



**A STRATEGIC APPROACH TO MANAGING TRAINING IN THE  
METROPOLITAN POLICE SERVICE**

***THE MPS TRAINING STRATEGY  
2000 - 2003***

**SEPTEMBER 1999**



INVESTOR IN PEOPLE

**Directorate of Training and Development**

# **A STRATEGIC APPROACH TO MANAGING TRAINING IN THE METROPOLITAN POLICE SERVICE**

## ***THE TRAINING STRATEGY***

### ***MPS TRAINING AND DEVELOPMENT STATEMENT***

All staff have a vital contribution to make towards the performance of the MPS, as defined by the London Beat and the annual Policing Plan. To do this, they must individually and collectively possess the knowledge, skills and attitudes required of their role.

In seeking consistently high standards, the MPS will encourage and support professional development, which contributes to competent performance in the workplace.

In return, our people must take responsibility for relevant, continuous and planned learning to achieve their full potential.

Managers have a fundamental responsibility to ensure clarity of purpose for each role and to specify the associated knowledge skills and attitudes and the means by which they may be acquired, in order to promote optimum performance.

Managers have the responsibility for ensuring that identified training needs take into account not only the needs of the individual, but as importantly, the needs of the team and the organisation as a whole.

All our training activities will be subject to rigorous quality assurance and evaluation procedures

We will ensure Best Value in all our training and development activities.

The MPS is committed to equal opportunities and will ensure that all staff have the opportunity to develop.

## AIM OF THE STRATEGY

Training within the MPS is an integral part of the Metropolitan Police Service Human Resources Strategy - Performance strand.

Training is an expensive activity, which must have a clear performance need, be linked to the business objectives of the MPS and be the only available option to bridge the identified performance gap.

The training strategy applies to all members of the Service (police and civil staff) and therefore each of us is responsible and accountable for its success in meeting the needs of the Service. This strategy shows how the MPS will use training and development to achieve performance in line with corporate strategy and business objectives.

It is the responsibility of the Lead Authorities to adopt and implement this strategy for their respective areas of responsibility.

## THE STRATEGIC MANAGEMENT OF TRAINING

The systems approach to training will be used to ensure performance needs are correctly identified and appropriately addressed.

The model can be applied to all levels of the Service where there is an apparent performance gap.

Training and development only exists to support business performance. There are many reasons for poor performance and it cannot be assumed that performance deficiencies necessarily imply a training need. Therefore, our approach to training and development is based on the maxim that:

*PERFORMANCE IS MANDATORY, TRAINING IS BUT ONE OPTION TO ENSURE PERFORMANCE*

The systems approach takes the user through a step-by-step process, which will always begin with a current or a future performance issue. It then leads the user through a progression of steps to a training and development intervention where the initial analysis has indicated that training and development is a part of an overall solution.

The model is structured on the client/contractor basis<sup>1</sup>, which defines the relationship between the body that determines a training need (the client) and the one that responds to the need (the contractor). It also defines who has responsibility for each part of the process and fulfils the recommendations of the Audit Committee report on training, which warns of the dangers where this relationship is not clearly identified.

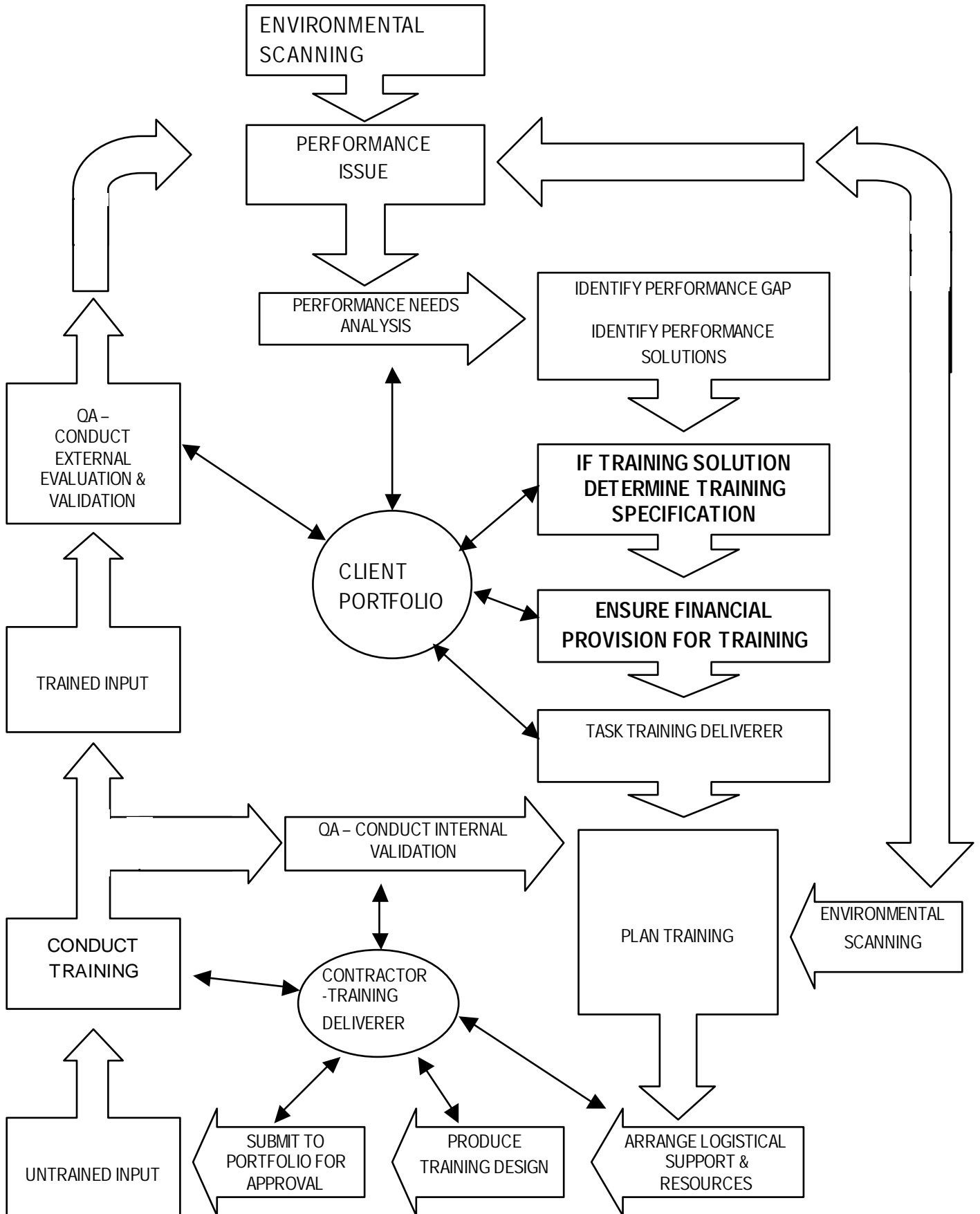
**Figure 1** overleaf shows the 'systems approach to training' model.

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<sup>1</sup> HMI Thematic Inspection '*Managing Learning*' recommended the MPS as good practice

**MANAGEMENT OF TRAINING – A systems approach**

**Fig.1**



If training and development is seen as or part of the appropriate solution then:

- all training and development will be driven by, and focus on, the present and future performance needs of the service;
- managers must identify and prioritise the gaps between present performance and performance needs;
- managers must explore all workable solutions that will bring about the required performance change and improved skills, knowledge and attitudes;
- responsibility and accountability for bridging the gap lies with the individual, line management and the organisation;
- training and development solutions will be selected and provided on a basis of Best Value;
- training and development solutions will be designed and delivered in a way that minimises abstraction from the work place;
- evaluation of training and development will take place to assess the effectiveness of its design and most importantly its contribution to organisational performance;
- the management and administration of training and development will be delivered using clear, agreed and publicised processes that incorporate and support the above approach.

By implementing the model, those responsible for performance will ensure that both the need and the solutions are correctly identified. They will lead to increased performance and promote best use of resources.

The DTD Policy and Training Liaison Unit at Peel Centre will provide guidance and assistance in implementing the Systems Approach to Training if necessary.

#### **IDENTIFYING THE PERFORMANCE NEED (LINE MANAGERS' RESPONSIBILITY)**

Each member of staff will have a prioritised development plan agreed with his/her line manager.

Line managers will not only take into account the needs of the individual, but also the needs of his/her team. The training need must be considered on the basis of the individual's contribution to the MPS/local business objectives and how such training will improve performance.

At an OCU/Branch level consideration should be given to the skills base of the organisation and the benefits/disadvantages of providing the training to an individual.

Line managers and heads of OCUs/Branches will be responsible for evaluating the impact of training delivered against the performance of the team and the individual.

#### **MANAGEMENT OF THE TRAINING NEED**

Within the framework of the strategy for managing training, the following model ensures that there is a clear link between the annual policing plan/corporate strategy and any training activities that take place.

The objective is to:

- enable Policy Board to give strategic direction to and prioritise training activities;

- seek consensus when apportioning MPS training expenditure;
- provide a mechanism whereby short notice (*i.e. current financial year*) changes in the MPS training agenda can be accommodated;
- design a system of sufficient flexibility such that minor alterations to the training agenda can be made at the instigation of the School Management Boards.

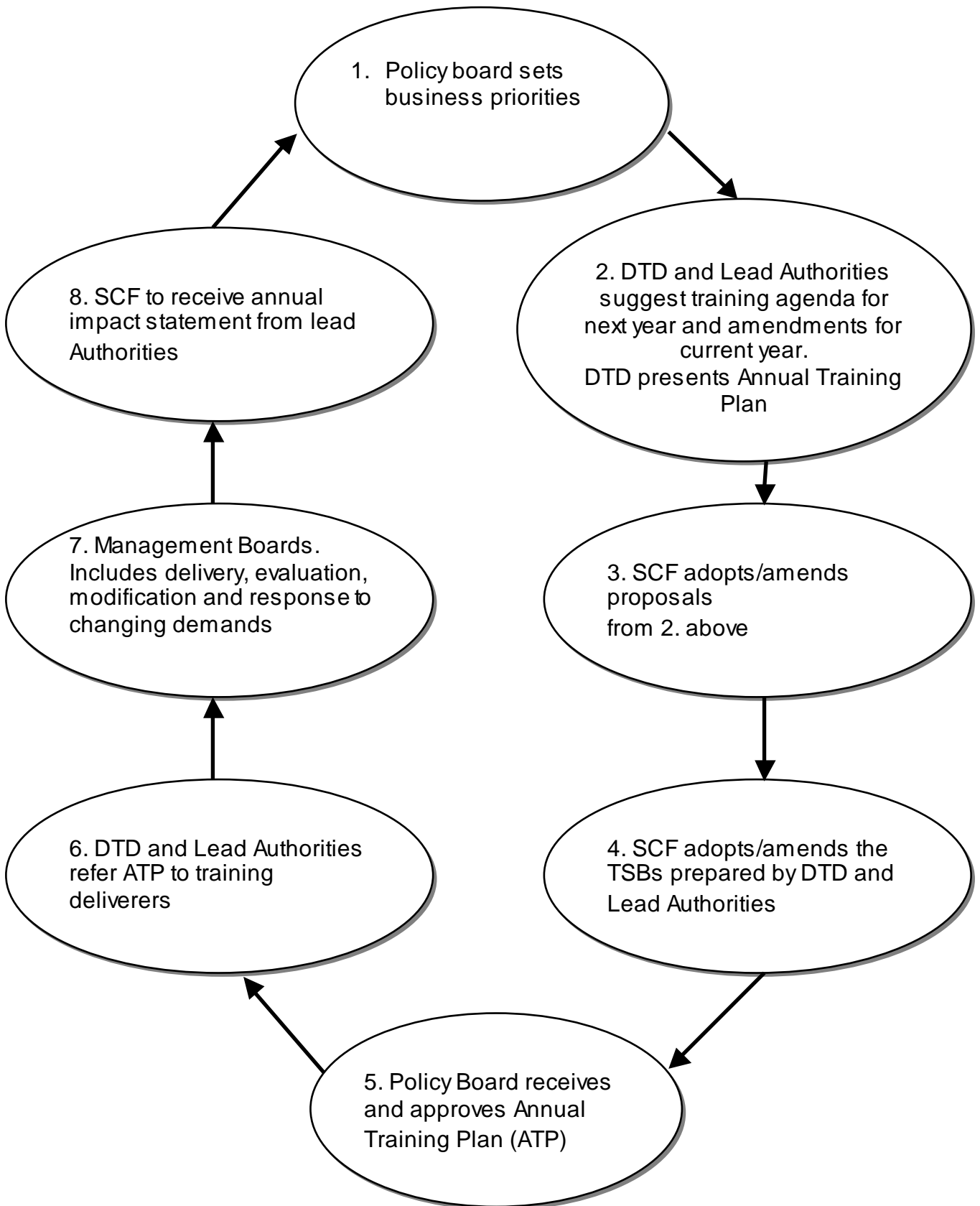
The ongoing role of the Portfolios is vital to ensure that the training product is meeting business needs. They have an opportunity at the beginning of the year to set the agenda for the current and succeeding year. Their ongoing influence throughout the year will be expressed through the mechanism of the School Management Boards. (*In this role, their primary focus will be on style with changes to training content restricted to minor ones only*). Where the need arises for a fundamental alteration to the overall training-mix, the case will be discussed at the overarching Training Management Board and, if necessary, put to SCF for agreement.

## THE ANNUAL PLANNING CYCLE

**Figure 2** overleaf illustrates the annual planning cycle.

TRAINING STRATEGY – ANNUAL PLANNING CYCLE

Fig.2



### **Step 1**

Policy Board sets out business priorities for forthcoming year(s).

### **Step 2**

Director of Training and Development together with senior Portfolio/Business Group representatives review priorities and specify in broad terms the training needed to fulfil business objectives.

### **Step 3**

SCF adopts or amends the proposals emerging from the DTD and the lead authority's deliberations.

### **Step 4**

DTD and the lead authorities to prepare top sliced bid proposals to complement the training decisions laid down by SCF. SCF invited to approve the TSB proposals.

### **Step 5**

Policy Board invited to approve the MPS Annual Training Plan (ATP). This plan will include:

- an identification of key objectives and business plan objectives;
- an explanation of how the training plan links into the objectives and priorities;
- some analysis of existing skill/competence gaps amongst staff which the plan aims to meet;
- an indication of which needs will be met first and why (*i.e. priorities*);
- how the training plan will be resourced;
- how the training plan will be delivered;
- measurable objectives by which achievement of the plan will be evaluated;
- clear involvement of line managers and senior executives in both agreeing the training needs which feed into the plan and monitoring the effectiveness of the training delivered;
- a methodology which demonstrates how the plan is regularly reviewed;
- evidence of flexibility and the ability to respond to changing circumstances which allow for new and unforeseen demands to be addressed during the lifetime of the plan;
- abstraction rates which have been set at a strategic level and which were taken into account when the plan was set.

### **Step 6**

The ATP will then be relayed to training deliverers to start the design and implementation process.

### **Step 7**

Use of an overarching Training Management Board to prioritise, within the strategic direction provided by SCF, the delivery of Portfolio identified training needs across the MPS.

This Training Management Board (TMB) chaired by the Director of Training and Development would comprise the Deputy Assistant Commissioners of the Areas, SO, Deputy Commissioner's Command, the DACs/Commanders who lead Directorates and senior civil staff representatives of Support Departments. The TMB will be discussed later in this report.

### **Step 8**

SCF to receive annual impact statements.



## **PRIORITISATION OF THE TRAINING NEED**

The need to prioritise training is one aspect of ensuring best value when investing in training and development.

School Management Boards (*SMBs*) provide an effective interface between training delivery, Area and Portfolio representatives. This includes scheduling and prioritising courses.

There are four School Management Boards dealing with centrally delivered training at Hendon:

- The Investigative Standards Management Board;
- The Recruit and Management School Management Board;
- The Driver Training and Dog Training School Management Board;
- The IT Training School Management Board.

Other fora with a similar role for centrally delivered training outside Hendon are:

- The Firearms Forum;
- The Public Order Review Committee

The terms of reference are similar for each SMB. As an example, terms of reference for the Driver Training and Dog Training School Management Board are:

- to produce a schedule of training that is to be centrally delivered by the School in relation to dog and driver training, in response to the identified need of its various customers;
- to inform on the top-slice bid for the School, in accordance with the requirements of the MPS financial programme of training to be delivered as agreed by the SMB;
- to maximise the effective use of the resources available to the School, by matching the client/customer needs with the available resources.

The School Management Board is typically made up of -

- a senior Portfolio representative;
- the Head of Training Delivery;
- the Heads of the Schools involved;
- a Directorate of Training Policy Unit;

- a Courses Support Unit representative;
- representatives of Areas and Portfolios;
- representatives of the relevant Portfolio's Policy Unit.

**Figure 3** overleaf illustrates the organisational chart for the Directorate of Training and Development and shows the relationship between the Schools/Units and the different School Management Boards.

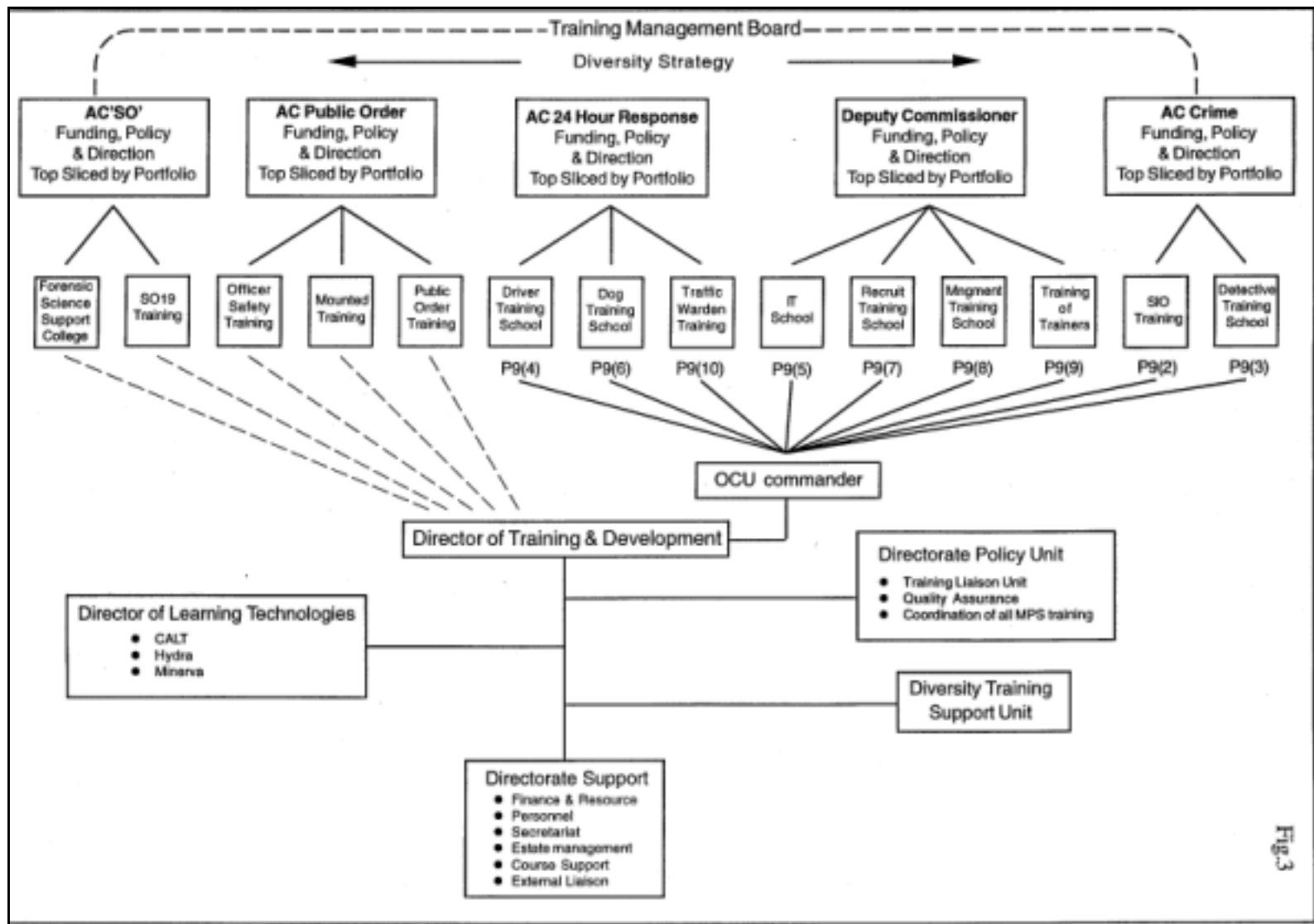


Fig.3

The Training Management Board (*TMB*) is an over-arching body set up to prioritise training needs within the MPS.

The terms of reference for the Training Management Board are as follows:

- To prioritise the identified training needs of the MPS;
- To determine where such training will be delivered;
- To approve for Policy Board's consideration the costed, pan-MPS Annual Training Plan;
- To recommend to Policy Board any major changes in the overall funding of the training system;
- To monitor the MPS performance management of the training system;
- To review and recommend, where appropriate developments within the training environment appropriate to the MPS;
- To arbitrate on competing demands from School Management Boards;
- To act as an advisory board to the Director of Training and Development;
- To approve and submit to Policy Board an annual impact statement in respect of training delivery;

The TMB will decide on training priorities in the using the following criteria:

- The relevance of the training to the London Beat and the annual business plan;
- The impact on the MPS were the training not to be undertaken;
- The urgency of the training need;
- The training capacity of the MPS.

Portfolios will have to accept that there is a limited amount of training time available and that training may be delayed or, in some cases, rejected.

With immediate effect, working parties, Portfolios, Branches etc will not be able to commit the MPS to a training need without the agreement of the TMB.

In deciding whether there is a need for training and if so where it will be delivered and by whom the following guiding principles will be adopted:

- Is there a training need? - not all performance needs require or are best suited to a training solution
- If a training solution is required, should the MPS deliver to meet the need or can best value be achieved by buying in a solution?
- If the MPS is to be the deliverer, where and how is the training best delivered?

Factors, which need to be taken into account in reaching such decisions, include:

- The need for corporacy and a robust system of quality assurance;
- Economies of scale;
- Demonstrable achievement of Best Value;

- The availability of specialist expertise and facilities.

In effect, these factors become the criteria by which guide the implementation once it is decided that a training solution is required.

## TRAINING NOT DELIVERED CENTRALLY

Local training will reflect the training needs of the MPS and training should only be undertaken when there is a clear and demonstrable link with the objectives of the organisation at either Service or local level<sup>2</sup>. All such training will be conducted within the Best Value framework. Local training for local needs will need effective training needs analysis, training design and delivery. The impact of such training will need to be evaluated against improvements in individual and business performance. Training priorities for local training will be the delivery of corporate training packages. Training will only take place where it is necessary to meet a performance need.

## DISTANCE LEARNING<sup>3</sup>

The MPS is committed to providing training and development activities at, or as close to the workplace as possible. This is best achieved by distance learning. By developing strategic alliances, supported by in house research and development the MPS will move towards Computer Based Training, in the workplace. The scope will range from access to the National legal database to interactive packages such as 'On Scene and Dealing'. Experiences show that moving too fast towards CBT can have disastrous effects for an organisation. The Directorate of Training and Development will establish a programme for delivery of CBT, through a properly managed Project.

A methodology will be developed whereby the training activities carried out by officers can be monitored and effectively managed. Details such as who, when, what studied and levels of achievement need to be recorded if resources are to be maximised and supervisors are given the opportunity to manage the training needs of their officers.

Many different types of training events occur at the workplace. These are either student centred or Divisional Trainer facilitated. Student centred activities such as distance learning or computer based training packages need to be recorded and achievements evidenced. Both student centred and group work activities need to be managed by a system that is flexible enough to accommodate a diverse library of products.

### **A Librarian Approach**

Research to begin in July 1999 will attempt to integrate the needs of local trainers and those of the Centre. Two divisions will be targeted and technology installed to manage the training delivery of computer based programs such as On Scene and Dealing, Living with Bombs and CRIMINT Tutor. The project will test the usability and benefits of a delivery system that meets the needs of local and central management

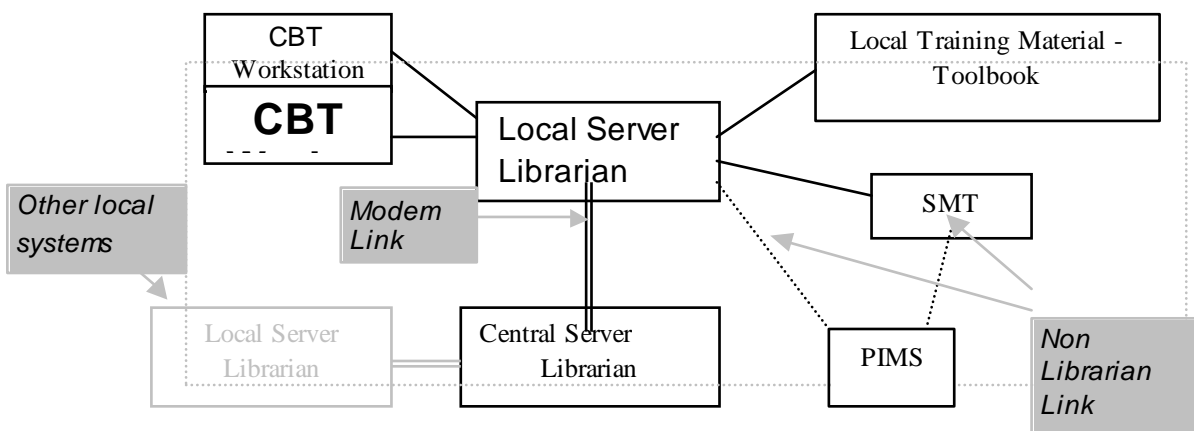
<sup>2</sup> See 'A Strategic Approach to Managing Training in the MPS – Part II, Area/Borough/Business Group/Branch Training

<sup>3</sup> MPS Human Resources Strategy 1999

## Solstra and the Scottish Police College (SPC)

Currently the MPS and the SPC are working together on a project that enables computer based and other technologies to be delivered via an intranet server managed by BT, remotely (*presently in Cardiff*). The MPS are required to make available a training site for testing the efficacy of the approach. The MPS will meet its obligation by researching the benefits of a local and central librarian approach and will make this research available to the Solstra project. There will be no connection with the Solstra server in the trial. This approach has been discussed and agreed with the Solstra Project Board. The Board believes that the MPS research will provide a valuable insight into the issues surrounding this approach to managed learning.

## A Model for Computer Based distance Learning in the MPS



## DISTANCE LEARNING: WHO IS RESPONSIBLE AND POLICY

All staff have a responsibility to keep themselves abreast of changes not only in legislation, but also in how the MPS operates. This is essential to providing a professional response to the communities we police. Equally, officers should ensure they keep update with developments in the MPS by way of Police Notices and other policy documents.

Where distance learning is part of progression within the MPS, either in terms of promotion or specialisation, it is fair to expect officers to study in their own time.

Where the MPS adopts a distance learning package for new legislation or procedures, this will be supported by quality documents (*eventually CBT*) and guidance for local trainers to ensure that learning has been undertaken and the learning outcomes achieved. It may be necessary for time to be set aside during the normal working day to allow staff to prepare for the training event (*or CBT package*), which supports the distance learning material. Each case will be considered independently by the TMB.

## **SUPPORTING THE STRATEGY**

### **THE DTD POLICY UNIT**

The DTD Policy Unit has been established to assist the MPS achieve its key objectives by raising performance standards through effective training policies, liaison and partnership with lead authorities and internal customers.

Five critical activities will be undertaken in order to achieve the strategic aim of the unit:

The Policy Unit will:

- Co-ordinate, research and produce effective training policy for the Director of Training and Development as Head of Profession on behalf of the MPS;
- Be a focal point of contact, knowledge and information on training policy for MPS;
- Encourage and support clients in the management of the systems approach to staff development;
- Be a leading source of advice and consultation on police related training services;
- Apply and promote Best Value principles throughout training in the MPS;
- Environmental scanning in liaison with the Personnel Department Environmental Scanning Unit and SCF.

### **TRAINING DELIVERED BY NON-MPS SUPPLIERS**

A substantial amount of training is currently supplied by NPT. Some of these courses, such as the Strategic Command Course are selective, but others such as short courses, are offered to the MPS.

Managers nominating staff for attendance on such courses will need to show that the course meets an identified training need and that they will evaluate the success of the course against performance of the individual.

Failure to attend or complete courses will be monitored and the results published. In the near future systems will be established to charge budget holders for the non-attendance of staff on both internal and external training courses.

### **EXTERNAL TRAINING BUDGETS**

Budget holders will need to show that the budgets have been spent in accordance with this strategy. A performance needs analysis against MPS or local business objectives will need to be carried out and any training delivered evaluated. Managers will be responsible for ensuring Best Value in the purchase of training supplies.

## ACCREDITATION OF TRAINING

All requests for training to be accredited by an outside (*police/non police*) organisation must be referred to the Director of Training and Development for consideration. A clearly defined business case will need to be established in respect of each proposed accreditation process.

## PERFORMANCE NEEDS, TRAINING DESIGN, QUALITY ASSURANCE AND EVALUATION

To improve performance it is vital that performance needs are correctly identified. Once identified, there must be an effective process for establishing how to address the need most effectively; training is not always the answer. If training is identified as the best solution then the design and delivery of that training must be correct. It must conform to minimum standards and after delivery be properly evaluated to establish if it achieved its purpose and improved performance. Without all these elements training runs the risk of being ineffective and a great waste of valuable resources.

### Performance Needs

The identification of performance/training needs is the responsibility of portfolio holders. The Training Liaison Unit (*TLU - formerly the Client Agency*) will provide ongoing advice and guidance to those undertaking this task. The Training Liaison Unit has prepared a guide to performance needs analysis as one of a series of publications designed for reference by those involved with training and development at all levels of the organisation.

### Training and Development Lead Body (TDLB) Standards

The Directorate of Training and Development has updated the training for trainers around the national occupational standards of the Training and Development Lead Body<sup>4</sup>. Trainer training delivered by NPT is also designed around these standards as is the training provided by some, but not all, other training providers.

This standard will require trainers to have attended:

- The MPS trainer development programme or
- the NPT trainer development programme or
- have a recognised trainer qualification which meets the minimum requirements laid out in the TDLB standards.

Trainers will be expected to participate in periodic assessed sessions for developmental and QA purposes.

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<sup>4</sup> *HMIC Recommendation 19. All staff undertaking the role of trainer are qualified to a nationally agreed standard...*



## Training Design

Once performance needs are identified, the TLU will provide ongoing support for the client through the training design process. This will ensure that the design is “systematic, structured and oriented towards achieving training objectives”<sup>5</sup> and seek to avoid a situation where “much of the locally designed training has few objectives, measurable outcomes or recognisable standards. Additionally, there is little evidence within forces to show that training is designed within a developed corporate policy framework”.<sup>6</sup>

## Quality Assurance

DTD maintains an internal QA unit, which has built up considerable expertise in training related issues. This unit will provide a QA service for all centrally delivered training. The unit will also support the pursuit of quality and Best Value in all MPS training through:

- the development of service wide performance indicators;
- publication of best practice guides;
- benchmarking.

While the primary role of the unit is to inform and advise, portfolio holders may wish to seek a greater level of involvement from time to time, particularly in relation to Best Value.

## Training Evaluation

Effective training evaluation is essential if we are to ensure that we are obtaining value for money and enhancing operational effectiveness. DTD staff will carry out routine evaluations of centrally delivered training. They will also provide advice and guidance for those tasked with evaluating other MPS training.

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<sup>5</sup> HMIC paragraph 6.8

<sup>6</sup> HMIC paragraph 6.34

## TRAINING PERFORMANCE MANAGEMENT SYSTEM

The table below illustrates the performance indicators for the MPS performance in relation to training:

PERFORMANCE INDICATOR	MEASURES	TARGETS
Operate within budget	% variance of actual spend/profiled allocation	Within 5% of profile each quarter
Maintain support costs at an appropriate level	Proportion of management and support costs to total staff costs	Less than 30%
Classroom utilisation	% of time that classrooms have been used	70% or more classroom utilisation
Trainer productivity	Cost of providing the training to each student	70% or more trainer/student contact time
Cost per student day	Cost of providing the training to each student	Benchmarked against police, public and private sector training costs
Attendance	Number of police officers trained (uniform and CID) Number of civil staff trained (by grade)	80% or more of the target groups to attend training
Training delivered	Number of training days delivered by rank and grade	(Awaits comparators)
Student satisfaction (Kirkpatrick evaluation, Level 1)	% of students given questionnaire % of students satisfied with the course % of students satisfied with the instructors	80% of responses to be satisfied

### THE ROLE OF THE DIRECTOR OF TRAINING AND DEVELOPMENT

Responsibility for delivering the strategy rests with the Director of Training and Development utilising the Committee structure.

The Director's role has five main components to ensure that the training function meets the performance needs of the MPS:

1. Head of Profession for training and development in the MPS;
2. Contractor for the delivery of all centrally prescribed and centrally delivered training;
3. Co-ordinator for all training delivery across the MPS;
4. Oversight of the total MPS training budget;
5. Adviser to the Director of Personnel and Policy Board.

In carrying out these five roles the Director of Training and Development:

- provides a focal point for training and development within the MPS;
- supports line managers through access to a range of expert services;
- supports corporate management through the application of quality assurance thereby relating the training function to the operational needs of the organisation;
- supports Best Value by ensuring that the MPS training budget is spent appropriately, benchmarking against other organisations and continually reviewing MPS training and development policies and procedures;
- contributes directly to the operational performance needs of the organisation through the delivery of core and local training/development programmes.

### **Role 1 - Head of Profession for the Training Function**

In this role the Director will contribute to organisational performance through the application of standards and quality in training by providing:

- support to those involved in the MPS training function;
- quality assurance of the MPS training function;
- performance management of the MPS training function.

Support to those involved in the training function is provided by way of training of the trainers and by providing access to a range of expert services, including assistance with the identification of training needs, the development of competencies, the design of training, its evaluation and its administration. Quality assurance of the training function is provided by setting standards and by monitoring compliance with those standards. Performance management will be achieved through the implementation of the annual planning cycle and the associated administrative structures.

### **Role 2 - Contractor for the delivery of all centrally prescribed/centrally delivered training**

In this role the Director will act as a contractor for the delivery of all centrally prescribed/delivered training. *(The contracted responsibility may rest with a Portfolio Head or their designate).*

### **Role 3 - Co-ordinator for all training delivery across the MPS**

In this role the Director will co-ordinate all training activities across the MPS to ensure they are focused on the business needs of the MPS.

### **Role 4 - Has oversight of the total training budget**

By effectively co-ordinating all training activities the Director will also ensure that budgets are allocated and spent in line with the MPS priorities.

## **Role 5 - Adviser to Director of Personnel and Policy Board**

In this role the Director as head of profession adviser, will assist the Director of Personnel in the direction and utilisation of the Directorate resources, and represent the Director of Personnel in strategic training and development matters, both internal and external to the MPS. As such, the Director will report directly to Policy Board in relation to the annual costed training plan.

As Head of Profession, the Director of Training and Development is the guardian of standards of training design, delivery and quality assurance and as such the Director will provide support and guidance in their maintenance.

The Director will fulfil this guardian role for the whole Service, wherever training and development is delivered.

The areas where guidance will be provided are:

- the application of the systems approach to training and staff development;
- designing training and development opportunities;
- training delivery;
- evaluating and validating training and development and;
- the management and administration of training and development.