



Standard Operating Procedures

For

Civilian Learning and Development Structured and Unstructured Training Records Maintenance on SAP

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Standard Operating Procedures

These standard operating procedures have been developed to guide Commanders, Managers, Supervisors and Education and Development Officers (EDO) in the management of civilian learning within the New South Wales Police Force. For information on how to report within SAP on civilian learning and development, refer to the *“NSWPF Business Events Unstructured Learning User Guide.”*

The original driver for this recording of information was the obvious deficiencies with recorded information for reporting to the Commissioner’s Executive Team (CET) relating to civilian learning and development.

It is a corporate requirement that civilian staff are provided with three or more learning and development days per year. One learning and development day consists of seven hours of training. Civilian training to be placed on SAP must have a duration of one hour or greater unless it mitigates a “significant risk” to the organisation. At the Commanders discretion, learning and development of less than one hours duration may be recorded on SAP.

With the introduction of a report for civilian learning and development, this will enable all of the relevant information to be taken from SAP and used accordingly at COMPASS.

The Draft *“Learning and Development Policy for New South Wales Police Force Employees”*, is authority for many of the key elements underpinning the management and recording of civilian learning and development:

Definition of Learning and Development:

Learning and development includes the provision of development opportunities and activities to extend and broaden the skills and knowledge of employees in relation to their role and responsibilities. Learning and development provides employees with opportunities to acquire, practise and apply new skills and knowledge, thereby enhancing individual, group and organisational capabilities. Both structured and unstructured learning facilitated and or assisted by the organisation in the course of paid employment, will be considered as learning and development for the purposes of this policy. Any form of training, education and or development instigated and paid for by the individual, without any form of assistance by NSWPF, will not be regarded as learning and development for the purposes of reporting against corporate performance indicators. The undertaking of such training can, however, be recorded in SAP upon notification and request from the individual.

For the purposes of this policy, learning and development includes structured and unstructured activities.

Structured learning and development relates to training, education and development activities which have a specified content or predetermined plan designed to develop employment-related skills and competencies. It consists of instruction, or a combination of instruction and monitored work.

This definition is typically used to refer to courses and other curriculum-based approaches that involve formal instruction to meet a set of predefined learning outcomes. Instruction may be delivered face to face or via flexible learning methods, such as on-line or distance learning, or a blended combination of both.

Unstructured learning and development consists of less formal activities which do not have a specified content or predetermined plan, but for which learning and development is a key outcome. In the NSW Police Force, there may be specific forms of unstructured activity that can be recorded and measured (eg. HDA, job rotation); inclusion of these may assist the organisation in reaching its corporate performance target(s), and provide additional flexibility in meeting the specific needs of individual employees.

Structured learning and development events may address subject matter including, but not limited to:

- Specialised professional or technical based knowledge and skill acquisition required as part of the employee's current employment in the NSW Police Force.
- General communication, administrative, leadership, management skills and knowledge required as part of the employee's current employment or to prepare for anticipated future roles in the organisation.
- Induction, awareness and compliance training to cover the core legal requirements relating to employees' roles and responsibilities.

Structured learning and development for all NSW Police Force employees may be conducted through¹:

- Staff training, education and development activities conducted by the NSW Police Force or other relevant NSW Public Sector organisations.
- Educational and training courses conducted by generally recognised public or private educational bodies.
- Conferences, conventions, seminars, or similar activities conducted by professional, learned or other generally recognised societies, including Federal or State Government bodies.

¹ This section is based on general public sector standards as reflected in Section 85.1 – Staff Development and Training Activities: *Crown Employees (NSW Police Force Administrative Officers and Temporary Employees) Award 2009*.

Further, learning and development may also occur through:

- Formal mentoring programs, induction training, workplace coaching, study visits and higher duties placements conducted in accordance with NSW Police Force procedures.
- Training and education products provided in the online (web-based) environment.

For all employees, unstructured learning and development may include, but is not limited to:

- Work place coaching, and other forms of on-the-job learning.
- Job rotation/secondments/study visits other than formal HDA placement.
- Attendance at miscellaneous conferences, or seminars, including within the on-line environment.
- Staff development and team-building seminars or workshops conducted at Region or Command level.
- Self directed knowledge acquisition using corporate information systems.

The NSWPF Corporate Plan states that;

	What we want to achieve	Indicators of success	Target for 2012
People	<p>Enhanced capabilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Align flexible rostering to reduce and prevent crime <input type="checkbox"/> <i>Deliver professional development of our staff</i> <input type="checkbox"/> Foster workforce diversity to reflect our community <p>A safe and supportive work environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress a culture of workplace safety <input type="checkbox"/> Support our people <input type="checkbox"/> Reinforce individual accountability and ethics at all levels 	<p>Maintain adequate police officers at local area commands (%)</p> <p>Maintain mandatory police training requirements</p> <p><i>Civilian staff receiving three or more learning/development days per year (%)</i></p> <p>Reduce police turnover (%)</p> <p>Reduce time taken to fill vacant positions</p> <p>Increase staff satisfaction (staff opinion survey: % agreeing)</p> <p>Reduce number police officers with over 456 accrued annual leave hours (%)</p> <p>Reduce hours lost (sick leave – work and non-work related)</p>	<p>≥ 80%</p> <p>≥ 95%</p> <p>≥ 90%</p> <p>≤ national average</p> <p>decrease</p> <p>increase</p> <p>< 8%</p> <p>≤ national average</p>

Definitions

- One civilian learning and development day equals 7 hours
- Higher Duty Allowance (HDA) is considered as Learning and Development for the purposes of the Corporate Plan. However the Civilian Learning SAP Report displays HDA separately. Therefore, for the purposes of reporting, HDA may be “filtered out” if required.

If learning and development occurs during a period of HDA, it should still be recorded in the appropriate location on SAP.

- Conferences/Seminars/Workshops – Corp Events
- External Training – External Providers
- Workplace Training – Local Events
 - Induction Training
 - Training to create awareness & instil compliance to address core formal requirements relating to employees' roles and responsibilities.
 - Knowledge Transfer Sessions
 - Specialised knowledge transfer to perform a function that may occur pre, post or in the absence of structured training eg. SOPS.
 - Mentoring Programs
 - Formal mentoring or long term oversight (with definite timeline) of individuals to groom, integrate into local area or specialised role [pre, post or in the absence of structured training]
 - The term, “mentoring”, refers to a supportive relationship that is characterised by constructive role-modelling, encouragement towards raised aspirations, and by positive reinforcement for the achievement of goals. Peer mentoring typically involves the support and guidance for new employees or novice Specialists from more experienced colleagues, often within the same discipline or because of some other area of interest. Peer mentoring is an important strategy for assisting employees during their transition to an independent work environment.
 - Mentoring allows the Mentor to observe behaviour, offer advice, answer questions, and provide guidance and wisdom based on their experiences and accomplishments.
 - On the Job Training – Hands on
 - Short term direct supervision of an individual performing a specific task/function one-on-one with a local trainer who has the knowledge and skills - with the same equipment / specialisation that the learner will be working with.
 - On-the-job Training (OJT) is job training that occurs in the work place. New employee's, newly promoted or employees on HDA may learn a job while doing the job.
 - Employees develop and improve their work skills whilst actually doing the job. OJT is also hands on training where as a result of direct supervision, the Trainer is able to immediately correct and demonstrate proper practice, and through repetition, develop the required skills.
 - Staff Development & Team Building Seminars/Workshop's
 - Ongoing group sessions addressing new policy awareness & compliance to cover core legal requirements relating to employees' roles and responsibilities.

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- Ad hoc informal training to address workplace skills gaps brought about by change in policy, SOPS, Awards, New IT Systems, New Tools/Equipment, Integration with Internal/External Business Stakeholders/Contractors.
- This does not include Business-As-Usual group discussions, meetings & workshops.
- Study Visits
 - External visits to other organisations, jurisdictions and or agencies.
- Workplace Coaching – Supervised
 - General supervision and instruction of an individual or group to perform a current job function [pre, post or in the absence of structured training].
 - Workplace Coaching helps the employee perform their present job more effectively. Coaching doesn't tell the employee how to perform, but will help in goal setting and encourage employees to resolve difficulties and find their own solutions.
 - Workplace Coaching also addresses SOPS, policies, behavioural expectations, guidelines and other general factors that can improve development.

Procedures

1. **Training need is identified at command level – consideration of whether the need is addressed by a course either provided by Education and Training Command, or a specialist command.**

Training Needs Analysis (TNA) generally conducted annually will identify training needs particular to a Command. Training Needs Analysis should clearly identify the needs of both Police Officers and Civilian staff. A training need however may be identified at any time during a training year.

When a training need of civilian staff is identified it should be examined as to whether or not a workshop, course or program that is provided by Education and Training Command meets that need. Further, when a civilian training need is identified it should be examined as whether or not that a specialist area can meet the need.

2. **Discussion regarding the need and resolution method agreed upon.**

Discussions should take place between the staff member identifying the need and the supervisor/manager of the civilian staff member to ensure that both are aware of the need. The manner in which the need is to be resolved should be agreed upon. Does the need require structured learning and development or unstructured learning and development, or a combination?

When the need is identified it should be brought to the attention of the civilian staff members EDO (if there is one attached to the Command).

3. Is the training of a significant duration (one hour or more) or does it mitigate a significant risk to the NSWPF?

Once the manner of resolving the need has been decided, a further question should be asked, *“Is the training of a significant duration (one hour or more) or does it mitigate a significant risk to the NSWPF?”*

If the training duration is of more than one hour then the training must be recorded on SAP. If the training mitigates a significant risk to the NSWPF then the training should be recorded on SAP. Significant risks may arise from training that is undertaken that is less than the nominated one hour period but is deemed significant enough to require recording on SAP. The decision as to whether training mitigates a “significant risk” is the Commanders of the location where the risk is raised. An example of this may be where a new financial practice is introduced to the NSWPF, but the training response is of less than one hour duration.

4. Appropriate training is organised.

The training required to meet the identified need is now organised. This could be either by the person identifying the need, the supervisor of the civilian staff member, the EDO or the civilian staff member.

The training organised may be either unstructured learning and development conducted by a supervisor or structured provided by an external source, such as a college or TAFE. Or may be a combination of both. The actual qualification received from an external source is recorded separately within SAP within the Education infotype of SAP.

Study leave is reported upon within the SAP report; it is to continue to be recorded in the normal manner. It does not require a separate business event to be recorded within SAP.

5. Ensure all parties are made aware that the training is taking place.

It is essential that all parties that need to know about the training taking place are made aware of it. This would in most circumstances be the EDO or Training Coordinator responsible for the Command, along with supervisors and managers of the individual. This is to ensure that the appropriate records are kept and maintained within SAP.

6. Records of organised training to be retained by the EDO or equivalent.

It is essential that appropriate records are retained at this stage of the process to ensure records are placed on SAP at the appropriate time. The appropriate time for placing the records on SAP may not be prior to staff attending the training but following the completion of the training. This is due to the possibility that staff don't attend the training and a SAP record is subsequently made without any person actually attached to it.

7. EDO or equivalent enters the training title onto SAP.

Within the SAP Dynamic Attendance Menu, "NSWPF Unstructured Learning & Development," the EDO or equivalent will record the training title.

The timing of entering the information onto SAP is important. If there is more than five staff attending the course then it is advised that the record is created prior to attending. If there are less than five then it is advised to create the record following attendance at the training. This is to ensure that only records are maintained where staff attend.

8. Civilian staff member attends training.

When the staff member attends training they should ensure that they receive some form of documentation to ensure that they can validate their attendance at the training. This may take various forms but include certificates or similar.

9. Civilian Staff member provides proof of attendance to the EDO or equivalent.

On return to their location the staff member will provide proof of attendance to their EDO or equivalent.

10. EDO enters the name of the participant into SAP Business Event that was previously prepared or following the completion of the training where five or less participants are to attend.

Now that the information has been recorded what happens now?

This information can be used at command level to assess the number of staff that have outstanding or completed requirements. This information will also be used as part of COMPASS to ensure that the corporate requirement of three learning and development days is being met by commands. The Command

Performance Accountability System (COMPASS) is an intranet based corporate performance management system that enables comparison of actual results against State Plan, Corporate Plan and command business plan targets for key performance indicators. The system features two distinct modules: **Accountability** and **Assessment**.

Accountability

The main focus of COMPASS Accountability is to monitor and track the performance of commands based on their business plan targets and performance towards achieving Corporate Plan and State Plan targets.

The *NSW Police Force Corporate Plan 2008-12* contains the following indicator of success under the “People” key performance area:

“Civilian staff receiving three or more learning/development days per year (%)” The Corporate Target is $\geq 90\%$.

From 1st July, 2011, COMPASS will be enhanced to facilitate reporting on the civilian learning performance indicator. This information will be derived from SAP and include information back-captured into SAP for the 2011 calendar year.

Commencing the 2011-2012 financial year, commands will be required to enter “comments” and “actions” against the civilian learning indicator if at the end of the month the command has not achieved its target.

NOTE: Data contained within the **Comparison to Same Period Last Year** report for the civilian learning performance indicator will not be comparable until January 2012.

More information about Compass EDW can be found under [“Learn more about COMPASS and access”](#)

Assessment

The COMPASS Assessment module is used by commands to review their performance against targets over a specified (moveable) 12 month period.

Currently, regions manually collect and provide civilian learning and development data for the COMPASS Forum. The Performance Review Team assesses final results for the most recently completed training year, as well as progress in the current year to date.

Compass Forum

The Performance Improvement and Planning Command manages the COMPASS Forum and monitors performance across 120 key performance indicators.

Only those issues of significance and requiring further examination by CET are escalated to the Compass Forum.

Issues may be generated for significant achievement or non-achievement of targets, or to examine apparent anomalies or variations in results that have a significant impact on the organisation's capacity to achieve desired outcomes.

Commands will only be required to address the civilian learning indicator results at a COMPASS Forum should significant issues be identified.