



LEARNING AND DEVELOPMENT

Training Strategy 2006 to 2009

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Gwent Police Learning and Development Strategy 2006-2009

1 Introduction

1.1 Gwent Police and Gwent Police Authority are committed to improving performance through learning, thereby helping to develop an efficient and effective policing service. Learning and Development priorities will be driven by national and local policing priorities and objectives.

Thirteen value statements have been identified as essential for the learning and development process to become fully functional. Whilst some of these remain in part aspirational, current work strives to bring the Force closer to all the values stated below:

1.2 Gwent Police intend to provide individuals with the required level of knowledge, understanding, skills, attitudes and behaviour, in order that they can develop personally and professionally. Enabling staff to perform their duties to an effective standard so that the organisations aims and objectives can be met, ensuring Gwent Police provides top quality service to it's community members and the public at large.

Gwent Police intend to facilitate learning through education, training and continued professional development, thereby supplying a critical support function, working to enable Gwent Police to deliver it's targets in line with the strategic aims as laid out within our Corporate Strategy.

2 Statement of Values

2.1 Gwent Police aims to identify and provide quality, timely learning products and national standards for all staff throughout their careers; delivered in a variety of flexible and blended learning methods meeting the needs of individuals, the organisation and the public of Gwent.

- Line managers are responsible for identifying individual learning needs, promoting both learning and development and ensuring that staff have the necessary skills to perform their work to the highest standard.
- Individuals have responsibility for identifying and pursuing learning opportunities in order to maintain their competence and improve performance.

2.2 Learning opportunities will improve retention of skills and reduce skills gaps by meeting learning needs of all staff efficiently and effectively.

- All learning and development processes (Needs Analysis, Design, Delivery and Evaluation) will be based on the latest national recommendations and guidance.

- Flexible methods of forecasting and managing learning resources will assist in producing a Learning and Development Business Plan including an annual Costed Training Plan that effectively drives Force performance.
- Individual competence will be assessed regularly through the PDR process ensuring that the standards required for their post are maintained and to assist in identifying any learning and development needs.
- Where appropriate, learning opportunities will be designed to National Occupational Standards and where possible to recognised qualifications.
- To meet individual needs, learning opportunities will be flexible and pursue workbased learning approaches wherever possible.
- Collaboration on learning between Forces will be encouraged and pursued.
- Best value in learning and development will be ensured by using the most cost-effective methods, taking account of any prior learning.
- Development opportunities for staff will facilitate continuing professional development and lifelong learning for all staff.
- Leadership skills at all levels throughout the organisation will be developed through the Positive Action, Core and Senior Leadership Development Programmes.

Progress and monitoring of the delivery of these values will be reviewed annually by the Training Strategy Group.

3 Strategic Objectives

3.1 Annually the Force sets strategic priorities and objectives in line with national priorities.

- Strategic Priorities 2006/07
 - (i) To reduce overall crime in line with the Government's Public Service Agreement
 - (ii) To bring more offences to justice in line with the Government's Public Service Agreement.
 - (iii) To tackle serious and organised crime through improved intelligence sharing between partners.
 - (iv) To protect against terrorism and domestic extremism.
 - (v) To provide all areas with dedicated, visible, accessible and responsive neighbourhood policing teams and reduce public perception of anti-social behaviour.

Learning and Development will contribute towards these targets as outlined in the Learning and Development Business Plan, by ensuring all staff are trained to the highest standards.

3.2 How Objectives are Met

To achieve these objectives we will produce a Force Business Plan for Learning and Development, which will include our Costed Training Plan and Improvement Plan, that will be flexible, dynamic and be able to respond to changing needs and priorities.

The Force Business Plan for Learning and Development, the Learning and Development Improvement Plan and the Costed Training Plan will continue to be owned and driven forward at the highest level within the organisation, with joint ownership between the Police Authority and Chief Officers.

The Plans will continue to be monitored by the Force Learning and Development Board who will ensure that priority for learning will be given to those interventions that will have greater impact upon our performance.

3.3 Strategic Methodology for Implementing IPLDP

The Initial Police Learning and Development Programme has been implemented according to the Centrex Quality Assurance Framework, the Chief Constables vision of developing an excellent product . The Programme will further develop in response to the recommendations that have arisen from initial evaluation and also the recommendations contained within the 'Foundation for Development' programme. We are committed to collaboration and sharing of good practice with other deliverers and the Central Authority.

The objectives listed in the Force Annual Learning and Development Business Plan will provide specific details of what training is being provided throughout the organisation in order to support the organisation's priorities.

4 Race, Diversity and Equality

4.1 Gwent Police is committed to equality of access for all staff to learning and development events.

“Training is essentially a learning process in which learning opportunities are purposefully structured.....The aim of the process is to develop in their employees the knowledge, skills and attitudes that have been defined as necessary for effective performance of their work and hence for the achievement of the organisational aims and objectives by the most cost effective means available”

(Home Office Circular 18/2002)

Gwent Police monitors access to learning and development to ensure equality and in addition to reporting to the HMIC annually on access to learning, publishes the information which conforms to requirements laid down by the Race Relations (Amendment) Act.

4.2 Race and Diversity Training

Race and diversity are not discrete subjects to be taught in isolation from the core business of policing or the environment in which our staff work. All learning and development delivered within Gwent Police will comply with the Race and Diversity National Learning Requirements and national standards such as the Police Race and Diversity Learning and Development Programme (PRDLDP) and the Strategy for Improving Performance in Race and Diversity 2004 – 2009.

All trainers will receive development and learning opportunities that will enable them to achieve competence and confidence to mainstream diversity issues through all their training delivery. All learning and development will be audited and quality assured to ensure that all elements of diversity are mainstreamed appropriately.

4.3 Race Relations (Amendment) Act 2000

Knowledge of the duties under the Race Relations (Amendment) Act 2000, which relate to an individual's role, will form part of the core competencies of the role. This competence will be assessed on annual basis as part of the PDR process and linked to promotion and reward.

Training in relation to the general and specific duties will be delivered in a variety of ways dependant on the role and needs of the individual, including e-learning and classroom delivery.

4.4 Disability Discrimination Act and Wider Diversity Issues

Similarly, the Disability Discrimination (Amendment) Regulations 2003 and the Employment Equality Regulations of 2003 will be applied in all learning provision with reasonable adjustments made to premises and facilities as needed.

Diversity will include race, gender, sexual orientation, marital status, age, ability, nationality, ethnicity, religion, or economic status, categories which are covered, or will in the future be covered, by legislation, as well as any other definition of difference that cannot be justified as a discriminator.

Learning and Development Services will review its internal processes and procedures to ensure that no member of staff or group is disadvantaged.

4.5 The Assessment of Competence in Race and Diversity

All race and diversity training will be contextualised within the roles undertaken by individuals and aimed at developing knowledge and competence relevant to that role. Competence in race and diversity, in particular regarding Units 1A4 and 1A5 of the National Occupational Standards, will be carried out by qualified A1 assessors, or assessors working towards A1 status.

Learning and development will be linked via the PDR process and diversity based performance indicators to individual, team and force performance in race and diversity in order to inform and evaluate training design and delivery.

4.6 Community Involvement

Gwent Police has involved a wide variety of communities in the delivery of a number of its courses, including diversity training and investigative training for some years.

However, to ensure that the service delivered by Gwent Police meets the needs of the communities it serves, and in line with APA (Association of Police Authorities) guidance in 'Involving communities in police learning and development', members of these communities will be involved at **all** stages of the training cycle. This will take place in various forms including consultation, advisory boards, co-operative training delivery and community based evaluation projects.

A Community Involvement Coordinator has been employed in order to meet the community involvement requirements of the IPLDP. The Coordinator will identify opportunities for community involvement and engagement as appropriate through student placements and community trainers' inputs. It is hoped that this role can develop to involve community groups in the training of the wider police family and other learning and development activities.

5 Management Responsibilities

5.1 Gwent Police Authority

- Responsible for agreeing the Costed Training Plan and overseeing spend on learning and development.
- Responsible for representing public view within consultation on the Training Plan and priorities for the forthcoming year.

5.2 Chief Constable and Chief Officer Team

- Responsible for ensuring learning and development is prioritised appropriately and to lead by example.
- Responsible for ensuring Gwent Police meets national requirements in terms of learning and development and integrates national tools, process and policy from organisations such as the Home Office, HMIC and Skills for Justice.

5.3 ACC Support

- Responsible for chairing and overseeing the Training Strategy Group and managing the client/contractor split of learning and development effectively.

- Responsible for endorsing and prioritising investment in learning and development and setting priorities for the future.

5.4 Training Strategy Group

- Responsible for the learning and Development Strategy and managing and prioritising the associated resources.

Terms of Reference:-

- To analyse the identified Force training needs relevant to performance improvement of Force Objectives.
- To raise, receive and debate anticipated Force training issues.
- To analyse and prioritise the identified training needs of Gwent Police.
- To agree and regularly review the agreed maximum abstraction rates from the workplace to take part in development activities.
- To monitor training and transference of skills to the workplace.
- To review existing training policies, practices and structures.
- To initiate changes necessary to ensure that training remains relevant for the needs of the Organisation.

To commission and prioritise the work of the Force Evaluator (where it relates to training matters).

5.5 Learning and Development

- Responsible for delivering the annual Force Training Plan.
- Responsible for marketing and administrating learning events.
- Responsible for quality assuring and evaluating training.
- Responsible for co-ordinating all training across the Force and maintaining accurate training records for all staff.
- Responsible for assisting in the integration between training and other Human Resources processes.

5.6 Divisional Commanders and Departmental Heads

- Responsible for ensuring representation at the appropriate level at the Training Strategy Group for their area of operations so that new and emerging training needs and resources can be managed.
- Responsible for ensuring their areas of work contain adequately trained staff by monitoring the skill profile for their area(s).
- Responsible for managing their local training plan with Personnel Managers.
- Responsible for participation in the evaluation of learning.
- Responsible for ensuring all staff have the opportunity to regularly identify training needs through PDR.

5.7 Line Managers

- Responsible for promoting lifelong learning and development in all roles.
- Responsible for identifying staff training needs through PDR (Performance Development Review) and day to day supervision and ensuring staff have the skills to perform at the highest level.
- Responsible for ensuring attendance at training events.
- Responsible for evaluating training and implementing learned skills in the workplace.
- Responsible for ensuring protected time for workbased learning.

5.8 Individuals

- Responsible for identifying and pursuing training opportunities in order to maintain competencies and improve performance.
- Responsible for attending scheduled training events.
- Responsible for applying new skills in the workplace

5.9 Human Resources

- Responsible for designing and implementing the Annual Costed Human Resources and Training Plan.
- Responsible for ensuring integration between training and other Human Resources processes.
- Responsible for the maintenance, performance monitoring and updating of the Force's performance appraisal system, including provision of support to line managers in the operation of the system.
- Responsible for the Career Development Unit which will support and facilitate the development of staff throughout their careers.

5.10 Client & Contractor Relationship

A distinct client and contractor relationship exists within Gwent Police which is endorsed through guidance provided by the Learning and Development Planning Framework document. (Appendix1.)

6. Standards of Performance

6.1 All staff are required to be appraised annually in accordance with the Gwent PDR Scheme. Individual performance will be assessed against agreed objectives, activities and behaviours specified in their PDR-ICF role profile.

National Occupational Standards are mapped and integrated into all learning events as a requirement of the Corporate Training Design Procedure.

6.2 All trainers are required to be occupationally competent and monitored delivering training on at least two occasions in a 12 month period, as described in the Corporate Training Delivery Protocol and Common Minimum Standards document.

Assessments of knowledge and skills will be included in relevant courses and comply with the requirements of Corporate Training Assessment of Learning guidelines.

7. Assessment, Learning & Development Needs and Prioritisation

7.1 Training is prioritised in accordance with the Corporate Training Prioritisation and Planning Procedure. Training for an individual is accessed using the Gwent Police PDR Scheme to identify individual training needs by line-management and in relation to role specific requirements.

7.2 Organisational training requirements are identified annually and used to inform the Force Training Plan. The National Prioritisation Matrix scores areas of training based on their contribution to Force Strategic Objectives, cost, attendance numbers, risk assessment and duration. This information is used to ensure a balance between investment and benefit management.

Prioritisation of training requirements are considered and approved by the Force Training Strategy Group (TSG). Additional requirements or amendments to training needs are a standard agenda item at TSG meetings. The Training Plan is monitored and updated on a monthly basis and re-costed each quarter by the Finance Department using the National Costing Model Template.

All training is quality assured using the Centrex Quality Assurance Model and prioritised on a 'rolling programme' through the Training Quality Assurance and Evaluation Unit.

7.3 The Uniform Operations and Support Division consists of the majority of the Uniform Support Departments (Road Policing, Traffic Management, ANPR, Support Group, Dog Section, Emergency Planning, Firearms Training, Firearms Administration, Air Support Unit and Collision Investigation Unit) together with Human Resources and Learning and Development. The Division is headed by a Chief Superintendent who reports to the ACC. The Learning and Development branch is managed by a Chief Inspector.

Training within Gwent Police is not the sole responsibility of a centralised training school, rather it is a devolved responsibility. The majority of training provision remains with Learning and Development, however other specific training is provided at Divisional and Departmental levels as well as being out sourced to external providers.

Overall responsibility for training lies with the Force Training Strategy Group chaired by ACC Support. Membership consists of Strategic Divisional and Departmental Heads as well as members from the Police Authority and Police associations and Unison. This enables the corporate standardisation of the

training function, informs the planning processes for Gwent Police and its Authority, prioritises training requirements to meet organisational objectives and manages change in relation to training matters.

The Learning and Development Management Team formulates the Force Training Plan, co-ordinates all training matters across the organisation, manages the Force training budget, delivers training requirements and provides a quality assurance and evaluation service.

Learning and Development management structures link to strategic levels of the Organisation through the Force Training Strategy Group, Personnel Strategy Group and the Confidence and Equality Board. Links are also maintained at Divisional and Departmental levels through Uniform Operations and Support Divisional meetings and Divisional Training representation at Divisional Management meetings, together with links to Regional and National groups.

7.4 Delivery of Force Policy

Force policy in relation to training needs and assessment adheres to national guidelines and recommendations, in particular those outlined in Models for Learning.

7.5 Collaboration in all training functions is pursued with neighbouring Forces where benefits are perceived for the Force and Welsh Region. Gwent Police is committed to collaborating with other police forces and outside bodies including higher education establishments to develop the training function. This, together with the implementation of the recommendations of the Best Value Review, will ensure that training will be made available in the most flexible and cost-effective way. At a regional level, Gwent Police plays an integral role in the Wales Region Learning and Development Group where collaborative opportunities for all aspects of the training cycle are already being realised. For example within our prospectus for 2006/7 the chapter on Investigation Training has been triple badged and incorporates training delivery by the three Forces of Gwent, South Wales and Dyfed Powys. Collaboration, however, is not solely confined to police organisations and we continue to enjoy strong links with other sectors, community groups and external organisations.

8.1 Training Evaluation

8.1.1 TSG prioritise the evaluation of training outcomes to measure transference of skills to the workplace and impact on organisational impact. This is conducted through the Training Quality and Evaluation Unit and complies with the Corporate Training Quality Assurance and Evaluation Strategy.

8.1.2 Effectiveness of Training

Learning and development is an investment that carries a cost but also produces a benefit. The effectiveness (or return on investment) of all learning

solutions should be evaluated to show whether the learning has transferred to the workplace and whether it has led to an improvement in performance.

Gwent Police supports evaluation processes that seek to measure whether investments in learning and development provide a positive return on investment for the police service in terms of improved performance.

In this respect, Gwent Police will comply with national guidelines and Home Office Circulars, in particular HOC 07/2005, which aim to improve the conduct of evaluation of training and learning across the service, with a particular focus on the impact on operational performance and return on investment.

Since all learning events will be mapped against National Occupational Standards, it will be the responsibility of line managers through the PDR process to assess the performance of their staff against these standards.

In order to contribute to the continuous improvement of the quality of learning and development delivered throughout the organisation, Gwent Police is fully committed to achieving the Centrex Quality Approval award. This quality assurance framework establishes standards against which our approach to training can be assessed and against which our products and procedures are subject to an independent and rigorous scrutiny thereby helping us to build an effective approach to the evaluation of the training provision.

8.2 Evaluation of Strategy

8.2.1 Evaluation of Strategy

This Learning and Development Strategy and the Learning and Development Improvement Plan will be monitored and evaluated by the Training Strategy Group. They will take account of the level and direction of investment in training and developing for all our staff, the force learning and development priorities and abstractions to ensure that our strategic and operational needs are met and that staff have the necessary skills, knowledge and capabilities to contribute towards organisational objectives and improved performance.

8.2.2 Flexibility of Strategy

The annual training delivery plan is reviewed during TSG to ensure that the training being delivered continues to meet organisational priorities and needs.

8.3 Monitoring and Review

8.3.1 This strategy will be monitored by the Head of Learning & Development.

A review will take place annually each April to ensure it is fit for purpose and to take account of emerging national strategies and guidance.

Appendix 1



LEARNING AND DEVELOPMENT PLANNING FRAMEWORK

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Learning and Development Planning Processes

1 Introduction

1.1 Police Training in England and Wales has been the subject of an unprecedented level of scrutiny. A number of reports have sought to address the fundamental issues of what police training should achieve, how current arrangements should be improved and what structures are necessary to support the change. The following illustrate this point and underpin processes employed within the Force in relation to learning and development planning.

- The HMIC report 'Managing Learning' (1999) addressed a number of critical areas including planning processes and the management of training.
- ACPO/APA conducted a Best Value Review of Police Training. The final report 'Foundations for Change' provided baseline data from which options for change could be generated.
- The Police Training Development Board (PTDB) Executive produced the national costing model and common template.
- The Police Skills and Standards Organisation (now Skills for Justice) produced the national prioritisation guide and role profiles for training personnel.
- Centrex - Models for Learning and Development in the Police Service provides guidance on all aspects of learning and development to support the improvements in policing performance that result from training.
- H.O. Circular 44/2005 'Improving the Quality, Efficiency, Effectiveness and Economy of Police Learning and Training' provides guidance in areas of development of strategy and plans for training, its costing and evaluation.

1.2 In July 2003 Gwent Police formed the Training Strategy Group chaired by the A.C.C. with membership consisting of strategic decision makers from across the Force business and operational areas. It was agreed that planning processes and procedures should be formulated based on national recommendations and to bring clarity to how training achieves Force business objectives and performance.

1.3 This document seeks to demonstrate how the Training Strategy is implemented and clarify processes, procedures and protocols that underpin implementation of the Strategy.

2. Client and Contractor

2.1 In December 1989 the Audit Commission for Local Authorities in England and Wales 'The Management of Police Training' suggested that confusion existed between the roles of client and contractor within police training.

2.2 In essence, 'clients' specify what is required, 'contractors' provide the specified service. The underlying philosophy is simply that services should be provided for the benefits of the consumer rather than the supplier. Evidence suggested that police training providers determined the Force Training need and used this to formulate the Training Plan rather than the demand side or client.

2.3 The client should identify the need and the contractor should provide the training. The following key tasks determine the roles and responsibilities of each:

- | | | |
|------------|---|---|
| Client | - | Define job descriptions, core skills and training profiles |
| | - | Identify individual development and training requirements |
| | - | Determine priorities |
| | - | Inform training budget |
| | - | Nominate personnel for training events |
| Contractor | - | Interpret client's needs and design appropriate training |
| | - | Assess abilities of trainee at beginning of training and tailor content accordingly |
| | - | Deliver training |
| | - | Monitor progress and assess competence at end of training |
| | - | Manage resources |
| | - | Quality assure learning and development products and services |
| | - | Evaluate learning and development outcomes |

3. Identifying the Training Requirement

- 3.1 The PDR Scheme is used to identify and address the training needs of individual members of staff as described in the Performance and Development Review Procedure.
- 3.2 The organisation must also be able to respond speedily to changing circumstances and increasing demands. These will not only include changes to personnel but also to legislative requirements, procedures, processes and services. It is important to avoid the potential assumption that every change or requirement will automatically involve a training intervention.
- 3.3 A formal training needs analysis may be required to be commissioned with the Learning and Development Department. Guidelines are contained in 'Learning Needs Analysis Procedure' (Appendix One).
- 3.4 Personnel Officers will identify and collate training requirements for their Division/Department as an ongoing process during the year. Any additional requirements will be forwarded to the Training Co-ordinator using the Training Requirement Application form (Appendix Two) to identify business benefits and cost of provision.
- 3.5 Prior to 1st August Personnel Officers will identify their requirements for the forthcoming two-years. A two-year planning process will enable forward planning and a more flexible approach to prioritising requirements. This will be achieved through local arrangements with their Senior Management Team who will form a Training Panel and in collaboration with Force leads in particular areas especially crime related training.
 - 3.5.1. At the same time Personnel Officers will collate the training requirements of any business cases being submitted.
- 3.6 Prior to 1st August Personnel Officers will collaborate as a group and co-ordinate their requirements to avoid duplication and to identify any gaps in their planning. The services of the Learning and Development Department, particularly the Training Co-ordinator, should be considered.

4. Applying for the Training Requirement

4.1 By 31st August Division and Department Training Panels will submit their training requirements to the Training Co-ordinator. The client will complete a Training Requirement Application form. This informs the decision making process with regards to:

- Details of training that is requested
- Strategic priority
- Why there is a need for formal training
- How this supports the achievement of Force Performance Plan objectives
- How this supports the achievement of Police Performance Assessment Framework objectives
- Time scale for provision
- The risk of not providing this training

4.2 Those requirements that can be provided using Force Learning and Development resources will be collated onto the Force Learning and Development Plan by the Training Co-ordinator.

4.2.1. The Plan will be submitted to Force Finance for the internal provision elements to be costed using the National Costing Model Template.

4.3 Those requirements that will only be met by using external training providers will be prioritised by the Training Co-ordinator using the National Prioritisation Model. This will produce a prioritised list according to business needs and cost of provision.

4.4 By 14th September a sub-group of the Training Strategy Group will review the prioritised list to take account of Force strategic planning and co-ordination issues, matching these to the training requirements applied for. The sub-group will consist of strategic decision-makers with representatives from across the Force business and operational areas. The group will make recommendations with regard to Force training requirements and budget application.

4.5 By 7th October the Training Strategy Group will receive and consider for approval the Force Learning and Development Plan. This will include those requirements that can be provided through internal resources together with costs and those requirements that can be provided through external providers with costs. The Plan will be formulated using Home Office coding and format guidelines.

4.6 Following approval at Training Strategy Group level the Learning and Development Plan will be submitted for ACPO and Police Authority approval.

5 Securing the Training Requirement

5.1 Following approval of the Learning and Development Plan and budget allocation the Head of Learning and Development will publish the Plan.

- 5.1.1 The Training Co-ordinator will update Training Panels, Personnel Officers and Force leads with the outcomes of budget allocation and schedule of dates for internally provided training courses.
- 5.1.2 Internal courses will be scheduled onto a spreadsheet by the Training Co-ordinator and allocated according to Division/Department requirements.
- 5.2 As soon as the Force Training budget has been approved and in any case by 30th June the original clients who requested training will forward details of nominees and course details to their Personnel Officer. This will be forwarded to the Training Co-ordinator to reserve places and arrange travel and accommodation.
 - 5.2.1 Should courses not be secured during the first financial quarter the Training Co-ordinator will inform the Head of Learning and Development. The client will be informed that other prioritised training requirements may take precedence and the associated risk of losing funding for their original request.
- 5.3 Nominees for internally provided training courses will be allocated places by their Personnel Officer on the scheduled spreadsheet provided by the Training Co-ordinator.
 - 5.3.1 The spreadsheet must be updated by 19th of the month two months prior to the course start date assist forward planning and administrative processes.
 - 5.3.2 After the 19th and on a monthly basis, the Training Co-ordinator will update the spreadsheet checking availability of places and attendance projections. Should places still be available these will be offered to other Divisions/Departments.
 - 5.3.3 The Training Co-ordinator will inform the Head of Learning and Development with projected attendance figures.

6 Management of the Plan and Budget

- 6.1 The Head of Learning and Development will be responsible for managing the Learning and Development Plan and allocated budget. Chief Superintendent, U Division and the ACC as ACPO training lead will strategically manage the Plan and budget.

- 6.2 Consultation and the decision making process on Force training matters will be made within the Training Strategy Group.
- 6.3 The Head of Learning and Development will meet with the Learning and Development management team each week to monitor the Plan.
- 6.4 The Head of Learning and Development will meet each month with the Learning and Development management team and U Division Business Manager to monitor the Plan and budget allocation.
- 6.5 The Head of Learning and Development will meet each financial quarter with the Learning and Development management team, U Division Business Manager and Finance Principal Management Accountant to monitor the budget allocation.
- 6.6 The following financial quarterly deadlines will be adhered to:
 - 6.6.1 By 30th June, whenever possible and dependent on course dates, nominees will be secured on externally provided courses and financial administration processes complied with.
 - 6.6.2 By 7th October the Head of Learning and Development will review the Plan and budget allocation which will be presented at the Training Strategy Group. Consideration will be made at this time with regard to the provision of any further courses for the year. Clients will be informed of the risk associated with not securing places by this date.
 - 6.6.3 By 31st December the Head of Learning and Development will review the Plan and budget allocation. Consideration will be made for securing places for the following financial year commensurate to the two-year planning process for training requirements.

7 Conclusion

- 7.1 This document therefore seeks to draw together a number of processes and procedures in relation to how the Force Learning and Development Plan is formulated, prioritised and costed. It describes in detail how training requirements for the Force are managed and planned from a strategic perspective and resources allocated taking into account the need to allow for changing circumstances.

7.2A standardised procedure has been adopted, centrally co-ordinated and managed to ensure maximum outcomes are achieved in an equitable manner throughout the Force. The ability to adopt common criteria has enabled Force Learning and Development to link directly to Force business and budget management procedures.

Appendix One

Learning Needs Analysis Procedure



LEARNING NEEDS ANALYSIS PROCEDURE

Learning Needs Analysis Procedure and Templates

1. Introduction

In 1999 the HMI thematic report 'Managing Learning' identified an absence of a coherent national structure as a barrier to the development and implementation of an effective police learning and development strategy.

Between 2001 and 2003 the ACPO/APA National Project conducted a Best Value Review of Police Training. The final report contains 'Foundations for Change' in the form of recommendations, amongst these are:

- Foundation for Change No.3, the training planning processes. Objective 2 is to *'ensure that the planning process addresses the specific needs of clients'*.
- Foundation for Change No.6, training needs analysis. Objective 1.2 states *'To develop a common approach to the training needs analysis process.'* Centrex agreed to undertake this work at a national level.

In July 2003 Gwent Police held an inaugural meeting of the Training Strategy Group and to agree its Terms of Reference. It was identified that a procedure and common templates would assist in the achievement of these objectives. It was agreed that the recently published Centrex 'Models for Learning and Development in the Police Service' should be followed.

The procedures set out in this document seek to achieve the following objectives:

1. To establish a client / contractor relationship between training providers and those requesting training interventions.
2. To develop a common approach to the training needs analysis procedure.
3. Identify methodology and reporting format when conducting training needs analysis.
4. Formulate templates to support the procedure.
5. Inform the planning processes for Force Training with regard to training needs and change management.

2. Client and Contractor

In December 1989 the Audit Commission for Local Authorities in England and Wales 'The Management of Police Training' suggested that confusion existed between the roles of client and contractor within police training.

In essence, 'clients' specify what is required, 'contractors' provide the specified service. The underlying philosophy is simply that services should be provided for the benefits of the consumer rather than the supplier. Evidence suggested that police training providers determined the Force Training need and used this to formulate the Training Plan rather than the demand side/client.

The client should identify the need and the contractor should provide the training. The following key tasks determine the roles and responsibilities of each:

- | | | |
|--------|---|--|
| Client | - | Define job descriptions, core skills and training profiles |
| | - | Identify individual development and training needs |
| | - | Determine priorities |

- Inform training budget
 - Nominate personnel for courses
- Contractor
- Interpret client's needs and develop appropriate training
 - Assess abilities of trainee at beginning of training and tailor content accordingly
 - Deliver training
 - Monitor progress and assess competence at end of training
 - Manage resources
 - Quality assure training products and services
 - Evaluate training outcomes

The Training Manager, Performance and Development will represent client training needs, conduct training needs analysis when appropriate and assist Training Management with the Force Training Plan processes.

3. Principles of Learning Needs Analysis

The introduction of the Integrated Competency Framework (ICF) and National Occupational Standards (NOS) greatly assists Forces to identify learning needs.

Identifying individual staff members learning needs will begin with the Performance Development Review (PDR). This process should assess strengths, development needs and ambitions and compare these with the core competencies required for current and probably future posts. In this way, individual learning and development needs can be identified. The process is therefore, closely linked with the wider issues of career development and succession planning.

The organisation must also be able to respond speedily to changing circumstances and increasing demands. These will not only include changes to personnel but also to legislative requirements, procedures, processes and services. It is important to avoid the potential assumption that every change or requirement will automatically involve training. The following definition as adopted by the Home Office Circular 18/2002 considers what training is and whether training is the appropriate solution:

“Training is essentially a learning process, in which learning opportunities are purposefully structured. The aim of the process is to develop in the employees the knowledge, understanding, skills, attitudes and behaviour that have been defined as necessary for the effective performance of their work and hence for the achievement of organisational aims and objectives by the most cost-effective means available.”

Tyson & York, Essentials of HRM

The need for training should be a conclusion reached only after careful consideration of all the performance or changing needs of the organisation. It is only when all aspects of the change have been considered that it will become apparent what, if any, training is required. It is at this point that the

appropriateness of conducting a learning needs analysis (LNA) should be considered.

4. The Process

LNA forms the basis of future training interventions and should identify individual staff members training needs and/or organisation training needs as a result of change management.

Training Strategy Group Terms of Reference contains a number of questions that need to be addressed when considering whether training is required at an organisational level:

- The background to the issue
- Why there is a need for formal training
- What it is intended that the training will achieve
- How it will achieve Force performance objectives
- Any other benefits to the organisation
- Suggested training / learning options available
- Cost implications of the training investment
- Recommendations for consideration
- Evaluation process to both quality assure the training delivery and measure outcomes

The Centrex - Models for Learning and Development in the Police Service and guidance contained in Home Office Circular 44/2005 outline how a LNA is commissioned (Appendix One). This states how the training requirement has been identified taking into account the specific information derived from a number of key sources, succession planning of staff and performance objectives.

Line-managers have a responsibility within the PDR scheme to identify the training requirements of individual personnel. A training request form is included on the PDR system to address individual needs.

On receipt of the LNA commission the Training Manager, Performance and Development will discuss requirements with the client/sponsor, agree timelines for completion, methodology including consultation processes and reporting format. A Learning Needs Analysis Report will be produced to include:

- Training needs analysis summary
- Job or task requirements based on NOS
- Training aims and objectives based on gap analysis
- Training solution options including alternative/s is appropriate

- How training outcomes will be measured
- **Link to organisation objectives**
- **Cost of training**
- **Whether there are specific needs for attendees**
- **Equality of access to training**

This is not an exhaustive list but should be used as a guide for discussion with the client/sponsor and when considering the extent of the LNA.

The report will be submitted to the client/sponsor who will then consider its implications and used as the basis for any subsequent request for formal training. It should not be assumed that training will automatically follow a LNA as it is for the client to consider the outcomes of the LNA and initiate any further action.

The LNA will be used as the basis for designing specific training should the client submit that request. A quality assurance process should be incorporated to ensure the product meets the specification identified within the LNA and to measure the outcomes of subsequent design or delivery of training.

5. Methodology

This section provides guidance on a number of research methods that can be applied to the training needs analysis process. This is not exhaustive and a combination of methods may be advantageous.

Desktop Research

The analysis of documents to gain an overview of the situation as it existed at a particular time or in a particular context. This can be then be compared to new information and changes with differences noted to highlight development areas.

Questionnaire

This is a written interview with questions being answered 'in private'. It allows access to large numbers of people; has a short time frame for results; is economical; ensures wide diverse response and avoids interviewer bias.

There are drawbacks however, including, difficulty to design well; introduces potential for ambiguity; can have poor response rates; may provide imprecise answers.

Interview

This has great potential for research as significant advantages include, reducing uncertainties or ambiguities by probing answers and obtaining 'visual clues' from the interviewee. The main drawback with interviews is the cost, especially if travelling is involved, and time.

Interviews can be:

- Structured, this involves the researcher posing the same questions to all interviewees and noting replies.
- Semi-structured, this involves the researcher posing the same questions to all interviewees, noting replies but allows the interviewee to introduce other issues.
- Unstructured, the researcher allows the interviewee to talk freely.

Each type has its own strengths and weaknesses and a combination may achieve the best results. Interviews can also be conducted via telephone but not by email.

Observation

Direct observation allows the researcher to see behind formal organisational settings and has the potential to confirm or refute that what is claimed to be done is actually reflected in the workplace.

One of the main problems is the fact that the presence of the observer may affect the performance of the person under observation. Other methodology needs to be employed to act as checks and balances to counter this.

Nominal Group Technique

The technique involves asking participants to examine a number of areas in the questionnaire in small groups. The groups are asked to award points in order of priority, a 'forced choice' exercise. The cumulative totals are added together to produce a prioritised list in order of importance.

'D.I.F.' Analysis

Research will identify tasks carried out by people within their job. Using this information the respondents are asked to rate each task according to:

- Difficulty, in general how difficult is it to carry out the task, scoring from 1 = very low difficulty up to 5 = extremely difficult.
- Importance, how important is the task, scoring from 1 = very low importance up to 5 = extremely important.

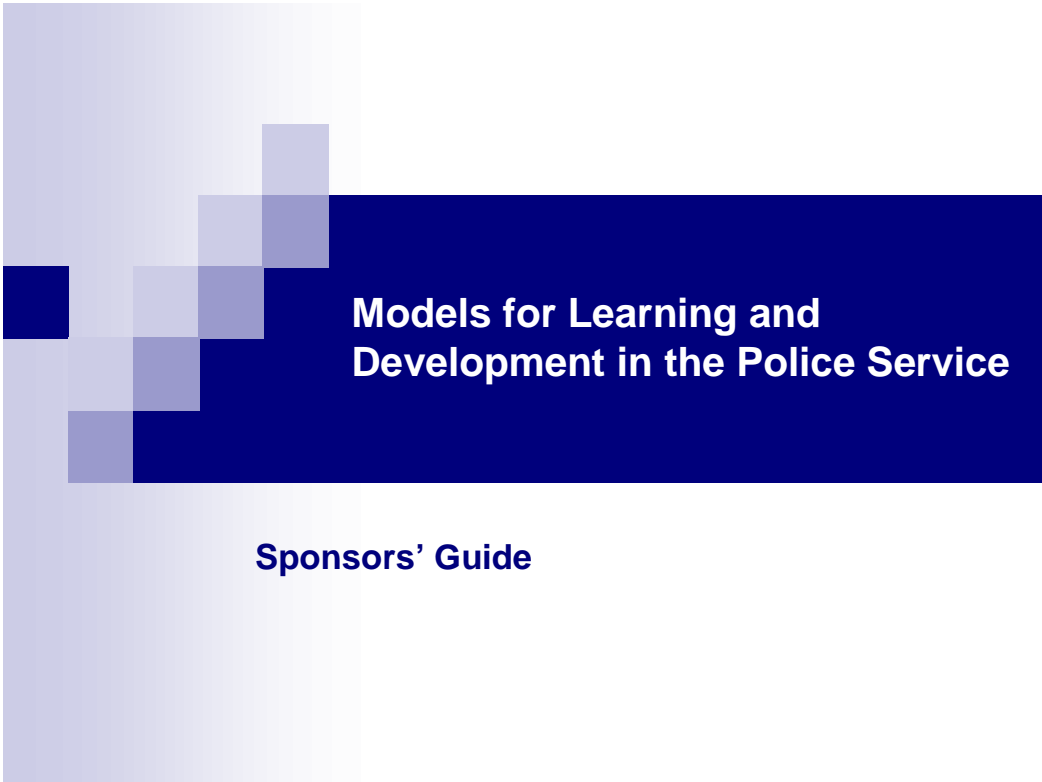
- Frequency, how often is the task completed, scoring from 1 = never up to 5 = very often.

Analysis of the results will reveal those tasks that require the most training with analysis of the combinations produced indicating priority for delivery.

Sponsors Guide and
Learning Needs Analysis Commission

CENTRE X

HELPING TO DEVELOP POLICING



Models for Learning and Development in the Police Service

Sponsors' Guide

Accessibility Statement

This document can be provided in alternative formats such as audio, clear print, large print or Braille.

**Enquiries
01432 876642**

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Enquiries telephone 01256 602650

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Chapter 1 - Introduction

1. This guide is intended for:

Any **sponsor** for any aspect of police development work.

2. The Sponsor's Guide - rationale

This Guide is intended to help senior managers to ensure demonstrable economy, efficiency and effectiveness in resource use when sponsoring any activity designed to improve operational performance. It is particularly relevant when deciding whether training or other learning might provide part of the solution.

The 2005 HMIC Reports on Best Value indicates that many forces still operate with a split between 'operations' and 'training'. This does not make the best use of the training expertise available in force. HMIC highlight the danger of training that fails to meet basic quality standards and does not achieve its goals. The intention of Models for Learning is to ensure that operational expertise is combined with training expertise to generate learning as part of a powerful programme that achieves the performance change required.

Sponsors carry responsibility for ensuring best value in policing, and that includes any training intervention they initiate. This guide is to support Sponsors. All the information provided by using the Guide will enable sponsors to have the evidence base to underpin decision-making, and will provide an audit trail for any subsequent review.

Chapter 2 – Role of the sponsor

The Sponsor commissions a piece of work. S/he sets the aims of the work, allocates the resources to achieve it and agrees the workplan. At the conclusion of the work, the Sponsor's role is to decide on appropriate action arising from the research. All of this is set within the context of the Sponsor's understanding of the 'bigger picture'.

The sponsor must be able to:

- Authorise the work
The Sponsor for work should be a person who has the appropriate level of authority. For example, at a section level it may be the section commander: at force level – ACPO or equivalent level: nationally - a nominated officer from the appropriate ACPO committee (a whole committee should not act as sponsor although work may be undertaken on its behalf).
- Release appropriate resources
Funds and time have to be released for research work to be undertaken. The level of resourcing should match the work to be undertaken, and must match the risk. As an example, there is little point in spending large amounts on evaluating a single day's training for ten people. However if training is to be designed for a thousand employees a year for three years then a realistic financial input at an early stage is a worthwhile investment.
- Grant appropriate access
Researchers will need access to any relevant information to ensure time is well-spent. The Sponsor needs to clear the way for researchers to speak to people who may not normally be accessible. The Sponsor must also make it clear to the researcher if there are areas that s/he must not venture into.
- Act on recommendations made
It is pointless for work to be undertaken and recommendations made unless the sponsor is in a position to take action and effect change - even if the work commissioned is purely 'fact finding'.
- Be aware or be made aware of the implications of the work
When any research is undertaken, there are likely to be a number of effects. Issues will be highlighted, rumours may spread and weaknesses may be uncovered. It is possible the expectations of the workforce will be raised or lowered. The sponsor must be aware of this and be prepared for the consequences.

When commissioning a piece of work, the sponsor will be interviewed. This will help both parties to clarify exactly what is expected from the work and make sure the result meets sponsor requirements.

The template shows the headings for the questions, but among other details, they will help to surface:

- The area where decision-making is focused
- The information that would support evidenced based decision-making in this area.

To make best use of resources, it may help if the sponsor first outlines the project then allows the researcher time to prepare for a sponsor's interview. The researcher can then cover all the areas needed to undertake the work to the sponsor's satisfaction.

From these initial briefings, the researcher produces a 'Project Brief', signed by both themselves and the sponsor, to formally document the project specification.

The researcher needs to speak to the Sponsor, either directly or through a contact, throughout the life of the project. This allows progress reporting, amendments to the Project Brief if required or to seek clarification on developing issues. This helps the Sponsor to ensure the project stays on track, and that there are no surprises when the research findings are presented. It also helps the Sponsor to prepare colleagues for any changes that might follow.

The role of the Sponsor is crucial to the success of this part of the change management process. The required input may be more than originally anticipated, but the potential for significant improvement is great.

Learning Needs Analysis Commission

Sponsor:	Author:
Div/Dept:	Date
Identification of performance need or the PNA reference.	
<p>Summary of learning outcome required:</p> <p><input type="checkbox"/> The learning is required to introduce a new practice/procedure</p> <p><input type="checkbox"/> The learning is required to improve an existing practice/procedure</p> <p><input type="checkbox"/> The learning is required to perform an existing practice/procedure differently</p>	
Which national, force or local objective(s) is this issue linked to?	
What specific outcomes are required? (Refer to PNA)	
How will these outcomes be measured? (Refer to PNA)	
Staff numbers	

Unit/team(s) affected:

Totals:

How urgent is the need to address the performance gap?

- Immediate
- Within the next three months
- Within the next six months
- Within the next nine months
- Within the next twelve months

Is there an ongoing element? (Continuing cycle of training; refresher requirements; maintenance?)

- Yes
- No

Comments

Signed:

Date:

Retain this form on the course file.

Appendix Two

Training Requirement Application

Training Requirement Application

Financial Year xxxxxx

Name of client or bidder		
Department or Division		
Name of course or programme		
Number of places required and details of cost.		
Details of training provider		
What do you judge the strategic priority to be? <i>Tick the relevant box.</i>	Mandatory - as determined by national policy.	
	Necessary - to provide a baseline of skills needed to fulfil the job function.	
	Preferable - to expand the range of skills, making deployment more flexible.	
	Optional – to enhance existing skills.	
If this request is for an individuals' training need, what do you base your decision on? <i>Tick the relevant box.</i>	Policy	
	Audit Recommendation	
	PDR Need	
	Individual, outside remit of present post	
Please provide a brief explanation as to why there is a need for formal training.		
What Force Performance Plan objectives will be achieved as a result of providing this training?		
What Force Police Performance Assessment Framework (PPAF) Statutory Performance Indicators will be achieved as a result of providing this training?		
What is the time requirement for delivery of this training? <i>Tick the relevant box.</i>	Fixed	
	Priority	
	Flexible	
	Open	
What is the risk to the individual or the Force if training is not provided? <i>Tick the relevant box.</i>	Fatality	
	Injury	
	Personal Responsibility	
42		

	Negligible	
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Please return to: Tracey Flowers, Training Co-ordinator, Mamhilad.