



Tools, Techniques and Resources for Learning and Development in Policing

Production V1.1

Scroll down to learn more

These Tools, Techniques and Resources (TTR) are drawn from a wide range of different sources; some like the Destination Map, Strategic Narrative and the Financial and Digital Toolkits have been specifically developed as part of the Implementing Transformation of Police Learning and Development Project, whilst others have been identified for inclusion during the course of that work.

They are intended to support Learning and Development professionals to engage the opportunities the changing landscape of policing presents. They are also intended to assist in engaging and implementing the Destination Map, and to this end the individual tools, techniques and resources are aligned against this model.

Copyright Notice: All logos, trademarks, models, graphics and other IPR remain the property of their respective owners. Users should ensure that they comply with any relevant requirements,

restrictions or licencing terms. Open University products (including this TTR) are shared under the terms of a [Creative Commons licence](http://creativecommons.org/licenses/by-nc-sa/4.0/deed.en_GB). This allows you to use the OU derived content throughout the world without payment but for non-commercial purposes only. Please read the Creative Commons Licence (http://creativecommons.org/licenses/by-nc-sa/4.0/deed.en_GB) in full before downloading or otherwise making use of the materials.

Where commercial or other (non-OU) organisations are referenced no endorsement of their products or services, or warranty or recommendation as to their utility or suitability for use, is intended or should be implied; referencing in these cases is to provide access to potentially useful resources or material and users should make their own assessment of utility and suitability applicable to their circumstances.

How to use the TTR

- **Scroll up and down** to move between the sections
- To **select an individual section** or **move between sections** of the TTR **click or touch** (using a touch screen) **the four horizontal lines icon** at the **bottom right hand corner** of the displayed **page**. This icon always appears here as you move through the TTR. Clicking on it will take you to an overview of all the sections from which you can scroll left or right to select the section you need
- **Pictures and diagrams** can be examined in more detail by **clicking or touching them** (using a touch screen)
- **Card stacks** can be looked through by **clicking on or touching** (using a touch screen) **the top card**, this will move the next card to the top. Alternatively they can be viewed as a slide deck by selecting the square with four outward pointing arrows at the bottom right of the card stack
- **Links** can be accessed by **clicking or touching** (using a touch screen) the **underlined text**. Depending on the device you are using to navigate back either return to the tab in your browser where you opened this presentation or 'go back' to the previous page as appropriate for your device

Tools, Techniques and Resources



The Destination Map



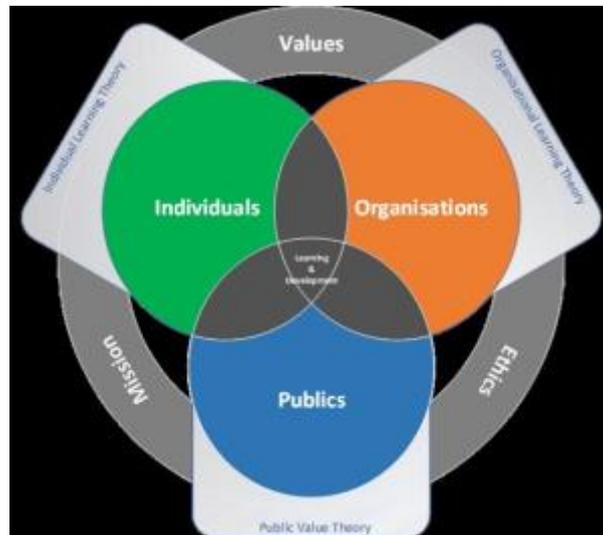
In order to provide a 'destination' for police Learning and Development professionals in their journey towards 2025 and beyond the Open University Research Team and colleagues from policing developed the 'Destination Map'.

The purpose of developing a 'Destination Map' is to support Learning and Development (L&D) functions in police forces and agencies to meet the challenges set out in Vision 2025.

It creates a model that incorporates delivery across three interlinked domains: **Publics, Organisations, Individuals**. Within these 'spheres of value' activity is undertaken and value created, and thinking about how each of these is engaged in any activity is a core part of using the model.

The Destination Map is intended to provide strategic and operational leads with a vision of what L&D functions might look like (a destination) to meet these challenges, with information about ways in which that destination can be reached.

Heads of L&D and Executive team members are envisaged as the primary users of the road map but it is anticipated that it will also have broader utility amongst L&D professionals and more widely in policing.



-
- [The Destination Map poster can be accessed here](#)
-
-
-

- [An overview of the Destination Map can be accessed here](#)
-
-
-

- [The full version of the Destination Map can be accessed here](#)
-
-
-

- [For more detailed information on the Destination Map please view a presentation on it here](#)
-
-
-

-
- [The slide deck that accompanies the presentation can be accessed here](#)
-



The 9 Attributes of the Destination Map



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. Describing this place through its attributes (rather than by a name) and using a process of co-production, consultation and refining between police and academic practitioners allowed the development of the nine Attributes which describe the features of 'the 'place' that L&D should reach to operate effectively within a future landscape.

First the Essential Delivery Criteria are set out briefly in the card stack and then subsequently with additional detail and with links to tools, techniques and resources (where relevant) aligned to each Criteria to support their delivery. Tools and Techniques are drawn from various sources.

The **Attributes** can be reviewed in the card stack below. To view them as a full screen presentation, click on the grey box with four outward pointing arrows.

- 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**

[Tools, techniques and resources to help you can be found here](#)

- **Public Value** underpins and informs the design of the Destination Map. To learn more about **Public Value and Public Value Theory** access talks by the leading academic thinkers on the subject:
 - [Professor Mark Moore developed Public Value Theory](#)
 - [Professor John Benington is a leading academic in the field of Public Value Theory](#)
 - [Professor Jean Hartley is a leading academic in the field of Public Leadership Theory](#)
- To learn more about the College of Policing **Code of Ethics** access the College website:
 - [CoP Code of Ethics](#)
- To learn more about **Evidence Based Practice** and **Management** access a series of talks on the subjects:
 - [Introduction to evidence based management - Dr Carolyn Wilkins OBE](#)
 - [Evidence based practice - Professor Rob Briner](#)
 - [Evidence based management in policing - Professor Rob Briner](#)

- [Management quote - Professor Rob Briner](#)
- [The four areas of evidence-based management - Professor Rob Briner](#)
- [Gut and intuition - Professor Rob Briner](#)
- [Obstacles to evidence-based management; cognitive biases - Professor Rob Briner](#)
- [Obstacles to evidence-based management; fads and fashions - Professor Rob Briner](#)
- [Obstacles to evidence-based management; power and politics - Professor Rob Briner](#)
- The **Society of Evidenced Based Policing** provides access to resources and research findings:
 - [Access to the Society of Evidence Based Policing Website can be found here](#)
 - [The Evidence Based Policing Matrix can be found here](#)
 - [The Global Policing Database: Captures all published and unpublished experimental and quasi-experimental evaluations of policing interventions conducted since 1950](#)
 - [How to be an evidence based practitioner guide](#)
- The **Scottish Institute for Policing Research** published a **Review of Evidence Based Policing** along with other topics in their '**Policing 2026 Evidence Review**'
 - [This report can be accessed here](#)
- The **College of Policing** provides resources on Evidence Based Policing:
 - [CoP What is evidence-based policing Webpage](#)
- **Professor Malcolm Sparrow** of the **Harvard Kennedy School of Management** provides an **alternative view on EBP** approaches:
 - [A paper by him critiquing EBP approaches can be accessed here](#)
 - [More information on Professor Sparrow and his work can be found here](#)
- For a **further perspective** a presentation by **Professor Jack Greene** to a CEPOL Conference can be found here:
 - [Measuring and Understanding what Police Do - CEPOL conference 2015](#)
 - [More information on Professor Greene and his work can be found here](#)
- To learn more about **Public and Political Leadership** access a series of talks on the subjects:

- [Leadership with Political Astuteness - Professor Jean Hartley](#)
 - [Political leadership in the age of governance - Professor Eva Sorensen](#)
 - [The power of place in political and public leadership - Professor Brad Jackson](#)
 - [Post-Heroic Leadership: Really??!! Professor Barbara Crosby and Professor John Bryson](#)
- To learn more about **Innovation and HR approaches** access talks on the subjects:
 - [How to do frugal innovation - Professor Jean Hartley](#)
 - [The *slide deck* that accompanies this talk can be found here](#)
 - [HR as a system of integrated things: why does it matter? - Prof Debbie Blackman](#)

The Essential Delivery Criteria



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

First the Essential Delivery Criteria are set out briefly in the card stack and then subsequently with additional detail and with links to tools, techniques and resources (where relevant) aligned to each Criteria to support their delivery. Each is accompanied by an indication of whether the criterion is aimed at **Strategic** (L&D SLT and above), **Manager** (turning strategy into action) or **Practitioner** delivery levels using a three box system as illustrated in the graphic (in this example the criterion is aimed at Strategic level). Tools, Techniques and Resources are drawn from various sources including, but not limited to:

- The Open University
- The College of Policing
- CIPD
- UK Government
- NPCC



1 - Three Box Level Indicator

- 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

1 Systems and processes for understanding the skills and knowledge capital (skills and knowledge held by personnel irrespective of source) within the organisation



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.



Tools, techniques and resources to help you can be found here

- The **College of Policing** provides guidance and resources on **roles and competencies**:
 - [CoP Competency and Values Framework can be accessed here](#)
- An **example** of an approach to **skills and competency audits** can be found here:
 - [National Audit Office Civil Service Capabilities Audit](#)
- [A talk by Rob Flanagan on Innovation in Lancashire Constabulary can be accessed here](#)
- **The Harvard Business Review** provides a number of resources:
 - [The HBR website can be accessed here](#)
 - [Capitalizing on Capabilities - this article discusses approaches and benefits of understanding skills and capabilities](#)

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



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&D functions are often informed at the end of decision-making processes rather than engaged at the initial planning stage. Here it is envisaged that organisational and L&D strategy need to be aligned so that short, medium, and longer term planning and delivery activities can be aligned.



Tools, techniques and resources to help you can be found here

- [OU Demand Management Report Executive Summary](#)

- [OU Demand Management Report](#)
- [CIPD Workforce Planning webpage](#)
- [CoP Demand Analysis Infographic](#)
- [CoP Demand Report](#)
- [CoP Introduction to Workforce Transformation](#)
- [NPCC Better Understanding Demand PDF](#)
- [University of Washington Succession Planning Toolkit](#)
- [UK Govt Futures Toolkit PDF](#)

- To learn more about **Demand Management** access **talks** on the subject:
 - [Demand and capacity management within the Police Service - Dr Paul Walley](#)

 - [Reducing demand by meeting needs effectively - Anna Jennison-Phillips](#)

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.



Tools, techniques and resources to help you can be found here

- [CIPD Learning Needs Webpage](#)
- [CoP Guiding Principals for Organisational Leadership](#)
- **See also the resources at EDC 1** above which also apply to this Essential Delivery Criterion

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.



Tools, techniques and resources to help you can be found here

- The Open University's **Institute of Educational Technology** has developed a range of useful **resources**, including on **Learning Analytics and Learning Design**. These can be accessed here:
 - [OU Institute of Educational Technology Webpage](#)
- [CIPD People Analytics Webpage](#)
- **Professor Patrick McAndrew** discusses topics including **digital learning** and **learning analytics**:
 - [OU Digital innovation and digital learning](#)

- [The slide deck that accompanies this talk can be accessed here](#)
- A **sample code of practice** for the collection and use of **learning analytics** can be found here:
 - [JISC Learning Analytics COP](#)
- A **US Department of Education** report on **Learning Analytics** can be found here:
 - [USDoE Learning Analytics report](#)

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.



Tools, techniques and resources to help you can be found here

- [OU Policing Financial Baseline Report](#)
- [OU Financial Toolkit for police L&D professionals](#)
- [CoP Cost Benefit Toolkit](#)
- [CIPD Costing and Benchmarking Webpage](#)
- [UK Govt Cost Benefit Analysis Guide for Local Partnerships](#)

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.



Tools, techniques and resources to help you can be found here

The ITPLD project developed an approach to learning within policing L&D functions and their wider organisations. This approach was set out in the 'Strategic Narrative' which was created as part of the project's planned outputs; details of which can be found below:

- [Strategic Narrative on a Page](#)
- [Strategic Narrative \(Full Document\)](#)

Additional resources can be found here:

- [CoP Guiding Principles of Organisational Leadership](#)
- [CIPD Strategic HRM Webpage](#)

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.



[Tools, techniques and resources to help you can be found here](#)

- The **College of Policing** has a number of **resources** to support alignment with police **learning specifications**:
 - [CoP National Policing Curriculum resources Webpage](#)
 - [CoP Authorised Professional Practice \(APP\) Webpage](#)
 - [CoP Competency and Values Framework Webpage](#)
 - [CoP Design and Delivery in Practice Course](#)
- The **National Policing Curriculum, learning standards** and resources in relation to learning and development including **trainer resources, learner resources and eLearning** can be found on the NCALT MLE:
 - [The MLE can be accessed on PNN here](#)
 - [The MLE can be accessed outside the PNN here](#)
- **Credit Level Descriptors** define the **level of challenge, complexity, and autonomy expected of a learner** on completion of a defined and bounded learning activity such as a module or programme of learning. They provide a description of increasing levels of learning (from level 3 to level 8) categorised in relation to knowledge, understanding and skills
 - [More information on them can be found here.](#)
- [The Learning Institute Learning Outcomes Good Practice Guide](#)
- [European Handbook: Defining, Writing and Applying Learning Outcomes PDF](#)

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.



[Tools, techniques and resources to help you can be found here](#)

- [OU Toolkit for Digital Learning](#)
- **Professor Patrick McAndrew** discusses topics including **digital learning** and **learning analytics**:
 - [OU Digital innovation and digital learning](#)
 - [The slide deck that accompanies this talk can be accessed here](#)
- **Tor Garnet** discusses approaches adopted by the **Metropolitan Police**:
 - [Metropolitan Police Six skills for 2020](#)
 - [The slide deck that accompanies this talk can be accessed here](#)

- The **Massachusetts Institute of Technology** (MIT) has produced **resources** on **digital course design** and **teaching and learning** that can be accessed here:
 - [MIT Online Course Design Guide](#)
 - [MIT Best Practices for Teaching and Learning](#)
- [CIPD Digital Learning Webpage](#)
- [CoP Digital Services Webpage](#)
- The **Higher Education Academy** has produced **resources** for teachers using **technology enhanced learning** approaches which can be accessed here:
 - [The Higher Education Academy Technology-Enhanced Learning PDF](#)
 - [The Higher Education Academy Start Using Technology in Teaching Webpage](#)
- [JISC Building Digital Capabilities Framework PDF](#)

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.



Tools, techniques and resources to help you can be found here

- The **College of Policing** has a number of **resources** to support this Essential delivery Criterion:
 - [CoP Leadership development choices Webpage](#)
 - [CoP Professional development resources Webpage](#)
 - [CoP Senior leaders hub Webpage](#)
 - [CoP Personal resilience and wellbeing resources Webpage](#)
 - [CoP Continuous Professional Development \(CPD\) 'How to' toolkit Webpage](#)
- The **National Police Library** provides a range of **resources**:
 - [The National Police Library Webpage](#)
- [CIPD Learning in the Workplace Webpage](#)

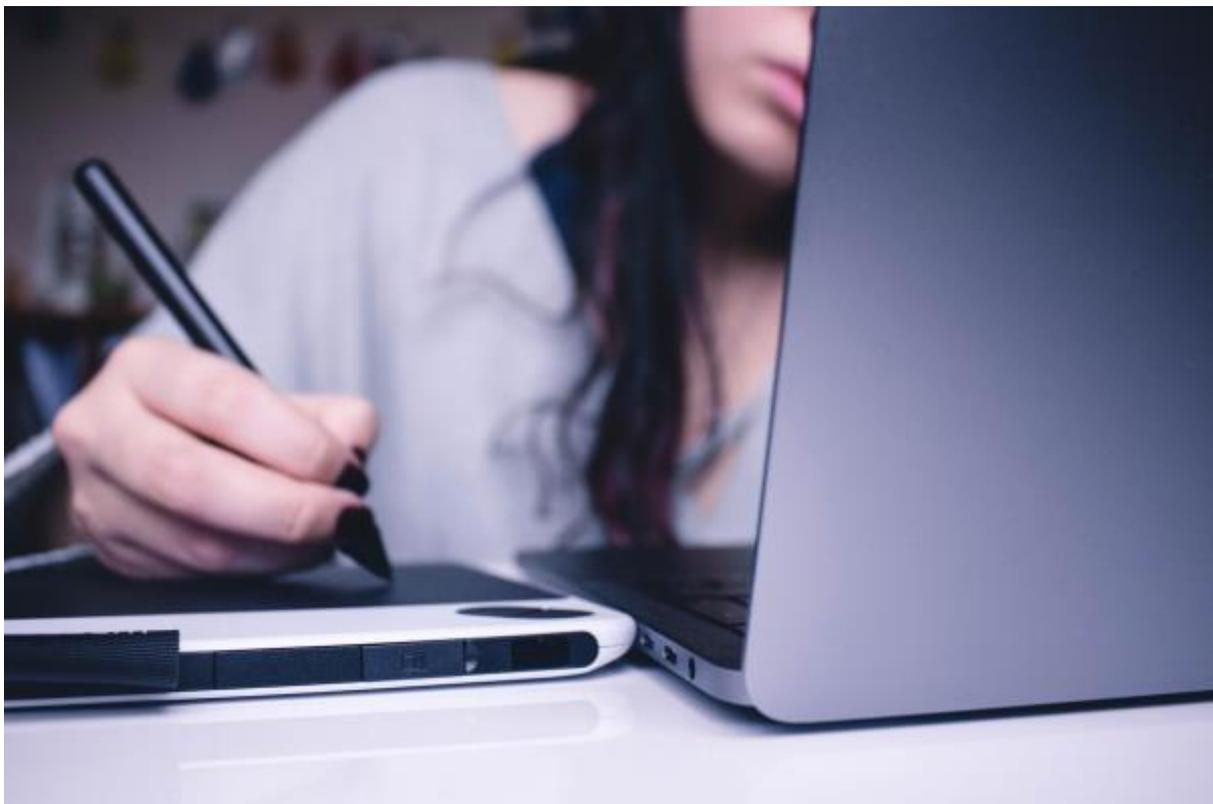
Psychological Contract Theory

Psychological Contract Theory describes the 'unwritten' contracts that exist between employees and employers. It may be helpful in thinking about engaging learners to take ownership of their own learning.

- To learn more about **Psychological Contract Theory** access talks on the subject:
 - [Professor Rob Briner provides an overview of psychological contract theory](#)
- **Professor Denise Rousseau** (who developed the theory) and colleagues discuss Psychological Contract Theory:
 - [What is it and why is it important?](#)

- [Changes in Psychological Contract](#)
- **More information** on Psychological Contract Theory can be found here:
 - [Encyclopaedia of Management Theory: Psychological Contract Theory](#)
 - [LSE Research Online - Psychological contracts](#)
 - [A non-academic overview of Psychological Contract theory](#)

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.



[Tools, techniques and resources to help you can be found here](#)

- The **College of Policing** has a number of **resources** to support this Essential delivery Criterion:

- [CoP Police Service Quality Assurance Scheme](#)
- [CoP Policing Education Qualifications Framework \(PEQF\) Webpage](#)
- [CoP Strategic Governance of National Policing Qualifications in England and Wales PDF](#)
- [CoP PEQF supporting resources can be accessed here](#)
- The **QAA** is the UK's **Quality Body** for **Higher Education**, their website can be accessed here:
 - [QAA Webpage](#)
 - [QAA Quality Code](#)
- The **CoP Quality Assurance Strategy** and the **QSA Core Requirements and Evidence Guidance** are both on the MLE:
 - [The MLE can be accessed on PNN here](#)
 - [The MLE can be accessed outside the PNN here](#)
- **Information** on **apprenticeships** can be found here:
 - [Institute for Apprenticeships and Technical Education](#)
 - [Education Funding Skills Agency](#)
- **Information** on **OFSTED** and their inspection framework can be found here:
 - [OFSTED Website](#)
 - [Education inspection framework \(EIF\)](#)
- [CIPD Do Standards Matter Webpage](#)

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).



[Tools, techniques and resources to help you can be found here](#)

- [CoP Police Service Quality Assurance Scheme](#)

- The **CoP Quality Assurance Strategy** and the **QSA Core Requirements and Evidence Guidance** are on the MLE:
 - [The MLE can be accessed on PNN here](#)
 - [The MLE can be accessed outside the PNN here](#)
- An **example** of an approach to considering **risk against benefit** is available here:
 - [HSE Cost Benefit Analysis \(CBA\) approach](#)

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.



[Tools, techniques and resources to help you can be found here](#)

- [CIPD Strengths-based Performance Conversations Webpage](#)

- [CoP Beyond 360 Degree Feedback Webpage](#)
- [Kirkpatrick Evaluation Model](#)

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.



[Tools, techniques and resources to help you can be found here](#)

- The **Open University's OpenLearn** portal provides access to a range of **free** to use **educational resources**. Links to this resource and a curated selection of available courses is available here:
 - [Access all the Open University's OpenLearn resources here](#)

- [Access curated OpenLearn resources selected for L&D professionals](#)
- [Access the Centre for Policing and Research and Learning's \(CPRL\) learning Webpage here](#)
- The **Organisation for Economic Cooperation and Development (OECD)** has produced a range of **resources** to help educators and learners engage the complexity and challenges of learning in a rapidly changing and contradictory environment:
 - [OECD Education and Skills 2030 Website](#)
- [CIPD L&D: Evolving Roles, Enhancing Skills Webpage](#)
- [CIPD Professional Map Webpage](#)

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.



Tools, techniques and resources to help you can be found here

- [CIPD L&D: Evolving Roles, Enhancing Skills Webpage](#)

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.



Tools, techniques and resources to help you can be found here

- [CIPD Aligning L&D with Business Objectives and Emerging Practices Webpage](#)

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'.



Tools, techniques and resources to help you can be found here

- [CIPD Beyond Training Hours: Reflections on CPD Webpage](#)
- [CoP Resources for Reflective Practice PDF](#)

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.



[Tools, techniques and resources to help you can be found here](#)

- The **Police Service of Northern Ireland (PSNI)** have been on a journey of **transformation**, in this talk **Catherine Magee** discusses their **learning** from the PSNI's student learning programme:
 - [PSNI's L&D Experience](#)
- [CIPD Creating and Capturing Value at Work: Who Benefits?](#)

Learning and Development Functions



Operational delivery will always be a priority for policing; but how can L&D functions support this critical requirement?

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 it’s 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 Destination Map 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 (Publics, Organisations, Individuals, 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.

A model for achieving this aim is set out here:



Learning from other Professions



Nursing and paramedics

Both Nursing and Paramedics as institutions have been on 'professionalisation' journeys. The research team looked at these journeys in depth to identify learning that could assist policing. As part of this research they recorded interviews with experts from those professions. An overview of this work was captured in a video interview (52 minutes) which can be accessed [here](#), or alternatively the full video has been broken into bite size segments to allow you to access the bits that interest you most and these can be accessed **below**.

- [What is Professionalism?](#)
- [The Benefits of Professionalisation](#)
- [Unpacking the Professionalisation Journey](#)
- [Challenges on the Journey](#)
- [Insights for Police, Nursing and Paramedics](#)
- [Managing Governance Relationships](#)
- [Managing Relationships with HEIs](#)



- The learning from other professions is underpinned by detailed academic research that can be accessed [here](#)

- The Literature Review that supported this research can be accessed [here](#)

Other public services

- **Dr Carolyn Wilkins OBE** (Chief Executive of Oldham Council) talks about **Learning and Development** in other public services
 - [Her talk can be accessed here](#)
 - [The slide deck that accompanies this talk can be accessed here](#)

Surveys



In order to understand the state of Learning and Development in policing the research team conducted a baseline survey at the start of the project. This provided invaluable insights into the state of L&D functions and their readiness for change.

- [The results of the first survey can be found here](#)

A Second Survey was conducted in July 2019 (14 months after the first survey) to provide data on what had changed and to allow comparison between where policing was at the start and towards the end of the project.

- [The results of the second survey can be found here](#)

Learning & Development in Policing - Project Overview



The ITPLD Project was a 2-year collaborative endeavour between the Open University's Centre for Policing Research and Learning ([CPRL](#)) and the Mayors Office for Policing and Crime ([MOPAC](#)) started in November 2017.

It draws on organisation development frameworks as well as learning and development theories, to contribute to the enhancement of police L&D. Overall, this is about creating a shift in culture from viewing L&D as an abstraction problem to viewing it as a human resources investment through continuous professional development and organisational improvement.

The three research questions examine what English and Welsh forces are doing to prepare for the changes to training, learning and development to implement [Policing Vision 2025](#);

- how are forces improving;
- what models, tools and techniques help them to support improvement; and
- how are promising practices in L and D shared and applied across police forces and agencies.

If you have any questions



We very much hope that the Tools, Techniques and Resources described here have proved useful. If you have any questions or suggestions please don't hesitate to contact the project team.

The OU project team are:

Rachel Large - Project manager

Professor Jean Hartley - Academic Director of the Centre For Policing Research and Learning

Professor Denise Martin - Project Academic Director

Dr Loua Khalil - Research Fellow

Richard Harding - Research Fellow



The Centre for Policing Research and Learning website can be accessed [here](#)

They can be contacted at OUPC@open.ac.uk

The MOPAC project team are:

Robin Merrett - Head of Operational Oversight, MOPAC

Professor Elizabeth (Betsy) Stanko - Project Strategic Advisor

Lizzie Peters - Collaboration Lead, MOPAC

The MOPAC website can be accessed [here](#)

The MOPAC team can be contacted via Lizzie.Peters@mopac.london.gov.uk

With Thanks

The development of this product would not have been possible without the contribution of many colleagues from the Open University, MOPAC, Police Services across the UK and Northern Ireland, The College of Policing, NPCC and other sources of expert knowledge, practice and opinion. In particular the contributions of Laurie Knell whose work formed its genesis and the Project Board and Working Group members who were an invaluable resource of knowledge, inspiration and guidance. To all who contributed the Project Team would offer our profound thanks.