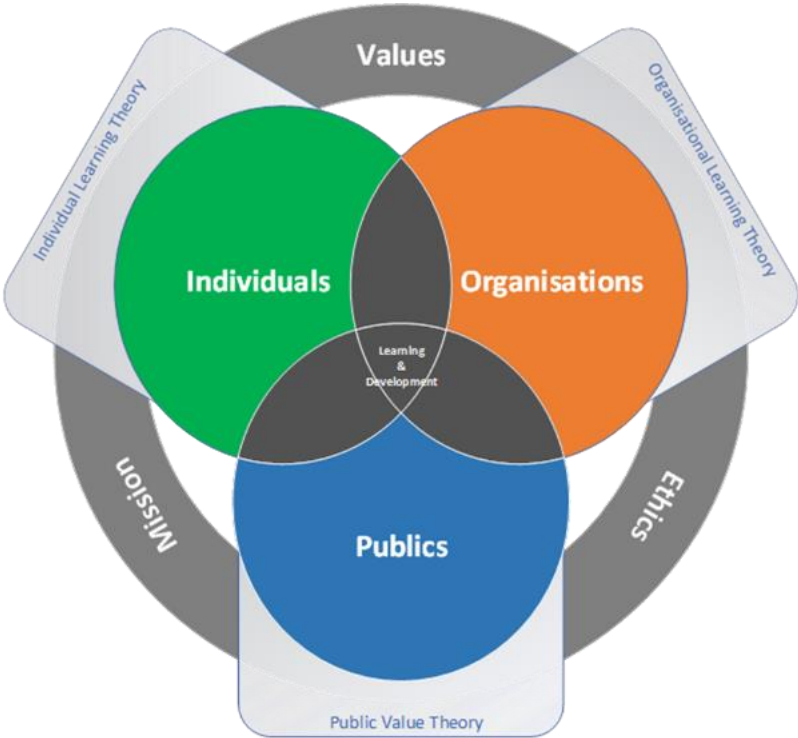


# POLICE LEARNING & DEVELOPMENT 2025: DESTINATION MAP



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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.

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. The challenge of Vision 2025

“By 2025 policing will be a profession with a more representative workforce that will align the right skills, powers and experience to meet challenging requirements.”<sup>1</sup>

The vision of the future of policing set out by Vision 2025 covers a range of areas, one of which is the need to create a workforce that is flexible, adaptable and capable of operating effectively within an increasingly complex landscape of demand and expectation. The creation of such a workforce has obvious implications for L&D functions within policing, since they are responsible for equipping current and future workforces with the skills, capabilities and knowledge required to meet the aspirations of that vision.

Two critical questions arise from this challenge:

1. What might the future landscape look like, and therefore the shape of policing and its L&D requirements.
2. How might value be described in the delivery of L&D functions in that future state.

It is far simpler to ask these questions than to answer them; predicting the future is a notoriously difficult task which many have tried and failed. Small changes in initial conditions can cause large variations in outcome, and events beyond current thinking on what is likely to occur can and often do happen. Even if it were possible to say with some certainty what a future destination for L&D might look like describing how to get there, given the unknown nature of the landscape that needs to be traversed, the different starting points from which organisations might start initiate their journeys, the different routes they might take to get there and the different capabilities, tools etc that they might require to help them along the way, poses further, equally challenging, questions.

How then might an approach be devised that is not dependent on any particular starting conditions and is flexible enough to allow practitioners to journey towards it, via a variety of routes, across an, as yet, unmapped and unknown landscape? It is clear that whatever it might look like it cannot presume any particular capabilities, starting points or abilities for those making the journey, and given these factors and the unknown nature of the landscape providing a step by step guide (i.e. do A, then B, then C etc) to reaching it seems doomed to failure. The purpose of this paper is to propose an approach to answering this challenge, but first it is necessary to address the second question posed above; that of what ‘value’ might be in this context.

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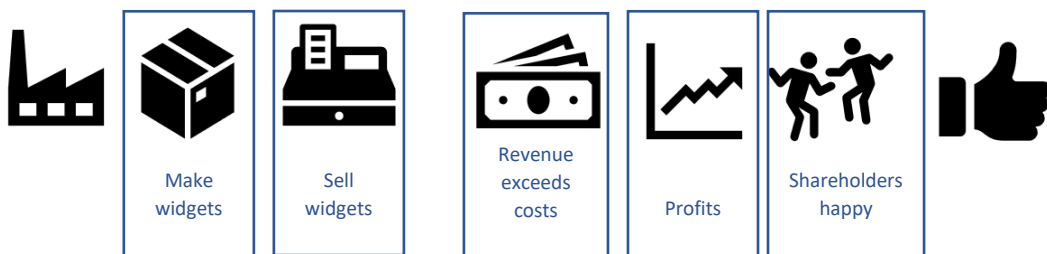
<sup>1</sup> NPCC and APCC Vision 2025

## 2.1 Creating Value: Private and Public approaches

The descriptions that follow are of necessity outlines and there is a rich body of research and discussion available on the nature of public and private value for readers who wish to delve deeper into these subjects, however a general understanding of the difference, and public value in particular, is necessary to an understanding of the model for the future state of L&D in policing being proposed here.

Broadly in the private sector if a company, let's call it 'Widget Corp', has a factory that produces a product, let's call them 'widgets' for the sake of argument, and sells those widgets for more than the cost of production, transportation, marketing etc they create profit. Profit creates shareholder value and shareholder value makes shareholder happy; as illustrated in the diagram below:

Figure 1 –A private value chain



Because the range of outcomes and the nature of what constitutes value is 'relatively' narrow it is easy to see how Widget Corp delivers value to its shareholders.

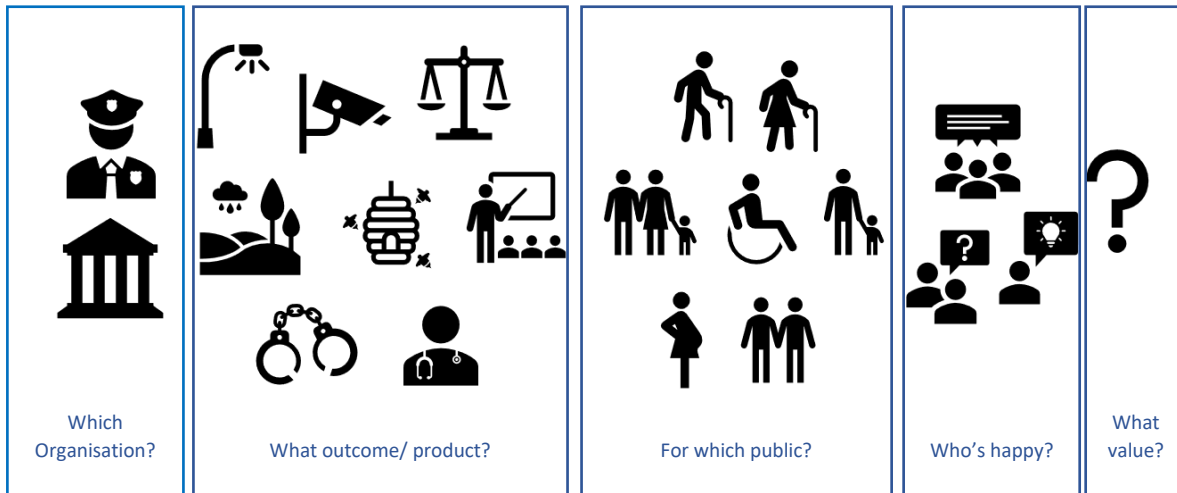
In the public sector things are potentially more complex; there are a large variety of public sector organisations with obligations and delivery requirements that may be more complex, and less financially focused, than the private sector value chain described above. There are of course private sector organisations with complex delivery and value chains, and some of the value they produce may be in forms other than money or share price, but for the sake of brevity we will not explore these here.

The questions of what public sector organisations should direct their limited resources towards and what value they should create are both complex (they are dependent upon multiple factors that interact in potentially unpredictable ways) and contested (there is often no one right answer that everyone can agree on, or conversely many potential 'right' answers that no one can agree on, depending on your point of view); for instance, should activity be directed towards providing more/ better education, criminal justice, security, protecting the environment, saving the bees or a myriad of other no less worthy outcomes? To complicate things further the recipients of outcomes produced by public sector organisations, the publics, are not homogenous; they consist of different groups of people who coalesce or diverge around different causes and opinions on what is important, what should be done, and how it should be done (hence the use of the plural 'publics'). Often this creates different opinions amongst different 'publics' and in some cases these differences of opinion can be stark; 'Brexit' provides a good example of this effect; there is no consensus

around what the right answer is or how it should be achieved demonstrating the contested nature of delivering value in the public sphere.

This potentially greater complexity of this public delivery space is illustrated in the diagram below:

Figure 2- A public value chain



Given these challenges how can we think about value and its creation in the public space?

One useful definition has been developed by Professor John Bennington (2011)<sup>2</sup> who sees public value as:

*“a contested democratic practice which critically addresses the question of what adds value to the public sphere”.*

In this approach public value is seen as comprising two elements;

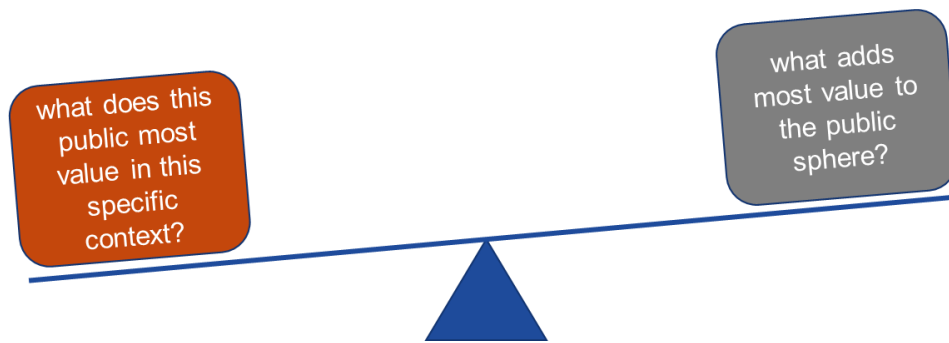
- 1) What does this public most value in this specific context, and
- 2) what adds most value to the public sphere?

The two elements (illustrated in Figure 3) can be seen as two sides of an equation and may or may not be aligned; simply giving a public what it says it wants may have unforeseen (or even foreseen) consequences for other publics (i.e. the decisions in healthcare regarding access to drugs where affording all treatments is not an option) and may not actually be what adds value in any broader sense.

<sup>2</sup> Benington, J. (2011). From private choice to public value. In Benington J and Moore M (eds) Public value: Theory and practice. London: Palgrave Macmillan. pp31-49



Figure 3 -The public value equation



Note that in the case of the left-hand element of the equation the language used is deliberate and precise; what does 'this' public most value in 'this specific context'. As noted above different contexts will create different publics with differing views on value; using the health care analogy again if you suffer from a rare disease you will see value in providing you with the high cost treatments you need to survive, but users of elderly care support who do not have your rare condition may think that the money should be spent on elderly care support instead; in a world of finite resource and money who is right and who gets to decide who is right?

In these cases, it is not necessarily a case of right or wrong (although it may be), and it is here that one of the key leadership roles for those delivering in the public space becomes apparent. Part of that leadership role is to try to answer the question posed by the second element of the public value equation, 'what adds most value to the public sphere?' Finding the balance point between the potentially many conflicting views of the potentially many publics and what actually adds value in that particular circumstance is where public value is created and delivered. The answers to the value questions posed in the public sphere will inevitably be contested, even if one public agrees others are likely to disagree.

It is this public value model that underpins the Destination Map.

### 3. The concept and function of the Destination Map

Before describing the Destination Map in detail, it is worth saying something about how this model is designed and intended to be used. As discussed above the future landscape is unclear, as are the routes to reaching any particular point within it. The Destination Map does not therefore set out a set of steps to take, or waypoints, to reach a future state for L&D within policing; rather it seeks to create a 'conceptual location' which police services and practitioners can aim towards on the journey to 2025 and beyond.

The challenges set out in Vision 2025 and those that will actually be faced by policing undoubtedly require new ways of seeing, thinking about, and doing policing. The Destination Map is deliberately designed to encourage new ways of thinking about L&D in policing, and to do this its concepts, constructs and language are intended to create discussion, and feel unfamiliar. A good example is the use of the plural 'publics, organisations, and individuals' to describe the three core domains of the model (discussed in section 4.1).

The Destination Map is designed to allow executive teams and PCCs to consider a model of delivery that embeds L&D at the heart of organisational delivery; leaders in L&D to consider how to develop and deliver L&D activity, and for individual learners within organisations to consider their contribution to the wider creation of external and internal value, as well as their obligations to take responsibility for their own learning. By providing a common framework it seeks to create a commonality of language, approach and thinking that is intended to facilitate communication, planning and delivery across and between these strategic and operational spaces.

Lastly although the model is orientated towards police L&D functions, it implicitly requires thinking about the broader organisational cultures, structures and approaches within policing, as its realisation will potentially require change across all of these spaces.

## 4. A model for the future of L&D in policing

Naming an unknown place is possible, but without understanding something about what makes up that place (its attributes) it is difficult, if not impossible to get a real sense of the place any name is attempting to describe. The Destination Map was developed by trying to understand what attributes future L&D (and wider organisational) functions would need to have if they were to create capabilities able to meet the challenges of 2025 and beyond; it was only after they had been described that a name could be arrived at. Using this approach of describing a place through its attributes (rather than by a name) and a process of co-production, consultation and refining between police and academic practitioners nine attributes were developed to describe the features of 'the 'place' that L&D should reach to operate effectively within any the future landscape:

*Table 1 – The Core Attributes of the Destination Map*

Attributes	
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 accredited and informal learning pathways
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

Although these Attributes are presented in a numerical sequence this is not intended as a ranking, and it is envisaged that different organisations in different spaces will engage them in an order that makes sense in their context.



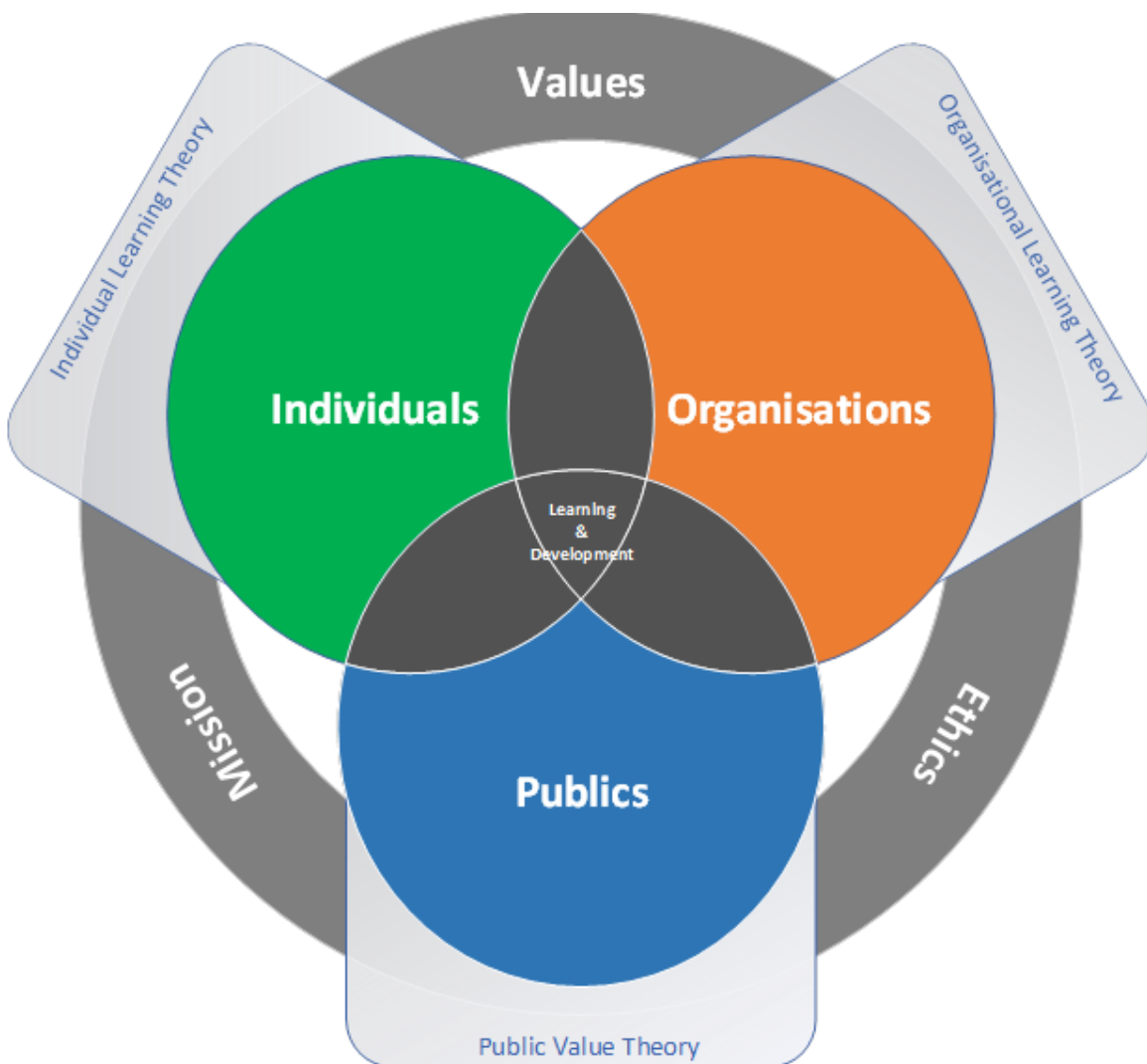
Having described the attributes a sense of the shape of the destination begins to emerge as a space that Learning & Development functions could aim towards in their journey from here to there.

Whilst each of the attributes is a core part of the destination description some appeared to operate at a more fundamental level than others, and these are denoted by asterisks in the table above.

These fundamental attributes were used as components to develop the Destination Map which is described in section 4.1 below.

#### 4.1 The Destination Map

Figure 4 - The Destination Map



The Destination Map seeks to fulfil two primary purposes:

- a) To provide a visual description of the Destination Map in terms of its attributes and their relationships to each other
- b) To provide additional information about the nature of the L&D and organisational functions envisaged in the Destination Map, as illustrated by the contribution of the fundamental attributes below:

Attribute 2 identifies the need to create value for publics, organisations and individuals within those organisations; within the Destination Map the relationship between these entities creates the three Core Domains within the model. Note that the three components are described in the plural; this is derived from the public value approach that underpins the Destination Map; as there will rarely, if ever, be a single entity with a single view on any given subject in any of these spaces. Accordingly, the language used, and the representation as a Venn diagram, are deliberately designed to reflect this space that requires active balancing of the different voices and needs expressed in particular contexts in the public sphere.

L&D functions within policing organisations (and indeed those organisations more broadly) must fundamentally deliver value externally for their publics (that is their primary purpose), through for instance ensuring workforces are knowledgeable and skilled in the use of powers, and how to apply them fairly and without prejudice. However, value also needs to be delivered for the organisation itself and the for the individuals who work within it. These three components are not independent or static variables but interact with each other in complex ways, and accordingly the Destination Map reflects this interconnectivity. Here public value theory is helpful; it is not simply a case of understanding what do a particular set of people, in a particular domain, in a particular context, want, but perhaps more importantly what actually adds wider value.

Attribute 7 identifies that each of these Core Domains must be underpinned by evidence-based theory and practice, and in the Destination Map this requirement is explicitly recognised by the inclusion of the three Knowledge Domains aligned against them. Notice here that the attribute is described as being 'based on the best available evidence of practice and theory', again the language is deliberate, as knowledge of practice and theory changes over time, and therefore so do the current best versions of them. This implicitly requires the continual consideration of what is the current 'best evidence', and therefore this consideration is envisaged as an active and iterative, rather than a passive, activity.

Attribute 6 speaks to the fundamental need for all delivery to be undertaken within the bounds of an ethical framework, aligned to the values and mission of the organisation undertaking the delivery. Because these factors underpin all activity they encircle the whole model as a visual representation of their all-encompassing importance within the Destination Map approach. They operate both specifically within each of the Core Domains (individuals must act ethically, as must organisations etc) and more generally across the whole model.

L&D is placed at the heart of the Destination Map, to support the delivery of Attribute 8. Here L&D is envisaged to be not only the central pivot point around which activity within the Core Domains is mediated and delivered, but also the engine of organisational change and delivery, of which more will be discussed later in section 5. The remaining Core Attributes exist within the bounds of this model and are considered no less important to the creation of a L&D capability able to meet the demands of any future policing landscape.

## 4.2 Supporting infrastructure



Like built environments the Destination Map requires a supporting infrastructure. In the case of the built environment this would be things such as utility supplies, roads, etc, which enable it to exist and function; in the case of the Destination Map 17

Essential Delivery Criteria were identified, acting in the same way, to provide the supporting structures that allows it to exist and function:

Table 2 – The Essential Delivery Criteria of the Destination Map

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

These criteria are considered as absolute 'must' requirements if the Destination Map is to be realised. Again, although, like the Attributes, they are presented in a numerical sequence this is not intended as a ranking, and it is envisaged that different organisations in different spaces will engage them in an order that makes sense in their context. In addition, they are 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. Further narrative on these criteria is provided in Appendix A.

#### 4.3 Wider infrastructure



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 at Appendix B for information.

## 5. L&D Functions as the ‘engines’ of delivery

Attribute 8 of the Destination Map requires L&D functions to ‘deliver a valued and effective contribution to organisational strategy, performance and value’; but how might this be achieved?

One consequence of the function of L&D within an organisation is that it has direct and indirect contact with the entire workforce, from its most senior to its most junior members, throughout their careers, from the moment they enter the organisation and at numerous touch points throughout, until the day they leave. The learning, understanding, and alignment with the ethics, mission and values of the organisation instilled during these contacts and interactions should represent a major contributor to the skills, competence, thinking, orientation and attitudes of the personnel within an organisation and should certainly be one of, if not the most, significant deliverer of organisational orthodoxy (what the organisation actually wants personnel to know, think and deliver). On this basis L&D functions have the potential to act as the ‘engines’ of organisational change and delivery, since they are uniquely placed to shape the skills, attitudes and capabilities of an organisation’s personnel to meet whatever its requirements might be. This ability to align these factors is particularly important in organisations, such as policing, where the asset responsible for the delivery of value is predominantly its workforce.

L&D is therefore placed at the centre of the model deliberately; here it is intended to perform the two key functions of acting:

- 1) As the pivot point through which activity, learning and capability is created across the three Core Domains of the Destination Map, and
- 2) As the ‘engine’ of the delivery for organisational change and capability

In order to achieve these aims L&D needs to be well connected to the strategic, performance and operational spaces within policing organisations; however, the evidence gathered during the ITPLD Project suggest that in policing this is not always the case.

Figure 5 (below) sets out a model of how L&D is envisaged to operate within the Destination Map; here organisational strategy and L&D strategy are explicitly linked in a symbiotic relationship; L&D strategy links activity in L&D to the requirements of organisational strategy, and organisational strategy is, in turn, informed by L&D strategy and activity. L&D equips personnel with the skills etc to deliver against its organisation’s strategy, and in doing so aligns and shapes the capabilities of the personnel and their organisation to deliver the strategic vision.

In particular, where L&D delivery employs experience and socialisation as part of the model of learning delivery (i.e. the 70:20:10 model etc) the role of L&D becomes potentially even more critical. It is often in the 90% space (70%+20%) that personnel learn not what the organisation wants them to know or how to behave, but how things ‘really are’, through enculturation and learning from others who are not fully



aligned with current or organisationally desirable practice. In these approaches L&D must actively engineer the 90% space to ensure key influencers (such as tutor officers, and leaders at all levels), and indeed the wider workforce, are aligned to and deliver learning that is supportive of and not in opposition to requirement.

The development and use of performance measures as well as their linkage to both L&D and wider organisational activity are a key part of the approach to ensuring that L&D activity is strongly linked to the strategic aspirations of the organisation. Performance measures should provide data to assess the alignment of delivery of activity against strategy, and to identify any gaps or opportunities that can then be addressed or exploited through L&D activity, through for instance the further alignment or realignment of the workforce's skills, knowledge and practice to align more accurately with the desired outcomes through direct feedback into L&D strategy and activity. However, in this context the words attributed to Albert Einstein resonate:

*“Not everything that can be counted counts, and not everything that counts can be counted”*

Importantly here performance needs to be qualitative (how the impact was felt, perceptions of victims etc) as well as quantitative (how many, how long, how much), with measurement considering outcomes (effect and efficacy etc) as well as outputs (how many, for how long etc) being equally, if not more, important to assessing impact and performance.

Figure 5 – A model of the influence of L&D within organisations



## 6. Conclusion

The Destination Map presented here has been derived from a combination of police and academic knowledge and experience. It has been further refined and tested by policing practitioners across the UK, and has been designed to provide policing professionals with a model against which to consider their journey to meet the aspirations of *Vision 2025*.

Following this metaphor of a journey from here to there, the Destination Map sets out to describe the future destination and the criteria that support its existence. Importantly in doing so it also provides a point of focus for this journey, and the contemplation of the requirements and planning necessary to undertake it and meet the challenges undertaking such a journey infers.

The Destination Map should therefore be used as both a provocation to planning and thinking in contemplating this challenge, but also, given its genesis, as a model to support policing professionals across organisations and levels to do so through the provision of a concrete vision of what that destination might look like.

Like all journeys there may be a number of viable routes to reaching the destination, partly predicated on the starting position, some of which may have differing costs and benefits that will recommend them to organisations in different spaces and times.

It is recognised that by setting out the Destination Map there is a potential risk that policing practitioners at all levels may be daunted by the gap between where they perceive they are and where the Destination Map suggests they should be, and the apparent length of the journey they must undertake. The conceptual and practical elements of the Destination Map are not envisaged as being delivered in a project with finite delivery schedules (although they might be delivered in this way), but rather as goals that policing organisations and practitioners can work towards over time as they journey into the future. The future will arrive regardless of the implementation of the Destination Map, but it is hoped that if the attributes described are developed and delivered it will support the ability of policing organisations to better meet the requirements they face on that journey by providing a sense of focus and purpose to their journey, and a concrete set of L&D and wider organisational capabilities at its end.

As the proverb says:

*'Every Journey begins with a single step'*

However, in order to get to a specific somewhere, not just anywhere, a sense of what that 'somewhere' looks like and, potentially, many further steps are required.



Appendix A: Essential Delivery Criteria - Additional information

Essential Delivery Criteria	Narrative
<p><b>1</b> Systems and processes for understanding the skills and knowledge capital (skills and knowledge held by personnel irrespective of source) within the organisation</p>	<p>Linked to essential delivery criteria (EDC) 3 - Understanding and mapping the knowledge and skills of personnel within an organisation is a good starting point for being able to leverage these skills to deliver for the organisation, and to deliver wider public value outcomes. Formally accredited educational qualifications (degrees etc), professional qualifications (PRINCE2, externally qualified first aider etc), and skills (languages etc) would be mapped and used innovatively to enhance or drive delivery. In addition, knowledge of what research projects personnel are involved in (in private or funded study) allows a) those research areas to be aligned to organisational requirements, b) the finding to be used to inform organisational learning and practice. To do this successfully systems and processes need to be designed and embedded in organisations to capture and exploit this data.</p>
<p><b>2</b> Understanding of internal and external demand for police service and on police services to support short, medium and long-term L&amp;D planning and delivery</p>	<p>Police services/ agencies can be reactive to their immediate demand environments which may make it difficult to think about and align to longer term requirements. In addition, their demand, resource and budgetary planning is often hampered by a lack of long-term certainty, often caused by external factors over which there is little internal control. As a result L&amp;D functions are often informed at the end of decision-making processes rather than engaged at the initial planning stage. Here it is envisaged</p>

		that organisational and L&D strategy need to be aligned so that short, medium, and longer term planning and delivery activities can be aligned.
3	Systems and processes for understanding L&D requirements at organisational, function and individual level via skills audits and training needs analysis	Aligned to EDC 1 - It is necessary to create and embed systems and processes that capture the professionally relevant knowledge and skills requirements needed at all levels of delivery within an organisation to ensure that learning and delivery is targeted appropriately.
4	Systems and processes to identify patterns across L&D activity to inform decisions	Collecting, measuring and analysing data on learners and learning activity are essential tools for organisations to measure the progress of learners and learner engagement and experience. It enables them to understand what is working and supporting individuals contribute to their own CPD, the organisational goals and service delivery. Adequate systems and processes for capturing this data are therefore essential.
5	Systems and processes for accurately assessing the cost and value of L&D activity	The opportunity cost of an officer or member of staff attending a course/ undertaking a course of learning is relatively easy to calculate. Understanding the value of the outcome of that activity at an external, organisational and individual level is more challenging. L&D activity is currently often seen as a cost to organisations, but in order to properly calculate the value of L&D activity the second, value, type of calculation is critical to determining both the return on investment from particular activities but also their value, which may need to be calculated in a 'currency' other than 'cashable benefits'. Being able to do so provides executive teams, and L&D leads, with measures that would allow more effective discussions to inform L&D strategy and delivery. In

		order to achieve this the units of measurement need to be determined alongside the development and delivery of systems and processes to capture, analyse, and interpret them.
6	Executive, middle and front line buy in of the value of L&D activities	Linked to EDC 15 - In order for L&D to be successful leaders at every level of the organisation need to 'appreciate' the need for Learning and Development at both an organisational and individual level, the value L&D provides and the expertise L&D practitioners can add to the organisation. Organisational leaders create authorising spaces, without which delivery becomes challenging if not impossible.
7	Learning content informed by learning design	Learning content should be derived from and aligned to the requirements it was intended to fulfil. Understanding the requirement and aligning the inputs to outcomes and outputs requires a deliberative and critical design process.
8	Multi-modal (inc digital) design and delivery of and access to L&D offerings to support anyplace anytime learning access	L&D offerings should be available in a variety of formats and accessible on a variety of platforms to suit the learner's diverse requirements, and access should be available anyplace and anytime to facilitate different learning habits and requirements, as well as learning inside and outside of the work environment.
9	Clear signposting to development and learning resources to empower users to take ownership of L&D	Ensuring that learners within organisations can find, access and use learning resources is a key first step to creating a culture of personal responsibility for lifelong learning that is the mark of organisations who prioritise and encourage learning and development opportunities.
10	Three-fold Quality Assurance: a) of design b) of delivery c) of impact	Linked to EDC 11 - All stages of L&D activity should be subject to independent QA, so that the quality, effect and efficacy of the design delivery and impacts are understood.

11	Risk aligned levels of QA scrutiny and complexity	Linked to EDC 10 - In an environment of finite resources ensuring that the greatest depth, breadth and detail of scrutiny is aligned to the highest risk areas ensures that QA activity is appropriately focussed on business and risk priority areas (e.g. if it's absolutely critical that a sexual offences course delivers certain capabilities then spend more QA'ing it's design, delivery and impact in more detail than say a voluntary creative writing course, which has limited external impact).
12	Embedded and effective feedback culture	Linked to EDC 16 - Creating a safe organisational environment where mistakes and errors (both human and systemic) can be openly aired and discussed, good practice recognised and assessed for replication, and personal and organisational learning can take place is a critical component of creating an environment where reflective practice and ongoing learning can take place. It also supports the development of learning organisations.
13	L&D personnel selected for aptitude and potential and provided with training and skills via appropriate learning pathways	L&D skills can be taught, the aptitude and attitude to be an effective L&D professional are more difficult to instil. It is suggested that 1) there should be learning pathways designed and available for L&D strategic and tactical professionals to access throughout their careers to facilitate their personal and professional development, and that 2) when recruiting recognise that aptitude may be more important than apparent qualification level, especially if element 1 is in place to provide access to the necessary technical knowledge and skills required.
14	L&D strategic activity informed by, and delivery undertaken by, individuals with appropriate L&D experience and qualifications	Strategic level L&D activity and planning should be informed by suitably qualified and experienced L&D professionals to ensure that decision makers are properly informed



		when discharging their duties (this is analogous with tactical advisors in public order or firearms scenarios providing expert technical advice to more generalist decision makers). It would be optimal if the strategic actors were themselves suitably qualified and experienced L&D practitioners but the challenge of achieving this in every case is recognised. Delivery of L&D activities should always be undertaken by suitably experienced and qualified individuals.
15	Key partners and authorising authorities are engaged and supportive (College of Policing, NPCC, Home Office, PCCs, Local Govt partners, etc)	Linked to EDC 6 – the need to engage and gain the support of authorising authorities outside of a particular police service or agency is equally critical to the success of the delivery of the Destination Map and L&D activity more generally, particularly where there is a reliance on external partners to supply elements of any activity.
16	Organisational and personal reflective practice embedded	Linked to EDC 12 -Reflective practice is a core requirement for personal and organisational learning and is identified as a central tenant of professional organisations and practice. This requires going beyond 'feedback'.
17	External and internal Value creation	Activity within L&D should aim to contribute to the creation of value outcomes both internally and externally. Often systems and processes are internally focused and do not provide utility to external users and recipients of services (the publics); here the need to create value across the internal and external spaces is required, as well as the need to think about the contribution of L&D to the creation of value.

## Appendix B: Destination Map - Supporting Criteria

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, they are considered to 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) focus activity to meet organisational learning goals

<b>20</b>	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
<b>21</b>	Link L&D to wellbeing and support
<b>22</b>	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
<b>23</b>	Provide and incentivise mechanisms for individuals to update and manage their own skills and learning
<b>24</b>	Active engagement with staff associations