

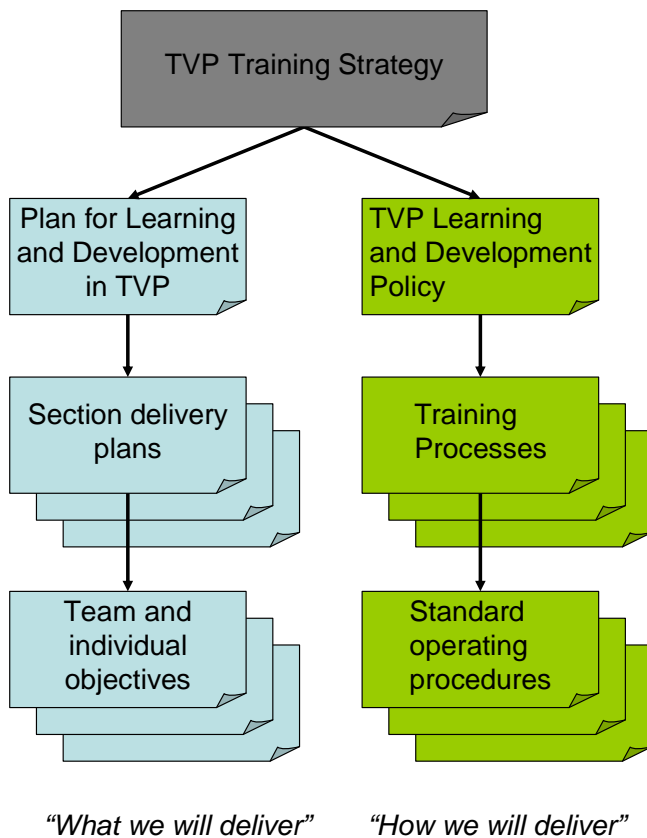


<b><u>Policy Title</u></b>	Learning and Development within Thames Valley Police
<b><u>CCMT Sponsor</u></b>	Director of Resources
<b><u>Department/Area</u></b>	Human Resources
<b><u>Section/Sector</u></b>	Training and Development

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## 1.0 Rationale

- 1.1. This policy sets out how training throughout Thames Valley Police will provide a consistent and quality service.
- 1.2. This policy sits within the Training Strategy and therefore has the same overarching vision: “To provide a fully competent, professional, well motivated and diverse workforce capable of delivering a first class policing service”.



The Learning and Development Strategy sets out the strategic direction for learning in TVP over a multi-year timescale.

The Learning and Development Plan shows the planned delivery for each year, and the significant development and process improvement projects.

The Learning and Development Policy sets out how we will deliver training according to the strategy, with quality assurance built in.

Section delivery plans (which includes one for each BCU) include the schedule of events during the year, trainer allocations, facilities required.

Training processes show at a high level the steps undertaken in each function to deliver the products and outputs according to the policy.

Team and individual objectives convert section plans into performance objectives, including PDR objectives, required to deliver the plan.

The Standard Operating Procedures detail the work required at each step, the decisions required and criteria to be used in making those decisions, templates to be completed, and quality standards for products delivered.

- 1.3. This Policy acknowledges that quality sits across the whole training cycle and is fully integrated into all processes.

## **2.0 Intention**

- 2.1 The policy sets out the way in which TVP will operate to meet the training needs of the Force in accordance with the TVP Learning and Development Strategy and with strategic guidance such as Home Office Circulars. The policy should be read in conjunction with the Support for Study policy and other relevant policies.

- 2.2 The policy will drive the processes covering the following areas:

- Planning and prioritisation
- Environmental scanning
- Training needs analysis
- Training design
- Delivery of training
- Accreditation
- Operations
- Evaluation

## **2.3 Training providers**

- 2.3.1 There are several training providers in the organisation providing training to officers and staff. They include the following:

- Training & Development
- Tactical Support training (eg Firearms Training, Public Order Training, Dog Section Training)
- Department Trainers (e.g. Control Room and Enquiries Dept)
- Trainers based in BCUs

- 2.3.2 The various training providers will support the force learning and development strategy and plan by:

- communicating the learning priorities to the organisation
- identifying skills gaps
- maintaining core activity
- helping define which skills need to be met first and why
- designing and accessing appropriate learning packages
- identifying external training opportunities
- delivering learning to the right staff at the identified time
- evaluating training packages and the impact of training.

- 2.3.3 In addition we use a number of external training providers, including Centrex. Our external providers are regularly assessed for the quality of their delivery. We will also be seeking opportunities to collaborate on delivery, especially with other police forces, using the most effective provider where feasible.

- 2.4 TVP training providers are committed to delivering a quality and consistent service. Quality will be maintained in our procedures and systems by using the Centrex Quality Assurance process (or any alternative process the forces selects), which currently covers Training

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& Development and Tactical Support training. Quality is further validated through the periodic carrying out of internal audits, and through assessment visits and certification by Centrex.

- 2.5 To ensure that quality is maintained TVP training providers will ensure that work at all stages of the training life cycle is carried out by suitably qualified staff, who are provided with continuing professional development, and are regularly quality assured.
- 2.6 Training providers will continuously monitor at National, Force and local levels to ensure that learning meets the appropriate standards. These standards will be monitored and measured at all of the following levels:

<i>When</i>	<i>By whom</i>
Before learning	TNA / Design
During learning	Course leader
Post event	Course leader and training manager
In the work place	Accreditation & Quality Manager and line manager
Annually	Training Prioritisation Board

- 2.7 Strategic direction is given to providers by the Training Prioritisation Board (TPB). This meets quarterly to review projects at each stage of the training life-cycle and to reset priorities based upon the needs of the Force, and this is built into all relevant processes

### 3.0 **General Principles**

#### 3.1 **General**

- 3.1.1 The policy sets out the framework for how we will deliver the strategy. The steps required for the delivery of services and products are described by processes for each function, and in turn Standard Operating Procedures (SOPs) will be put in place to support the processes in order to ensure consistency of delivery which meets quality standards.
- 3.1.2 Consideration is given to Human Rights, Race, Diversity and Equality issues at all stages of the training cycle with the involvement of the community where appropriate.
- 3.1.3 Each learning solution, once it has moved beyond the consideration for training stage, will have a Sponsor, Client and Training Manager throughout its life cycle.

#### 3.2 **Definitions**

- 3.2.1 For the purposes of this policy the following definitions are used:-
- Client - the individual who represents the customer/sponsor and is responsible for the performance improvement
  - Customer - individual, department, area, within TVP and non TVP parties undertaking learning

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- Kirkpatrick – Training evaluation model recommended by the Home Office setting four levels of Evaluation:
  - Level 1 - Reaction To what extent is the training process helping or hindering learning?
  - Level 2 – Learning What learning has taken place? To what extent have the training objectives been met?
  - Level 3 – Application To what extent has the training contributed to improved performance in the workplace?
  - Level 4 – Results To what extent has the training made an impact on the organisation and its goals? What have been the ultimate benefits of the training?
- Method of delivery – Within each mode of learning the actual method used to deliver the learning e.g. Workbook, Computer Based Training, Classroom, E-Learning.
- Mode of learning – High level description of how the learning is to be conducted. Options include self-managed (eg workbook) , centre (eg classroom) or virtual collaboration (eg on-line coaching)
- Products - the training package/commodity which we deliver to meet a training need
- Senior User – a representative from a functional area of staff/officers who have the learning need
- Sponsor - The Senior Manager who represents the organisation's need for a specific learning and development initiative
- Stakeholder - Any individual who has a direct and legitimate interest in the performance improvement. If the interest is fundamental to any aspect of this policy they are Key Stakeholders e.g. T&D and TPB are key stakeholders.

### 3.3 Force Learning and Development Strategy

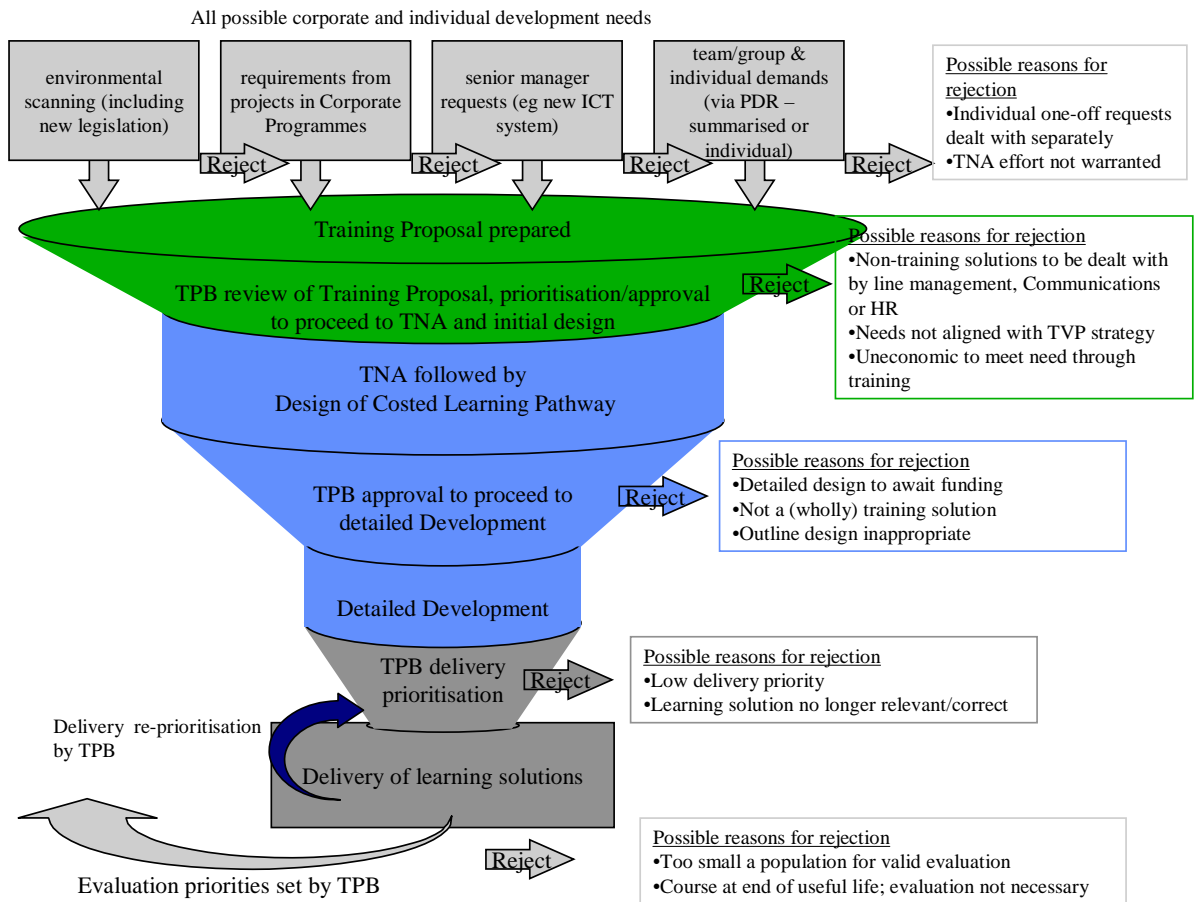
- 3.3.1 The Learning and Development Strategy will be updated as necessary. The strategy is an integral part of the Thames Valley Police Human Resources Strategy, and is specifically agreed by the Police Authority.
- 3.3.2 The strategy details the strategic objectives for the period, the management responsibilities for training, policy and procedure, and delivery and evaluation strategy, in accordance with Home Office guidance.

### 3.4 Force Learning and Development Planning

- 3.4.1 The annual Learning and Development Plan sets out how the Learning and Development Strategy will be delivered, it covers both the continuing work of running the training programme, and the actions required to continue implementation of the Learning and Development Strategy. It includes as attachments the Learning and Development Plans of each BCU and major department.
- 3.4.2 It will incorporate the National and Operational priorities at the time of drafting the plan.

- 3.4.3 The National Costing Model for Police Training will be used in development of the budget aspects of the Plan. The costing model inputs include costs such as police officer pay and premises charges which are not included in the devolved budgets; and therefore the total costs of training derived from the model exceed the total of devolved budgets.  
Improved and nationally consistent costing information will help Thames Valley Police challenge the cost of training, right down to the cost components and total cost of each training event it provides. This is also essential for collaboration with other Forces. It will also form an essential input into level 4 (Business impact) evaluation of training (see Evaluation below).
- 3.4.4 The Training Prioritisation Board (TPB) will continue to provide strategic input to the training function, as described in the Strategy. The Learning and Development Plan (including BCU and department plans) will be approved by the Training Prioritisation Board, Chief Constable's Management Team and the Police Authority. The TPB oversees the Learning and Development Plan, and will prioritise training requirements to ensure the training functions meet the priorities and performance needs of the organisation - both through prioritising new developments and through balancing the expenditure on delivery (see diagram on page 6)
- Receive and review environmental scanning reports
  - Receive and review corporate project prioritisation from Programme Directions Group
  - Prioritise training needs analyses
  - Prioritise design work
  - Prioritise delivery of training
  - Prioritise level 3 & 4 evaluations.
- 3.4.5 To do this, the TPB will:
- assess the level of training demand
  - assess training capacity (physical resources, trainers and money)
  - assess the capacity of the organisation (or group) to absorb training
  - decide the training priorities within the given capacity.
- 3.4.6 The TPB will also re-assess the need for and relative prioritisation of previously rejected training to ensure that longer-term development needs are not repeatedly displaced by current, urgent needs.
- 3.4.7 The TPB is chaired by the Director of Resources and has representatives from:
- BCU Commanders
  - Department heads
  - Corporate programme managers
  - Staff associations
  - Business managers

- HR/Personnel managers
- Learning and Development managers



#### 4.0 Challenges & Representations

4.1 Individuals who wish to make representation about this policy should contact the Head of Training & Development at Sulhamstead House, Nr Reading, Berkshire, RG7 4DX.

#### 5.0 Guidance, Procedures & Tactics

##### 5.1 **Process Functional Areas**

5.1.1 To support implementation of the Policy all stages of the life cycle will have processes and Standard Operating Procedures.

##### 5.2 **Environmental scanning**

5.2.1 Environmental scanning will be undertaken formally and regularly to identify performance or compliance issues that have an impact within TVP. This early review helps identify performance needs that can be met through learning, leading to consideration for a training needs analysis.

5.2.2 Scanning will include current force programmes. In addition we will liaise regularly with senior managers (supported by their personnel

manager) for each major “client” group in the Force to enable them to influence training content, training volumes and to monitor performance.

### **5.3 Training needs analysis**

5.3.1 Training needs analysis will be undertaken using a systematic approach to clearly identify:

- the performance gap,
- both learning and performance objectives
- the business impact of any learning intervention to address this.

The evaluation criteria and the measure of success will be identified which will subsequently enable evaluation to Kirkpatrick levels 3 and 4 if required.

### **5.4 Training design**

5.4.1 The design of training will follow a systematic process to ensure that:

- i) learning products address the identified performance needs.
- ii) appropriate modes of learning and methods of delivery are selected to meet the objectives and the client’s circumstances and requirements.
- iii) all costs associated with the training are identified.

This will apply to new requests and the updating of existing products.

5.4.2 All learning products will be validated as fit for purpose prior to release for delivery.

5.4.3 The Integrated Competency Framework and associated National Occupational Standards will be incorporated into lesson objectives, assessments and evaluation criteria. In addition training programmes will be mapped against role profiles to help guide individuals to appropriate training.

### **5.5 Delivery of Training**

5.5.1 Training will increasingly be delivered using a blend of different methods. The selection of the method will depend on the type of objective, the numbers to be trained, the timing of the need, and the level of learning required. It will be in line with the national training design guidance.

5.5.2 All training delivered in Force will take place after a risk assessment has been conducted of the location in accordance with Force Policy.

5.5.3 All training delivered by TVP will be by suitably qualified and occupationally competent staff who will be assessed regularly and receive appropriate development.

5.5.4 Approved training will be supported by participants being given appropriate time and facilities to undertake the learning.

5.5.5 All distance and e-learning products will state the nominal duty time that needs to be allocated to allow an individual to undertake them, subject to any individual needs. This is to ensure that any distance or e-learning, whether a pre-requisite of attendance or an individual

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package, is completed. E-learning or distance learning products that are not approved through PDR can be undertaken but duty time does not need to be allocated.

- 5.5.6 All personnel participating in training should be interviewed by their line manager before and after the learning to ensure that it contributes to Force performance.
- 5.5.7 Whilst participating in any learning event Force policies such as Respect in the Workplace and Health and Safety will be complied with specifically to ensure the physical and emotional well being and safety of students.
- 5.5.8 The training delivery function will be responsible for undertaking, and acting upon, Kirkpatrick level 1 and 2 evaluation.
- 5.5.9 All assessments undertaken will be fair and consistent, subject to an Appeals procedure and carried out by suitably qualified staff.
- 5.5.10 Records of assessments will be maintained to meet the needs of the Force and the individual within the requirements of Data Protection and Freedom of Information Legislation.

### 5.6 **Accreditation**

- 5.6.1 TVP will ensure it has the appropriate Centre Approval to deliver Vocational Qualifications in line with organisational priorities.
- 5.6.2 All assessments undertaken will be fair and consistent, be undertaken by suitably qualified staff and include a full Internal and External Verification process to meet the needs of the awarding body.
- 5.6.3 Records of assessments will be maintained to meet the needs of the Force, individual and awarding body within the requirements of Data Protection and Freedom of Information legislation.

### 5.7 **Operations**

- 5.7.1 Details, including dates where available for the current planning year, of all learning opportunities will be made available to all staff through HR/Personnel teams and the Force Intranet.
- 5.7.2 Course administration will be systematic and consistent throughout TVP using the HR Information system with the aim of ensuring that the training is delivered using the best combination of time, place, venue and method.
- 5.7.3 The administration processes will aim to optimise use of resources whilst maintaining accessibility to learning.

### 5.8 **Evaluation**

- 5.8.1 Evaluation at Kirkpatrick Level 3 and 4 of training events will be conducted in a systematic manner to establish whether the training intervention has contributed to improved performance in the workplace

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and supported the organisation in achieving its objectives. Investigation at levels 3 and 4 is resource intensive and will only be undertaken for certain types of training. This is where the training either:

- Has a high cost in terms of money or resources, or
- Has a high throughput of students, or
- Has a potentially high impact on the force (or seeks to mitigate a significant risk to the force).

5.8.2 Level 4 evaluations can include an estimation of the value added attributable to training, and the national costing model can help in the assessment of both costs and benefits.

5.9 Decision making criteria are included in the Processes where appropriate.

5.10 Standard Operating Procedures will provide templates where applicable.