This Procedure links into the Policy for Training and Development

PD 162 – PROCEDURE ON MANAGEMENT OF TRAINING AND DEVELOPMENT

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SECTION 1 TITLE

PROCEDURE ON MANAGEMENT OF TRAINING and DEVELOPMENT

SECTION 2 VERSION CONTROL

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SECTION 3 PROCEDURE

CONTENTS

1.0 HR STRATEGY

Nottinghamshire Police outlines its commitment to continuous improvement and indicates strategic priorities through its vision of 'A Safer Nottingham for all'. The Force Human Resource (HR) Strategy provides an overarching framework that sets out its strategic Objectives. Furthermore it enables the Force to address HR issues by following specific key principles set by the Chief Constable. This Procedure for the Management of Training and Development refines that framework to detail the Vision, Mission, Straetgic Aims and processes necessary to deliver Training and Development activities in support of the HR Strategy. It is applicable force-wide, enabling the Force to manage learning and personal development, in order to achieve excellent performance and capability. In particular this procedure seeks to provide the framework for delivery of our service applying following force strategic principles:

a)   Principle 1. Problem solving will be at the heart of our policing style. Every member of Nottinghamshire Police will be a problem solver.

b)   Principle 3. Nottinghamshire Police will reflect and remain firmly rooted in the diverse community it serves. Diversity will be viewed as a source of strength, offering the maximum contribution to policing in the county:

c)   Principle 8. All business will be conducted to the highest ethical standard.

d)   Principle 9. We will only provide service at Divisional, Force or Inter-Force level when there are clear operational benefits and in pursuit of Best Value:

- We will implement and monitor our service delivery in line with the EFQM Excellence Model.
- We will comply with force policies in respect of the devolved management of division and department training functions.

e)   Principle 10. Our commitment will be achieved by Officers and Support Staff who have appropriate training, timely information and adequate equipment:

- We will deliver training locally unless the requirements of the service demand otherwise.

- We will view the training and development of our staff as a priority, unless operational needs dictate otherwise.

- We will implement and fully support our Investors in People programme.

1.1 TRAINING AND DEVELOPMENT VISION

To empower people to make an effective contribution towards the Chief Constable's Vision and Policing Plan.

1.2 TRAINING AND DEVELOPMENT MISSION

To ensure that staff have the skills, knowledge and capabilities to enable them to perform competently and meaningfully, matching individual and organisational needs and aspirations in a way that contributes to organisational effectiveness, individual job satisfaction, career development and staff retention.

1.3 TRAINING AND DEVELOPMENT STRATEGIC AIMS

The priority, scope, complexity, timing and delivery mode of training and development activities will vary; therefore, it is essential that such activities be developed within clear objectives. The objectives will ensure that account is taken of any statutory and legislative obligations placed upon the Force, as well as incorporating recognised personnel management standards. Thus, the Force will develop its training and development programmes and initiatives to incorporate the needs of a diverse workforce and to ensure that:

1. All staff will undertake training and development activities to enable them to perform competently in their current role.

2. All staff will be trained to use their equipment competently and safely, before being expected to operate that equipment without supervision.

3. All staff will be given professional skills development opportunities to enable them to achieve a prescribed level of competent performance in their role.

4. All staff will be given continued professional development opportunities to enable them to maintain and improve their level of competent performance in their role

5. Staff will be given continued professional development opportunities to enable them to widen their role in agreed areas.

6. Staff will be given continued professional development opportunities to enable them to progress their career, in-line with agreed PDR objectives.

7. All staff will be encouraged to undertake ongoing personal development.

1.4 DIVERSITY

Nottinghamshire Police seeks to employ staff from a range of backgrounds and groups to be fully representative of the community we serve. Moreover we recognise the advantages brought to us by those diverse staff and will seek to manage them in a manner that acknowledges and respects their differences fully. Training and development opportunities will be offered to all staff and we will continually strive to make our offer flexible and accessible to meet varying personal circumstances.

2.0 THE TRAINING AND DEVELOPMENT MANAGEMENT PROCESS

Training and Development activities will be undertaken throughout the Force by: internal training teams, external contractors, divisional trainers, support department trainers, tutors on-the-job and by open and IT based learning methods. In addition, staff will attend external courses. This represents a complex matrix. It is essential, therefore, that all activities be planned, delivered and monitored in accordance with an agreed cycle, utilising a structure designed to make the cycle work effectively in a devolved policing organisation.

2.1 THE NOTTINGHAMSHIRE POLICE TRAINING AND DEVELOPMENT CYCLE

The cycle shown in diagrammatic form below ensures the proper management of learning, in accordance with recognised best practice. Therefore, all training provision must be undertaken in accordance with it. Management and audit processes will be put in-place to ensure compliance; thus enabling training and development activities to be properly structured, analysed and their cost benefits measured.
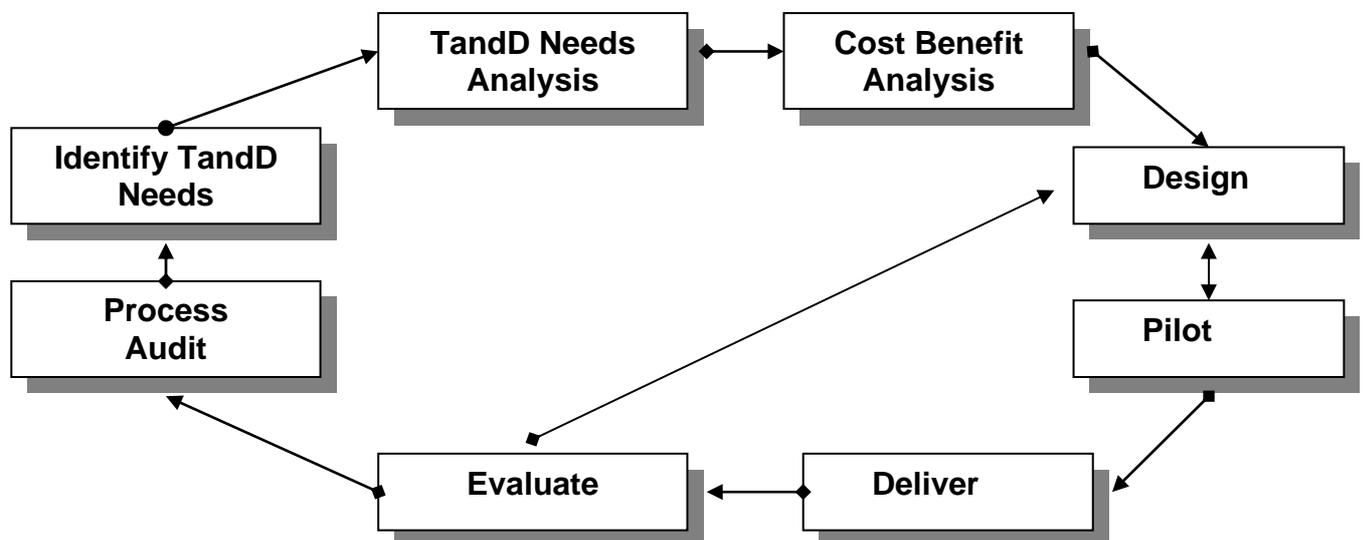
Identify Training and Development Needs. The cycle commences with the Identification of Training and Development Needs (ITN). This will require input from a range of sources, based upon: individual needs, department and area operational requirements, new equipment programmes, external inspection, legislation and national direction. Needs must be identified according to expected outcomes and measurable benefits.

There may be several formal inputs to determine needs. :

a)   Corporate requirements emanating from Force aims (Policing Plan), policies and strategies.

b)   Departmental and Divisional requirements as detailed in departmental plans and budget bids.

c)   Individual needs, identified through Performance and Development Review (PDR). Managers will agree these with divisional/departmental requirements. Learning and development activities will be provided, within the bounds of the Force Learning and Development Initiative and other corporate or divisional programmes, whenever they are identified by PDR and reflected by divisional/departmental plans. The PDR procedure explains how the PDR process will be applied in force and is contained in a separate, stand-alone, document.

d)   PDR might identify individual development needs, not reflected by department/divisional plans. Line managers will discuss these with the individual and Training Co-ordinators will arrange appropriate support, whenever possible.

e)   New equipment programmes may generate training needs. These will be defined by programme managers, in concert with the Learning Management Unit

f)   External audits and inspections may result in recommendations to address specific needs.

g)   National Occupational Standards, National Competencies and National Assessment Strategies may well determine additional training needs not identified by in-Force measures.

h)   The Police Sector Skills Foresight Programme, produced by the PSSO, will identify the present and future skills need of the police. This will inform the Annual Training Plan, which will take account of the skills identified and will aim to incorporate all of them as appropriate into the annual training and development provision.

i) Changes to legislation, complaints, disciplinary cases and employment tribunals may require additional training provision or changes to priorities.

Analyse Training and Development Needs. Identified needs must be analysed to ensure that appropriate training is designed. Training and Development Needs Analyses (TNA) will be conducted to identify the level of skill and knowledge of individuals prior to training, as well as the levels expected to be achieved once training has been delivered. Identification of this 'gap' will enable training and development objectives to be defined.

Cost Benefit Analysis. Objectives can often be achieved in a variety of ways. Thus, it is vital that all delivery options be analysed for their cost-effectiveness (CBA), before embarking upon a given solution. This analysis must take account of design effort, availability of in-house resources, abstraction, relevance of external products, programme management and cash cost. Strategy decisions must, therefore, be justifiable in terms of 'best value' and measurable output.

Design. Solutions might be designed specifically to meet the objectives. Alternatively, design might be the process of identifying commercial or generic solutions, which should match the objectives closely. In either case the aims will be to gain the 'best fit', and to minimise waste or excess. A lean solution will minimise time and cost.

Pilot. The first module delivered or purchased must be considered as a pilot. This will be subject to close scrutiny to ensure that objectives have been met in an appropriate manner. Deviations from the specification should be identified immediately and fed back to the delivery team for immediate rectification. If necessary modules will be re-piloted until the solution is delivered correctly. This process will apply equally to external courses. Initial delegates should be monitored closely, with recommendations being fed back to the providers for them to incorporate appropriate changes. When changes cannot be made, then consideration should be given to an alternate strategy, subject to further CBA.

Deliver. Delivery programmes can be rolled-out as necessary, once designed and piloted. Delivery might take the form of a single option, or a mixture of options. These will include: in-house training departments, external courses, Open Learning, external presenters delivering in-house, in-house courses delivered by co-opted operational staff and tutors working on-the-job.

Evaluation. Delivery will be subjected to ongoing evaluation, which will be conducted within a separate strategy detailed in the document 'Measuring Success'.

Process Audit. Before actioning a revised ITN, it is essential that the whole process be audited. This will ensure that findings are valid as a result of the systematic application of the cycle and that any process back loops have been taken as necessary. Audit is particularly important when activities are delivered at dispersed locations by a variety of departments and by external contractors. It will ensure that Force policies and procedures are being applied across the organisation and that defined standards are being achieved.

2.2 RACE, DIVERSITY AND EQUALITY

To ensure that we meet our obligations under the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 (A) Regulations 2003, and in order to ensure a level of service appropriate to the community we serve, we will take a dual track approach to Race, Diversity and Equality Training. First, there will be a specific programme of courses delivered in direct support of the Force Diversity Strategy. These will change according to the priorities set within the current operational strategy. Secondly, the subject will feature as a continuing theme that will be incorporated into every course that is delivered. The Learning Management Unit will be responsible for ensuring that courses are compliant and that they have been 'equality proofed' in accordance with the current practice.

Race, equality issues will be included as an integral and a key element of the analysis, evaluation and quality assurance processes. Evaluation in particular will seek to identify that the issues have been addresseed and, if not, the ammendmends required will be fed-back into the design and delivery processes.

Every effort will be made to include the community whenever posssible. This involvement will be at three levels. First, there will be community interfaces built in to Probationer Taining and the Diversity courses. Secondly, we will invite community comment and consultation at the design stage of major training programmes. In addition, we will undertake Level 4 Evaluation with our customers, to provide the major source of information from the community into our design/redesign and prioritisation processes.

2.3 QUALITY ASSURANCE

The TandD cycle is inherently a Quality process; however, it must be applied within a recognised, accredited framework. Therefore, Nottinghamshire Police is committed to implementing the cycle according to nationally agreed criteria and thus gaining appropriate recognition. The primary benchmark for this will be ISO 9001/2000, but where possible this will be supplemented by sector relevant accreditation such as Centrex Quality Approval. The precise instructions for achieving this accreditation are contained in documentation for the Training Quality Management System.

Training Quality Management System (TQMS). Management of Quality will be conducted within the framework of a Training Quality Management System, which will apply to all training teams, contractors and projects within the Force. The TQMS will be monitored by the LMU and will determine the day-to-day responsibilities of training managers, team leaders and project managers. It will incorporate the following features:

a)   Audit trails and supporting documentation.

b)   Evaluation procedures.

c)   Trainer observation procedures.

d)   ISO 9000/2000 compliance.

2.4 INVESTORS-IN-PEOPLE

Nottinghamshire Police gained IiP recognition in 1999. The force will continue to use the IiP standard as the benchmark for best practice in staff development. Therefore, maintaining recognition is a strategic commitment, which is embodied within this procedure and its associated documentation and development strategies. In particular IiP will influence our:

a)   PDR process

b)   Internal communication

c)   Performance Indicators

d)   Leaning and Development Initiative

e)   Divisional training structures

f)   Planning processes

g)   Resourcing to meet individual needs.

2.4 PROCEDURE EVALUATION AND REVIEW

This procedure will be subject to an annual review, by the TandD Executive, in parallel with the planning cycle. Proposed ammendments will be made whenever appropriate for a longer-term procedure and will be passed to the Police Authority for endorsement.

The Annual Plan will be reviewed bi-monthly by the TandD Executive and adjustments made accordingly. This review will follow from an ongoing evaluation of the effectiveness of the plan by Divisional TandD Panels and the Force TandD Panel. Such adjustments will be undertaken within existing budget levels and will not be subject to full Police Authority endorsement. The Police Authority member of the TandD Executive will maintain an oversight of any in-year changes.

The performance indicators contained in the annual plan will be scrutinised by the Force TandD Panel and by the TandD Executive at each of their bi-momthly meetings. The summary performance covering the full year will be reported to the Police Authority at the earliest opportunity following the end of the training year.

3.0 FORCE TRAINING and DEVELOPMENT MANAGEMENT RESPONSIBILITIES

The cycle outlined above provides a theoretical model. However, it must be applied to the management structure of the Force, recognising the appropriate influences and management processes that will facilitate its implementation:

- **Force Aims and Strategies**
- **Sector Workforce Development Plan**
- **PDR**
- **Division/Department**
- **Equipment Programme**
- **Legislation**
- **External Inspection**
- **National Protocol**
- **External Inspection**

Training and Development Executive

Divisional Training and Development Panels

Training Needs Analysis

Cost Benefit Analysis

Identify Training Needs

Divisional Training Co-ordinators

Design

Process Audit

Learning Management Unit

Pilot

Internal or External Providers

Evaluate

Deliver

JNCC

3.1 PROCEDURE DEVELOPMENT AND MANAGEMENT RESPONSIBILITIES

Police Authority. Overall responsibility is vested in the Police Authority for ensuring that the Force has viable Organisation Development and Training structures, strategies and annual plans, in accordance with the APA guidance 'People Matters'. They will oversee the prioritisation and planning processes and will ensure that there are approporiate resources available. Authority members will attend regional and national ACPO/APA Training liaison meetings and they will engage regularly with the Force Training and Development Executive and the Head of Training and Development.

Training and Development Executive. Responsibility for achieving Force training and development strategic aims is vested in the Training and Development Executive, comprising: Deputy Chief Constable (Chair), ACCs, Head of Training and Development and Head of Personnel. The Police Authority and staff Associations will atenbe represented at the meetings also. The TandD Executive will meet at intervals of 2 months and will achieve its aims by commissioning training and development programmes, in accordance with the principles of Best Value and the strategic training and development objectives.

The TandD Executive will:

a) Oversee guide and develop the Force Training and Development procedure and strategies.

b) Approve the Force Costed Training and Development Plan.

c) Determine and review Force Training Activity (abstraction) levels.

d) Sanction proposals to undertake major Identification of Training Needs (ITN) and Training Needs Analysis (TNA) exercises.

e) Receive and act upon feedback on draft and approved papers from the Force Training and Development Panel, via ACC(O)'s Conference whenever appropriate.

f) Approve major training and development strategies and programmes.

g) Forward approved papers to the Learning Management Unit for implementation.

h) Oversee the portfolio of training and development programmes/projects.

i)   Approve strategy and programme modifications resulting from the evaluation process.

j)   Review the Force Training and Development policies and plans annually.

Force Training and Development Panel. The TandD Executive will not be able to develop procedure without wide ranging advice from operational areas and the staff associations. Therefore, the Force Training and Development Panel (FTDP) will provide advice to the Training and Development Executive with regard to the formulation and implementation of training and development policies and strategies. The FTDP will meet monthly and will comprise: Head of Training and Development – Chair, Head of Personnel, Divisional HR Managers, staff association representatives and training managers.

The FTDP will provide the strategic forum for customer and supplier representatives. It will:

a)   Advise the Training and Development Executive about the scope and practicalities of Training Needs Analysis proposals.

b)   Comment upon draft strategy and programme proposals to ensure that customer/delivery needs are being addressed.

c)   Quality Assure approved strategies and programmes to ensure that customer/delivery needs have been addressed.

d)   Comment upon the viability of implementation plans from a customer/delivery perspective.

e)   Suggest areas of need that have not been addressed through other processes, such as departmental bids or PDR.

f)   Review the results of validation processes and advise the Training and Development Executive accordingly.

g)   Monitor development and delivery of the Force Learning and Development Initiative

h)   Monitor divisional/departmental action plans for IIP accreditation and set the Force re-accreditation agenda

i)   Monitor implementation of the Force Training Quality Management System (TQMS)

j)   Oversee the external accreditation process.

Divisional/Departmental Training and Development Panels.
Divisional commanders and heads of departments should hold
their own TandD Panels, comprised according to the divisional
need, to undertake the following functions:

a) Advise the Force Training and Development Panel about
    the relevance and appropriateness, to that division, of
    corporate proposals.

b) Monitor the success of corporate and operational training
    initiatives.

c) Comment upon draft strategy and programme proposals to
    ensure that local customer/delivery needs are being
    addressed.

d) Identify divisional training needs.

e) Maintain a Continual Professional Development matrix for
    the division, summarising the needs identified in individual
    PDPs and by specialist job requirements.

f) Prioritise the needs identified in the matrix for funding
    purposes.

g) Recommend funding priorities to the Divisional
    Management Team.

h) Establish local TandD initiatives in line with the Force
    TandD Cycle

i) Quality Assure local training initiatives to ensure that
    customer/delivery needs have been addressed.

j) Suggest areas of need that have not been addressed
    through other processes, such as departmental bids or
    PDR.

k) Monitor delivery of the Force Learning and Development
    Initiative at a local level.

l) Develop and take the lead with divisional/departmental
    action plans for IIP accreditation.

m) Ensure local compliance with the Force Training Quality
    Management System (TQMS)

n) Participate in the external accreditation process.

Learning Management Unit. Day to day work to support the Executive will be conducted by the Learning Management Unit (LMU). Its primary purpose will be to ensure implementation of the training cycle and TQMS throughout the Force. It will provide the resources to support management, in particular it will carry out the following Force wide functions:

a) Develop and maintain the annual Force Training Plan.

b) Commission training and development activities, for delivery in a cost-effective, timely manner.

c) Oversee the implementation of major training, learning and development programmes.

d) Monitor training and development activities.

e) Monitor the expenditure on training and development activities.

f) Monitor abstraction due to training and development activities.

g) Audit and provide management information regarding training and development processes.

h) Provide specialist advice to enable needs to be identified and analysed.

i) Conduct or manage Training Needs Analysis (TNA) projects.

j) Undertake research to support Cost Benefit Analysis.

k) Oversee Force evaluation processes and undertake third and possibly fourth level validation.

l) Establish protocols to ensure that development and evaluation projects take account of any similar work undertaken by other forces and partner organisations.

m) Establish protocols to ensure that design and evaluation projects encompass the common themes of: Problem Solving, Diversity and Customer Service.

n) Establish protocols to ensure that design and evaluation projects utilise National Occupational Standards, or ACPO approved training strategies, where available.

3.2 CUSTOMERS AND SUPPLIERS

It is essential within any training system that customers and suppliers are identified clearly. Best practice dictates that the activities of identification, analysis and evaluation should be distinct from design and delivery. The customer/supplier relationship facilitates this distinction, leading to smooth operation of the training cycle. It provides clarity over who should define training requirements and monitor the success of outcomes (The Customer) and who should design and deliver the training event (The Supplier). In a large, devolved organisation such as Nottinghamshire Police these responsibilities will be multi-layered, with elements such as the TandD Secretariat providing a customer service corporately and supporting divisions. However, divisions primarily will be expected to identify and analyse their own needs at individual, team and divisional levels. The Divisional Training Co-ordinator will manage this process.

Customers. The primary customer representatives are:

a)   The LMU – corporate and divisional requirements.
b)   Divisional Personnel Managers and Training Co-ordinators – divisional and individual requirements.
c)   Project Managers – TandD requirements associated with specific projects

Suppliers. The primary suppliers are:

a)   Force training teams
b)   Divisional training officers
c)   Project Managers – TandD programmes associated with specific projects
d)   External contractors
e)   External training establishments
f)   Open learning providers

3.3 THE PLANNING PROCESS

The Force Training and Development Plan will be produced annually. The process will follow that laid down in the APA guideline 'People Matters', which follows a chronological sequence linking consultation with all stakeholders. In Nottinghamshire this will operate as follows:

| National Policing Plan Draft Force Policing Plan Force Strategic Assessment HR Strategy PSSO SWDP | → | **Training and Development Requirements** | ← | Recruitment and Retention Divisional TandD Panels PDR requirements Evaluation Corporate Programmes |

⬇

| People Matters Managing Learning H/O Circulars National Learning Strategy | → | **Draft Annual TandD Plan** | → | **PSG Budget Approval** |

⬇

TandD Executive Approval ← **PSG Budget Approval**

⬇

| Policing Plan Approved | → | **Review and Update** |

⬇

Police Authority Approval

⬇

| Evaluate Monitor | ← | **Deliver TandD Programmes and Initiatives** | ← | ▪ Evaluate and Review ▪ TandD Executive Approval |

3.4 FORCE AND MINISTERIAL OBJECTIVES

The Strategy for Promoting Learning in the Police Service, The National Policing Plan, the Police Sector Skills Foresight Report and Home Office Circulars will provide the national context within which the Force plans will be formulated. The Annual Plan will include specific initiatives to meet any government targets and will take account of the additional guidance provided when considering priority areas.

3.5 RISK ASSESSMENTS AND PRIORITISATION

Priorities will be set for the force through:

a) The Strategic Assessment - Control Strategy
b) Corporate Priorities
c) Customer Satisfaction Surveys – BVPI 23

These will be used, in concert with the matrix at para 42 below, to determine where the training and development priorities will be in any given financial year.

The demands upon training resources are likely to exceed our affordable resource capacity in all activity areas. Therefore, the annual Organisation Development and Training Plan must be produced following a series of risk assessments appropriate to each area. Much of the training provision will focus on maintenance issues, to sustain the supply of probationers, detectives, control room operators, drivers etc. However, the balance of resources allocated to each might change periodically and additional programmes might have to be delivered within existing budget levels.

The generic criteria that have been used to prioritise activities for inclusion in the annual plan are as follows:

a) Is the training essential for the successful implementation of the Safer Nottinghamshire Programme? or
b) Is the training essential to achieve or maintain a core skill according to a national guideline? or
c) Is the training essential to meet an agreed regional or national commitment? or
d) Is the training essential to implement an agreed corporate programme?
e) If the activity meets a criterion given above then it must also:

  ▪ Target core staff appropriate to that activity,
  ▪ Focus on improving performance,

- Be unsuitable for on-the-job training due to resourcing, volume, or quality constraints.

3.6 COLLABORATION

Collaboration is an important activity if best use is to be made of time and other resources. Nottinghamshire Police will, therefore, participate fully in the APA/ACPO Training Liaison Network at both national and regional level. In addition, the Head of Training and Development will participate in the East Midlands Training Managers' Group.

The definition of collaboration should have a wide interpretation, to include:

a) Analysis and design protocols that include an environmental scan.
b) Utilisation of National Occupational Standards and ACPO guidelines.
c) Inter force working on design, delivery and evaluation projects.
d) Delivery programmes to Centrex design.
e) Outsourcing to commercial organisations
f) Outsourcing to other forces
g) Outsourcing to FE/HE institutions
h) Outsourcing to access government funding
i) Joint internal/external projects.

3.7 BEST VALUE

This procedure is designed to encapsulate the Best Value process. The systematic, cyclical approach will ensure that the principles of Best Value are applied throughout. The overall aim is to achieve high quality, cost effective training that is delivered in the most appropriate and timely manner. All new courses, initiatives and programmes will be challenged for their compliance with these criteria, by the TandD Executive, before approval for delivery.

Nottinghamshire Police will apply activity based costing using the National Costing Model produced by the National Best Value Revue of Training. ABC software will be used to generate comparative costs for all courses, these costs will be included in the Annual Training Plan. The data will be used to benchmark our costs against the national norm and whenever a course would appear to cost above the median level an investigation will be conducted.

3.8   EVALUATION

It is essential that all training and development activities be evaluated. The Force must know how the event impacts upon individuals' knowledge, skill and behaviour. It must measure improvements in workplace performance and it must identify the contribution of that performance to the achievement of the Policing Plan. Finally, it must ensure that training and development is dynamic, improving and responding to changing needs as soon as they occur.

This is the case whatever the training, regardless of delivery method and location. Evaluation must be inclusive of every period of training and development undertaken within, externally, or on behalf of the Force.

Evaluation is carried out in 4 stages of the delivery process and is conducted at 4 levels:

a)   **Stage One - Before Delivery.** This stage is based upon the TNA, which sets out where a student is before training. This can be reinforced by confirming the student's start point using a skills matrix or similar. It provides the benchmark for subsequent performance measurement.

b)   **Stage Two - During Delivery**. Organisationally this may be called Internal Validation (IV) and may be carried out by the training provider. Internally this is a role for the training supervisor/team leader, or in some instances the line manager. It addresses two widely recognised Levels:

▪   Level 1 checks the reaction from students to the training.

▪   Level 2 begins by checking that training is delivered according to pre determined outcomes, i.e. the students' learning.

c)   **Stage Three - After Delivery.** Organisationally this may be called External Validation (EV). It extends evaluation of a student's learning and workplace application, as well as providing further levels of organisational evaluation. The LMU will conduct EV.

d)   Level 3 measures the effectiveness of the programme in terms of an individual's improvement in performance against the Stage One measurements. It will monitor the relevance of the outcomes to specified ranks/roles. Level 3 will link-in to the PDR to obtain feedback about individual performance and needs.

e) Level 4 checks that training has been delivered in an appropriate format to minimise abstraction and to maximise learning styles/needs. It provides feed-back to enable programme development and identifies further training needs. Significantly, it will assess the impact of the programme upon delivery of the Policing Plan and upon achievement of best value.

f) **Stage Four - Process Audit.** It is essential that the whole process be audited by the LMU. Auditing will ensure that the process is operating correctly throughout the Force and that it is applied to all training and development events. Audit will ensure that delivery and assessment standards have been applied, that records are kept, that feedback has been given and that remedial action has been taken as necessary. Where courses or programmes are accredited externally, then a key feature of that accreditation will be the application of external audit procedures. These will vary according to each accrediting body.

g) The force evaluation procedure is set out in the document 'Measuring Success'.

3.9 ACTIVITY MANAGEMENT

Activity (abstraction) levels will be actively managed, using data provided by the Training. The aim will be to ensure that Force abstraction levels are predicted and costed, that they do not exceed the guideline figure of **7%** and that peaks and troughs are managed-out to best enable training activities and operations to be delivered effectively. The guideline figure is based upon historical ACPO guidance, which has been found in practice within the force to be the point beyond which operational requirements override the ability of managers to release staff for training. The Force Training Activity Management Group(TAMG) will provide the mechanism to do this. The TAMG will, be chaired by the TandD Manager - QA, to:

a) Provide feed-back about abstraction trends to inform forward planning.
b) Raise issues of concern, particularly when planned abstractions are likely to have an adverse impact upon operational service delivery.

The Training Activity Management Group will undertaking the following activities in order to achieve its purpose:

a) Endorse the annual Force Training Plan.
b) Meet at monthly intervals to approve the Training Diary for the forthcoming 2 months.
c) Identify peaks and troughs in the predicted training abstraction levels, compare them with known operational activities and make adjustments where appropriate.
d) Identify any periods of predicted low abstraction levels in order that planning staff can make maximum use of these for either operational or training purposes.
e) Amend planned training dates to ensure that abstraction levels do not exceed those set by appropriate process groups. There must be 28 days notice given for any such amendments.

3.10 PERFORMANCE MONITORING

Nottinghamshire Police operate within a performance culture; therefore, performance indicators will be utilised to monitor training and development activities. The PIs will focus on both qualitative and quantitative data and will be supplemented by the results of evaluations at levels 3and4.

The specific suite of PIs in use at any given time will be detailed in the Annual Training and Development Plan and will be included in the overall package of PIs presented monthly to ACC(TO) and published for scrutiny.

4.0 SERVICE DELIVERY

The LMU will recommended appropriate methods of delivery, for training, learning and development activities, following a cost benefit analysis. There will be consultation by the FTDP with customer representatives and recommendations will be made to the TandD Executive. Each project will be examined independently; there will be no presumption that a delivered training solution will be required, indeed predominantly blended solutions will be sought first, in-house delivery options will not be assumed, collaborative and outsourced programmes will be considered on each occasion.

Delivery options will not be restricted, but will include all aspects of Open Learning, eLearning, contracting-in, and collaboration. However, it is recognised that core policing skills training is best delivered in-house and that the training and development function will be structured accordingly. Best practice indicates that the service delivery function be organisationally separate from analysis and evaluation. Similarly, it is also recognised that design and delivery activities depend upon the sound management of expertise and resources; thus, these functions should be co-terminus in the Force structure with those units who are best able to provide such attributes.

However, to ensure quality, consistency and appropriate priority, corporate training and development activities will be managed from a central function. There will be a central role for Evaluation and QA, but the prime responsibility for managing individual training needs and addressing local training issues will rest at divisional level.

4.1 FORCE TRAINING AND DEVELOPMENT SERVICE DELIVERY STRUCTURE

The structure that will best incorporate these principles and recognised best practice is outlined below:

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                      │  Deputy Chief   │
                      │   Constable     │
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                      │     Head        │
                      │ of Training and │
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                               │
                      ┌────────┴────────┐
                      │    Learning     │
                      │ Management Unit │
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│ Operational  │  │ Core Skills  │  │ Tertiary     │  │ Diversity    │
│ Training     │  │ Development  │  │ Training     │  │ Training     │
│ Teams        │  │ Teams        │  │ Teams        │  │ Teams        │
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┌──────────────┐  ┌──────────────┐  ┌──────────────┐
│ External     │  │ Specialist   │  │ Project      │
│ Contractors  │  │ Training     │  │ Training     │
│              │  │ Teams        │  │ Teams        │
└──────────────┘  └──────────────┘  └──────────────┘

     ┌──────────────┐        ┌──────────────┐
     │ Open         │        │ Division and │
     │ Learning     │        │ Department   │
     │              │        │ Training     │
     └──────────────┘        └──────────────┘
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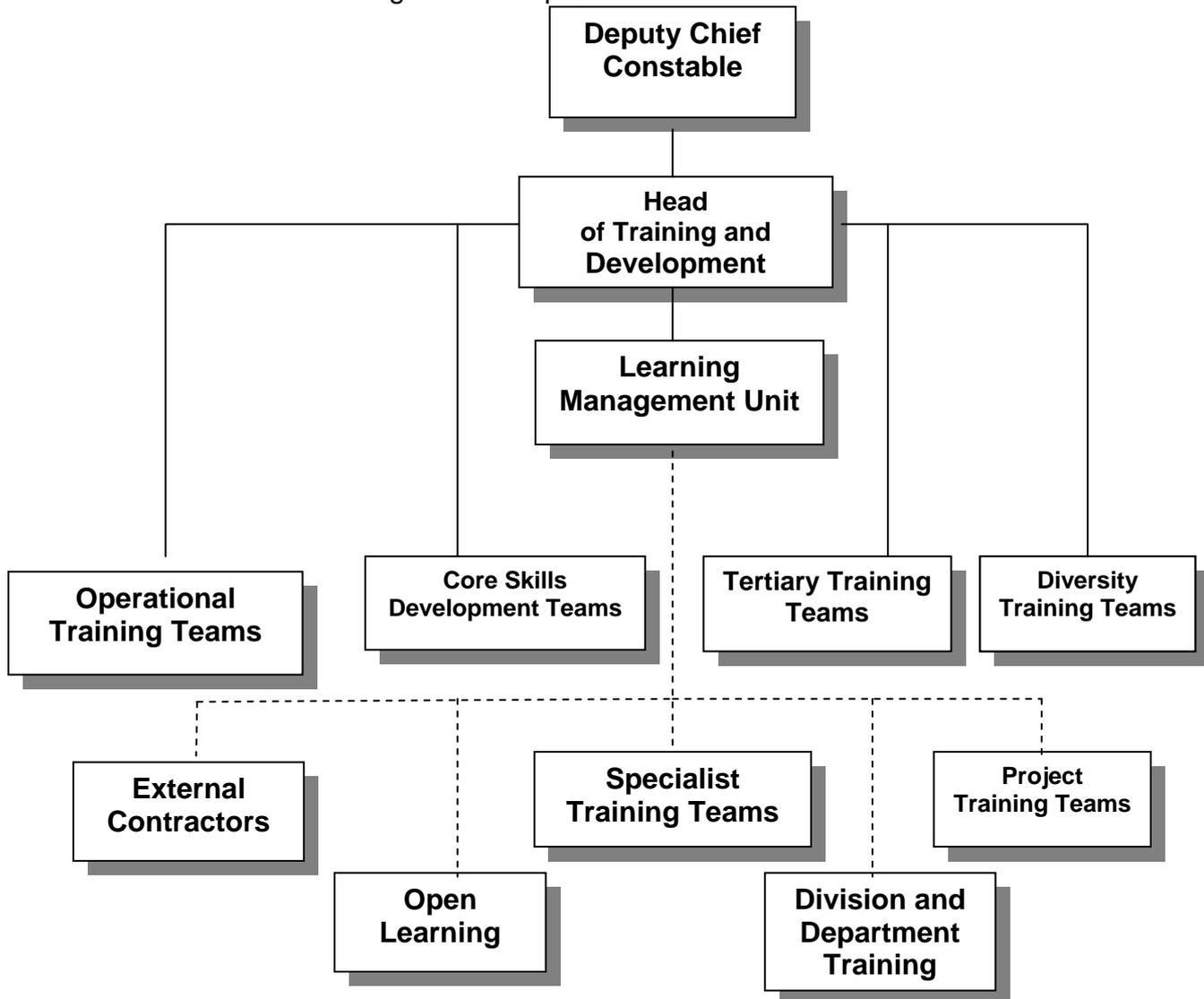
Key:
- Line Management _____
- Analysis, Design and Validation - - - - - - -

- Core Skills include Probationer Training and Management Development
- Tertiary Training includes IS/IT and Divisional Support teams
- Operational includes Crime, Driving, Firearms, Public Order

4.2 FLEXIBLE RESPONSE

The majority of activities delivered by the Training and Development Department will be significant Organisation Development programmes, such as probationer training, driver training, force wide projects etc. However, there needs to be some flexibility in the structure to address immediate issues that need a quick turn around. This flexibility will be held mainly at divisional level. Divisions will deliver initiatives to meet corporate priorities as determined by the TandD Executive, as well as to meet their own priorities as determined by their divisional panels and NIM assessments. They may also be asked to deliver initiatives in response to changes to legislation and national procedure, but scheduled in a manner that best suits their own situation.

The LMU will link with the CDD environmental scanning processes, as well as with regional TandD structures, in order to gain early sight of such changes and to assess their impact and any training or information needs. The Regional TDU might well undertake analysis and/or development of such issues; alternatively, the LMU will undertake this role and make recommendations for implementation. If the TandD Executive decides that divisions will deliver training to address a particular issue, then the LMU will be tasked to produce a corporate set of training outcomes and delivery guidelines. Additionally, the LMU might also co-ordinate a corporate design project, utilising appropriate specialist skills from divisional/departmental officers.

This will enable to LMU to be able to set the standards for devolved delivery and to Quality Assure the delivery product. This will ensure that the divisions have professional support to develop training packages and that the Force will have the confidence that delivery meets agreed standards and corporate outcomes.

4.3 SERVICE DELIVERY STANDARDS

Activities will be delivered in a wide range of formats; therefore, it will be vital that Quality standards be identified for training delivery, as well as for TNA, design and Evaluation. Achieving Quality will be dependent upon trainers, tutors and assessors operating to recognised national, professional, standards as follows:

a) **Full-time In-house Trainers.** Force trainers within the full-time training teams will be qualified to NVQ level 3 (TDLB) standard, or equivalent. They will be trained to assess to ENTO A1 standard. Staff will be expected to demonstrate their competence according to these standards and to gain appropriate qualifications from a recognised Awarding Body. Staff delivering specialist subjects will be expected to hold appropriate specialist qualifications or have extensive, relevant experience in that field. Team leaders and training managers will be expected to attain ENTO TandD Level 4 or equivalent as a minimum.

b) **External Trainers and Presenters.** Contracted trainers and presenters will be expected to hold NVQ level 3 standard, or equivalent. They will be expected to assess to ENTO A1 standard. Exceptionally, presenters with particular experience or specialisation may be contracted at the discretion of the Head of Training and Development.

c) **Co-opted Staff.** Trainers and tutors co-opted regularly to undertake tutorial duties in addition to their normal work roles will be expected to hold the appropriate specialist qualification. They will be expected to operate according to ENTO standards and will be encouraged to gain appropriate Unit Credits from a recognised Awarding Body.

d) **Assessors.** Assessment will be conducted in accordance with ENTO A1 standard. All staff undertaking assessments will be expected to hold specific qualifications or expertise in the subject being assessed, as well as the appropriate assessor Units.

TNA design and delivery will be conducted to standard methodologies, which will be identified in each project documentation. Croners provides an authoritative reference for such methodologies; However, there are new models developed nationally as part of the National Best Value Review of Police Training, which will provide frameworks for TNA and design that we will follow. Moreover, collaboration will be a cornerstone of TNA and design to ensure that resources are maximised, that we do not engage in unnecessary activity and to take advantage of established best practice.

Accreditation. The Quality of in-house service delivery will be enhanced by accreditation. External accrediting bodies will provide an independent audit of Force procedures and processes. They will provide advice about recognised best practice and will enhance the value of courses for individuals. Accreditation will enable our provision to be benchmarked and it will provide resilience to HMIC, Best Value and other inspections.

The Force will seek the following accreditation:

a) ISO 9001/2000

b) Police Service Licensing and Accreditation Board Recognition.

c) Approved Centre status for training and assessor qualifications.

d) Professional Institute/Body accreditation for management development modules.

e) Course/module accreditation from the National Crime faculty.

f) University CATS recognition for management development modules.

4.4 NATIONAL OCCUPATIONAL STANDARDS AND QUALIFICATIONS

Training provision in Nottinghamshire will be designed to support achievement of National Occupational Standards (NOS), or ACPO guidelines, or both where appropriate. NOS consideration will be included in all analysis, design and evaluation protocols and they will often provide the initial benchmark.

Competence Based Assessment.. Nottinghamshire Police are committed to the principle of competence based assessment and will work towards implementing it in all occupational areas as the NOS are made available as part of qualification suites.

Assessment in the workplace will comply with the national assessment standards embodied in the ENTO L20 or A1 units. The qualification process for force personnel to assess to these standards is detailed in the Force Competence Based Assessment Strategy.

Access. Nottinghamshire police is committed to making its training and development activities available to all eligible staff regardless of circumstances or disabilities. Accessibility considerations will be included in all design protocols to take account of the need for flexible delivery solutions.

Access issues are often specific to an individual; therefore a universal solution is often not possible. Therefore, any member of staff with potential access difficulties will be able to discuss these one to one with their Training and Development Co-ordinator or a Training and Development Manager, who will be required to assess the access issues raised and issue a written report to include options for resolution. Copies of Access reports should be passed to the Senior Training and Development Manager- QA, who is responsible for managing access issues force wide.

4.5 PROBLEM SOLVING

The Chief Constable's Vision requires all staff to be problem solvers. Basic models and concepts were presented to all staff through a concentrated training programme in 2002. The impetus from this must be maintained, such that problem solving becomes embodied in our culture. Problem solving will be included as a subject area in probationer, management and investigators' training programmes, the details of which are included in the document 'A Sustained Approach to Problem Solving'.

Problem solving will be utilised as a training delivery tool and will be included in the protocols for training design. Delivered, distance and eLearning course design will aim to use case studies and student interaction as the preferred learning tool.

4.6 INDUCTION

All new and transferred members of staff will be induced according to the Force Induction process. Divisional Personnel Managers are responsible for managing induction and the Training and Development Manager – Tertiary Training is responsible for delivering the induction courses and the supporting CBT.

Details of the current Induction programme are included in Force Learning and Development Initiative.

4.7 eLEARNING

The force is fully committed to introducing eLearning as part of a blended approach to delivering activities. eLearning will be considered as a delivery option in the protocol for all training design.

The strategy for eLearning is that we will take an incremental approach, developing eLearning solutions as they become identified as the best value for each delivery plan. To ensure that this option is available the basic infrastructure for eLearning will be as follows:

a) The force intranet will be the prime eLearning platform. This may be supplemented by CDs for stand-alone PCs. LAN based solutions will not be used.
b) An eLearning Management System will be available to monitor access and deliver Computer Based Training (CBT) programmes.
c) The eLMS will be operated by the eLearning Training Administrator, who will administer the system, allocate access, monitor progress, arrange tutorial support and provide management information.
d) Each CBT package will stand-alone on the system if necessary and will be AICC and SCORM compliant.
e) There will be an Impetus self authoring package available to enable training and specialist staff to develop CBT and blended solutions in-house.

CBT will be utilised as part of the Induction package and to provide support for bespoke Operational IT training programmes. These will be built into the Induction package as each system becomes established. In addition, a library of generic material will be made available to support the individual needs identified by the PDR process.

eLearning providers will be invited to make bids to provide a fully supported eLearning alternative, whenever major delivery programmes are put to external tender, in order that the respective delivery advantages and cost benefits can be properly evaluated.

The force will aim to provide universal access to the NCALT portal in order to make maximum benefit from the national initiative.

4.8   FORCE LEARNING and DEVELOPMENT INITIATIVE (FLDI)

The FLDI sets out the arrangements for management training and specialist development. The Force is committed fully to this activity and will continue to strengthen and develop this programme.

4.9   DOCUMENTATION

This procedure will form the first part of a series of documents, which together will lay-out the overarching Training and Development Strategy for the Force. The series will include:

a)   Procedure for the Management of Training and Development
b)   Training Quality Management System (TQMS)
c)   Force Personal Development Review Procedure
d)   Measuring Success (Evaluation Procedure)
e)   Force Learning and Development Initiative
f)   Annual Organisation Development and Training Plan
g)   Competence Based Assessment Strategy
h)   A Sustained Approach to Problem Solving
i)   Course Prospectus
j)   Training and Development programmes and strategies for specialist subjects.

The Annual Training and Development Plan will be presented in graphical and spreadsheet format. It will comprise 3 documents to facilitate forward planning and activity management. The plan will be dynamic to become the Training Diary, which will be the live representation of what is actually happening over the forthcoming 2 months. Once events have occurred, they will be recorded on the Training Diary, which will be the basis for all subsequent activity reporting and evaluation.

Overall, therefore, there will be a management matrix, comprising: staff and units; process boards; documentation. This is shown in diagrammatic form at the Annex.

SECTION 4   LEGISLATIVE COMPLIANCE STATEMENT

This document has been drafted to comply with the general and specific duties in the Race Relations (Amendment) Act 2000, Data Protection Act, Freedom of Information Act, European Convention of Human Rights and other legislation relevant to the area of policing.

Appendix A. Force Training and Development Management Framework

Divisional Training

Local Needs

Division/Department TandD Co-ordinator:
- Maintain Skills Matrix
- Identify Training Needs
- Evaluate Level 2and3
- Coordinate PDPs
- Co-ordinate Force learning and Development Initiative
- Identify delivery solutions
- Manage Induction

Division/Department TandD Panel:
- Head / Divisional Commander
- Composition at Cdrs' discression

Divisional Skills Matrix

Divisional training Diary

Divisional CPD Matrix

Local and Divisional Needs

Procedure and Consultation

Support and Audit

Identify Needs

Learning Management Unit (LMU):
- External Interface
- Manage Quality activities
- Manage accreditation process
- Internal TandD audit
- Level 3 and4 evaluations
- Training Needs Analysis projects
- Manage Force Learning and Development Initiative
- Strategic activity planning
- Monitor Force TandD Activity
- Produce costed Annual TandD Plan
- Monitor force TandD expenditure
- Cost Benefit Analysis
- PDP process management
- Consultancy
- Force IPP focus

Force TandD Panel:
- Head of TandD
- Head of Personnel
- Force Employee Resourcing Manager
- Divisional Personnel Managers/TandD Coordinators
- TandD service delivery managers
- LMU managers
- Staff associations

Force Annual TandD Plan:
- Programme Chart
- Budget Overview
- Costing Models
- Functional Objectives
- Delivery programmes
- TandD Diary

Strategic Framework

Corporate Needs

Procedure and Consultation

Force TandD Executive:
- DCC
- ACCs
- Police Authority
- Head of TandD
- Head of Personnel
- Staff Associations

Force TandD Strategy:
- Management procedure
- TQMS
- Function Structure

Corporate Programmes

Formulation and Review

Staff/Units	**Process Boards**	**Documentation**