



# POLICE LEARNING & DEVELOPMENT 2025: DESTINATION MAP OVERVIEW

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## 1. Introduction

The National Police Chief's Council (NPCC) and Police and Association of Crime Commissioners (APCC) have set out their vision for the future of policing in their joint *Policing Vision 2025*.

The Open University's (OU) Centre for Policing Research and Learning (CPRL) and The Mayor's Office for Policing and Crime (MOPAC) are supporting the transformation process through the Initiating Transformation of Police Learning and Development Project (ITPLD). This work engaged all police forces in England and Wales and is intended to support the transformation of training, learning and development (L&D) to support the realisation of *Vision 2025*.

Understanding what the post 'transformation' landscape looks like and how it might link to effective delivery for policing and publics alike are key questions. Understanding in these areas would provide:

- Strategic policing practitioners with a model against which they could benchmark their and other's activities,
- L&D professionals with a model for integrating and aligning delivery to meet force/ agency priorities, and
- Individual learners with a framework against which to understand their opportunities and responsibilities.

In addition, it would also describe a 'destination' from which key activities, events and processes necessary to realising the vision might be identified, mapped, and navigated to.

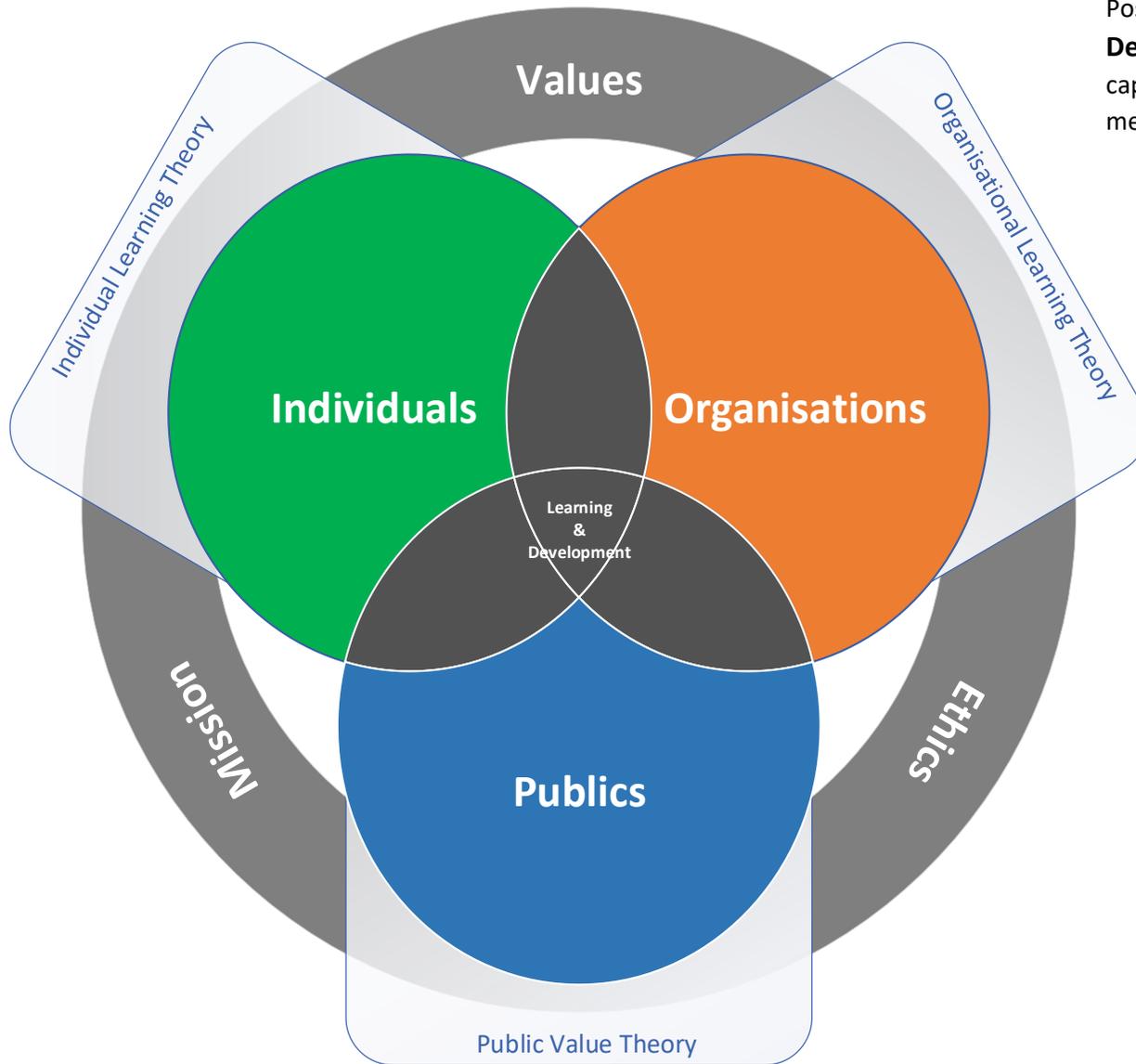
The Destination Map presented here has been developed as an approach to tackling these challenges and seeks to provide strategic leaders, L&D professionals, and policing more widely, with a model which they can use to help guide them successfully into an uncertain future.

The Destination Map was developed collaboratively between academics and police practitioners from a variety of disciplines, not least L&D specialisms. The initial thinking has been refined and shaped through the feedback of numerous reviewers. The research team is grateful to everyone who has contributed to the development of this model, and in particular to the invaluable contribution of Philip Knox (PSNI), Arif Nawaz (GMP), Janet Prescott (Staffs) and Peter Ward (East Midlands) in supporting the initial and subsequent shaping of this work.

**Note: 1)** This document is intended primarily for use by those within organisational executive teams and within L&D functions (at both leadership and operational levels).

**2)** It is designed to provide an overview of the Destination Map and should be considered along with the PLD2025 DM (narrative) version.

### 3. The Destination Map



Positioned at the centre of the Destination Map **Learning and Development** functions are considered key to delivering the flexible, capable and fit for purpose organisations and workforces required to meet the challenges facing policing.

The Destination Map has three **Core Domains**:

- Publics
- Organisations
- Individuals

The Core Domains are directly aligned with and supported by three **Knowledge Domains**:

- Public Value Theory
- Organisational Learning theory
- Individual Learning Theory

The Destination Map’s nine **Attributes** map across the three core thematic domains:

Attributes		Core Domain		
		Publics	Organisations	Individuals
1	Empowering and enabling all people across the organisation to access appropriate developmental and learning resources			
2*	Adding value to publics, organisations and individuals			
3	Learning approaches encompass Learning pathways - accredited and informal			
4	Maximising the benefit of technology			
5	Creating an adaptive workforce			
6*	Values, Ethics, and Mission driven			
7*	Based on the best available evidence of practice and theory			
8	Delivering a valued and effective contribution to organisational strategy, performance and value			
9	L&D functions support policing to be learning organisations			

The Destination Map (above) was developed from an understanding of the **Attributes** or elements that policing organisations and L&D function capable of meeting the challenges of Vision 2025 and beyond require.

They describe the features of the destination map and are therefore integral to it.

They provide ‘landmarks’ to support ‘travel’ towards developing not only L&D strategies, activities and approaches but also those of wider policing organisations.

Delivery of the Destination Map is supported by seventeen (17) **Essential Delivery Criteria**:

Essential Delivery Criteria		Core Domain		
		Publics	Organisations	Individuals
1	Systems and processes for understanding the skills and knowledge capital (skills and knowledge held by personnel irrespective of source) within the organisation			
2	Understanding of internal and external demand for police service and on police services to support short, medium and long-term L&D planning and delivery			
3	Systems and processes for understanding L&D requirements at organisational, function and individual level via skills audits and training needs analysis			
4	Systems and processes to identify patterns across L&D activity to inform decisions			
5	Systems and processes for accurately assessing the cost and value of L&D activity			
6	Executive, middle and front line buy in of the value of L&D activities			
7	Learning content informed by learning design			
8	Multi-modal (inc digital) design and delivery of and access to L&D offerings to support anyplace anytime learning access			
9	Clear signposting to development and learning resources to empower users to take ownership of L&D			

The **Essential Delivery Criteria (EDC)** are considered essential conditions to the delivery of the Destination Map, although they are not descriptors of it. As a result, they support delivery activity by providing police practitioners with criteria against which they can consider their ‘journey’ towards the ‘destination’ described in the Destination Map.

They are however explicitly not intended to represent tick boxes on a delivery list, products or tactics or a maturity matrix, since it is anticipated that the ‘answers’ to the questions that they pose will be different across organisations and over time.

10	Three-fold Quality Assurance: a) of design b) of delivery c) of impact	Blue	Orange	Green
11	Risk aligned levels of QA scrutiny and complexity	Blue	Orange	Green
12	Embedded and effective feedback culture	Blue	Orange	Green
13	L&D personnel selected for aptitude and potential and provided with training and skills via appropriate learning pathways	Grey	Grey	Green
14	L&D strategic activity informed by, and delivery undertaken by, individuals with appropriate L&D experience and qualifications	Grey	Orange	Green
15	Key partners and authorising authorities are engaged and supportive (College of Policing, NPCC, Home Office, PCCs, Local Govt partners, etc)	Blue	Grey	Grey
16	Organisational and personal reflective practice embedded	Grey	Orange	Green
17	External and internal Value creation	Blue	Orange	Green

Here the **EDC** are mapped against the Core Domains to suggest their applicability.

Several of the **EDC** operate across two or more Core Domains. This alignment against the Core Domains is not intended to be fully fixed, and where circumstances suggest alignment a difference it is envisaged that circumstance will override design.

In addition to the 17 Essential Delivery Criteria an additional number Supporting Criteria were identified during the design of the Destination Map. These are not critical to the delivery of the Destination Map but were they to exist it would provide further support for its existence and effectiveness. These additional criteria are set out below for information.

It is recognised that some of these criteria may be beyond individual policing organisations ability to deliver, and are therefore aspirational, however since one of the purposes of the Destination Map is to be provocative and describe a landscape beyond that which is currently understood, these remain valid.

Supporting Criteria	
1	A single, national police learning environment
2	A nationally consistent L&D framework
3	Interoperability between L&D structures, services, frameworks and outcomes
4	Defined learner standards and objectives
5	Review and monitoring of external systems and processes to understand impacts on organisations L&D activities and aspirations
6	Outcome not output based measurement systems
7	A model for determining return on investment for L&D activity
8	Defined subject benchmarks for L&D delivery and design
9	Inspection systems and processes that recognise and reward efficacy as well as efficiency
10	Mapping and linking of L&D requirements at national, regional, local, unit and individual level
11	Matching pedagogical approach to requirements

12	Matching L&D tools to requirements (reach, scale, imperative etc)
13	The development of case studies to demonstrate the value of L&D to organisations and the public
14	Aspiration to 70, 20, 10% approach
15	The development of effective communities of practice
16	The ability to identify and share innovative practice, thinking and learning rapidly and effectively
17	The identification and testing of models and learning from outside policing (EBP)
18	Recognise the benefit of interdisciplinary approaches and actively use this approach where appropriate
19	Utilising and leveraging the learning and evidence resources already with police organisations (personnel engaged in higher education and research on policing problems) to utilise and focus activity to meet organisational learning goals
20	Establish a unified model for organisational research boards which link individual organisations regionally and nationally to avoid duplication, and exploit common goals and economies of scale
21	Link L&D to wellbeing and support
22	Establish the right governance mechanisms for L&D to ensure that it has appropriate representation at executive level and is considered as a strategic asset and delivery driver for policing organisations
23	Provide and incentivise mechanisms for individuals to update and manage their own skills audit
24	Active engagement with staff associations

#### 4. L&D Functions as the 'Engines' of Delivery



In designing the Destination Map police L&D functions are considered central to its realisation, acting as the 'engine' of organisational delivery through leveraging their unique ability to shape the skills, attitudes and capabilities of the workforce. These factors should be central to delivering an organisation's strategic vision and tactical outcomes. The alignment of short, medium and long term organisational and L&D strategies, and thus L&D activity, to ensure that the workforce is effectively aligned

against current and future requirements appears to be key to meeting the challenge of Vision 2025 and suggests that L&D should play a more central role in organisational activity than is sometimes the case. In this model Organisational Strategy and L&D strategy are intrinsically linked. They both inform and support each other.

Performance measurement is the means by which delivery is measured, and by which L&D functions can assess the gap between required and current capabilities, use this analysis to adjust delivery and thus create and maintain a workforce aligned to the organisational strategy and requirements.