



Agenda Item 5.2

Meeting	People Committee
Date	30 May 2024
Location	Video Conference
Title of Paper	Learning and Development Report
Presented By	CSU Alan Gibson, Head Of Learning Training And Development
Recommendation to Members	For Discussion
Appendix Attached	No

PURPOSE

This report contains information on learning and development processes and key data and was tabled at the People Committee on 28th February 2024. Following this, further assurance was requested, and discussed between Learning, Training & Development (LTD) and SPA representatives in April 2024, with the resultant below briefing.

This update will address and response to action 20230829-003:

'provide assurances to committee that all mandatory training is being completed and that development training is also being undertaken along with confirmation of the percentage of worktime the workforce are spending on training'.

Members are invited to discuss the report.

1 BACKGROUND

It was considered beneficial to provide some background to the LTD function and context around achievements and current challenges.

The LTD function has evolved since the inception of Police Scotland. It was previously an interim initial structure reporting to the Director, People & Development (P&D) and covering the 8 legacy forces training teams, plus the Scottish Police College (SPC) at Tulliallan, the Scottish Crime & Drug Enforcement Agency training team and the Scottish Police Services Authority training roles. The initial structure had six departments:

- Local Training Delivery
- National Training Delivery (SPC)
- Leadership (now Leadership & Talent)
- Business Development (incl. the International Academy)
- Quality Assurance
- Governance, Demand & Planning

Over the years, the governance and structure of LTD has changed a number of times with the International Academy moving out and then back into the function. Leadership was separated to report directly to the Director, People & Development (P&D). Furthermore, in 2021, LTD changed reporting line from the Director of P&D to the Assistant Chief Constable, Professionalism & Assurance.

The function is now managed by a Chief Superintendent and is split into three departments – Training Delivery, Service Delivery and the International Academy.

- The **Training Delivery** department is responsible for delivery of:
 - Operational Training – this encompasses Probationer training, Special Constable training, Operational Safety Training (OST) and First Aid training, and business skills training
 - Crime & Specialist Training – this encompasses Detective training, Covert and some Counter Terrorism training, Intelligence and Analytical training, Digital & Data Skills Academy and Driver training
 - Learning Technologies – encompasses IT training, E-learning and the Audio-Visual function
 - Equality, Diversity & Inclusion (EDI) and Continuous Professional Development (CPD)

- The **Service Delivery** department is responsible for:
 - Governance, Demand & Planning
 - Quality Assurance
 - Training Co-ordination and Administration
 - Early Careers and Skills Development – includes management of the Modern Apprenticeship scheme
 - Training Management Co-ordination Unit
- The **International Academy** (previously the International Development and Innovation Unit) has recently transferred from the Partnerships, Prevention and Community Wellbeing portfolio into LTD. The Academy identifies and progresses opportunities to provide international policing assistance to emerging and developing nations. They work with international agencies, police services and government bodies to design, implement and evaluate change programmes with learning and development as a core element.

It should be noted that there is a significant volume of training that is owned and delivered by other business areas across the organisation. Including Criminal Justice Division, Specialist Crime Division and C3 as well as Operational Support Division who deliver Firearms, Public Order, some Road Policing, and Specialist training (Dogs, Mounted Branch, Negotiator etc.). Criminal Justice Division, Specialist Crime Division and C3.

In addition to the structure, since the inception of Police Scotland the content of training delivered has been subject to significant review and standardisation. The number of individual learning products on our SCOPE system was initially refined from in excess of 10,000 course titles down to 2,000-3,000. This included significant work to de-conflict duplicate courses, training which related to the same subject but where the content was not standardised across the country, and courses that were particular to a geographical area. The same exercise was then undertaken in relation to specialisms attached to courses which involved a considerable amount of liaison with business areas across the organisation.

On completion, the next phase focussed on standardising course content and delivery which took a number of years to complete. Through tight control, we now have a single national set of courses totalling 1,275 (as at 22/5/24). 430 of these are delivered by LTD with the remainder being owned by another business area or delivered by an external provider. A robust governance process is in place to ensure that any new training

being added to the system is a recognised national and quality assured product.

The Scottish Police College has been a recognised Scottish Credit and Qualifications Framework (SCQF) Credit Rating Body (CRB) since 2008. This status affords the SPC the ability to apply formally recognised SCQF credit and level to Police Scotland programmes. This is a significant attribute for both LTD and Police Scotland and brings benefits for all staff and officers. The SPC was one of the first organisations to be awarded CRB status outside the college/university sector. In order to maintain CRB status the SPC is subject to an annual review where a number of rigorous criteria must continue to be met, with a robust quality assurance system and processes being applied and evidenced.

The SPC is also a Scottish Qualifications Authority (SQA) approved centre which allows the awarding of SQA qualifications, such as the Certificate in Policing. This requires that a number of demanding criteria continue to be met and reflects the effectiveness of Quality Assurance related policies and processes. Approved centre status is reviewed every 3-4 years to ensure continued compliance with SQA standards.

Some key successes within the LTD function in recent years have been:

- the standardisation and enhancement of the 2-day OST course for all officers which also now incorporates Operational First Aid,
- the recent review of Probationer Training and launch of the enhanced programme in May 2024 which incorporates C.A.R.E.S, a bespoke communication and de-escalation package, enhanced EDI inputs and is designed to improve work/life balance for new recruits and incorporate more time for practical application of the learning and reflection,
- the launch of two EDI modules for all staff and officers, 95% of whom completed the first module with the second one being launched in March of this year,
- the implementation of the Investigative Development Programme which outlines learning pathways for Detective Officers; and
- the delivery of training to support key organisational projects, including implementation of COS and Mobile Working.

Another development in recent years has been the introduction of the Strategic Learning & Development Governance Board (SLDGB). This provides oversight of all Learning & Development (L&D) activity across the organisation. LTD provides a single high level training timeline to this Board, reflecting key training products planned for roll out along with Business As Usual training over the current and forthcoming year. This enables informed decision making on the prioritisation of new

training products and the organisation's ability to absorb all the planned training.

Under this Board, recent instruction has been given to develop an L&D Plan for the organisation to cover the next two years. This is currently being finalised and will focus on key themes, including the L&D structure across the organisation (dispersed versus centralised), governance and prioritisation processes, protected time for learning, role requirements across the organisation, virtual instructor led training (previously called Virtual First), and online CPD platforms.

It should be noted, however, that the function faces a number of challenges at present. Resource levels within LTD continue to pose a risk to service delivery in line with the demands from the organisation. Whilst e-learning provides an efficient method of cascading training to a large target audience, the demands for e-learning products currently outweigh the modest resources within our e-learning department (2 permanent full-time staff). Whilst temporary resources are often secured for the delivery of project-related training, the lack of resource to support ongoing training requirements post project implementation, continues to present a challenge. Furthermore, even where temporary additional resource has been secured, it has often proven challenging to recruit suitable staff to these posts due to the temporary nature. Our Quality Assurance team has been operating at a reduced capacity in recent years as a result of staff re-allocations and the recruitment pause which has meant it has not been possible to advance with supporting Level 4 evaluations (organisational impact), or internally auditing the volume of courses that we should. Fluctuating Probationer numbers has also led to resourcing challenges within the Operational training department. As with the rest of the organisation, the impact of VR/VER is currently being assessed and solutions identified to manage the reduction in head count.

In addition to the above, particularly challenging has been the lack of continuity over the last few years due to a variety of reasons. Training pauses as a result of Op TALLA, COP26, and Op UNICORN, as well as the temporary closure of Tulliallan due to extensive pipe cleaning and maintenance, has impacted the ability of LTD to deliver the normal volume of training and, as such, the wait times for particular courses has risen. The most recent strategic training pause over December 2023 /January 2024 has also impacted some course waiting times.

2. ANALYSIS

Assurance Questions

Following discussions with SPA representatives in April 2024, it was advised that LTD should seek to answer to the following questions to provide assurance in relation to L&D needs being identified and addressed.

How do we know what the technical and behavioural learning needs are?

At a strategic level, plans to improve capabilities to meet current and future policing demands are documented within the Strategic Workforce Plan – these include digital forensics, cybercrime, intelligence analysis and public protection.

At the outset of any new training and development, whether this is a strategic gap or as a result of new legislation, new procedures, new equipment or audit recommendations, a Training Needs Analysis will often be undertaken to assess the actual training requirement. A new Training Request Form will be submitted to LTD from the respective business area which outlines the training requirement, timescales, costs, preferred format and any refresher elements. These are reviewed by our Training Business Partners and then considered at our monthly Senior Management Team meeting in respect of the LTD resource required and the sequencing of this with other training across the organisation. Where the abstraction is significant, these are escalated for approval at the SLDGB. All new training is tabled at this Board for oversight in any case.

Business As Usual (BAU) training requirements associated with the roles that officers and staff are undertaking are recorded on our SCOPE system as an 'approved training need'. These should align with our 'mandatory' training definition:

Either a statutory requirement to comply with legislation, policies, regulations and government guidelines, or identified by the organisation as compulsory in order to reduce risk. (Eg. Firearms, Public Order licensing requirements). It also includes instances where continued membership or accreditation of a professional organisation and maintenance of professional competence by an individual is identified as an essential requirement to meet the organisation's needs of the role.

These approved training needs are extracted twice a year by LTD and a training calendar is collated with delivery ideally in the locations required. For courses where demand exceeds capacity to deliver in the training period, we request that business areas prioritise officers/staff for attendance. Refresher training is scheduled in line with expiry dates and training is arranged in locations as required.

LTD hold the central budget for external training needs and a scrutiny process is in place for officers/staff who require training delivered by an external provider e.g. the College of Policing. Request forms, approved at Superintendent (or equivalent) level as being mandatory for the respective role, are routinely submitted to LTD for consideration and budget provision.

One of the themes in the forthcoming L&D Plan for the organisation is to review the role requirements attached to every role profile and to establish the associated mandatory training. This will enable a more structured mechanism for projecting, approving and reporting on mandatory training.

How do we know the learning solutions are fit for purpose in design and format?

The Police Scotland National Framework for Quality Assurance in Training and Education sets out a set of core principles against which programmes are measured and reviewed. All new approved learning programmes are subject to quality assurance sign off using the principles contained within the QA framework in relation to programme design, learning teaching and assessment strategies and programme evaluation.

All programmes carrying formal SCQF credit awarded by the Scottish Police College are subject to annual audit and independent monitoring by the QA function. This ensures programmes continue to meet the criteria for recognition on the SCQF. This includes regular evaluation of effectiveness and annual review of content. This process is extended to other non-credit bearing programmes where resources allow.

Effectiveness of quality assurance processes are demonstrated in continued external validation and recognition by both SCQF and SQA. This reflects effective processes in relation to programme design, delivery and independent QA monitoring of application of relevant processes.

All LTD Instructors undertake a comprehensive professionalisation programme through completion of a Police Scotland Professional Award in Training, Learning and Assessment. This ensures that all those involved in training delivery meet the Trainer Qualification standard as laid down in the QA framework. This ensures that all Trainers are suitably trained and skilled in programme design, effective delivery, learner assessment and student support.

As a Modern Apprenticeship provider LTD is also subject to external quality reviews by Skills Development Scotland and HMIE(S).

How do we know that the training content and delivery method has addressed the identified training need?

The QA framework lays down a strategy in relation to evaluation of the effectiveness of learning programmes using the Kirkpatrick model. Level 3 evaluations (application of learning in the workplace) are undertaken for all SCQF credit bearing programmes on a 2-yearly basis which allows a feedback loop into programme design. Where capacity allows, the QA function conducts independent and impartial evaluation of other core critical programmes, where requested, or works with business areas to help develop effective evaluation strategies.

As part of the QA framework and audit process all business areas are expected to evidence appropriate local evaluation processes to ensure that content remains current and aligned to learner needs. In addition, evidence of a minimum 2 yearly review of content and programme design is expected. Much of this will be based on learner feedback.

How do we ensure we are maximising the impact of our training products?

The Virtual Instructor Led Training theme within the L&D Plan will seek to transfer, where appropriate, face to face classroom courses into either a virtual classroom delivery or an e-learning format. Where appropriate, this will enable training to be delivered in a more efficient manner, reducing the need for travel and the provision of catering and accommodation. However, this will also increase accessibility for officers and staff attending virtual training and will enable e-learning products to be undertaken at a time suitable to each individual officer/staff member.

In addition, face to face classroom-based training is scheduled locally where possible in order to ensure accessibility and maximum uptake rates on courses.

The aforementioned SLDGB has oversight of all planned training and for ensuring that the organisation can absorb this in order that the target audience can be abstracted to undertake each training product. Where absorbability is a challenge, the Board is responsible for prioritising the delivery of training products to ensure that those carrying the highest risk are delivered ahead of others.

LTD have produced a Learning Dashboard, comprising of completion rates for selected mandatory or priority training products, which can be drilled down to business area, team and individual PSI numbers as required. This is designed to show the health of the organisation in relation to priority training and encourage completion where required. The training products which feature on this will change depending on those that should be the focus for completion at any given point in the year. It is anticipated that this will assist in flattening the curve of abstractions for e-learning in particular. At present, the courses which feature on this are OST, Data Protection, CBRN Initial Operational Response, Fire Safety, Hate Crime and ACRA. Our most recent EDI module is due to be added to this imminently in place of Hate Crime for which the deadline has now passed.

How do we ensure there are developmental opportunities?

LTD provides a variety of CPD offerings including 15 facilitated sessions (Empower Hours) every month to support officers/staff develop deeper self-awareness and encourage positive behaviour change. 4 sessions each month focus specifically on a range of inclusion topics including bias and institutional discrimination. In addition, subject-specific CPD events are regularly hosted by both LTD and other business areas across the organisation. Some are more formal than others e.g. Firearms who have a very specific set of CPD requirements for officers to remain competent in their specialism. The Leadership & Talent team also offer a range of leadership development products.

HowTo is our online CPD platform which all officers/staff have access to and contains over 2,000 learning resources covering a range of topics, including personal skills, business skills, leading people and teams, as well as leadership and strategy. The learning resources suit a range of learning styles and busy work schedules with most resources taking between 2 to 20 minutes to complete.

In addition to this, a small number of business areas have procured LinkedIn Learning licences (approx. 400 licences in total) including Digital Division, the Analysis & Performance Unit and Demand & Productivity Unit. Again, this platform currently offers courses and learning paths in a wide variety of topics including professional development, career development, technology (Microsoft products), wellbeing, customer service and leadership. These range from bite-sized videos to in-depth courses.

Within the forthcoming L&D Plan, there is a theme on online CPD platforms including assessing the available options, benefits and costs to the organisation.

Next Steps

The L&D Plan is currently being finalised and progress against this will be reported through the SLDGB. If the SPA People Committee requires, updates on this can also be tabled at future meetings of the Committee to provide assurance of progress within the area of learning and development. Additional information can be reported as required.

LTD also extends an invite to any SPA Board Members who wish to visit one of our training hubs to observe any specific training being delivered and to discuss any areas with LTD staff/officers in more detail.

3. FINANCIAL IMPLICATIONS

3.1 There are no financial implications in this report.

4. PERSONNEL IMPLICATIONS

4.1 There are no personnel implications in this report.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications in this report.

6. REPUTATIONAL IMPLICATIONS

6.1 There are no reputational implications in this report.

7. SOCIAL IMPLICATIONS

7.1 There are no social implications in this report.

8. COMMUNITY IMPACT

8.1 There are no community implications in this report.

9. EQUALITIES IMPLICATIONS

9.1 There are no equality implications in this report.

10. ENVIRONMENT IMPLICATIONS

10.1 There are no environmental implications in this report.

RECOMMENDATIONS

Members are invited to discuss the above report.