

# Field Training Guidelines



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# Introduction

## Document purpose

This is essential reading for districts, to ensure the Career Foundation Initial Training (CFIT) field training programme is implemented in each district with core content covered and consistent standards used.

This document:

- informs districts about the CFIT field training programme that all Probationary Constables must undertake in their districts once they leave the Police College
- advises on some options for delivery models, and
- establishes the core content and consistent standards for the field training.

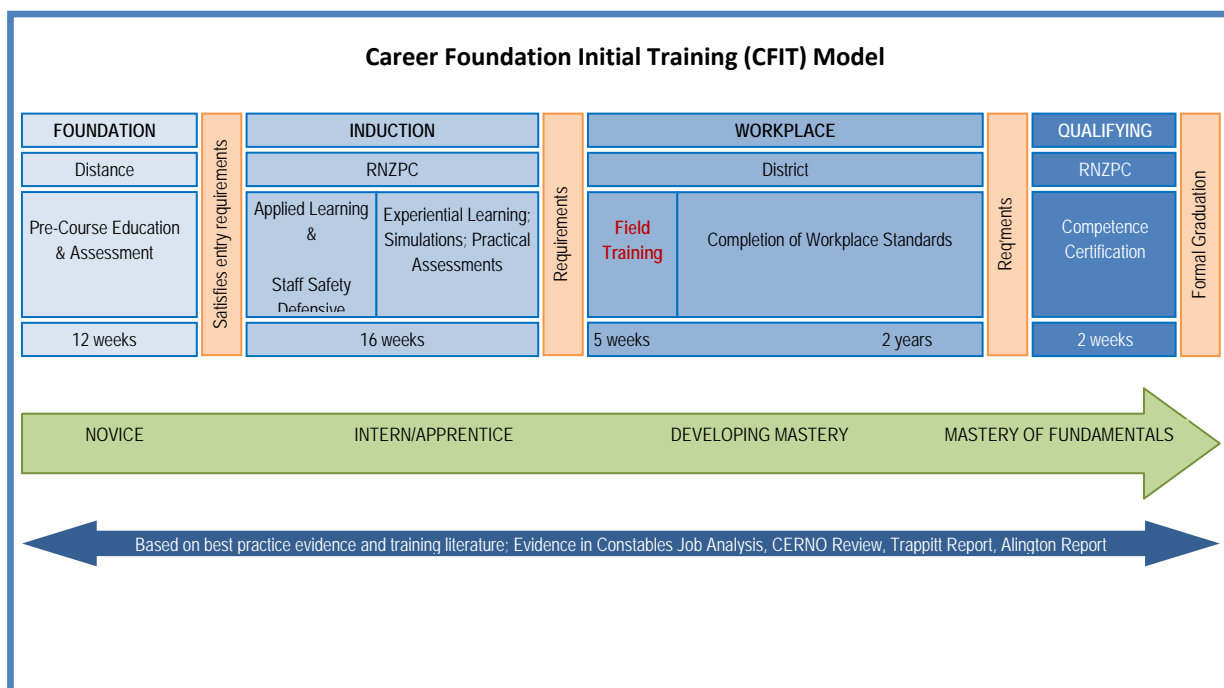
## Background

At the OPEC meeting on 23 April 2015, District Commanders agreed that districts will deliver the CFIT Workplace Phase field training programme through either establishing Field Training Units in their districts or delivering field training through selected Field Training Officers. In September 2015 the Police Capability Investment Board endorsed the CFIT model for recruit training.

The overall purpose of the CFIT programme is to provide a holistic, end to end, integrated approach to recruit training. The programme has four phases. These phases are made up of:

1. Pre-course training (Foundation Learning phase).
2. Residential training (Induction Learning phase).
3. Field training and workplace assessments (Workplace phase).
4. Residential competence certification (Qualifying phase).

The diagram below shows how the phases of CFIT all fit together. The CFIT programme is a two-and-a-half year programme with formal graduation occurring at the completion of the qualifying phase. This document focuses only on the field training component.



## Purpose of the field training programme

The main purpose of the field training programme is for Probationary Constables to have an initial five-week period of structured, focused and supported field training, through a district-based delivery model. Districts will deliver the CFIT field training programme via a range of targeted experiences (defined by the CFIT field training programme).

Districts have the flexibility to determine their preferred model, provided that it satisfies the key objectives identified for the field training component. It is recommended that this programme be overseen by the District Probationary Constable Workplace Learning Manager (PCWAP) (renamed and clarified role of Workplace Assessor), in conjunction with the Field Learning Development Manager (FLDM).

The field training programme aims to achieve these outcomes:

- Improved performance from the Probationary Constable with best practices learnt in a less demanding situation without time restrictions.
- Lower risk to staff once the Probationary Constable joins their section, as they have had experience and understanding of operational work.
- Appropriate conduct learnt correctly in the field training phase.
- Better service delivery.
- Strategic recognition that this training will extend the competencies of a Constable and adds long-term value to the district.
- Early feedback to the Probationary Constable about their performance.

Probationary Constables often feel lost on sections when they first join, and to have the first five weeks with a Field Training Officer (FTO) helps to guide and mentor them through this initial journey.

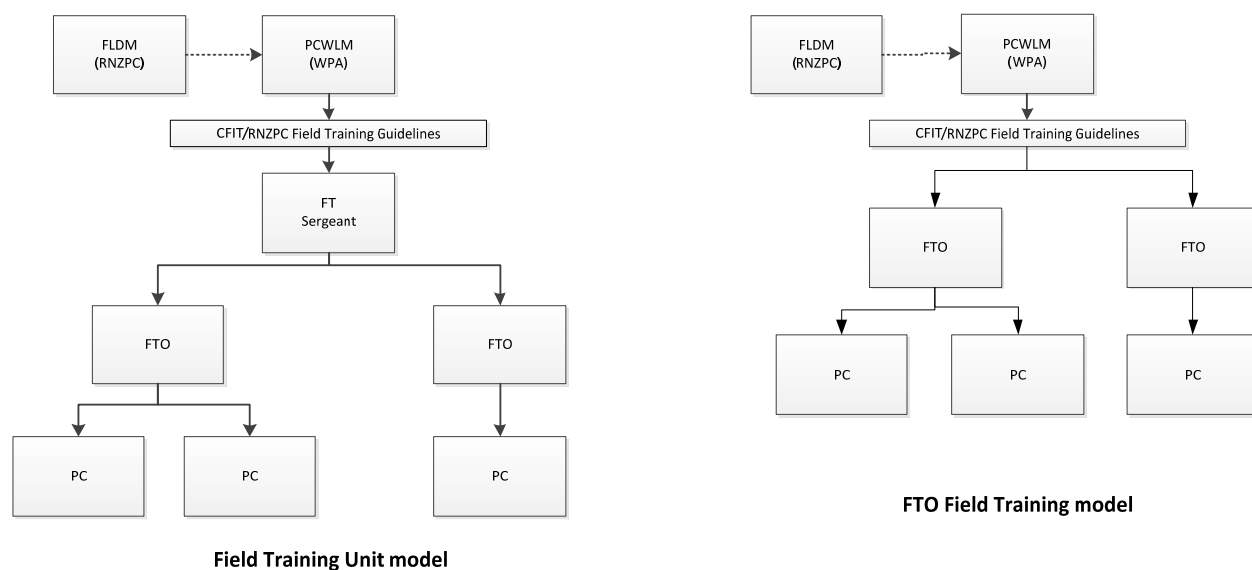
## Core standards

The following core standards will underpin the design and delivery of training, coaching, support and assessment for the field training programme under the required district-based delivery model:

- The School of Initial Training, RNZPC, establishes the core content and consistent standards for the field training (this document).
- Districts appoint a Probationary Constable Workplace Learning Manager (PCWLM) from the old Workplace Assessor role.
- Probationary Constables attend initial field training in district-based Field Training Units (FTUs), or at stations that can provide them with appropriate cover and levels of support, during this initial five-week training period.
- The field training programme is delivered by designated FTOs, reporting to the PCWLM. Districts must determine their own model for delivery in consultation with the RNZPC (School of Initial Training/FLDM), to ensure it meets the core standards established. **Best practice evidence shows that supervision levels should not exceed one FTO to two Probationary Constables.**
- Models of delivery may include district-based or district-shared FTUs; initial deployment to larger 'training' stations; establishment of training sections (eg within a larger station); pairing or buddying up a Probationary Constable with an FTO for the initial field training period (with clarity around what happens if the FTO is absent or re-assigned).

## Field training delivery

The district can either create an FTU or an FTO-run equivalent. See diagram 1.0 below.



**Diagram 1.0**

The main difference between the two field training models is that the FTU is set up with a sergeant and it operates as a section. The sergeant is responsible for the direction and oversight of the group along with processing their correspondence and ensuring assessments of staff are completed as required.

In the FTO field training model each FTO has responsibility for the direction, oversight and assessment of the Probationary Constables allocated to them.

Ideally, Probationary Constables will have the same FTO assigned to them for the five week period. This may be whilst aligned to a section, or they may be operating as a 'stand-alone' unit. The exact model can be determined by District depending on current resourcing levels.

Regardless of the approach, the purpose of the programme is to have the Probationary Constable engage in a focused and supported induction into the District via the field training programme. The programme may be more fluid than via a Field Training Unit, but the principles remain the same.

Each Probationary Constable should be placed at a location where they will be exposed to a broad operational policing experience. The section should comprise at least one NCO and five constables.

If accommodation is required for the Probationary Constable to attend the field training programme, i.e. if they are not in commutable distance, then the PCWLM (WPA) must advise the RNZPC CFIT Co-ordinator, who will arrange for this cost to be covered by the RNZPC.

## Field training guidelines

### Objectives – What good looks like!

The field training objectives are for the Probationary Constable to:

- Apply knowledge and operational skills in a supported environment over a five-week period. This will enable them to experience 'what good looks like'.
- Learn good practices that they can achieve, without the time pressure of operational response work.
- Undertake on-the-job training activities that expose them to the core tasks and functions that they will encounter as Constables. This includes attending operational incidents and working these through from start to finish alongside their FTO.
- Have essential opportunities for reflection, debriefing and coaching with the FTO.
- Become more confident and competent in a graduated learning environment.
- Complete reporting requirements without being rushed so that they can produce quality work/correspondence.

FTOs and Sergeants must actively seek out opportunities to expose Probationary Constables to the full range of activities and experiences in the field training programme, working in conjunction with district workplace learning managers, deployment managers and operational supervisors.

### Structure

This is the recommended structure for the field training programme:

Week One	Induction and Road Policing
Week Two	Road Policing
Week Three	Field Training Patrol Group
Week Four	Field Training Patrol Group
Week Five	Field Training Patrol Group

### Content

#### Induction

The Induction content is at the district's discretion, but should contain:

- Pōwhiri/whakatau or welcome.
- District/station orientation.
- Issuing of staff induction book (template available from RNZPC).
- Issuing of equipment and/or required resources.
- District Commander talk.
- Initial introduction to FMC/CJSU/Youth/FV/Alcohol Harm/Victims/Welfare services/HR/Intel. (Probationary Constables may visit groups later in the Field Training Patrol Group.)
- Meeting with PCWLM assessor and introduction to workplace assessments.
- Introduction to DCC.

## Road Policing

Road Policing content allows the newly attested Probationary Constable to gain confidence engaging with the public while carrying out essential road policing duties. The FTO should ensure the Probationary Constable gets to cover **as many of the items below as possible**:

- Speed detection certification.
- 3Ts/3Rs.
- EBAs/CITs.
- IONs.
- Impounding of vehicle.
- TCR or attendance at a vehicle crash.
- Intel notings.
- Point duty.
- Suspension of licences.

## Field Training Patrol Group

The three weeks of patrol with the FTO should include attendance at and discussion and reporting on the following types of incidents, and for each incident the FTO must ensure the Probationary Constable has opportunities to:

- **Family Violence episodes** – be involved in an arrest scenario, serving a PSO and a crime scene investigation, dealing with partner agencies, and reporting quality data using the family violence form set. Meet with the Family Violence Co-ordinator.
- **Alcohol incident(s)** – be involved in 3H or disorder job(s), be involved in or show an understanding of the care of an intoxicated person, and issue an AION. Meet with the Alcohol Harm Reduction Officer.
- **Sudden Death** – attend a 1S (if possible), show an understanding of the district/area process for attendance, investigation, correspondence and handling of deceased persons and their property, and become familiar with mortuary location and processes.
- **Youth incidents** – attend incidents involving youth, are involved in applying section 48 and youth rights pursuant to sections 214 and 215, and show an understanding of the district/area process for attendance, investigation, and correspondence involving youth. Meet with Youth Services.
- **Mental health incidents** – attend a 1M incident; show an understanding of the district/area process for managing incidents involving mental health clients, and show awareness of how DAOs operate in the district/area.
- **Drugs** – use warrantless search powers if applicable, show an understanding of how to receive and evidentially secure drug exhibits.
- **Organised crime** – show an understanding of local gang intelligence, including locations and persons of interest.
- **Arrest/custody procedures** – walk through the custody procedures – this needs to be done regardless of whether the district has a custody suite or not.

## Field training logistics

### Call sign

Training units will assign each patrol a unique call sign. They will take jobs from response units as training opportunities are identified, based on the CFIT field training content guidelines above. This call sign will be the designated training 'Q' unit type, e.g. AKQ1. This aligns with the national call sign strategy.

### Job attendance

**These FTU/FTO units are not a deployable resource.** Therefore they will not be tasked and will only attend jobs they select. This allows every opportunity for the FTOs to ensure the Probationary Constables complete their learning objectives thoroughly before moving to the next job.

There is an expectation that the FTU/FTO units will engage with the DCC to align their training with the district initiatives and requirements.

### Shifts

Research has identified that extreme shifts may impact on the cognitive learning ability of new Police staff. Therefore FTU/FTO units will only be rostered to Day and Late shifts, with an expected finish time no later than 02:00hrs. This will also enhance their ability to be exposed to a wide variety of incidents.

### Preparation for field training component

Communicate with the recruit. FTUs/FTOs should send out an introduction email to the recruit detailing the instructions for their first day in district. This email must be sent while the recruit is at the RNZPC, and should include:

- The date of their first day in district.
- The time to start on their first day.
- The location.
- The clothing to be worn.
- What to bring.
- The hours of the first day.
- Contact details.
- The induction programme.
- Their draft five-week roster.

Organise the cars, radios etc that will be required to run the FTU.

Organise the allocation of FTOs, and their release off section/PST for the five weeks.

### Expectations of the district

The district is expected to:

- Ensure suitable and sufficient FTOs are committed for the full five-week field training period.
- Provide equipment, e.g. vehicles and radios, so that the FTU can effectively train the Probationary Constable.
- Provide adequate training and support to the FTOs.
- Adhere to the core standards of this phase of training.



- Recognise that this training will extend the competencies of a Probationary Constable and adds long-term value to the district.
- Ensure the FTU/FTO equivalent is not treated as a PST/Response resource, and is allowed the time to work through incidents at the right pace for the Probationary Constable.
- Appoint quality people to the FTO/FTU roles as the impact on the new staff will pay dividends in the long run.

### **Expectations of the FT Sergeant (FTO if applicable)**

The FT Sergeant/FTO or equivalent is expected to:

- Prepare the FTU before the Probationary Constable arrives, as per the above preparation checklist.
- Ensure the FTU/FTO equivalent is not treated as a PST/Response resource, and is allowed the time to work through incidents at the right pace for the Probationary Constable.
- Be responsible for the direction and safety of the FTO and Probationary Constable.
- Process correspondence submitted by the field training group, ensuring it is to a quality standard.
- Facilitate an environment where the FTO can deploy to enable learning to take place.
- Be a mentor and coach for both the FTO and Probationary Constable.
- Liaise with other units to provide learning opportunities for the Probationary Constable.
- Liaise with DCCs about expectations and opportunities.
- Complete reporting requirements.

### **Expectations of the FTO**

The FTO is expected to:

- Coach the Probationary Constable to ensure they are producing quality work to district and RNZPC standards ('what good looks like'). Follow the coaching guidelines in Appendix A of this document.
- Act in the interest of the Probationary Constable to ensure the core standards of this phase of training are carried out in line with Police Core Values.
- Ensure the Probationary Constable is exposed to the list of incidents indicated above by actively seeking out opportunities with a priority focus on meeting field training objectives.
- Complete weekly reports on the Probationary Constable for the five-week field training period and communicate these with the PCWLM and FT Sergeant (if applicable).
- Complete reporting requirements if there is no Sergeant.

### **Reporting**

The FTO must complete weekly reporting on the Probationary Constable's performance and submit it to the PCWLM or FTU Sergeant. Template supplied – see Appendix B.

In the weekly reporting the Probationary Constable can reflect on the incidents and jobs that they have attended. Each report should be used as a learning tool and be fully discussed with the Probationary Constable.

At the end of the five weeks the combined weekly reports must be forwarded as above and to the Probationary Constable's next supervisor. The reports should be saved into the District WPA SharePoint site.

Any issues or concerns with the Probationary Constable need to be raised as part of the reporting process, but any urgent disciplinary matters or major learning difficulties should be reported to the PCWLM as soon as practicable.

## Appendix A

### FTO coaching guidelines

Coaching is about relationships, and relationships are based on trust and a shared understanding.

Coaching is not just about enabling the Probationary Constable to overcome a specific challenge – it is about building the Probationary Constable’s capability to meet and overcome any challenge.

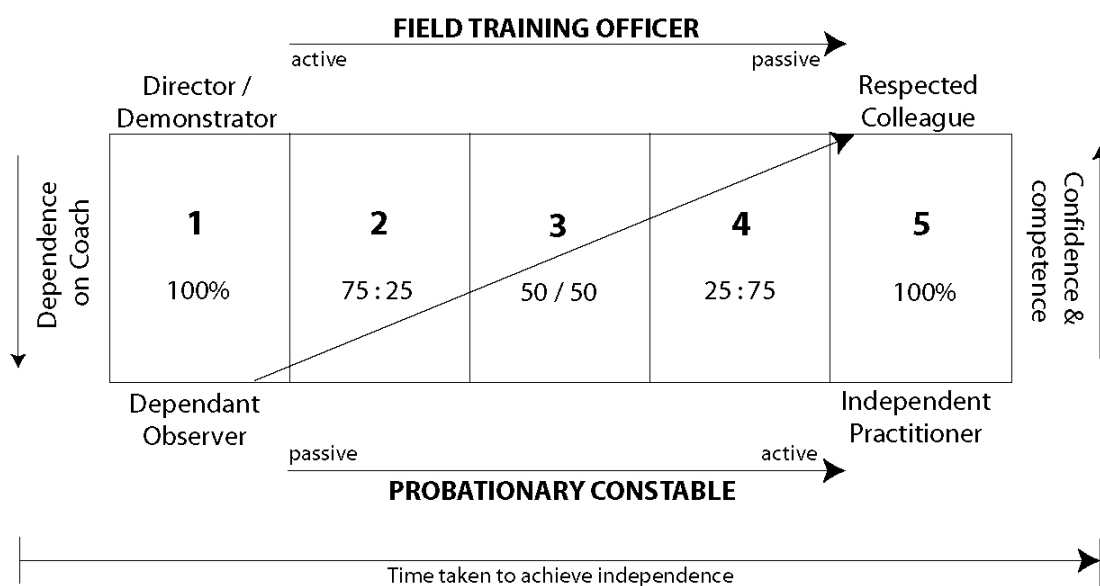
Coaching is about helping the Probationary Constable develop:

- Confidence.
- Competence.
- Commitment.
- Curiosity.
- Courage.
- Capability.
- Character.

The Probationary Constable faces many adventures into the “unknown world” where they will encounter challenges that seem difficult, perhaps even insurmountable.

The FTO (coach) plays the role of the wise guide – providing assistance to help the Probationary Constable find their way through the challenges and helping the Probationary Constable reach a point where they are competent and confident enough to guide others on the same journey.

The FTO’s role is illustrated in the following diagram:



People learn at different rates. The rate at which a person progresses through the development journey depends largely on the quality of their FTO and the degree to which:

- They take ownership of their own learning and performance.
- They test their knowledge and skills in the operational environment.
- They develop flexibility in their approach (e.g. always having alternative plans).
- They are sensitive to the indicators of looming success and failure.

**Feedback and debriefing to a Probationary Constable**

The table below describes the purpose of feedback and debriefs with associated specifics.

	<b>Feedback</b>	<b>Debrief</b>
<b>Purpose</b>	<p>Occasions will arise when the FTO has to deliver feedback to the Probationary Constable. This is a situation where there is room for misunderstanding.</p> <p>Giving feedback is about helping the Probationary Constable to notice what happened as a result of the action they took. It is about building their awareness of cause and effect relationships. The purpose of feedback is to secure ongoing improvement – not a guilt complex.</p>	<p>Opportunities for debriefing occur after the Probationary Constable has taken action. The purpose of the debrief is to identify what:</p> <ul style="list-style-type: none"> <li>• Went well so the Probationary Constable knows to repeat it.</li> <li>• Did not work so well, so improvements can be made.</li> </ul> <p>Debriefs are not about apportioning blame or delivering personal criticism. They should always be treated as the most valuable coaching and learning opportunity available.</p> <p>Debriefs should focus on specifics not generalities, so the areas that need development can be identified precisely and dealt with promptly.</p>

	Feedback	Debrief
<i>Engage the Probationary Constable</i>	<ul style="list-style-type: none"> <li>Set the scene.</li> <li>Ensure the Probationary Constable knows what is to be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Tell the Probationary Constable what you want to talk about and why.</li> <li>Make sure the Probationary Constable is comfortable with the discussion.</li> <li>Be aware of stress levels and aim to reduce them.</li> </ul>
<i>Establish the facts</i>	<ul style="list-style-type: none"> <li>Place the known facts or observations before the Probationary Constable (without judgment or embellishment).</li> <li>Seek confirmation or clarification of the facts as you know them.</li> <li>Review the expected or required performance standards and compare them with the Probationary Constable's actions.</li> <li>Express the need for improvement if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>What was the situation?</li> <li>What did the Probationary Constable want to have happen?</li> <li>What happened?</li> <li>What worked well? (Recognise and praise for good work.)</li> <li>What did not work so well?</li> <li>When did performance fall short of the standards?</li> <li>What were the constraints associated with the objective?</li> <li>What impact could the shortcoming have on others?</li> </ul>
<i>Explore the obstacles and options</i>	<ul style="list-style-type: none"> <li>Discuss the actual and potential impact of the performance shortcoming on others.</li> <li>Seek ideas for improvement.</li> <li>Discuss the consequences associated with a continuation of the shortcoming.</li> </ul>	<ul style="list-style-type: none"> <li>What caused the shortcomings?</li> <li>What can be done to defeat the obstacles identified?</li> <li>What are the control signals the probationary constable should watch for in future?</li> </ul>
<i>Enable improvement</i>	<ul style="list-style-type: none"> <li>Express confidence in the Probationary Constable's ability to improve.</li> <li>Provide coaching and skills training as required.</li> </ul>	<ul style="list-style-type: none"> <li>What does the Probationary Constable need to do to better next time, for example undertaking skills training?</li> <li>Express confidence in the Probationary Constable's ability to become proficient in the task.</li> <li>Praise the Probationary Constable for the things they did well.</li> </ul>

### *Points to remember*

The FTO should remember to:

- “Play the ball – not the person”, that is, focus on the behaviour not the personality.
- Use supportive, respectful, positive language.
- Tailor the ‘debrief’ to the Probationary Constable’s level of development in the area.
- Monitor and reduce anxiety.
- Allow enough time for adrenalin levels to come down after the job.
- Tell a story about a similar experience.

- Give the Probationary Constable time to talk about the event before working through the 'debrief'.

## **Appendix B**

### **FTO weekly progress report template**

See below for the template that the FTO must use to provide weekly reporting on the Probationary Constable.

This needs to be completed at the end of every week over the five-week field training period.

(District name)

**PROGRESS REPORT ON PROBATIONARY CONSTABLE  
FTO Weekly Report**



Probationer <b>1 / 2 / 3 / 4 / 5</b> Week	OID _____	Field Training Officer _____	OID _____
	Date _____		

The FTO needs to complete this form at the end of every week on the activities undertaken by the PC.

Week 5 of this report will go to the PC's new supervisor.

Indicate in the following table which learning opportunities have been received.

Weeks 1 – 2	✓	Weeks 3 – 5	✓
Orientation		Field Training Patrol Group	
Road Policing		FV Incident(s)	
Speed detection certificate		Alcohol incident(s)	
3Ts		Sudden death	
EBA/CIT		Youth incident(s)	
ION		Mental health incident(s)	
Impounding of vehicle		Drug/organised crime	
TCR or attendance at a vehicle crash		Arrest/custody procedures	
Notings		District initiatives/Other .....	
Point duty			
Licence suspension			

General Policing duties	Working towards expectations ✓	Committed to working towards expectations ✓	Consistently meets expectations ✓	Exceeds expectations ✓
Is punctual at all times				
Wears uniform correctly				
Follows instructions				
Communicates effectively with colleagues				
Communicates effectively with members of the public				
Demonstrates empathy with victims				
Communicates appropriately with offenders				
Uses radio confidently				
Operates a motor vehicle safely				
Uses notebook				
Accurate statement taking/electronic interview				
Operates in accordance with Core Values and Competencies				

Questions	Yes / No
Has the Probationary Constable shown a willingness to learn and take advice? <i>Comments:</i>	Yes / No



<p>Has the Probationary Constable demonstrated confidence in communicating with members of the public and offenders?  <i>Comments:</i></p>	Yes / No
<p>Has the Probationary Constable demonstrated the ability and appropriate levels of initiative to get involved in Police work?  <i>Comments:</i></p>	Yes / No
<p>Has the Probationary Constable shown understanding/demonstrated the victim-focused mindset in their behaviour?  <i>Comments:</i></p>	Yes / No
<p>What areas does the Probationary Constable need to focus on?</p>	
<p>Has the Probationary Constable excelled in a situation or event? If yes, please detail.</p>	
<p>Any other comments?</p>	

Each report should be discussed with the Probationary Constable. Have you done this? If not, comment below on why not. Probationary Constable's comments from that discussion:	Yes / No