

**POLICE AND CRIME  
COMMISSIONER FOR  
LEICESTERSHIRE**

**ETHICS, INTEGRITY AND  
COMPLAINTS COMMITTEE**

PAPER MARKED

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Report of	<b>CHIEF CONSTABLE</b>
Subject	<b>TEAM LEICESTERSHIRE ACADEMY</b>
Date	<b>FRIDAY 18 JUNE 2021 – 2:00 p.m.</b>
Author	<b>HOWARD HUNT, INTERIM DIRECTOR, TEAM LEICESTERSHIRE ACADEMY</b>

**Purpose of Report**

1. To update on the development and implementation of the Careers and Academy Strategy and associated operating model.

**Recommendations**

2. Members are asked to note contents of this report and Careers and Academy Strategy 2021 – 2025 at appendix 1.
3. Members may wish to consider any ethical issues they may foresee from the changing workforce profile and wider operating landscape as outlined in this report, and in the section headed “the big picture and the future,” within the appended Careers and Academy Strategy 2021-2025.

**Background**

4. The Force has identified that its biggest challenge and opportunity over the next few years is once in a generation levels of workforce turnover. Over a three-year period from 2020, the Force will recruit over 700 new police officers. During the same period, it is forecast that at least 200 of our current experienced police officers will have left the service. As a result, by 2023 it is expected that over 40% of our police officers will have less than three years’ service.
5. The vigorous, diverse and proactive recruitment programme of new officers, combined with the departure of officers at end of service, is therefore changing the capability and make-up of the Force.
6. There are significant benefits to this. New recruits are bringing new experience, skills, and diversity. The national recruitment drive and local recruitment decisions have accelerated the Force’s progress to being more representative of the people it serves. A recent public commitment to one in four new starters being from a Black or Minority Ethnic background adds further momentum to strong work underway, alongside other positive action to encourage people from under-

represented groups to join the Force and then nurture their potential to drive an increase diversity throughout the Force.

7. There are challenges too. The Force has recognised the risk of potentially losing the skills and knowledge of officers and staff with long service and the requirement to promote and achieve competence in role faster than before. It has considered how progression and professional development will need to keep pace with a Targeting Operating Model which has more officers in more locations across the Force area and in supervisory or leadership positions earlier in their careers.
8. The changing police operating environment also means our workforce of the future will need different skills and capabilities. In particular, the College of Policing has recently highlighted the need for the future workforce to have the intellectual and psychological aptitude necessary to work in an increasingly automated environment with different models of leadership, governance, citizen engagement and service delivery (Policing in England and Wales: Future Operating Environment 2040). In addition, a workforce predominantly made up of 'Generation Z' will have differing experiences, knowledge, skills and expectations of the world of work to those of existing colleagues.
9. The Force has responded by pursuing a Workforce Development Programme and recasting its People Strategy. As part of this, there has been the rapid resourcing and development of the Team Leicestershire Academy, a consolidation and optimisation of training, leadership and professional development functions.

### **Progress to date**

10. The Careers and Academy Strategy 2021 – 2025 (appendix 1) sets a vision of creating an outstanding careers, learning, leadership & development model and culture that nurtures potential and supports everyone to be the best they can be. The Academy supports the Force strategic framework priority "The best people" and contributes to the wider Workforce Development and People Strategy vision for Team Leicestershire to be:
  - A motivated, diverse, inclusive, nurtured and engaged workforce
  - With the right numbers of people, with the right skills and capabilities at the right time and in the right roles
  - Who deliver Our Duty and efficient and effective policing
11. Phase 1 of the Academy transformation programme is now complete. Deliverables to date include:
  - Merger of the previously separate Learning and Development and Leadership and Management functions into a single team under local management, rather than through East Midlands collaboration and rebadged as Team Leicestershire Academy ('the Academy').
  - The five-year Academy and Careers strategy, supported by plans for externally commissioned and internal trainer-led delivery and draft performance/evaluation framework including KPIs, based on evidenced business need and agreed by a new Strategic Oversight Governance board (chaired by DCC). The Strategy sets out priority areas of activity to deliver specified outcomes contributing to the vision set out above.
  - Roll out of the first phase of delivery of new leadership development programmes initially targeted at first line management and plans for tailored programmes for all other management levels.

- Launch of the new Academy SharePoint intranet site which includes toolkits, learning programmes and resources across three faculties of Local Policing, Crime and Intelligence and Leadership, Innovation and Business Skills.
- Increased digital delivery to maximise delivery during Covid restrictions and on-going self-serve.
- Several colleagues at Superintendent/Head of department level commencing Masters/ Level 7 apprenticeship qualifications
- New Check-in and Personal Development Review (PDR) assets that set expectations and support managers in their people management responsibilities around performance, development and wellbeing
- Recruitment and engagement of over 80 practice leads to harness the skills and expertise of subject matter expert practitioners to support/encourage peer to peer learning and knowledge sharing. This model is utilising both SharePoint and Teams, enabling practice leads to also become advocates and expert users of the capabilities within Teams and SharePoint, contributing to the success of Project Soar (rollout of Office 365) and realisation of its expected business benefits.

12. The SharePoint resources, development of Practice Leads and use of Teams will drive behaviour and culture change that is desired both locally and nationally by the College of Policing. Team Leicestershire is now about people owning their own development, facilitating a shift from a culture which has previously been biased towards transactional 'spoon-fed' training. This allows personnel to interact with their learning, share and grow their expertise by helping colleagues with their learning. It encourages continuous professional development in all its forms to be more highly valued and recognised at individual, team and corporate levels. The Academy staff are custodians of that development experience and seek out opportunities to learn from, and assist, others.
13. This lays the groundwork for The Academy as an active resource and catalyst for all officers and staff to realise their own potential, thrive, grow and be the best they can be, contributing to Leicestershire Police becoming an increasingly high performing, highly productive organisation that is seen as an employer of choice.
14. Phase 1 of the Academy has been purposely focussed on priority learning delivery and creating assets that directly benefit the workforce at pace as well as catalysing behaviour and culture change. We also now have all L&D delivery co-ordinated in one place. The Academy offer will become more and more compelling and impactful as we cultivate it further.
15. The East Midlands Specialist Learning and Development Hub continues to provide digital development support, evaluation expertise and contract management services in respect of the relationship with De Montfort University our PCDA and DHEP delivery partner. This provides a valuable link to national developments within L&D through the College of Policing and NPCC's Op Uplift programme.
16. Phase 1 of the Academy set the future vision and roadmap within the five-year Academy and Careers Strategy. Phase 2 envisages a more fully integrated, sustainable model that incorporates the Academy and all careers activity in a single, joined up-system and will ensure talent identification, talent management, workforce and succession planning are fit for purpose. This will include considering future skills, capabilities and resourcing requirements. A new PDR e-resolution will also be introduced in 2022. There will also be further development of

resources and programmes, particularly in the leadership, innovation and business skills faculty to further build organisational capability and capacity that will positively impact our effectiveness as a Force.

### **Implications**

Financial: None

Legal: None.

Equality Impact Assessment: The Diversity and Inclusion and positive action officers are actively involved in advising on all elements of workforce development. There are various initiatives in the Academy aimed at supporting the Force's diversity aspirations including a Positive Action Leadership Programme and the Aspire Toolkit to support those who experience additional challenges and adversity in their career progression.

Risks and Impact: The Team Leicestershire Academy and the wider Workforce Development Programme form part of the Force's response to the high levels of workforce churn, the resultant risk to levels of skills and capability, and consequent adverse impact on operational capability. These plans also seek to optimise the opportunities inherent in large scale recruitment including the opportunity to widen the diversity of our workforce, including protected characteristics, backgrounds and experiences.

Link to Police and Crime Plan: Ensuring the Force has a workforce with the required skills and capabilities supports the overall aims of the Police and Crime Plan and the Police and Crime Commissioner's statutory duty to maintain policing across the Leicester, Leicestershire and Rutland area that is efficient, effective and meets the needs and expectations of LLR's communities.

Communications: Communicating the Force's learning and development offer forms part of business as usual activity for the Team Leicestershire Academy and a latest news function is embedded within the SharePoint intranet site.

### **List of Appendices**

**Appendix A – Careers and Academy Strategy 2021- 2025**

#### **Persons to Contact**

Howard Hunt, Interim Director of Team Leicestershire Academy  
[Howard.Hunt@leics.police.uk](mailto:Howard.Hunt@leics.police.uk)

Alastair Kelly, Assistant Chief Officer, Human Resources  
[Alastair.Kelly@leics.police.uk](mailto:Alastair.Kelly@leics.police.uk)



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**Team Leicestershire Careers and Academy  
Strategy  
2021 - 2026**



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## **Team Leicestershire Careers and Academy**

### **Our vision and purpose**

An outstanding careers, learning, leadership & development model and culture that nurtures potential and supports everyone to be the best they can be.

The Academy supports the Force strategic framework priority “The best people” and contributes to the wider workforce development and people vision for Team Leicestershire to be:

- A motivated, diverse, inclusive, nurtured and engaged workforce
- With the right numbers of people, with the right skills and capabilities at the right time and in the right roles
- Who deliver Our Duty and efficient & effective policing



**Summary strategy on a page**

Vision and purpose	<ul style="list-style-type: none"> <li>• An outstanding careers, learning, leadership &amp; development model and culture that nurtures potential and supports everyone to be the best they can be.</li> </ul>
Priorities	<ul style="list-style-type: none"> <li>• Learning, leadership development and careers support aligned to Force needs</li> <li>• Support for new joiners &amp; newly promoted colleagues to hit the ground running and excel</li> <li>• Right place, right time, right method delivery of learning</li> <li>• Clear expectations and increased capacity of managers and leaders to develop others</li> <li>• Tailored and targeted career management and support to mobilise our talent</li> <li>• Proactive monitoring of impact of learning to drive continuous improvement</li> <li>• Embedding a learning culture</li> </ul>
Enablers and capabilities	<ul style="list-style-type: none"> <li>• Digital</li> <li>• Delivery partners (COP, DMU, EM Hub)</li> <li>• Governance</li> <li>• Communications and engagement</li> <li>• Data analytics</li> <li>• Academy Team resourced with the right capabilities</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• Behaviour, culture and perception change</li> <li>• A learning organisation continuously improving and innovating</li> <li>• Right skills, capabilities and leaders in the right place at the right time</li> <li>• Improved organisational performance and impact</li> <li>• More efficient, effective, productive and engaged workforce</li> </ul>



## The big picture and the future

Policing is a people business. People are our most expensive resource (over 80% of annual budget), so supporting them to be the best they can be is an investment in sustaining and improving our service to our communities.

Over next three years we expect to lose around 200 officers through retirement alone, many in leadership and specialist roles. Over a similar period, commencing in 2020, we are recruiting over 700 officers as a result of both low recruitment during the austerity period and Operation Uplift. By 2023, the combined effect of new joiners and leavers means over 40% of our police officers are likely to have less than 3 years' service.

Our workforce will quickly become younger, dominated by millennials and Generation Z. These groups have workplace expectations that differ from those of previous generations. Many will be joining us as graduates. They are looking for careers that offer greater flexibility, advancement and fulfilment, and the ability to influence. They are likely to exhibit less loyalty to a single employer than older colleagues, as they will have to work longer and expect to have many careers during their working lives. They have different expectations of how they want to be managed and led, meaning our leaders will need different skills, centred on empowerment, engagement, problem solving, continuous improvement and innovation, rather than simple direction and control. In all likelihood, as they will not stay long term with a single employer, the current level of people churn may be with us long term, rather than being a short-term challenge.

These circumstances mean we will need to skill up people to be competent in the roles others will vacate and do this faster and in higher volumes than ever before. In doing this we will need to recognise that competence is a journey of gaining skills, experience and knowledge which are often built up through several roles, rather than something that can be simply and quickly delivered by a generic training solution. The vast majority of learning takes place, not via structured training but, through workplace experience and developmental relationships. We will need a learning model that supports this. In order to attract and retain the best we will need a compelling employer offer with professional development at its heart.

Workforce churn offers us the opportunity to bring in new skills and experiences, increase diversity and inclusivity, and achieve our goal of 1 in 4 new joiners coming from under-represented groups.

The impact of Covid-19 suggests our future workforce will continue to work in a more agile way, requiring greater use of technology and self-service, arms-length support. Managers will need to manage by outcomes rather than presence. Gen Z are the first generation to have been digitally connected throughout their lives, changing the expectations of both our workforce and the people we serve. There will be a growing need for specialist expertise in our workforce e.g. digital analytics, forensic, cyber etc, to respond to the changing nature of how crime is committed, and public expectations of what policing does and how they access it.

Due to the Covid pandemic, public sector finances are likely to be challenging for many years to come. Public services will need to continue to strive to be more efficient, effective, and productive. We will need to maximise returns on learning investment, maintain the quality and increase the impact of our delivery whilst also enabling the workforce to develop the skills they need to be more efficient and productive, work collaboratively and influentially in partnership, and be outcome rather than process focussed.





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Organisationally we need to build greater strategic capacity to focus on planning for a sustainable longer term, rather than the tactics of managing here and now, and encourage our people to see the bigger picture and whole system solutions, rather than silo-based, unsustainable quick fixes.

Our own Academy staff will require different skillsets to develop others in this changing world and it is likely we will do more delivery in partnership, building on relationships with the HE sector.

We will continually evolve both what and the way we are delivering learning programmes to meet all these demands. This will be an expectation of the diverse, ambitious, and tech-savvy workforce we will have. We can apply our learnings from the Covid pandemic and whilst recognising some learning programmes will always be practical in nature, continue to optimise our digital presence through greater use of virtual products, the new SharePoint based e-platform, Power apps and exploring opportunities as they become available to the service in areas such as Artificial Intelligence.

All the above will require a new culture of active learning, rather than passive training, founded on greater personal responsibility for learning, backed by the clear organisational commitment to support all officers, staff and volunteers to excel.



## Our Priorities

We will focus on the following priorities to achieve our vision:

1. We will align learning, leadership development and careers activity with organisational need
2. We will set expectations from day one and before and enable new joiners and newly promoted colleagues to hit the ground running
3. We will deliver an optimal mix of learning, leadership and development at a time and in a form that adds most value to the user and organisation
4. We will set clear expectations of our managers and leaders and build their capability to develop our people to be the best they can be
5. We will introduce a more tailored and targeted approach to career management and mobilise our talent
6. We will be proactive in monitoring our own performance, compliance with external body requirements and contribution to Force priorities
7. We will embed a culture where learning is valued



## Our priorities in detail

1. We will align learning, leadership development and careers activity with organisational need by:
  - Understanding the skills, capabilities and behaviours officers, staff and volunteers have now, what we don't have but need now, and what we will need in the future
  - Understanding our workforce profile for joiners and leavers to anticipate skills and capability gaps and needs
  - Embedding a joined-up approach to workforce and succession planning and organisational design in a single team
  - Embedding a cycle of skills gap analyses aligned with the corporate planning cycle and horizon scanning
  - Developing our data analytics capability in a centralised function to ensure our decisions are based on sound evidence
  - Planning, designing and delivering learning, leadership and development that addresses evidenced needs
  - Reviewing the skills, capability and capacity of the Careers and Academy function, ensuring it is fit for purpose.
  
2. We will set expectations during recruitment to enable new joiners and newly promoted colleagues to hit the ground running by:
  - Increasing use of pre-join learning to best prepare successful candidates ahead of their start date
  - Ensuring all new joiners receives a consistent corporate induction
  - Aligning Academy support with promotion processes and lateral moves
  
3. We will deliver an optimal mix of learning, leadership and development at a time and in a form that adds most value to the user and organisation by:
  - Structured initial officer learning programmes delivered by credible and experienced practitioners and trainers
  - Developing our strategic partnerships with the Higher Education sector to maximise effective outcomes and ensure our needs are met by the right graduate entry route mix for police officers including Degree Holder Entry and PC apprenticeships
  - Ensuring the required numbers of officers receive high quality and timely mandatory and specialist practical learning programmes
  - Harnessing technology and ensuring the entirety of our offer for all faculties is visible through our website with access to continually updated digital toolkits, learning and knowledge sharing resources
  - Developing Power Apps to provide handheld mobile device access 24-7 to toolkits, knowledge and expertise
  - The right mix of face to face, blended and self-serve learning
  - Making use of apprenticeships
  - Delivering learning programmes that meet business need whilst also ensuring fairness, inclusivity and equity, and providing additional support for those who need it
  - Networking with other policing institutions, public, voluntary and private sectors to share ideas, seek out and share best practice, and be an exemplar for others



4. We will set clear expectations of all managers and leaders and build their capability to develop our people to be the best they can be by:
  - Providing leadership development programmes, resources and toolkits for all managers (first line, middle and senior leaders) that help them to develop the skills they will need to thrive
  - Developing coaching and mentoring practice and culture
  - Using masterclasses and TED talks to share leadership experience
  - Embedding regular manager/team check-ins and value adding Personal Development Reviews
  
5. We will introduce a more tailored and targeted approach to career management and mobilise our talent by:
  - Reviewing and embedding fit for purpose promotion processes, career pathways, fast-track and accelerated high potential routes
  - Encouraging greater use of lateral moves, secondments and attachments
  - Creating communities of peer practice leads to share subject matter expertise and knowledge
  - Capturing existing skills and experience of new joiners to make more informed choices about placement and best use of our people
  - Developing Alumni networks to leverage the experience and advocacy of former employees and officers
  - Supporting academic study and accreditation through professional bodies
  - Taking positive action and providing support for under-represented groups so that the workforce is more representative at all levels and we develop more female and BAME future leaders
  - Contributing to the Force commitment that 1 in 4 new Team Leicestershire joiners will be from under-represented groups by supporting work in our talent pipeline including to develop targeted cadet bursaries
  
6. We will be proactive in monitoring our own performance, compliance with external body requirements and contribution to Force priorities by:
  - Monitoring KPIs, quality and insight/perceptions from our service users
  - Evaluating the effectiveness of our programmes including the application of learning and its impact on professional practice and organisational outcomes
  - Carrying out longitudinal analysis of individual career journeys to understand which entry routes and learning interventions are most effective in nurturing high performing individuals
  - Ensuring we meet requirements and learn from inspections of external bodies including HMICFRS, Education and Skills Funding Agency, OFSTED, Qualifications and Curriculum Authority, College of Policing
  
7. We will embed a culture where learning is valued by:
  - Engaging business areas at all levels and our practice leads in planning and design of learning
  - Helping colleagues recognise that 70% of learning comes from work related experience, 20% developmental relationships and 10% through formal training events
  - Encouraging greater use of self-directed and reflective learning and continuous improvement practices
  - Encouraging a culture of learning from mistakes and seeing experimentation and risk appetite as prerequisites of innovation



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- Embedding the practice lead model and digital resources to encourage sharing of learning and expertise
- Working with others in the Force to assist the embedding of behaviours and actions among our Senior Leaders, Middle Managers and Supervisors to encourage a well nurtured formal and informal learning eco-system influenced by internal and external culture, strategy and use of technology.
- Striving to be at the forefront of national police learning, seeking out and sharing best practice, demonstrating to other Forces our learning, innovations and the valued added



## Our operating model



## Learning delivery is organised into three faculties

- Faculty of Local Policing
- Faculty of Crime & Intelligence
- Faculty of Leadership, Innovation & Business Skills

Each faculty has identified **Practice Leads** who are the “Go-to” gurus in their area expertise for the Force. Practice Leads are recognised as credible subject matter experts by leaders and peers. They not only understand the theory, but also have current experience of applying it in real situations. Practice leads are a vital part of the model and delivery for the Academy. They relish sharing their knowledge and advocate a learning culture among their peers.

Team Leicestershire Academy in-house trainer-led delivery includes the core skills for officers and staff at Leicestershire Police. This includes Initial officer training, Crime, IT, Operational Skills, Driver, Custody and Leadership & Management Development Training. Most of this training is formally taught through face to face or digital delivery, with some encompassing blended, learner-led elements.

The Team Leicestershire Academy Trainer-led Delivery Plan is produced each year, for sign off at the Academy Governance Board ahead of the new financial year.

The training cycle runs from 1<sup>st</sup> April each year and is planned in advance to ensure that officers and staff have access to trainer led deliver to support them to undertake their role in an operational or non-operational capacity based on detailed evidence and engagement.

Other specialist operational policing skills are provided by regional and national providers. For example, Firearms, Dogs and Specialist crime training. A **portfolio lead** in the relevant operational discipline is responsible for ensuring that all specialist skills are maintained and where skills gaps are identified, these are captured in the external training planning process.

The **external training budget** is for specific requirements that cannot be met through in-house provision and which are best provided by external providers. The external training budgeting



and planning process is managed within the Academy. Bids are collated, submitted to the Academy Governance Board for sign off and processed by the Academy.

In addition, some specialist delivery is provided via the College of Policing, for example Strategic Command Course.

**The newly developed Team Leicestershire Academy website** acts as a one stop shop for information about the wide range of learning, leadership and development support available to everyone.

It includes access to an ever-expanding range of toolkits, on demand learning, multi-media learning resources, learning programmes and information from Practice Leads across the Force to help our people in their day to day work through learner-led activity. The site and content will continue to be developed over the period of this strategy.

#### **East Midlands Specialist Learning and Development Hub**

This regional collaboration supports a number of East Midlands Forces with Qualification & Assessment, including elements of contract management with De Montfort University, Quality Assurance & Compliance and Digital Design capability (including development of our SharePoint site and future ambitions around Power Apps).



## Enablers of this strategy

- We will focus on further developing the skills and capabilities within the Academy and wider careers model/workforce planning to ensure we have the capacity to deliver this strategy.
- Our increased emphasis on leveraging digital tools and products as an enabler of learning is contingent on the pace with which the wider organization implements and upskills to maximise benefit from new technologies and software e.g. Microsoft 365 and associated Microsoft products, such as SharePoint, Power Bi, Power apps etc.
- Whilst we have moved away from a regionally led model to one that is locally managed, we continue to access some services from the East Midlands Specialist Learning Hub. The College of Policing set expectations and provide learning interventions in many areas of operational policing and support services. We work closely with local academic institutions, particularly De Montfort University with whom we have a strategic partnership for academic delivery across police officer entry routes.
- Strong but flexible governance will be needed though the Academy Governance Board to ensure we deliver the key priorities over the next 5 years and meet requirements of external bodies who either expect or regulate some of our work including HMICFRS, Education and Skills Funding Agency, OFSTED, Qualifications and Curriculum Authority, College of Policing.
- Consistent and clear communication and stakeholder engagement is a key enabler to success. This will support us as we work towards our strategic ambitions around behavior and culture change.
- Finally, we work with colleagues elsewhere in the Force who are skilled in data analytics to ensure we have access to analysis of the right data at the right time to enable us to monitor success and make the right decisions.





### Indicative roadmap of major milestones and proof points

<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• New Academy website and its continued development</li> <li>• Embed Practice Lead concept and structured knowledge sharing via SharePoint and Teams</li> <li>• Embed Manager Check-in/PDR expectations, associated support and College of Policing 'Leadership expectations' products</li> <li>• Incremental rollout of in-house delivered leadership development programmes (PC to Sgt, Sgt – Insp and beyond), mentoring/coaching and associated support products e.g. toolkits, masterclasses etc</li> <li>• Staffing and function restructure, recruitment and upskilling to enable target operating model to deliver this strategy (following transfer of staff from L&amp;D Specialist Hub services after business services review) with particular focus on improving capability and capacity in leadership and digital skills development, talent management, data analysis and planning, practice lead support and engagement</li> <li>• Develop data analytics capabilities and implement structured performance/evaluation methodologies</li> <li>• Design and develop pre-join learning products</li> <li>• On-going programme of support for Academic study for our most talented leaders (Level 7 quals)</li> <li>• Actively marketing the Aspire Toolkit and developing other support for leaders who experience additional challenges and adversity in their progression as a leader</li> <li>• Academy estate upgrade</li> <li>• Develop in partnership with HR the Future Inclusive Leicester Leaders (FILL) Cadet bursary - bursaries to support cadets from under-represented protected characteristic groups/socio-economic backgrounds to continue studies to meet entry requirements for PCDA Selection to identify individuals who demonstrate future leadership potential. Individuals would be given pre-join access to leadership support e.g. masterclasses, on-line learning.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Power Apps introduced for handheld device access to learning</li> <li>• Embed associated learning, support and talent management processes following review of career pathways and promotion process and implementation of new e-PDR system</li> <li>• Develop HE partnerships for bespoke products for talented leaders</li> <li>• Embed Power BI as predictive tool for learning needs gap analysis</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Longitudinal analysis of entry routes and impact of learning of organisational outcomes show we fully understand how to create a workforce that consistently excels</li> <li>• New Learning Management e-systems are fully integrated with new HR e-systems</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Recognition from CIPD or other awarding body for our model as a national exemplar</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Artificial intelligence such as BOTs and virtual reality will be routinely used in delivering learning support</li> </ul>

Year on year, surveys, performance data and inspection reports show continuous improvement in perceptions around the value of learning and development and its organisational impact.



## Measuring Success - Key Performance Indicators

- Monthly reporting of compliance data in mandatory initial and reaccreditations –
  - % officers and staff trained in OST, First Aid, Driver, PSU, Taser, CBRN & PIP against Force requirement for mandatory skill
- Monthly reporting of no show/attendance for all initial mandated & reaccreditations – rates and reason
- Quarterly RAG Status and narrative for Academy Delivery Plan
- Quarterly report of % of new officers successfully completing each year via IPLDP, PCDA and DHEP against overall total intakes
- % of IPLDP, PCDA and DHEP entrants promoted to Sgt and Insp, analysed by protected characteristics & length of service
- Quarterly report % of new officer's competency in role and annually for all workforce via PDR analysis
- Quarterly analytics for SharePoint to evidence for each Faculty
  - Overall traffic
  - Site Visits
  - Average page dwell time
  - Popular content viewed
  - Time of access (what time most people have accessed the SharePoint site)
- Quarterly report on the % number of officers promoted and temp/promoted who accessed/completed the Leadership development programmes
- % corporate inductions completed within 30 days of start date
- Overall learner satisfaction (average of all programme insight)

Secondary indicators will be developed to inform day to day management decisions.



## Appendix

### Learning Delivery Planning

An annual plan sets out what the Academy will deliver. This separate document is built through extensive consultation across the Force and is evidence-led to align delivery with organisational need within operational constraints.

It draws on:

- Findings from Learning Needs Analysis undertaken 20/21
- Role Profiles for all police officer roles to identify the key skills to be competent in role within an 18-month period for new officers
- Data from Resource Planning to inform mandatory training to deliver operational commitments, including re-accreditations
- Data from workforce planning is circulated each quarter to C/Supts to identify future skill and capability requirements over the next 3 years. Each C/Supt uses this to inform specialist skills gaps for future external training bids.
- HR Workforce Planning establishment data to inform Academy requirements
- Demand Management & Prioritisation is used for Driver Training based on the Red, Amber, Green Process.
- Strategic requirements for any uplift – for example TASER uplift and Home Office
- Using a range of delivery methods to ensure minimise operational abstractions and
- Current and future risk and demands to e.g. STRA, FMS, ORA, corporate/departmental risk registers
- Engagement with Faculty Leads, Practice leads and Communities of Practice