for initial training for officers and PCSO; and
- Future changes to the assessment and development of officers for strategic command.

2.3 Accordingly this paper outlines the future strategic direction of L&D. It is not intended to provide a detailed analysis of individual training interventions which will be subject to separate project management/organisational change processes.

2.4 This report is presented in three parts. Part One sets out the broad strategic approach to L&D, Part Two explains the learning initiatives that will support the current business needs and Part Three indicates how L&D will be organised to deliver these initiatives.

### **3 PART ONE: THE BROAD STRATEGIC DIRECTION**

3.1 The development of people is regarded by Chief Officers as an important element in achieving operational performance. However demand for training often exceeds the available resources and it is important to prioritise needs in light of long and short term operational demands.

3.2 In order to succeed in developing a culture of continuous improvement L&D will work with supervisors to support them to identify development opportunities that will assist their employees to achieve their objectives. Where possible L&D will ensure access to development opportunities for employees and will minimise abstractions to assist supervisors. Discussing learning and development will be an everyday activity that is captured through the performance appraisal arrangements. L&D will promote access to learning by clearly communicating development opportunities that are available, reaching out to employees who may find it difficult to access development opportunities and developing a workforce that is reflective of the communities BTP serves.

3.3 In order to continuously develop and respond to operational demands, BTP aims to create future capacity by developing leadership skills and preparing employees for promotion opportunities. In developing future leaders L&D will aim to ensure that the core values of BTP: valuing diversity; promoting equality of opportunity; and ensuring integrity are reinforced and demonstrated. BTP will, where possible and appropriate, accredit recognised training events to improve the recognition of skills development.

3.4 Different ways of delivering learning will be explored to ensure that training is delivered at best value as well as being useful to the trainee and their manager. Training interventions that are needed to ensure employees have the skills needed to do their jobs will be delivered in the timescales agreed.

**4 PART TWO: HOW THE STRATEGY WILL BE DELIVERED: LEARNING INITIATIVES**

**4.1 Student Officer Training**

4.1.1 In the last 3 years, the growth of employees by type and number is as follows:

Year	Officers	Growth	PCSOs and other staff	Growth
<b>2005/06</b>	2774	-	1204	-
<b>2006/07</b>	2818	44	1373	169
<b>2007/08</b>	2835	17	1455	82
<b>2008/to date</b>	2907	72	1563	108
<b>Current turnover (%)</b>	6.3%		22.2%	

4.1.2 To put this in context for 2008/09 it is expected that by 31 March 2009, 164 new officers and 160 new PCSOs will have been recruited. Total police staff recruitment will not be known until year end since this is devolved to Area and aggregated at year end.

4.1.3 Although this recruitment profile is expected to continue as internal efficiencies achieved through Frontline First are released back into front line policing, it will be kept under review to ensure alignment to available resources.

4.1.4 In April 2006, during a period of growth, changes to the national arrangements for training student officers were initiated with the result that forces had to deliver their own initial training to achieve National Occupational Standards (NOS) and learning outcomes. Despite the short timescales a collaborative programme was put in place to deliver training to the required standard. This was to be delivered in part at City of London University and in part within BTP at Professional Development Units (PDUs). In London the PDU is combined to achieve economies of scale.

4.1.5 Student officer training is delivered over a 32 week period with a total of 5 weeks at Tadworth, 18 weeks at City University and 9 weeks at a PDU. A tripartite agreement is in place with City University and City of London Police and can only be varied by consent or by giving 12 months written notice to end the agreement. In response to feedback from Area Commanders the course content will be examined to ensure students who leave the PDU have the necessary level of knowledge and practical experience for independent patrol. In addition, the phasing of the course is being examined with a view to delivering all the knowledge based elements of the training at one time which will better prepare student officers for the practical elements of their training. NPIA have recently undertaken a stock take of initial police officer training and have proposed changes that will necessitate a redesign and rewriting of the student officer programme if BTP is to remain compliant with national standards. Practical guidance is expected in

**HUMAN RESOURCES**

April 2009 but is likely to place increased emphasis on the practical assessment of competence by supervisors.

4.1.6 The university costs of training student officers are £6k per officer over 2 years. In addition, there are costs at Tadworth and accommodation costs for officers that are not London based.

4.1.7 A review of student officer training will be undertaken with the objectives of achieving better value for the resources used; to deliver a more relevant training experience for students; and to ensure that student officers are fully equipped for independent patrol. This review will include training partners and venues, recognising BTPs position as a national police service; methods for delivering the knowledge based elements of the student officer programme; course content; and quality standards (currently being reviewed by NPIA). The review will also need to take account of the decision to close Tadworth and identify options for delivering student officer training in-house.

## **4.2 PCSO Training**

4.2.1 PCSO training is currently provided alongside the first 8 weeks of the student officer programme. Weeks 9 – 13 are devoted to local procedures before being assessed locally and signed off against the Police Action Checklist. Benefits of this approach are:

- National corporate approach.
- Minimum standards of training delivered.
- Joint training experience with officers which breaks down the 'them and us' barriers.

4.2.2 However, the expected benefit of accrediting prior training for PCSOs who wish to become officers has not so far been realised since PCSOs can complete their training programme without undertaking the academic assignments that are marked.

4.2.3 The University costs for each PCSO is £1500. There are also accommodation and travel costs for PCSOs based outside London.

4.2.4 The numbers of PCSOs recruited as set out above and the turnover, which is expected to continue, means that alternative ways of delivering initial training for PCSOs needs to be identified within the next 6 months. A corporate BTP approach to training PCSOs is now well established and an internal training course is being developed and quality assured for delivery at a number of locations. This would have the advantage of maintaining minimum standards of training whilst being delivered locally by police officers and trainers. External accreditation of training materials and a PCSO development course will also be explored with a view to reducing turnover in the medium term. Although the time to achieve competence is likely to be much the same, Areas will have

## **HUMAN RESOURCES**

the benefit of the trainee as a visible resource on Area during the training period, provided suitable accommodation can be found. The position for London PCSOs needs further consultation since the London Areas do not have individual PDUs where PCSO training could be delivered. However, a model already exists for locally training Special Constables and this could be explored further.

- 4.2.5 NPIA have announced changes to the delivery of PCSO training with a national approach being developed. BTP will need to keep these national changes in mind when developing its own programme but, given the operational imperative to train PCSOs and officers, BTP cannot wait for the outcome of this work and will proceed to develop an in-house solution.

### **4.3 Police staff induction**

- 4.3.1 Induction training for police staff is delivered through an interactive CD ROM, with supplementary local materials where appropriate. Although the Induction SOP is currently being reviewed to ensure the content is up to date, it is not anticipated that there will be any major changes to this approach since it delivers a timely, cost effective approach to initial familiarisation with BTP.

### **4.4 Leadership and management development**

- 4.4.1 L&D has an important role to play to develop the future capacity of employees so that BTP can respond quickly and flexibly to the operational demands placed upon it. To deliver operational performance supervisors need to be able to identify, develop and harness the skills and abilities of people in their teams. They also need to have well developed interpersonal skills to manage wider groups of stakeholders.

- 4.4.2 A key system for managing employees is the performance appraisal system which, following changes in 2008, will be evaluated with a view to continuously improving the process and the training provided to supervisors about how to manage employees. Plans to improve the usage of the Core Leadership and Development Programme (CLDP) will come into effect in 2009. CLDP is a comprehensive modular development programme and particularly effective for those new to supervisory roles. However, it will be complemented by refresher training for experienced supervisors who already have basic skills but need to be up to date in current HR practice and employment legislation. This will include updates in legislation and practice in relation to managing a diverse workforce.

- 4.4.3 In order to continue to improve performance, BTP must develop a cadre of future leaders from its current employees. This is particularly pertinent as officers cannot at present freely transfer between Home Office (HO) forces and BTP, thus limiting the possible field of candidates for senior roles. NPIA manage a high performance development scheme

## **HUMAN RESOURCES**



for officers who are identified as having potential early in their career. BTP has participated in this scheme, but the evaluation of its success in the long term is difficult to ascertain and it has recently been reviewed and changed. Given more immediate needs to identify immediate potential successors for senior posts, BTP introduced a talent identification process in 2008. This has yet to be concluded but is scheduled for early 2009. The identification of potential successors will inform support for attendance at Senior Police National Assessment Centre (SPNAC) and will also help to target a better coordinated programme of events to develop potential. This programme may include opportunities for coaching as well as more formal interventions such as the Senior Leadership and Development Programme (SLDP). This programme will continue to form part of the management development activity for future leaders.

- 4.4.4 Various initiatives involving mentoring have been introduced in BTP over the last few years. This needs to be rationalised and set in the context of the overall L&D strategy for people development. In future, a clear business case for the provision of mentoring will need to be provided to FTB before internal or external resources are used in this way. An example of where this approach has been adopted is to encourage underrepresented groups of employees to prepare for and apply for promotion to the next rank or grade. A more systematic approach needs to be developed and adopted in 2009. Other positive action initiatives to assist BTP in achieving its overall aim of a representative workforce include participation in the Princes Trust Volunteers (PTV) scheme whereby employees can develop people skills early in their careers.

#### **4.5 Operational training**

- 4.5.1 L&D will continue to provide core mandatory training for officers to undertake their front line roles. This includes: Officer Protection Training (OPT); Personal Safety Training; First Aid Training; and Health and Safety Training. In addition the training plan shows that training has been planned and delivered across a range of operational requirements including: critical incident training; driver training; training in the use of PDAs and all force IT systems; detective training; and refresher training. This core operational training will continue to be delivered. However, a review of how best to deliver training is currently in hand to ensure that BTP secures best value whilst retaining sufficient internal capability to provide future resilience.
- 4.5.2 In addition, specialist training will continue to be provided where appropriate to at least the minimum standards required by ACPO. This includes training for more specialist roles such as dog handlers, response drivers and surveillance officers. Many police staff under take specialist roles and their professional development whilst at BTP will continue to be supported where a return on investment can be demonstrated.

**5 PART THREE: HOW L&D WILL BE ORGANISED TO DELIVER THE STRATEGY**

**5.1 Governance**

5.1.1 Force Training Board (FTB) is the body that governs the strategic direction for L&D, makes decisions on the allocation of resources and monitors delivery of the annual training plan. The annual training plan will be prepared by L&D following the completion of all regional and departmental training plans. Membership of this Board comprises operational leaders as well as L&D professionals to ensure L&D continues to focus on activity that is most closely aligned to delivery of the overall BTP strategy. Terms of reference for FTB are attached at Annex A. Evaluation of core corporate training will also be subject to scrutiny by FTB.

5.1.2 To strengthen the operational focus of L&D there will in future be a regional training manager responsible for discussing local training priorities with regional business leaders; what their 'hot' issues are and how these can best be addressed locally. Operational heads will be responsible for developing a local training plan in consultation with the regional training manager. Regional training managers will be responsible for coordinating local training to make best use of training resources and reduce abstraction of officers. They will also be responsible for ensuring training is quality assured to ensure minimum standards of content and delivery. Regional training managers will share responsibility with local managers for achievement of operational goals to ensure L&D continue to respond to and support the business needs of BTP.

**5.2 Resources**

5.2.1 Central resources for L&D are allocated each year in March. Planning for training delivery takes place some time prior to this and it is necessary for FTB to undergo a rationalisation process if the allocated resources do not match demand. This will mean balancing long and short term interventions in the context of delivery of the overall strategic plan. A general approach to be adopted can however be established as follows:

- Mandatory training (this includes training that is legally mandated, mandated by ACPO, or required to maintain operations e.g. student officer training).
- Immediate operational training interventions (60% of remainder).
- Long term development interventions (40% of remainder).

5.2.2 The allocation of resources will also be informed by the regional and departmental plans and the benefits expected to be achieved.

**5.3 Methodology for delivery of training**

5.3.1 BTP has been successful in updating and acquiring technology to assist in improving overall performance. In line with this approach and to reflect the national footprint of

**HUMAN RESOURCES**

BTP, future training delivery will include e-learning. Good practice suggests that this is introduced as part of a blended learning approach given the clear preference of staff, through staff survey responses, for face to face learning. Some progress has already been made in developing and delivering e-learning, such as health and safety training and induction training, via a CD ROM. Blended learning has been used when training in new systems and processes, such as PDUs and DMS training. IT training is likely to continue to form part of core BTP operational training as technology continues to be developed and used to assist operations.

#### **5.4 Quality Assurance, accreditation and evaluation**

5.4.1 All training materials will be subject to quality assurance and where possible training events will be externally accredited. In addition, a record of all employees who deliver training locally and will be retained and the quality of training delivered audited from time to time to ensuring that training is delivered locally to an agreed national standard.

5.4.2 All training interventions will have a clear set of objectives and learning outcomes against which evaluation will be undertaken. In addition all training events will in future conform to an agreed standard course title and competences achieved to ensure the integrity of the training database. Evaluation reports will be subject to scrutiny by FTB.

#### **5.5 Management Information**

5.5.1 A core team of administrative staff will be responsible for managing the Training Administration System (TAS). This is currently undergoing a major review to ensure it is aligned to future business; in particular, ACPO and Olympics requirements. All courses will be entered onto TAS by this team who will also be responsible for keeping records of individual attendance, thus improving the usefulness of the information to the Command and Control Team. Management information requirements will be defined for FTB and regional managers who will be provided with regular reports about skills development thus allowing local or national training plans to be reviewed and changed if necessary, in light of emerging priorities.

5.5.2 The current targets for L&D comprise of training 'no shows' and training days delivered each month. The management information team will be responsible for developing current performance targets to demonstrate a return on investment, in both the efficient use of training resources and the effectiveness of the training delivered. Performance will be monitored by FTB.

**6 SUMMARY OF ACTIONS FOR 2009/10**

<b>Action</b>	<b>Time</b>	<b>Accountable</b>
<b>Induction Training</b>		
Review course content of student officer programme to ensure it meets Area needs.	June 2009	Garth Stinson
Review the phasing of the student officer programme to better prepare officers for the practical training phase.	September 2009	Garth Stinson
Identify options for the future delivery of student officer training, secure commitment to preferred option and prepare for implementation.	March 2010	Head of L&D
Identify alternative approach to delivering initial training for PCSOs.	May 2009	Garth Stinson
Develop the options for an accredited PCSO development course.	June 2009	Dawn Buddell
Review content of induction CD Rom and SOP to keep up to date.	June 2009	Teresa Hickman
<b>Leadership and management development</b>		
Evaluate the performance appraisal process and make recommendations for further improvement.	May 2009	Dawn Buddell
Develop supervisor refresher training for experienced supervisors.	July 2009	Dawn Buddell
Conclude the talent identification process.	March 2009	Nina Noddings
Develop a SOP for mentoring in the context of the L&D strategy to develop a more systematic approach to mentoring.	May 2009	Head of Leadership
Develop positive action initiatives to ensure under represented groups have assistance to develop their careers.	On going	Nina Noddings
<b>Organisation of L+D</b>		
Regional and departmental training plans to be completed.	February 2009	Area Commanders/ Dept Heads
BTP training plan to be prepared for FTB.	March 2009	Head of L&D
Training to be externally accredited where possible.	On going	Dawn Buddell
All training materials to be Quality Assured.	On going	Dawn Buddell
Minimum standards to be agreed for local trainers and tutors and audited.	Standards agreed by July 2009; audit by end of 2009.	Dawn Buddell
Evaluation reports to be reviewed by FTB.	On going	Dawn Buddell

**HUMAN RESOURCES**

TAS to align to ACPO course list and competences acquired.	April 2009	Dave Harding
All individual records to be aligned to course list and competences.	May 2009	Dave Harding
Identify performance targets that demonstrate a return on investment.	April 2009	Head of L&D
Explore ways to include e learning as part of a blended learning approach.	On going	Dawn Buddell

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**HUMAN RESOURCES**