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Report by Travis Marsham
2012 Churchill Fellow

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‘To study innovative practices that enhance the building of police craft with an inexperienced police force’

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Signed .............................. 8th February 2013
(Travis Marsham)
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INTRODUCTION

The opportunity provided to me by the Churchill Foundation enabled me to explore the challenges confronting Victoria Police in ensuring that the intuitive policing skills and abilities that are developed through years of practice are transferred to the next generation of police practitioners. My project and research was derived from two crucial elements as follows:

‘To study innovative practices that enhance the building of police craft with an inexperienced police force’

‘Police Craft’ - What is it? And why do we need it?

Over time police members develop their own style of police practice, which for the purposes of this paper is referred to as their craft. The quality of an individual’s police craft will be a reflection of the quality of their foundation training, the level of their tuition and support in the development of the skills of practice, and the coaching and feedback support they are provided whilst developing their innate skills.

Skills such as the proper exercise of discretion, coercive powers and effective communication are acknowledged as being fundamental to good police practice. They teach situational awareness, confidence when communicating with the general public, victims and offenders, as well as developing the ‘intuition’ which most officers, appreciate.

The craft of policing includes:

- foundational development in the fundamental areas of policing, for example the law, operational safety, investigative practice and road policing;

- development in the skills related to policing, including communication, risk assessment, development of judgement and decisiveness; and

- through experience, an understanding of the art of police practice, which is best reflected as developing a ‘gut feel’ around the different situations they are likely to encounter.
'To study innovative practices that enhance the building of police craft with an inexperienced police force'

Victoria Police Today

Victoria Police is experiencing unprecedented workforce growth. To meet a Government pledge of 1700 new police officers and 940 Protective Services Officers (a 20% growth in the organisation), we need to employ an additional 5500 members over a 4 year period. This poses a significant risk when assessing the organisation’s ability to maintain and improve the level of ‘police craft’ across the State. Throughout this period and beyond, it is imperative that officers maintain currency, build capability and ensure growth in the art and craft of policing. A failure to do this will lead to employee disengagement, ethical issues and higher attrition. This research was designed to target this issue and ensure that we learn from the best models available around the world and determine if and how they might be applied within Victoria Police and subsequently across Australia.
ACKNOWLEDGEMENT

The Churchill Fellowship has been a remarkable journey that has provided me with the opportunity to study, assess, compare and evaluate worldwide practices and for that I will be forever grateful.

This experience would not have been possible if it wasn't for the encouragement and sacrifice of many people. Firstly to my wife Bianca who has given me the unconditional support and belief that I could do this - I thank you. As I also thank my children - Olivia, Harrison & Jackson who have enjoyed this journey, but have also been very understanding of a distracted father. I am so grateful of the special time that we shared together in the latter part of my study.

To my extended family and friends - so many to name - your encouragement, support and well wishes are very much appreciated. Special mention to my big brother Darren who helped through my initial travel (3 weeks) as I made my first venture overseas. His help was invaluable.

To Assistant Commissioner Kevin Scott who opened my eyes to the foundation and who coached and mentored me through the application period - this entire journey would not have been possible without your guidance. On behalf of my entire family - thank you so much. I must also thank Assistant Commissioner Bob Hill, Superintendent David Clayton and Inspector Glenn Jackson who also supported me through the fellowship.

To my office - Sgt Sean McDermott, Sgt Glenn Whyte, VPS Lisa Travers and other temporary assignments who have worked at the DTWP through this entire process I say a huge thank you. Much time and effort went into the fellowship and this was at times at a cost to you all. I thank you for your understanding as I pursued this project.

To all the wonderful people who opened up their training and gave me unlimited access whilst I travelled, their generosity and hospitality were overwhelming. Many went above and beyond to ensure I could complete my studies to maximum potential. It was much appreciated.

To The Police Association and The Blue Ribbon Foundation, thank you for your help with gifts for my overseas contacts - they were very well received.

And finally, to the Winston Churchill Memorial Trust, thank you for seeing merit in my project and for providing me with the opportunity to enhance my knowledge. The work of the foundation is so important and Australia is a better place for the opportunities you create.
EXECUTIVE SUMMARY

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Project Description
‘To study innovative practices that enhance the building of police craft with an inexperienced police force’ - UK, Ireland, USA, Canada (2012)

Highlights

• Visiting the San Jose Police Department particularly the Field Training Program - the birthplace of field coaching and assessment.
• My stay at the Academy with the Royal Canadian Mounted Police in Regina, Canada.
• My stay at the Garda Police College in Ireland particularly, exposure to all aspects of their revised programs.
• My visit to the Los Angeles Police Department and my exposure to their Field Training Program.
• My luncheon with the Dr James O’Keefe the Deputy Commissioner of Police Training for the New York Police Department who shared his vision for future police training in New York.

Recommendations

1) Review Victoria Police induction process and look to implement a pre entry course whilst ensuring that we maintain the quality and integrity of the current program.
2) Review of residential training program to support more practical application of the craft of policing. The implementation of Recommendation 1 will create opportunity for this.
3) Introduction of a workplace field coaching model that provides access to experienced officers for all new members. Full details of this recommendation can be found at page 17.
4) Creation of a simulation training environment, where students are exposed to complex training scenarios in a safe setting. This is to include a range of police tactical, managerial, leadership
and strategic activities that involve a range of environments, including IT.

5) The purchase of portable simulation training units which will take this type of training to more regional areas and provide regular up skilling throughout the foundational years.

6) Introduction of immersive simulation to constables at various intervals throughout their probationary period, as per the MET model of Hydra Simulation.

7) Creation of a Retirement Course to assist members approaching retirement, but also to allow for an organisational capture of skills and experience.

8) The establishment of a project to investigate the effective implementation of a knowledge bank within Victoria Police.

**Implementation and Dissemination**

- Submission of my report to the Winston Churchill Memorial Trust for publication on their website.
- Submit this report to Victoria Police Executive for information, comment and progression of recommendations.
- Using my current role as Program Manager of the DTW Program to drive the recommendations contained in this report.
- Present my findings at a presentation at the Victoria Police Academy to engage and onboard peers and managers of relevant programs.
- Submission of written publications to avenues of police media within Australia such as The Australian Police Journal and Police Life.
- The presentation of my findings at a Australian wide Symposium for police and emergency services.
The research has provided a range of options to address the project requirements. In order to bring together elements from the range of organisations that I visited, the data is presented chronologically from the beginning of the police career to its end.

**Recruitment Phase**

Victoria Police currently requires applicants to undertake limited pre-requisite training. Applicants must possess a current manual driving licence and a first aid certificate. British experience suggests that improved effectiveness and efficiency in training may be achieved by introducing a mandatory pre-requisite course.

The London Metropolitan Police (MET) have a significantly different recruitment process than Victoria Police and their model allows more practical training and assessment. All people seeking to join the MET must complete a Police Law Community Certificate (PLC) prior to applying. On successful completion of the certificate the candidate then progresses through the relatively standard selection process including medical test, fitness test and interview.

The course is provided by a partner university, and is undertaken by prospective applicants at their own cost. It requires one day a week for 16 weeks of class attendance, plus some home learning. The course covers many topics including social content of policing, police powers, basic laws, traffic offences and elements of the criminal justice system.

In the MET’s case, the use of a PLC allows for a significant reduction in the initial training period and enables more focus during the Academy phase on practical training that supports the enhancement of police craft. Similarly, the introduction of a PLC by the Surrey Police Force has allowed the initial training period to be reduced from 24 weeks to 10 weeks, enabling new recruits to fast track to the front line considerably earlier than those in most other police forces.\(^1\)

By removing a significant amount of theoretical or framework content to pre induction it is possible to significantly reduce the amount of time that is required to be spent in the classroom. Used in partnership with a revised residential phase of training it can expedite the journey of a

new constable to operational policing, where true consolidated learning can be achieved.

Certainly there is a risk that the introduction of mandatory pre application courses may have a negative effect on the recruitment pool. This would largely be a result of the user being required to fund their own training. However, the MET was able to process, induct and graduate a staggering 2000 applicants through this process over a 12 month period, pre the 2012 Olympics. These numbers demonstrate the possibility of creating an immediate culture, where the responsibility of professional development and learning is with the learners themselves.

The creation of a learning organisation is one that has been discussed in Victoria Police for a number of years; however it is not easily achieved. There are some important considerations regarding philosophies, practices and culture that will be created in the development of new attitudes through this introduction. Mayo and Lank (1994) express that view when discussing what makes model employees of a learning organisation in the following credo:

- As an individual, I do not expect the organisation primarily to manage my career or learning.
- I acknowledge that it is in my interest to enhance my personal value and to look after both my internal and my external continuing employability.
- I need a lot of support from my manager, who can allocate funds to me, empower me to manage my time between learning experiences and work achievements, and can be a coach to me in passing on his or her own experiences or help me through certain job related experiences.
- I need the support of the organisation as well.
- I want to be recognised for my increased value through learning.2

Certainly the concept of moving some of our training into a pre requisite course, deserves consideration and investigation.

**Recommendation 1:**
Review Victoria Police induction process and look to implement a pre entry course whilst ensuring that we maintain the quality and integrity of the current program.

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Foundation Training Models

In 2010, Victoria Police totally remodeled their residential phase of recruit training. Under the new model, ‘Thinking Curriculum’ the course was extended from 23 to 33 weeks and introduced consolidated learning opportunities. This meant a focus on workplace experience directly after learning and this was the catalyst for the expansion of the Dedicated Training Workplace Program. Under the program, recruits are now sworn in as operational police members after week 12 of training and this enables them to perform week long placements at partnered workplaces during weeks 13, 18 and 26. Additional workplace exposure at the Safe Street Program (2 weeks) and the Road Policing Drug and Alcohol Section (2 weeks) also occurs.

During the study I discovered a wide range of approaches to foundation training, however there were also many similarities including priority of workplace coaching and/or assessment. To provide the holistic view of the programs, I refer to the following table:

<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
<th>Pre-Apprentice</th>
<th>Apprenticeship</th>
<th>Workforce</th>
<th>Probationary</th>
</tr>
</thead>
<tbody>
<tr>
<td>London MET</td>
<td>5 Wk Acad</td>
<td>13 Wk Local Training Unit</td>
<td>5 Wk C/P</td>
<td>2 Wk Acad</td>
<td>Probationary Period &gt;</td>
</tr>
<tr>
<td>Garda Police</td>
<td>32 Weeks Acad - Phase 1</td>
<td></td>
<td></td>
<td>17 Wks Supervised</td>
<td>17 Wks Supervised</td>
</tr>
<tr>
<td>NYPD</td>
<td>20 Weeks Acad</td>
<td>4 Weeks Scenario</td>
<td></td>
<td>Probability Period &gt;</td>
<td></td>
</tr>
<tr>
<td>RCMP</td>
<td>24 Weeks Acad</td>
<td>24 Weeks Field Coached Program</td>
<td>Probability Period &gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JBC</td>
<td>14 Weeks Acad</td>
<td>13 Weeks Field Training Program</td>
<td>Probability Period &gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJPD</td>
<td>24 Weeks Acad</td>
<td>20 Week Field Training Program</td>
<td>Probability Period &gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LASD</td>
<td>20 Weeks Acad</td>
<td>24 Week Field Training Program</td>
<td>Probability Period &gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAPD</td>
<td>24 Weeks Acad</td>
<td>24 Weeks Field Coached Program</td>
<td>Probability Period &gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victoria Police</td>
<td>33 Weeks Acad - Includes 3 x 1 Week Mentor Placements</td>
<td>19 Weeks Mentor Placement</td>
<td>Probability Period &gt;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief summary of each model:

**London Met**

The London Met has what is known as an Initial Police Learning and Development Programme (IPLDP). As discussed previously their program is preceded by a 16 week Police Law Community Certificate (PLC) prior to entering the Academy. They undergo a fundamental
review of student police officer training which has resulted in the identification of a Learning Requirement (LR), which identified what was expected of the 21st century police officer. This, in conjunction with the National Occupational Standards (NOS) for police officers, is the basis of the new IPLDP, which has aimed to enhance the profile of police officers around the country.

The structure of IPLDP sees all officers attend a five-week module at Hendon Recruit Training School. Then until week 18, they attend a local training unit before 5 weeks coached patrol on their designated borough. Finally, they return to Hendon for 2 weeks. The new IPLDP is non-residential making recruit training more accessible to people. The graduated members then return to their training boroughs where they commence solo patrols.

**Garda Síochána (Garda)**

The Garda are unique in that they haven’t recruited since 2009 due to a dire financial situation. This has given them time to review the entire foundation program and make many changes. Whilst this downtime has been valuable to re model the entire program, it remains untested to assess the value of the change. The Academy phase is the closest to the Victoria Police model of 33 weeks; however it is supported by two phases of field coaching, both seventeen weeks in length. During the first phase of field coaching the students complete one day per week in the classroom and the second has one day per month. All classroom training is conducted by the local Regional Training Officer (RTO).

**New York Police Department (NYPD)**

The NYPD are unique in that they induct approximately 1100 officers at a time and divide them into companies of 35 (Usually two inductions per year). They have a dedicated 20 weeks of classroom instruction before 4 weeks of hands on scenario based training. They are also the only department that I visited, that didn’t have a dedicated coaching and assessment model within their training program. I didn’t feel that the New York model was suited to our intake schedule and geographical challenges.

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3 For an example of IPLDP please see [http://www.met.police.uk/trainingdevelopment/ipldp.htm](http://www.met.police.uk/trainingdevelopment/ipldp.htm) (accessed 8 February, 2013)
Royal Canadian Mounted Police (RCMP)

The RCMP has a six month or twenty four week long Academy phase. Their training was most impressive with a syllabus that catered for consolidated learning resourced by appropriate facilities. They were an organisation steeped in tradition and their para military approach to training proved to be an effective method of producing high performing trainee constables. The 24 week Field Coached Program that followed the Academy, was coordinated and managed very effectively and this provided the students with world class training.

Justice Institute of British Columbia (JIBC)

The JIBC faced many challenges in the delivery of their foundation program. The students that studied there were from 22 different policing organisations, which all had their individual policy, procedures, uniform and equipment. Despite this hurdle, their program had much merit and after an initial one week induction at their chosen police organisation, they all attended the JIBC Academy and learnt together. After this 13 week period, they returned to participate in locally run field training programs, for a further 13 weeks. Finally, they returned to the JIBC to complete 8 weeks of reflective learning where they were able to take the theory to another level.

San Jose Police Department (SJPD)

The SJPD model has an initial learning phase of 24 weeks at the Academy, followed by a 20 week field training officer program. These stages represent Phase 1 and 2 of the program and Phase 3 is the remainder of the probationary period. SJPD is accredited as the birthplace of FTO training and it could be argued that this aspect of their training is superior to other models that I researched. Further reading of this document will unpack their field training and the benefits of such a program.

Los Angeles Sheriff’s Department (LASD)

The LASD sends prior learning requirements to all recruits set for induction and the follow up on this pre course reading is stringent with severe consequences for those failing to complete it. This leads them into a 20 week course which is primarily classroom based. The six months that follow graduation are spent as one month blocks with alternating FTOs and shifts. Their FTO program is very well coordinated with overall governance of the program spread between the 16 deployment sites. These sites are managed by a master FTO, who provides the management of localised programs.
Los Angeles Police Department (LAPD)

The LAPD has a very similar model to the RCMP with the first 24 weeks spent at the training Academy, completing the Regular Basic Course (RBC). After completion of RBC, the students progress to the 24 week FTO course at one of the 21 divisions. The program is divided into blocks of 8 weeks at a time. After completion of the FTO program, students complete 28 weeks of solo patrol.

What the above models are all dominated by (with the exception of NYPD) is the pairing of a field training program with foundational studies. They give the newest members of their organisation access to, and time with, experienced and professional members to ensure growth of their own ‘craftsmanship’. When considering how we can enhance police craft, the single biggest consideration needs to be the creation and inclusion of such a program, within Victoria Police.

Recommendation 2:
Review of residential training program to support more practical application of the craft of policing. The implementation of recommendation one will create opportunity for this.

COACHING AND ASSESSMENT

The Chartered Institute of Personnel and Development (CIPD) have more than 130,000 members in the UK, and is the main professional body for those involved in the corporate world of human resources and development. In 2004 the CIPD reported that 78 per cent of the survey’s respondents now state that they use coaching as part of their learning and development activities. In addition:

- 99 per cent agreed that ‘coaching can deliver tangible benefits both to individuals and organisations’
- 93 per cent agreed that ‘coaching and mentoring are key mechanisms for transferring learning from training courses back to the workplace.
- 96 per cent agreed that ‘coaching is an effective way to promote learning in organisations’

For a growing number of people in the public, private and independent sectors, the concept of the ‘learning organisation’ is now

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seen as an accurate blueprint of the way that organisations will need to be structured and behave in the 21st Century. Coaching and mentoring will need to be an essential part of this blueprint as organisational learning, involves all the individuals in the organisation.5

In past years, the perception from many in Victoria Police was that there was a gap between the operational environment and the classroom. The old adage of “forget what you learnt in the Academy, your real learning starts here” has some relevance, when you consider the complex operational context in which police now operate.

Since 2008 there have been significant advancements in the manner in which Victoria Police train, educate and develop its members, particularly at the foundation level. One initiative has been the establishment of the Dedicated Training Workplace (DTW) Program. This has provided the opportunity to consolidate foundation skills at various intervals throughout the first 52 weeks of recruit training. Workplaces have become more ‘learner friendly’ - providing support and guidance to our new members, through the training of over 4000 dedicated mentors.

Although the success of the program has been evident, the focus of the program does not directly align with the concept of enhancing ‘Police Craft’. The DTW program has focused on the following:

- Establishing a support network with a pool of station mentors who provide guidance and assistance to Probationary Constables (PCs) as they adjust to life as a police officer;
- Providing an environment where PCs can consolidate theory in an operational context; and
- Ensuring PCs have a seamless transition from the Academy to the operational environment.

Mentors have been invaluable in developing a more capable constable, however workplace support and relationship has been the focus, not specifically workplace coaching on skills and tasks. So there is a real opportunity to now leverage off overseas models with workplace coaching and assessment, to develop our own program that aligns with the Victoria Police Blueprint and the Education Master Plan.

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FIELD COACHING PROGRAM (FCP)/FIELD TRAINING PROGRAM (FTP)

I believe the introduction of a field training program as the most efficient way to enhance the skills and ability of an inexperienced workplace. The following is a revised summary of the history behind the SJPD FTO program. It gives understanding of the drivers behind their program and details why they believe they are the worlds best at workplace coaching and assessment.

The San Jose Police Department - A Commitment to Excellence - Lt Eric Sills
Whenever the subject of police recruit training is discussed, the San Jose Police Department’s Field Training and Evaluation (FTO) Program is mentioned. The “San Jose Model” has become a household word to police departments intent on improving their recruit officer training. Currently, the San Jose Police Department’s FTO Program has been copied extensively throughout the world and has become the standard for other departments to achieve.

In 1969, the San Jose Police Department hired an officer whose short law enforcement career would change the course of police recruit training forever. This officer was young and energetic, but naive and probably unsuited for police work. This fact was readily apparent, both to his peers and supervisors. Everyone who knew him knew that this officer was deficient, especially in the area of driving skills. Although many people throughout the Police Department knew of his deficiencies, the official rating system in use by the Department did not support these observations. On three separate ratings, this officer’s supervisors had not rated him as “unsatisfactory” in the any of the nine categories being evaluated. Although he was rated as “improvement needed” in several areas, including judgment, safety consciousness and work quality, there was not sufficient justification to terminate him due to a lack of documentation. It appears that no one was willing to accept the responsibility for recommending his termination.

Then, the unthinkable happened. In the spring of 1970, while travelling at an excessive speed, the officer ran a red light at a major intersection. His patrol vehicle collided with another citizen's vehicle, gravely injuring him and killing a young passenger in the other vehicle. As a result of the accident, the officer was subsequently terminated.

This tragic accident brought about a change in the department’s philosophy towards training of recruit police officers and acted as a catalyst which motivated a young San Jose lieutenant, Robert L. Allen, to develop a proposal for training and evaluating recruit
Lieutenant Allen's proposal recommended an eleven-month training program in which the recruit officer, after graduation from the academy, would be assigned to a training officer for an eight-week period. During this period, the training officer would use the "Recruit Training Checklist" as a training guide and evaluate the recruit officer on a "Daily Observation Report" basis using a three-by-three global trait matrix.

After the eight-week training period, the sergeant completed "Interdepartmental Performance Reports" at regular intervals until the end of the probationary period. At the end of the second and eleventh months, a board evaluated the recruit officer’s progress. The board had the capability to extend the recruit officer's training period or terminate his employment if he was not adequately progressing.

Lieutenant Allen submitted his proposal to the Department Administration in the summer of 1970. A deputy chief prior to reaching the Chief of Police sidelined the proposal and no action on it was taken.

In September of 1971, the training of San Jose Police officers was again called into question with the tragic shooting of a motorist. After making a traffic stop for a minor violation, the officer was confronted with a citizen who felt that he had been unfairly stopped. The motorist became agitated and efforts to calm him failed. The situation degenerated and the motorist began to flee on foot. The officer subsequently ordered his police canine to attack the motorist. When this action failed to stop the agitated motorist, the officer fired his service revolver at the motorist, killing him.

This incident led then Chief of Police Robert B. Murphy to explore ways to overcome the training deficiencies, which were readily apparent. Chief Murphy, a police manager with vision, was made aware of and ordered the implementation of Lieutenant Allen's proposal, which became known as the "Recruit Training and Management Program."

In September of 1972 the first 13 recruits entered the new San Jose FTO Program. In the fall of 1973, the San Jose FTO Program received national recognition by the International Association of Chiefs of Police for its contribution to Police Science and Technology. The San Jose FTO Program again gained acclaim in 1974 when the California State Legislature adopted standards for field training programs. The San Jose model was used as that standard.
Even though the San Jose FTO Program began in the early 1970’s, the critical elements are virtually the same today, as they were when the program began. The fine-tuning adjustments, which have been made over the years, serve to make the program better. Continual revision and updating make the San Jose FTO Program a state-of-the-art-training program that is copied by police departments throughout the world.6

Today the program provides excellent training for new recruits who undertake a twenty week FTO Program that is divided into three phases. Each phase has a different FTO to ensure exposure to a variety of personnel and skill. During the program the students are evaluated via a Daily Observation Report (DOR) as well as via a weekly assessment report. The program also contains an oral presentation from the PCET prior to finishing the course.

Although SJPD were first class in their approach, many other coaching programs that I reviewed offered alternative concepts and methods that would assist Victoria Police in the creation of the most relevant model which would suit our geographical, financial and cultural needs.

The Proposed Coaching and Assessment Model

What is presented to Victoria Police Executive Command is a combination of programs viewed at the SJPD, RCMP, LAPD and the LASD. What I intend to do is give the reader a feel for how a field coaching program would work in Victoria Police. An overview of the recommended model is as follows:

The Framework

- The identification and accreditation of 10 - 20 super Dedicated Training Workplaces (DTW) that are considered to be ‘Centre’s of Excellence’ (COE) and are geographically located around the state.
- The establishment of a position at each location that acts as a Master Training Officer (MTO) to the coaching program - note this position needs to be recognised as a specialist and have with it, an increase of standard pay. (World standard anywhere from 10 - 20% loading).
- The training of Field Coaches (FC) state wide who undergo a stringent selection process, including interview and background checks.

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6 This narrative is reproduced from an information sheet supplied by the San Jose Field Training Program, written by Lt. Eric Sills.
• Minimum of 3 years experience to apply to any potential FCs.
• The training to be thorough (world standard 24 to 40 hours in length) and have a 2 yearly update attached to their specialisation.
• Establishment of a special rate of pay for any qualified FCs who are actively engaged in workplace coaching and assessment. (World standard approximately 5%)
• The alignment of a FC with the promotional pathway system ensuring the organisation views this as the first step in becoming a supervisor.
• The purchase and establishment of an appropriate administration system such as ADORE* to track performance and ensure program compliance.

How it Would Work

• Every probationary constable who graduates from the residential training must complete the Field Coaching Program (FCP)
• Prior to graduation and dependent on place of residence, notification is given to COE of upcoming placements within their geographical locations (*Avoiding TA)
• Master Training Officers send out expressions of interest to Dedicated Training Workplaces (DTWs) within their catchment.
• Any accredited DTW who can meet the requirements of the placements (i.e. - provide three qualified FCs who can supply uninterrupted workplace coaching for a thirteen week placement) can apply for the probationary constable.
• Three phases of field coaching (four weeks in duration) to be provided by selected DTW.
• Phase 1 - Assisting - Probationary constables to assist Field Coach in a range of operational duties.
• Phase 2 - Assisted - Probationary constable to take the lead and be suitably assisted by field coach.
• Phase 3 - Assessment - Probationary constable has majority of assessment to determine suitability for progression to appropriate training station.
• The probationary constable takes two weeks leave in the FCP.
• Final week is to manage correspondence, via assessments and exit interviews. Also has classroom group reflection coordinated by Master Training Officer.
• Performance is documented via a daily performance record sheet and has formal assessment via an assessment report after each phase.
• At end of each rotation, the probationary constable gives evaluations of FCs - confidential.
• Supplementary resources at each location supporting the primary coach in place of unplanned leave.
The Role of Master Training Officer

• Is to govern, administer and control the program for all placements within their geographical DTW.
• Is to collect, store and manage all daily reports and formal assessments.
• Be responsible for de briefing probationary constables at the completion of the program.
• Is to facilitate reflective learning in the final week of the field coaching program.

The Benefits

• A probationary constable benefits from having guaranteed exposure with an experienced officer, who will be able to teach the art and craft of policing.
• A field coach benefits by being introduced to concepts of supervision and being provided a career path for someone wanting to specialise in workplace coaching. There is an obvious financial benefit as well.
• A DTW location benefits from being recognised for their exemplary development of its people combined with additional resourcing.
• Victoria Police mitigates risk by providing appropriate training, supervision and assessment to a junior workforce.

Key Notes of the Proposal

• The framework for the program is currently in place with the proposed coaching and assessment to assume position in the current nineteen week post residential DTW program.
• The field coaching program is to run parallel to the mentor training program and will compliment work completed to date.
• Victoria Police currently pay additional funding to Leading Senior Constables as part of a master patrolman concept. A reallocation and re assessment of this money could fund the field coach concept.
• This is an overview of a proposed model and a full project team will be required to determine the complexities for implementation.

As you can see from the proposed model, the implementation of field coaching and assessment into Victoria Police would certainly support the enhancement of police craft. Of all the recommendations and all the findings of the study, I believe that this concept needs the most attention.
SIMULATED TRAINING

'The act of imitating the behaviour of some situation or some process by means of something suitably analogous (especially for the purpose of study or personnel training)'\(^7\)

What was evident throughout my research was the continued use of simulated training in the enhancement of skills and ability of police around the world. Every policing environment had some form of simulated training, with many having dedicated units/workplaces to manage their respective organisations. Simulated training provides broad learning outcomes which combined with a substantial reduction in training costs; make this an easy decision for many agencies.

Victoria Police is only at the very early stages of the introduction of genuine simulation;\(^8\) however the possibility of enhancing police craft through this process is vast. I observed, participated in and analysed both use of force (OC spray, baton & firearms) and driving simulation in various locations.

Operational Skills Simulation

The use of simulators in training is well established in a number of professional fields (e.g. military, aviation and medicine); however, in the face of a rapidly evolving policing environment and with increasing financial pressures, law enforcement agencies are slowly beginning to adopt simulation technology as a way to address training gaps while being fiscally responsible.\(^9\) Today’s technology has certainly enhanced this method of training and students can now be placed in situations that challenge the decision making process as well as assessing the skill and associated response to situations. What appeals to this project is the ability to place inexperienced police in realistic situations, many of those situations derived from real events from experienced members. By doing this you can expose them to developmental learning in a safe and secure environment and contribute to the enhancement of their craft.

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\(^7\) Definition sourced from wordnetweb.princeton.edu/perl/webwn (8th Feb, 2013)

\(^8\) In 2011 People Development, Victoria Police developed The Academy Master Plan which included the purchase of a firearms simulator.

\(^9\) Kratzig, Groff, Foerster & Ford - The effects of performance after combining driving and judgment simulation, 2012, RCMP
A summary of the main advantages of superior use of force systems from all departments visited are as follows:

- The ability to change the scenario depending on how the student responds.
- The ability to test all skills including other non-lethal use of force such as OC, baton and hand-to-hand combat.
- A shoot back cannon feature (nylon ball projectiles) that can provide real-time understanding of cover and concealment.
- A realistic recoil feature after firing the firearm.
- The ability to convert from a dedicated scenario room (as pictured below) into a fully functional firing range with the use of divided walls.
- Time savings from loading rounds/target replacement etc used for more time to practise skills.
- Cost savings from rounds etc to the department.
- The ability to learn from others experience i.e. scenarios derived from use of force examples.

The operational skills simulator at San Jose Police Department. Note the shoot back feature above the screen and the target dummy for open hand combat and baton strikes located on the right.
Driving Simulation

The driver training simulation has provided overseas agencies with enhanced emergency response skills for many decades. It provides training opportunities not previously possible, by eliminating classroom sessions and safely exposing students to driving situations that cannot be practised in the real world setting (such as intersection clearance under emergency provisions). The RCMP report states that by combining simulated driver training with road training they save approximately 120 instructional hours per squad, whilst exposing them to more advanced and in some cases unique simulated situations.

This use of simulation can further expose new members to a range of situations and events that previously they would need to experience in the company of a skilled officer. Significant increases in the number of students that could be trained at the one time can also be achieved. At the RCMP Simulators Training Unit pictured below - eight students can be driving at the same time (8 simulators). They are also observed by a further eight students before participating in driver training. The events are also recorded and can be reflected upon in class to discuss performance and decision making.

The RCMP Simulated Emergency Police Vehicle Operation Centre at the Depot in Regina, Canada. A total of eight simulators are in this part of the building.
The RCMP was very impressive in the establishment of a dedicated Simulated Training Unit. This consisted of a large building that had facilities to conduct both methods of simulation discussed here as well as a lecture theatre to brief students and review past performances. It was here at this unit that students could be exposed to individual or progressive simulation. An example of progressive simulation would be a student on an urgent duty drive to a scenario that is played out on the use of force simulator. On arrival they would already be experiencing an accelerated heart rate before having to exit the vehicle and walk to the tactical skill simulator and deal with a difficult scenario.

The RCMP has profoundly researched this type of training lead by Gregory Kratzig. He has co-written many papers and this research should be considered by Victoria Police prior to any implementation of simulated training. The three main papers are as follows:

- Simulator Emergency Police Vehicle Operation: Efficiency and Skills Transfer
- Pistol Skill Transfer from a Synthetic Environment to Real World Setting
- The Effects on Performance After Combining Driving and Judgement Simulation

All papers present case studies and compare results of those tested in simulation, versus those trained in traditional methods. All three studies have elements that support the project recommendation of increased simulated training to enhance police craft.

**NOTE** - An artefact of driving simulators is the potential impact that simulator adaption syndrome (SAS) may have on students. SAS is described as ill feelings similar to motion sickness (Mollenhauer, 2004) although an important distinction between motion sickness and SAS is that the latter is due to the lack of physical movement. Although generally accepted that SAS decreases with time (Kennedy, Stanney & Dunlap, 2000), it is important to acknowledge that SAS remains an issue when driving simulators are used in training.10

**Recommendation 4:**
Creation of a simulation training environment where students can be exposed to complex training scenarios in a safe setting. This is to include a range of police tactical, managerial, leadership and strategic activities that involve a range of environments, including IT.

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Portable Simulated Systems

The NYPD had invested in portable simulated training. The aim of this training was to take it to the members at post in various locations and expose them in short courses to either maintain currency or up skill in relevant techniques. This made training more accessible and enabled more exposure and the results were very favourable. The RCMP also invested in portable systems although the main driver for them was more to have training accessible to those members who were in extreme remote locations (mostly due to snow) in Canada. A recent Education Master Plan (EMP) completed by Victoria Police highlighted the need to make training more accessible and consideration needs to be given to such training.

A portable driver simulation system as used by the NYPD. Estimated cost for this type of equipment including truck and simulators (x2) is approximately $250,000.

**Recommendation 5:**
The purchase of portable simulation training units to be able to take this type of training to regional areas and to provide regular up skilling throughout the foundational years.
Immersive Simulation

I spent some time with Critical Simulations Ltd in London, investigating immersive simulation. This type of simulation is currently adopted by 67 sites worldwide including current Australian suites in NSW and WA. I was able to spend time with the creator, - Professor Jonathan Crego and Head of Operations Mr David Richards. I was also able to get a first hand look at the training in London and Ireland. The concept of immersive simulation is the training of police to develop command skills in a learning environment, where the complexity, chaos and challenge of a real incident are recreated. This is where simulation is so effective as a training tool.

Both the Minerva and Hydra simulation systems have been designed and built from the ground up, to recreate live critical incidents or major crime investigations, thereby allowing officers to try out their skills to solve problems and to confront and overcome the many challenges of such events.

The aim of the Minerva and Hydra simulation systems is to bring police training to life and to provide practitioners with experiences of incident command within a training setting, which are readily transferable to the real world of a live event.

Instead of the technological representation of an incident becoming the focus of the learning, methodology relies on the teams of key decision makers becoming the simulation and looks at their strategic and tactical resolution of complex problems.

As described above the two types of immersive simulation that I was exposed to were as follows:

**Minerva**

Minerva is a training method, which uses multi-media rich, audio and visual stimulation to immerse incident commanders and their command teams into situations, which are as close to a real incident or emergency as possible. It is a training simulator, which, through interactivity with the student’s actions and reactions, allows an incident to unfold and develop as a direct consequence of the student’s command decisions in real time.

The decision making process is captured electronically and examined throughout the incident. The design of each scenario is informed by ongoing research into the management of real critical incidents and with reference to the expertise and experience of real incident commanders.
Hydra

Hydra provides the immersive and experiential learning of Minerva but with some additional functionality. The complex information flow, to and from a command team, is captured electronically, in real time along with the command decisions and supporting rationale. This information can then be examined and un-packed at critical points during an incident.

Hydra typically runs with several syndicated teams, each with its own audited information stream, allowing for experiences to be contrasted and learning to be shared. Multi-agency working is facilitated via a fully customisable user interface.

Hydra allows for slow time strategic decision-making that typically follows the initial tactical incident management of first response policing. Being a syndicate-based system, Hydra also allows for the training of a command ‘course’, where all of the participants can assume identical roles and responsibilities which would be undertaken by a single incident or investigation manager at a real incident. 11

Although both systems appear to be targeted towards command and senior management to challenge the thinking at a more strategic level, it is currently being used effectively by the London MET Police students who are in their probationary phase. Police Officers at the MET complete 3 x 5 day blocks of Hydra Training during their probationary period.

Part 1 - 6 to 8 months service - Criminal Justice
Part 2 - 12 to 14 months service - Terrorism and Critical Incidents
Part 3 - 18 to 20 months service - Public Protection

This is where I see it enhancing the skills and ability to take charge and make decisions at a more inexperienced level. Certainly the training as it was presented on my journey would be too difficult to process and comprehend at recruit level; however elements and methodologies experienced would enhance current teaching practices for those on the ‘Taking Charge’ course. It is important to note that this type of learning is not designed to be used as a test or assessment but merely as an effective learning tool.

In addition for use at ‘Taking Charge’ I see real value in this type of training right across the organisation including

11 Summary of Minerva and Hydra supplied by Mr David Richards - Critical Simulation LTD via private communication (E-mail)
- Centre for Investigation Training
- Centre for Leadership and Management
- Through a community awareness program that is discussed in this report

The control room for Hydra Immersive Simulation Suite at the Garda Police College in Ireland.

**Recommendation 6:**
Introduction of immersive simulation to constables at various intervals throughout their probationary period as per the MET model of Hydra Simulation

**NOTE:** Following on from my visit in London, I was provided with a draft licence to have senior Victoria Police Executive Command investigate the procurement process. I was also invited by Mr Richards to spend time in Sydney, participating in a seminar and presentation by Professor Crego to aspirational Hydra partners. Unfortunately the dates - 13th to 19th of November - prevented me from being able to attend due to being overseas. I forwarded the invitation to Assistant Commissioner Kevin Scott who attended and who reported favourably of his experiences. As a result, Mr Scott tasked Superintendent Deborah Abbott to immediately commence the business case for the introduction of Hydra simulation into Victoria Police.
Retirement

Making the change to civilian life after a career in law enforcement is not easy, because for many officers, policing is a way of life. This can make retirement traumatic when leaving it all behind. Retirement is an important life event, bringing with it many adjustments and challenges. Changes in lifestyle, friendships, self-esteem, and vocation are all part of the process. It is especially difficult for police officers who leave the law enforcement profession at middle age, often unprepared for the consequences of change. However, by providing the information to help them make crucial decisions before retirement, officers can make a smooth and productive transition into civilian life.12

The Garda in Ireland have created a Retirement Planning Course that assists officers, when making the decision, followed by assistance in getting ready to retire. It gives something back to the members who have invested so much into a career and aims to have the member psychologically ready for the huge change. The organisation embraces a role in retirement in ensuring that they truly ‘value their people’. Topics covered in the course include:

- The rationale of a decision to retire
- The possible effects of retirement on officers and their families
- Locating other jobs or continuing education
- Developing appropriate job-seeking and or educational skills
- Financial management (retirement benefits, insurance etc)
- Psychology of retirement
- Job seeking techniques

There is no doubt that this would be a valued and much sought after course that I am confident would gain the support and sponsorship of The Police Association. But how does this relate to this particular project? Well apart from providing essential individual support and guidance to the member, I believe it could benefit the organisation in two ways.

Firstly, after careful assessment, an experienced officer who is considering retirement may reassess the plans for retirement after completion of the course. The Garda has reported many members who initially thought they were ready to retire but after completion of the course have decided that they are not ready for it. As a consequence, valuable experience was preserved within the

12 Retirement Planning Course - The Impact of Change. John M Violenti
organisation. This will assist by providing our inexperienced workforce with further access to knowledgeable members.

Secondly, through this course, the organisation could use the opportunity to seek input from the potential retiree to contribute to a knowledge bank.

**Recommendation 7:**
Creation of a Retirement Course to assist members approaching retirement but also to allow for an organisational capture of skills and experience.

**Knowledge Bank**

Through discussions with London’s PWC, it was established than many businesses and organisations are now exploring the use of knowledge banks. In today’s society, we are in a world of global information and technology driven learners and organisations. A Knowledge Bank aligns and supports this and will assist in the creation of a learning organisation by giving our inexperienced members access to information that can assist in making good choices.

I see the Knowledge Bank working as a police ‘Google’ that can offer problem solving suggestions, assist in the sharing of knowledge and form the foundation for enhancing police craft. Imagine the possibility of tapping into databases of learning opportunities relevant to the areas that members work in or specific challenges that they are facing.

The success of the knowledge bank will depend on:
- The speed with which new information or intelligence is communicated and applied to current operations, problems and opportunities.
- The storage, transfer and retrieval of this new information is essentially technology driven and will be heavily dependent on the strength of the conversation, relationships and professional networks.
- Since the new information is becoming continuously available, learning will need to be continuous for both individuals and for organisations.13

A challenge in the effective use of a knowledge bank will be “How can we buy back the knowledge of our experienced members?” Certainly the retirement course will give the organisation an opportunity to

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capture some of this experience but to achieve complete success it will require constant input from members at all stages of their careers and environments. Consideration in the establishment of incentives to encourage members to make deposits of knowledge is required.

**Recommendation 8:**
The establishment of a project to investigate the effective use of a knowledge bank within Victoria Police.
Conclusion and Recommendations

Below are the final recommendations based on my period of study (6 weeks). Through the implementation I believe we can create a climate that maintains the currency of our people and build capability whilst also providing the environment for lifelong learning. I believe the implementation of any of the suggestions will contribute to addressing the project objective; however the more of these findings that can be initiated the more of an impact we can have on the inexperienced workforce.

The ‘in scope’ recommendations are as follows:

1) Review Victoria Police induction process and look to implement a pre entry course whilst ensuring that we maintain the quality and integrity of the current program.
2) Review the residential training program to support more practical application of the craft of policing. The implementation of recommendation one will create opportunity for this.
3) Introduction of a workplace field coaching model that provides access to experienced officers for all new members. Full details of this recommendation can be found at page 16.
4) Creation of a simulation training environment where students can be exposed to complex training scenarios in a safe setting. This is to include a range of police tactical, managerial, leadership and strategic activities that involve a range of environments, including IT.
5) The purchase of portable simulation training units to be able to take this type of training to more regional areas and to provide regular up skilling throughout the foundational years.
6) Introduction of immersive simulation to constables at various intervals throughout their probationary period as per the MET model of Hydra Simulation.
7) Creation of a Retirement Course to assist members approaching retirement, but also to allow for an organisational capture of skills and experience.
8) The establishment of a project to investigate the effective use of a Knowledge Bank within Victoria Police.

Throughout my research I was exposed to many ‘out of scope’ initiatives that I will seek to share with the relevant departmental areas.

They are as follows:
9) The creation of a Community Academy where members of the community i.e. community leaders, magistrates, media etc be given exposure to some of our training to understand how difficult the job of policing can be. The use of recommended simulation would support this.

10) Accessing forfeiture of crime money that is seized to contribute to the training and education of police members i.e. contribute to the purchase of simulators or build tactical villages etc.

11) The creation of Family Liaison Officer (FLO) positions that assist family members who are involved as victims in some of our more serious crimes i.e. murder etc. They provide practical support and information in a sensitive and compassionate manner but also delicately gather intelligence and evidence which can contribute to the investigation.

12) The consideration of the purchase of a 10,000 Volts De Briefing Tool that uses networked computers to capture text input from an unlimited number of anonymous sources simultaneously. The anonymity of this type of de brief increases the prospect of collecting data which is both holistic and candid.

13) Adoption of the RCMP’s initiative to provide a professional and presentable Academy, by engaging in an all inclusive clean of facilities. All recruits and staff take pride in their facility and clean it together - bi annually.

14) Re instigate the prospect of using actors for all role playing in the training environment with most policing departments implementing this successfully.
PROGRAMME

2nd to 9th October 2012.
London, UK.

Mr David Richards - Head of Operations - Hydra - Critical Simulations

Professor Jonathan Crego - Creator - Hydra - Critical Simulations

Inspector Phil Hasley - London MET Training Unit

Mr Mark Parsons - London MET Training Unit

Mr Tony Fuller - Price WaterHouse Coopers (PWC) - Director

10th – 13th October 2012.
Dublin, Ireland.

Sergeant John Reynolds - FLO Training - Garda

Sergeant Alan McLeish - Programme Development Group - Garda

Sergeant Matt Geraghty - Programme Development Group - Garda

Sergeant Kieran Ruane - Crime Training Development - Garda

Garda Brendan O’Connor - Crime Training Development - Garda

Sergeant Michael Walsh - Operational Skills Training - Garda

Sergeant Leonard Conaty - Strategic Operational & Tactical Management - Garda

Sergeant Phillip Ryan - Strategic Operational & Tactical Management - Garda

14th to 21st October 2012.
New York, USA.

Deputy Commissioner James O’Keefe - Training Bureau - NYPD

Captain Daniel Sosnowik - Executive Development - NYPD

Lieutenant Ted Federoff - Recruit Training - NYPD
Sergeant Jason Ostrowe - International Visits - NYPD
Lieutenant Perez - Driver Training - NYPD
Sergeant Macharese - Driver Training - NYPD
Sergeant Nedra - Driver Training - NYPD
Police Officer Paul Ciacappo - Driver Training - NYPD
Police Officer Joe Gentile - Firearms Simulation - NYPD
Lieutenant Mike Devane - Recruit Training - NYPD
Mr Anthony McCLEMENT - Liaison Officer - AFP - Embassy of Australia

22nd to 24th October 2012.
Regina, Canada.

Corporal Dave Hamilton - Communication and Events Management Services - RCMP
Ms Christine Hudy - Training Support & Evaluation - RCMP
Senior Sergeant Graham MacRae - Training Support & Evaluation - RCMP
Corporal Greg Toogood - Depot In-service Training - RCMP
Senior Sergeant Greg Kratzig - Training, Innovation and Research Analysis - RCMP
Sergeant Kelly Anctil - Field Coaching Program - RCMP
Sergeant Jean Hamm - Executive Office - RCMP
Ms Marianne Coulibaly - Liaison Office - RCMP
Sergeant Blane Landry - Simulation Centre - RCMP
25th to 27th October 2012.
Vancouver, Canada.

Instructor Brent Derksen - JIBC Academy - VPD
Instructor Nick Bell - JIBC Academy - VPD
Cadet Emily Aitken - Vancouver Police Department
Mr Don Walden - Program Director JIBC
Mr Cany Lau - Retired Singapore Superintendent

28th October to 3rd November 2012. San Jose, USA.

Chief Christopher Moore - Chief of Police - SJPD
Lieutenant Rick Wegar - Field Training Officer Commander - SJPD
Lieutenant Jeremy Bowers - Training Division Commander - SJPD
Sergeant Kevin Wrenn - Training Unit Supervisor - SJPD
Officer Chris Buell - Field Training and Evaluation Unit - SJPD
Mr Andrew Harsany - Police Training Unit - SJPD
Ms Kara Stanfield - Google Public Relations

5th to 13th November 2012.
Los Angeles, USA

Deputy Ryan DeYoung - Advanced Officer Training - LASD
Sergeant John Satterfield - Advanced Officer Training - LASD
Deputy Ryan DeYoung - Training Bureau - FTO Coordinator - LASD
Captain Martin Baeza - Captain Recruit Training/Training Division - LAPD
Sergeant John Martinez - Recruit Training/Training Division - LAPD
Officer Richard Melendez - Recruit Training/Training Division - LAPD
Officer Lisa Herman - Recruit Training/Training Division - LAPD
Officer Edward Espinoza - Training Division/ Field Training Officers Unit - LAPD

Mr Glen Kaminski - Author - The Field Training Concept in Criminal Justice Agencies

Ms Lisa M. Reaver - President - MdE, Inc - ADORE Training Software

Ms Julie Thomas - Marketing and Sales - MdE, Inc - ADORE Training Software

Mrs Angela Lymberies - Serious & Organised Crime - AFP

Mr Mark Kennedy - Serious & Organised Crime - AFP

Mr Michael August - South Carolina Police Department

The beautiful chapel at the RCMP Academy in Canada. It is credited as being the oldest building in Regina.