



Association
of Police
Authorities



NPIA
National Policing
Improvement Agency

Quality Assurance Scheme for Training, Learning and Development in the Police Service

Scheme Handbook



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Purpose of this document

This document provides the scheme handbook for the Quality Assurance Scheme for Training, Learning and Development in the Police Service. It replaces the previously circulated document:

Quality Assurance Scheme for Training, Learning and Development in the Police Service/Implementation Document/Version 0.3 January 2009.

Three appendices are attached to the document:

Appendix A Strategic assessment areas and related criteria

Appendix B National firearms quality assurance

Appendix C High speed driver training quality assurance

Two further documents are complementary to the scheme handbook. These describe the alternative methodologies for completing the self assessment required by the scheme:

Document 1 – Quality Assurance Scheme for Training, Learning and Development in the Police Service Scheme Submission Template version 1.0. This is an electronic template for the completion of the self assessment. A copy of the electronic template will be provided to forces by email.

Document 2 – NPIA Quality Assurance Management Systems User Guide no. 2 Police Service Quality Assurance. The NPIA have developed a software system to facilitate the completion of the self assessment. This document provides the software user guide if forces decide to use the software system to manage their quality assurance (QA) processes.

The scheme handbook is provided for both quality assurance practitioners and for managers of training, learning and development who will be working with the scheme as it is embedded into practice.

Readers may find an element of repetition between the handbook and the related document. This is to facilitate the use of the documents as stand alone documents in their own right.

Additionally aspects of the scheme are repeated within sections of the handbook to reinforce the understanding and importance of process and criteria.

Introduction

The Quality Assurance Scheme for Training, Learning and Development in the Police Service¹ is a single unified quality assurance system that embraces all training, learning and development designed and /or implemented by police forces. The scheme will be implemented from the 1 April 2010.

It is intended that this scheme can provide the required information about the quality assurance of training, learning and development across the full force provision. This will reduce the need for duplicate demands from for example individual learning programmes.

Additions to the scheme will be limited to where an established governance body requires specific compliance matters to be evidenced. These will be limited in number and specific to particular programmes, for example the requirement for a specific number of hours of community placement in a learning programme. Please see section – Compliance in relation to specific programme requirements (page 22).

Forces may still choose to engage with other quality assurance schemes on their own initiative, for example Investors in People (IiP).

Collaborative provision of training, learning and development

Many forces will already be part of or entering into collaborative arrangements for the training, learning and development of their officers and staff. This may take the form of joint training on an equal basis or alternatively a force may take the lead and provide training on behalf of one or more forces.

How should this be dealt with in the self assessment process? Forces involved in collaborative provision should each provide a clear explanation of the arrangements in the appropriate section (Pen picture) of the self assessment template.

The collaborative provision should then be considered alongside other training, learning and development as a force formulates its response to the criteria in the remainder of the self assessment.

¹ Subsequently referred to as the 'scheme'.

Purpose of the scheme

The fundamental concept underpinning the scheme is one of improvement – improvement in the training, learning and development provided by a force which in turn should lead to increased public confidence in the service through improved performance.

The scheme is based on the concepts of mutual support and sharing of ideas. This is reflected in the requirement for peer review to take place before the annual self assessment is finalised. This will be explained further in the section Peer review (page 20). Secondly forces are encouraged to support each other by sharing practice which is noteworthy. This will be explained further in the section Noteworthy practice (page 21).

The scheme has been designed to:

- cover all nationally and locally produced and implemented programmes
- allow forces to use their own individual quality assurance systems and methods
- be outcome and improvement focused rather than focusing on the processes that individual forces use to quality assure their programmes
- reduce bureaucracy and to be seen to add real and tangible value to forces training, learning and development function.

The scheme has the following objectives.

- Provide an overarching quality assurance scheme at individual force as well as service level.
- Provide a single unified scheme for all aspects of the quality assurance of training, learning and development.
- Provide a self assessment mechanism and contribute to the improvement of forces training, learning and development functions.
- Allow forces to identify areas where improvements can be made, where strengths lie and which areas simply need to be maintained.
- Identify common trends in areas of improvement, strengths and areas to be maintained, at a national service level.
- Identify noteworthy practice which can benefit both individual forces and the service.
- Focus on outcomes and improvements.
- Provide the opportunity for a process of robust, valid and reliable peer review to support continuous improvement within force training, learning and development functions.

-
- Take the form of a single submission to reduce unnecessary bureaucracy within forces and reduce the time spent completing separate submissions for other quality assurance frameworks.
 - Provide a single point of focus for quality assurance activity which supports inclusivity of all force training, learning and development elements.
 - Facilitate the ownership of quality assurance and continuous improvement by forces on an ongoing basis throughout the year.
 - Contribute evidence towards the completion of external frameworks, e.g. IiP.
 - Provide a way for forces to check the functionality and use of their own internal quality schemes, processes and activities.
 - Provide information to support responses to Her Majesty's Inspectorate of Constabulary (HMIC) for baseline inspections.

The scheme is not a comparative scoring model which ranks forces; rather it expects forces to undertake an honest self assessment of the current position of its training, learning and development and to plan for improvement in the context of force business planning and prioritisation. Levels used within the scheme are indicators. The approach is explained in detail in the section on Key aspects of self assessment (page 16).

The scheme will not:

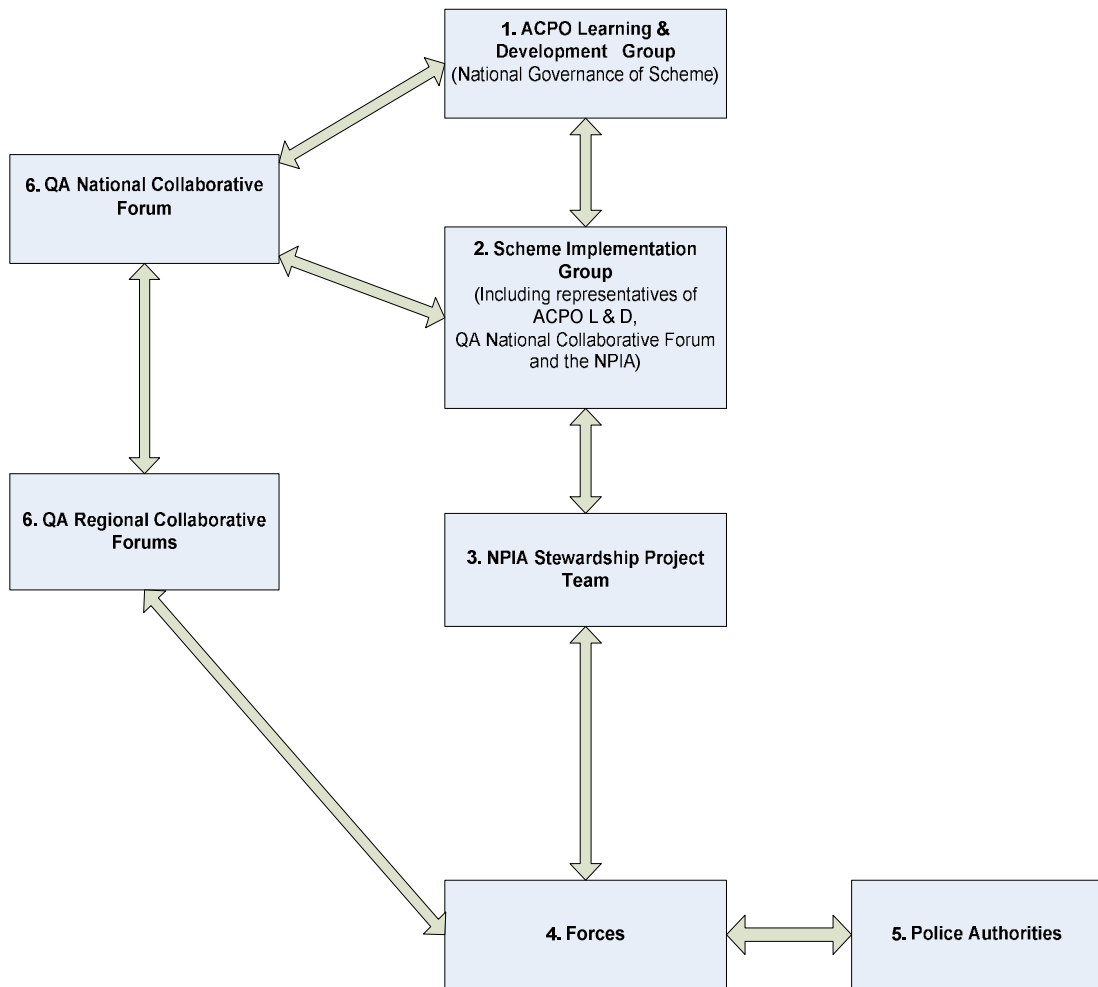
- licence national accredited programmes
- impose sanctions
- provide an aggregate score and rank position for forces
- prescribe how forces undertake their own individual quality assurance activity
- provide approval, accreditation or certification against this or any other quality assurance benchmark.

Governance of the scheme

This section outlines how the scheme was governed prior to the implementation date of the 1 of April 2010 and then the governance arrangements from that date onwards.

The numbers on diagrams 1a and 1b map across and are linked to the explanations in the text.

Diagram 1a - Governance during the implementation phase to March 2010



1 ACPO Learning and Development Group

The ACPO Learning and Development Group will act as the strategic governance body for the scheme on behalf of the police service and as such it will:

- lead and promote the scheme across all training, learning and development functions within the service from a strategic level
- utilise the annual report information provided by the NPIA to inform development activity
- identify priorities for service wide actions required as a result of the annual reports
- liaise with senior stakeholders with regard to the scheme including sponsors of national learning programmes and the HMIC, for example to offer assurances relative to any exceptional 'high risk' programme specifications
- contribute to the maintenance and review of the scheme with key stakeholders

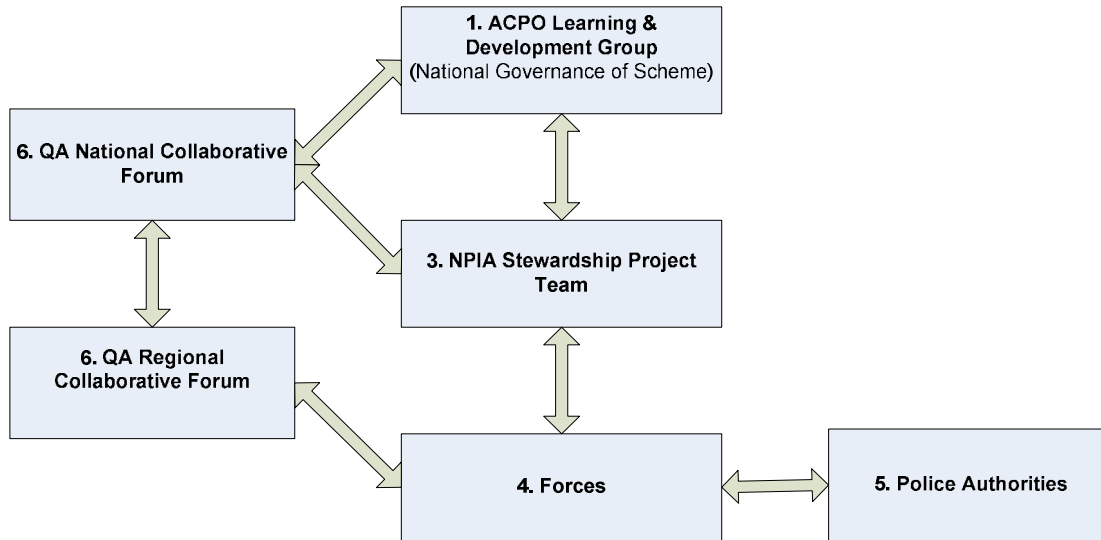
2 Scheme Implementation Group

To deal with implementation matters a 'Scheme Implementation Group' has been established with representation from:

- ACPO Learning and Development Group
- NPIA
- QA National Collaborative Forum.

This group may be discontinued when implementation is complete and therefore does not appear in diagram 1b.

Diagram 1b - Ongoing governance of the scheme from April 2010



3 National Policing Improvement Agency (NPIA) Stewardship Project Team

The ACPO Learning and Development Group have requested that the NPIA act as 'stewards' of the scheme on behalf of the police service, whilst noting that the scheme is jointly owned by key stakeholders.

Acting as 'stewards', the NPIA will:

- support the implementation of the scheme
- work with Single Point of Contacts (SPOCs) to implement the scheme at force level
- track implementation of the scheme
- provide support and advice to forces regarding the ongoing use of the scheme
- collate and analyse the outcomes of the scheme and provide information on national trends
- identify significant variance in trends to key stakeholders promptly
- highlight common areas of strength and disseminate to the service
- facilitate sharing of noteworthy practice
- produce and disseminate annual reports to ACPO Learning and Development Group (ACPO L&D), NPIA, HMIC and the

forces – providing direction of travel, common themes and areas of development

- contribute to the review and maintenance of the scheme with key stakeholders.

In addition to the stewardship the NPIA will:

- implement the scheme in relation to its training, learning and development functions, accepting that there are some legitimate differences in the operation of some aspects of the NPIA's training, learning and development function which would need to be considered, for example peer review
- consider the impact of the scheme on the management and implementation of national learning programmes.

4 Forces

Forces should commit to the scheme by:

- identifying the ACPO lead for Learning and Development as responsible for the scheme within the force
- undertaking continual self assessment of all training, learning and development functions across the force
- completing an initial full self assessment, followed in subsequent years by a review and update of that self assessment. The outcomes to be submitted to the NPIA
- identifying a SPOC to act as force liaison/advisor
- utilising the existing regional meeting framework to support the formulation of the self assessment, for example training managers, regional QA forums
- engaging in a process of peer review prior to submission of the self assessment to the NPIA
- identifying and managing areas for improvement
- maintaining areas of strength identified
- sharing examples of noteworthy practice with other forces
- considering identified areas of noteworthy practice relative to force practices
- contributing to the maintenance and review of the scheme with key stakeholders.

5 Police authorities

Police authorities should commit to the scheme by:

- supporting forces in their commitment to the scheme
- monitoring the management and outcomes of the self assessment process
- monitoring the maintenance of identified areas of strength
- considering the overall national quality assurance report from the NPIA and work with the force to implement any activities
- contributing to the maintenance and review of the scheme with key stakeholders.

6 QA National and Regional Collaborative Forums

A structure of regional QA Collaborative Forums, with an overarching National QA Collaborative Forum exists and has been instrumental in formulating, launching and implementing the scheme.

Going forward the groups will act as a body of 'subject matter experts', in relation to quality assurance with the national group being represented on the implementation board, to ensure the implementation, maintenance and review of the scheme.

Skills for Justice (Note - not represented on the diagram)

Although not directly involved in the governance of the scheme, Skills for Justice will support the police service by continuing to set the standards around quality assurance for external training providers who fall outside the scope of the scheme. This will be via the Skills for Justice Skillsmark product.

The Annual cycle of activity

The annual cycle of activity is outlined in diagram 2. Activity takes place in the context of a full self assessment in year one, followed subsequently by a process of annual reviews and update.

The following numbers correspond to those in diagram 2. Some stages specify a named month indicating when that particular part of the process needs to be completed. The most significant date is the end of September when the self assessment process has to be completed and a copy submitted to the NPIA for analysis.

- 1) Annual cycle of activity begins

The annual cycle of activity begins on the 1st of April each year. Prior to this date the NPIA will have initiated the self assessment process by

issuing a copy of the scheme to each force ACPO lead for Learning and Development.

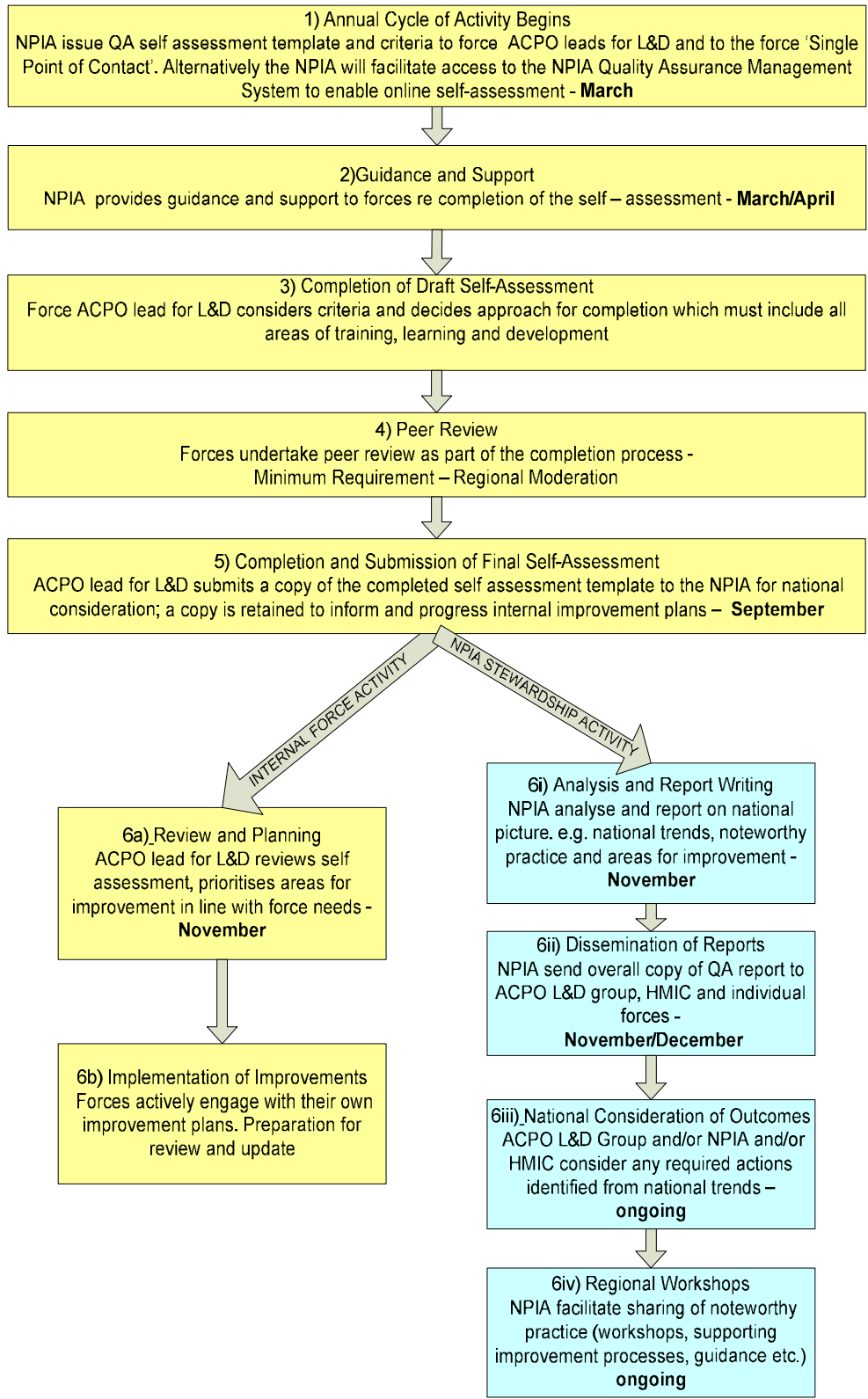
ACPO leads will consider the requirements of the scheme and decide how the outcome will be achieved. They may for example delegate the task to one or more senior members of staff, for example the forces lead on training, learning and development. Alternatively they may decide to build up the self assessment by requesting sections/departments to initially complete a self assessment for the force.

Forces will be able to complete the self assessment via electronic templates or online using the NPIA Quality Assurance Management Systems software package. Please see the later section on self assessment.

In year one, forces will need to complete a full self assessment against all the criteria within the scheme. In subsequent years forces will only be expected to update their initial self assessment, for example, to explain areas that have been improved upon or where areas have become noteworthy. This 'updating only' will help reduce unnecessary duplication and save a considerable amount of time and resource.

Diagram 2: The annual cycle of activity

Quality Assurance Scheme for Training, Learning and Development in the Police Service – Annual Cycle of Activity



Completion of the self assessment within this scheme will be the principal quality assurance activity in relation to training, learning and development activity within forces. The only exception to this will be where the following applies.

Certain national programmes will be accompanied by an individual 'programme specification' which will have to be complied with in addition to the scheme. Such specifications will only include requirements/risks that are unique to the programme and that fall outside of the scheme. When this occurs forces will need to assure NPIA, HMIC and ACPO leads that the additional and specific requirements have been considered, covered and have been suitably addressed. A fuller explanation is provided in the later section on compliance (page 22).

2) Guidance and support

Having disseminated the scheme to all forces, NPIA will act as the formal point of contact for the scheme, providing support, advice and guidance. The latter will also be available via the network of Regional Quality Assurance Collaborative Forums and via the National Quality Assurance Collaborative Forum.

3) Completion of draft self assessment

The outcome of this stage should be a DRAFT self assessment.

The overall scheme requires the forces ACPO lead for learning and development to ensure the production of a completed self assessment encompassing all areas of their forces training, learning and development function both central and devolved. How this outcome is achieved is left to the discretion of the force.

Further guidance is provided in the later section on self assessment (page 16) and in the submission template document.

Prior to step 4 peer review; the main emphasis should be on producing a draft which encompasses:

- assignment of provisional levels
- a draft 'explanation' of self assessment
- a draft list of evidence.

Improvement plans, maintaining strengths and identifying noteworthy practice can be considered and finalised after peer review.

4) Peer review

The outcome of this stage is that the completed draft self assessment has been subject to peer review before being signed off and submitted to the NPIA.

The form of peer review is left to the discretion of the force but the minimum requirement is full and active participation in a regional moderation event of the whole ten sections of the scheme.

The review might be conducted collectively as a region utilising existing regional meeting structures, for example training managers or quality assurance forums. Alternatively, a force might wish to arrange for a more detailed review by inviting another force to carry out the review on an individual basis, either in-force or via the online system. Existing 'peer assessment' arrangements, similar to the existing HMIC/European Framework for Quality Management (EFQM) baseline assessments, can be utilised. Another option would be to consider collaborating with another force from within that force's most similar family, rather than regionally. However, whichever method is chosen the process must be managed by the forces themselves. It should be remembered that this is about peer review and not peer assessment. The outcome of the activity is advisory for consideration by the ACPO lead for Learning and Development.

5) Completion and submission of final self assessment

The outcome of this stage is the production and submission of a complete FINAL self assessment. The forces ACPO lead for Learning and Development will submit the self assessment to the NPIA by the end of September.

Guidance on completion is provided in the later section on self assessment, in the submission template document and in the NPIA Quality Assurance Management Systems software user guide.

Consideration should first be given to the outcome(s) of stage 4 peer review. Any consequent amendments should be made to the draft self assessment. It is at this point that improvements plans, maintaining strengths and noteworthy practice should be considered.

All criteria within the ten sections of the scheme should be addressed and the self assessment should encompass all training, learning and development provided by the forces, irrespective of internal management structures.

When complete it is the responsibility of the ACPO lead for Learning and Development to forward a copy of the self assessment to the NPIA. The self assessment should be accompanied by a 'pen-picture' of the force training, learning and development structure.

A copy of the completed self assessment will be retained by the ACPO lead to inform the forces internal improvement plans for the forthcoming year. This process will give relevance to the schemes use as a living document that assists in directing the force in areas where improvements can be made and efforts targeted.

When stage 5 has been completed the process divides into two strands.

- a) Force activity where force outcomes are considered at a local level and.
- b) Stewardship activity where the national picture is reviewed by NPIA, the ACPO Learning and Development Group and the respective forces.

Force activity

6a Review and planning

The ACPO lead for Learning and Development considers the completed self assessment and levels chosen during the process. Using the information provided they will then use it to inform the functions and priorities for the following year, for example where improvements need to be made, strengths maintained or further developed. It is anticipated that the respective police authority would be engaged at this stage of the process in a monitoring capacity.

6b Implementation of improvements

After the ACPO lead and police authority have considered the completed self assessment, the Head of Learning and Development and other responsible senior managers will actively engage with the improvement plans identified in order to improve the force's training, learning and development function in terms of products and services.

In terms of cycle of activity the outcomes of 6a and 6b will inform the next annual review and update.

National activity

6i Analysis and report writing

Having received the completed final self assessments from all forces the NPIA will examine the outcomes, analyse the findings and formulate a single report on the national picture in terms of trends, noteworthy practice and areas of improvement.

Part of the NPIA's role at this stage will be to take a holistic view of the levels allocated by the forces during the self assessment process. It must be emphasised that there will be no aggregation of levels or comparative ranking of forces.

6ii Dissemination of report

When complete the national report will be forwarded to the ACPO Learning and Development Group, each force's ACPO lead for Learning and Development and the HMIC.

6iii National consideration of outcomes

The ACPO Learning and Development Group in co-operation with the NPIA will consider any national trends identified in the report and any subsequent action(s) that might be required to improve performance in these areas.

6iv Regional workshops

On the basis of the national report the NPIA will co-ordinate a series of workshops, held either at NPIA sites or at individual forces, where those demonstrating noteworthy practice will have an opportunity to share that practice with forces that need to develop in those areas. This process will have advantages in that it will negate the need for a 'noteworthy'

performing force to host a number of different visiting forces on different days as has historically been the case. The events will also facilitate a prompt response to areas where improvement and performance needs to be addressed at national level.

The annual cycle of activity will then be repeated as the force reviews and updates its overall self assessment.

Key aspects of self assessment

How to complete the required self assessment is fully explained in the Self Assessment Submission Template Document. To assist understanding this section reviews a number of key aspects including the criteria and the levels used in the scheme.

Strategic assessment areas and criteria

The scheme is built around ten strategic assessment area headings with more detailed criteria statements beneath them.

The ten areas below are all prefaced by the statement –

As the ACPO lead for the Training, Learning and Development function how do I know that...

1. The training, learning and development function is integrated into and works with all areas of the force and service.
2. I understand and can respond to the training, learning and development needs and priorities of the force and service.
3. I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way.
4. I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role.
5. I am designing training, learning and development products to meet the needs and priorities of the force and service.
6. I am delivering training, learning and development products to meet the needs and priorities of the force and service.
7. I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met.
8. I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met.
9. I am reviewing, improving and maintaining training, learning and development products to ensure that they remain relevant to the force and service.

10. I am ensuring learners and their managers are engaged in the training, learning and development provided.

Each of the ten strategic assessment areas has a number of criteria attached. A full list of the ten areas and related criteria are supplied at Appendix A.

The following is an example:

Generic statement



		As the ACPO lead for the Training, Learning and Development function how do I know that
Strategic assessment area	→ 4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
Criteria	→ 4.1	Selection of appropriate staff into training, learning and development roles
Guidance	→	<i>This could include part-time roles, mentors, coaches, championing roles, trainers, assessors etc. This list is not exhaustive. Consider role profiles where appropriate</i>

The section labelled 'guidance', written in italics, is provided to assist forces. It is not a check-list of evidence to be included but rather examples/areas forces may consider and may include when completing the self assessment. The guidance provided is not exhaustive and other considerations can be included. Forces may wish to offer suggestions to inform future iterations of the scheme.

When there is no guidance, it is felt the detailed statement/criterion is self-explanatory. Throughout the scheme consideration is given to force's requests for fundamental and value adding questions/statements, additional detail/guidance when required and that content is presented in plain language.

Self assessment levels

This scheme is about improvement in the training, learning and development provided within a force which in turn contributes to an improvement in the service provided to the public, which is reflected in an increased level of confidence expressed by the public.

It is not about scoring the activity of individual forces and then ranking them alongside the other forces in the service.

As a force works through the strategic assessment areas and collates and considers evidence it is expected to assign a level against each criterion.

The levels are progressive in relation to improvement, with each level building on its predecessor. For example, in relation to a particular criterion, if a force decides that it is used in some but not all areas of training, learning and development it will assign itself a level 3. If at the next annual review it has managed to extend use to all training, learning and development it will progress to a level 4. As the scheme is embedded some forces may wish to stay at a specific level in relation to some criteria, whilst preferring to aim for progress against other criteria. This will depend on individual force resources and priorities in relation to business planning. The possible variation in approach would be another reason for not scoring and ranking as there is a strong possibility that comparisons would not be on a like for like basis.

The levels are indicators of progress and have been formulated in the belief that all providers of training, learning and development in a force, irrespective of management structures, should be striving for improvement.

As indicators the levels are not meant to be definitive, they are there to recognise the status of current activity but more importantly to target where a force might wish to be.

The levels for the scheme are provided below:

0	Not present anywhere, no plans, no evidence, no recognition of implication
1	Present in some training, learning and development functions (tangible evidence required)
2	Present in all training, learning and development functions (tangible evidence required)
3	Present in all training, learning and development functions and used in some training, learning and development functions (tangible evidence required)
4	Present and used in all training, learning and development functions (tangible evidence required)
5	Present and used in all training, learning and development functions and embedded in some training, learning and development functions (review and development present, proactive sharing of practice with others internally and externally)
6	Present, used and embedded in all training, learning and development functions (review and development present, proactive sharing of practice with others internally and externally)

The terms present, used and embedded are explained as follows:

Present is taken to mean that in respect of the particular criteria systems/processes are in place in some or all training, learning and development functions. Present is positive, but experience shows that because a system or process is evident it is not necessarily used effectively.

Used is taken to mean that in respect of the particular criteria the systems/processes are not only present but used in some or all training, learning and development functions. Used in the sense of clearly being implemented with consideration being given to the outcomes.

Embedded is taken to mean that in respect of the particular criteria the systems/processes are not only present and being used but are also subject to review and maintenance, with the outcomes clearly demonstrating a contribution to improving some or all training, learning and development functions. This is a characteristic of a self learning organisation.

Below is an extract from the Scheme Submission Template and how it might be applied, relating to evaluation.

As the ACPO lead for Training, Learning and Development function how do I know that	
8.0	I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met
8.1	Procedure for managing evaluation processes
Guidance	<i>Risk assessment and prioritisation, communication, evaluation methodologies</i>

The following are examples of judgements as to how forces may select the appropriate level.

Choice of a level should clearly be made in the context of statement 8.0

Present:

A procedure for managing evaluation processes has been formulated to test if the needs and priorities of the force, service and individual are being met. This would include decisions on prioritisation and evaluation methodologies to be used (there is potential to answer the question).

Used:

The procedure for managing evaluation processes is being implemented to test if the needs and priorities of the force, service and individual are being met (results are obtained and the question is being answered).

Embedded:

Implementation of the procedure for managing evaluation processes is producing informative outcomes which are contributing to ongoing prioritisation and business planning. The procedure is constantly under review to reflect the needs of the force, service and individual and to reflect changing practices in evaluation (changes are being made and new questions are being formulated).

Peer review

Prior to a force signing off the self assessment and submitting a copy to the NPIA it should subject the self assessment to a form of peer review. Peer review not peer assessment because the outcome is advisory and it is the decision of the originating force to decide if it incorporates any feedback into its self assessment.

The purpose of the activity is for one or more forces to review the self assessment and comment on the levels chosen, the explanation given and the list of evidence provided.

The benefit of peer review is that forces are not undertaking self assessment in isolation. They can benchmark or standardise their approach against that taken by other forces, which should inform the setting of levels and formulation of explanations.

The form of peer review is left to the discretion of the force but the minimum requirement is full and active participation in a regional moderation event of the whole ten sections of the scheme.

Possible alternatives include:

- conducting the review collectively as a region utilising existing regional meeting structures, for example training managers or quality assurance forums
- utilising one or more forces to carry out a review on an individual basis, either on site or via the online software system
- using existing 'peer assessment' arrangements similar to the existing HMIC/EFQM base line assessments
- collaborating with another force from within the force's most similar 'family' of forces.

Noteworthy practice

The scheme is fundamentally about improvement. One aspect of fostering improvement is the sharing of ideas. Forces are therefore being asked to

share policies and practices which they think might be useful for consideration by other forces. The wording 'noteworthy practice' has been used to represent this concept of sharing.

The material considered here may not have been subject to a specific validation process but a force may feel it is of note to share with other forces to assist with fostering improvement. It may for example have been acknowledged during a HMIC inspection or highlighted during a peer review activity.

The NPIA will collate the material provided with the aim of wider distribution. For example it may be used to assist forces facing problems with particular criteria or possibly as the basis for regional events.

Compliance in relation to specific programme requirements

The scheme is a single unified approach to quality assurance activity. One of the key aims is to reduce the burden on forces to duplicate quality assurance activity and submissions.

It is however recognised that in a limited number of instances it might be necessary for a force to evidence its activity in relation to a number of specific programme requirements defined by the relevant governance body.

For example, a force may have a defined approach to involving the community in training, learning and development activities. This would be covered by the scheme.

On the other hand, the Central Authority for the Initial Police Learning and Development Programme (IPLDP) has determined that all forces delivering the IPLDP should include a minimum of 80 hours community placements. This would be a specific requirement in addition to the scheme and would have to be evidenced separately.

The following specific compliance requirements are already in existence for certain programmes/products:

National Firearms Quality Assurance – Please see Appendix B.

High Speed Driver Training Quality Assurance – Please see Appendix C.

Initial Police Learning and Development Programme (IPLDP)

To be agreed. There will be a limited number of programme specific compliance criteria determined by the IPLDP Central Authority. These will be detailed in the IPLDP Programme Handbook.

Glossary

ACPO Learning and Development Group - Formerly the National Training Managers Group

Budget - Relates specifically to finance and not resources

Embedded - Evidence that systems/processes are in place, implemented, in common usage and are being reviewed and maintained

Final Level - After peer review a level assigned to a criteria for final submission. It is at this point that improvement plans, maintaining strengths and noteworthy practice should be considered

Force Learning Panel - To include all bodies where a force's strategic, BCU and departmental decisions are taken relative to training, learning and development activities

Force(s) - Generic term for constabularies, forces and the NPIA

NPIA - National Policing Improvement Agency

HMIC - Her Majesty's Inspectorate of Constabulary

Present - Evidence that systems/processes are in place

Provisional level - A level initially assigned to a criteria prior to peer review based on initial consideration of self assessment and available evidence

Resources - To include people, facilities, equipment, etc.

Scheme - The term used for this single unified quality assurance scheme

Self assessment - The process of completing the template and choosing the appropriate level and submission on an annual basis

Tangible evidence - A term used for all auditable evidence used to support the self assessed level chosen. It is not necessary for forces to write documents when the evidence can be provided in other ways, for example, professional discussions, systems, records etc.

T, L&D - Training, Learning and Development

Training, learning and development functions - Generic term for all areas of the force where training, learning and development are designed and delivered

Used - Evidence that systems/processes are in place and implemented

Appendix A - Strategic assessment areas and related criteria

As the ACPO lead for the Training, Learning and Development function how do I know that...	
1.0	The training, learning and development function is integrated into and works with all areas of the force and service
1.1	Management structures and meetings
Guidance:	<i>Organisational structure diagrams. For meetings think of force, regional, national and specialist meetings and terms of reference. Also include the relationship with devolved teams</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
1.0	The training, learning and development function is integrated into and works with all areas of the force and service
1.2	Strategic responsibility
Guidance:	<i>Posts responsible for standards, costs and planning for all training, learning and development activities, Association of Chief Police Officers (ACPO) lead and police authority involvement. These could be within training, learning and development and/or devolved teams</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
1.0	The training, learning and development function is integrated into and works with all areas of the force and service
1.3	Managing arrangements for collaborative working
Guidance:	<i>Consider other departments and functions within the force, regional and national and other external agencies (e.g. community groups)</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
1.0	The training, learning and development function is integrated into and works with all areas of the force and service
1.4	Strategic environmental scanning
Guidance:	<i>Training, learning and development processes to keep abreast of national trends and priorities and how this is fed back into the force</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
1.0	The training, learning and development function is integrated into and works with all areas of the force and service
1.5	Police authority/equivalent or Northern Ireland Policing Board involvement in training, learning and development
Guidance:	<i>Consider budget, relevant police authority meetings and reporting mechanisms, liaison with specific police authority representatives; management and review of business plans can also be considered here</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
2.0	I understand and can respond to the training, learning and development needs and priorities of the force and service
2.1	Client/contractor and stakeholder relationships
Guidance:	<i>Including consultation and operation of relationships, for example community groups, police authority, BCUs, during planning processes and development of any current and future training, learning and development strategies</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
2.0	I understand and can respond to the training, learning and development needs and priorities of the force and service
2.2	Training, learning and development planning processes that capture, prioritise and communicate training, learning and development needs to be met and provided in the force
Guidance:	<i>To include training, learning and development that is delivered under devolved, external and collaborative arrangements</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
2.0	I understand and can respond to the training, learning and development needs and priorities of the force and service
2.3	Review, monitoring and adjustment of training, learning and development planning processes and strategies
Guidance:	<i>Consider how this is done in accordance with changes in force and service needs and priorities; responsiveness to changes in organisational needs; responsiveness to equality, diversity and human rights strategies where applicable</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
3.0	I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way
3.1	Review and management of budget
Guidance:	<i>Include any devolved budgets, contingencies and any finance meetings</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
3.0	I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way
3.2	Budget and resource management relative to training, learning and development prioritisation and strategic priorities
Guidance:	<i>Also consider returns on investment</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
3.0	I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way
3.3	Management and deployment of staff
Guidance:	<i>Think about staff planning and scheduling, staff skills and how these are used</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
3.0	I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way
3.4	Management and review of use of resources
Guidance:	<i>Use of rooms, facilities and equipment; how resourcing issues are resolved</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
3.0	I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way
3.5	Managing relationship with funding and awarding bodies
Guidance:	<i>Financial relationship and drawing down funds from external sources e.g. Learning and Skills Council (LSC)</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
3.0	I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way
3.6	Management review of external training provision from external providers
Guidance:	<i>Planning and procurement of external training courses, trainers and provision</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
4.1	Selection of appropriate staff into training, learning and development roles
Guidance:	<i>This could include part-time roles, mentors, coaches, championing roles, trainers, assessors etc. This list is not exhaustive. Consider role profiles where appropriate</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
4.2	Induction to training, learning and development roles
Guidance:	<i>This is for staff new to training, learning and development roles; understanding roles and responsibilities. Consider any accredited prior learning</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
4.3	Continuous professional development, training and qualifications for staff in training, learning and development roles
Guidance:	<i>This is for existing training, learning and development staff and should be supported by the PDR process; consider protected learning time, mentoring and coaching, refresher training, assessment etc</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
4.4	Succession planning for staff in training, learning and development roles
Guidance:	<i>Advanced planning for future staffing changes including vacancy factors</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
4.5	Status and recognition for staff in training, learning and development roles
Guidance:	<i>Informal and formal ways of valuing staff. Career pathways and progression, special payments etc</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
4.6	Staff satisfaction levels measured and responded to
Guidance:	<i>Surveys of staff in training, learning and development roles, focus groups, forums for meetings etc</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
4.0	I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role
4.7	Access and availability of learning resources for all staff in training, learning and development roles
Guidance:	<i>This can include providing appropriate learning resources to assist with the development of all staff in training learning and development roles</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
5.0	I am designing training, learning and development products to meet the needs and priorities of the force and service
5.1	Commissioning process
Guidance:	<i>Through force learning panels, training and learning needs analysis, evaluation criteria, desired operational performance outcomes; assessment and accreditation, benefits; diversity implications; client contractor relationships</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
5.0	I am designing training, learning and development products to meet the needs and priorities of the force and service
5.2	Procedure for the design process
Guidance:	<i>Collaboration; alternative learning methods; quality management (legal, Health and Safety, diversity); resources needed for design and delivery; standardisation across devolved teams; protective marking; force and national key priorities for learning and development; consideration of environmental scanning; consideration of noteworthy practice; programme specifications of National Learning Programmes</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
5.0	I am designing training, learning and development products to meet the needs and priorities of the force and service
5.3	Design of assessment requirements
Guidance:	<i>Criteria to be assessed against learning outcomes; assessment and accreditation, benefits; diversity implications; client/contractor relationships</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
5.0	I am designing training, learning and development products to meet the needs and priorities of the force and service
5.4	Design of evaluation requirements
Guidance:	<i>Consider the outcomes/benefits to be evaluated and methodology to be used</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
5.0	I am designing training, learning and development products to meet the needs and priorities of the force and service
5.5	Piloting and validation
Guidance:	<i>Consider aligning design, check the design process and product has met the need identified at the commissioning stage</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
5.0	I am designing training, learning and development products to meet the needs and priorities of the force and service
5.6	Community involvement in design
Guidance:	<i>Community involvement in the design process</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
5.0	I am designing training, learning and development products to meet the needs and priorities of the force and service
5.7	Linking programme aims to national policing measures and standards
Guidance:	<i>Consider linking programme aims to relevant national measures and standards e.g. Assessment of Policing and Community Standards (APACS), Equality Standards and qualifications e.g. NVQs, Qualification and Credit Framework (QCF)</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
6.0	I am delivering training, learning and development products to meet the needs and priorities of the force and service
6.1	Procedure for delivery
Guidance:	<i>Contingency planning, collaboration; minimum qualifications for trainers; staff can locate and use current version of programme, diversity implications, Health and Safety implications</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
6.0	I am delivering training, learning and development products to meet the needs and priorities of the force and service
6.2	Quality management of delivery
Guidance:	<i>Staff in training, learning and development roles, specialist and guest speakers; subject matter experts experience, training and qualifications of observers, observation of deliverers; relevant doctrine and guidance</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
6.0	I am delivering training, learning and development products to meet the needs and priorities of the force and service
6.3	National products and programmes specification
Guidance:	<i>Consider any identified requirements that are specific to National Programmes e.g. Firearms, Health and Safety</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
6.0	I am delivering training, learning and development products to meet the needs and priorities of the force and service
6.4	Course administration
Guidance:	<i>Joining instructions; pre-reads, day to day management of courses</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
6.0	I am delivering training, learning and development products to meet the needs and priorities of the force and service
6.5	Management and review of student training records
Guidance:	<i>For example, access, data protection, currency, storage, security, equality monitoring</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
6.0	I am delivering training, learning and development products to meet the needs and priorities of the force and service
6.6	Management and review of attendance and standards
Guidance:	<i>Classroom protocols, student and delegate charter etc, procedures for managing non-attendance</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
6.0	I am delivering training, learning and development products to meet the needs and priorities of the force and service
6.7	Community involvement in delivery
Guidance:	<i>For example, classroom observations, visits, role play, practicals, etc</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.1	Procedure for the assessment of learners
Guidance:	<i>Consider vocational and non vocational assessment, foundation degrees and other qualifications checking that learning outcomes have been met and achieved and where appropriate assessed to operational policing requirements; reasonable adjustments; quality assurance of assessment practice e.g. internal and external verification</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.2	Training and qualifications of assessors and verifiers
Guidance:	<i>For example, National Assessor and Verifier standards</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.3	Managing accredited programmes
Guidance:	<i>For example, vocational and non vocational assessment, foundation degrees and other qualifications, Core Leadership and Development Programme (CLDP), specialist qualifications, university programmes</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.4	Managing relationships with awarding bodies
Guidance:	<i>Day to day relationship, External Verifier (EV) visits, centre status and direct claims, colleges and universities and quality assurance for degree programmes; include awareness of Awarding body requirements</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.5	Management of student assessment records
Guidance:	<i>For example, access, data protection, currency, storage, security</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.6	Process for appeals against assessment decisions
Guidance:	<i>Vocational qualifications, foundation degree and other qualification appeals; non vocational assessment decisions, for example driving assessments, IT training etc</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.7	Assessment of prior learning and experience
Guidance:	<i>For example, vocational qualifications, Police Community Support Officer (PCSO)/Special to Initial Learning and Development Programme (IPLDP); also consider individual learning plans</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
7.0	I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met
7.8	Management of learner achievement and attainment
Guidance:	<i>For example, student reviews, post training evaluation, PDR process and approach to attainment of qualifications. Consideration of the National Police qualification structure</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
8.0	I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met
8.1	Procedure for managing evaluation processes
Guidance:	<i>Risk assessment and prioritisation, communication; evaluation methodologies</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
8.0	I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met
8.2	Those with responsibilities for evaluation
Guidance:	<i>Force evaluator, department, trainers, single point of contact, managers, how is the relationship managed</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
8.0	I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met
8.3	Use of evaluation outcomes
Guidance:	<i>How evaluation informs programme design, maintenance and performance planning, review of achievement of learning outcomes; force performance improvement; transfer of learning</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
8.0	I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met
8.4	Learner satisfaction levels measured and responded to
Guidance:	<i>Evaluation of the quality of the learning experience and service provided by training, learning and development; for example, initial reaction questionnaires, focus groups, use of outcomes</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
8.0	I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met
8.5	Stakeholder and client satisfaction levels measured and responded to
Guidance:	<i>Evaluation of the quality of the learning experience and service provided by training, learning and development; for example, initial reaction questionnaires, focus groups, use of outcomes</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
8.0	I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met
8.6	Community involvement in evaluation
Guidance:	

As the ACPO lead for the Training, Learning and Development function how do I know that...	
9.0	I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service
9.1	Procedures for reviewing, improving and maintaining training, learning and development products
Guidance:	<i>In line with force quality management systems, consider health and safety, diversity and other legal and procedural implications etc</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
9.0	I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service
9.2	Environmental scanning
Guidance:	<i>This is for programme level; consider legislation, specialist developments, changes in force procedure, national and regional doctrine and guidance and noteworthy practice</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
9.0	I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service
9.3	Identification of staff responsible for course maintenance and ownership
Guidance:	<i>Designated course/lesson/programme etc owners with specific areas of responsibility, single point of contact for courses</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
9.0	I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service
9.4	Version control including government protective marking scheme
Guidance:	<i>Force system for version control to be implemented</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
9.0	I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service
9.5	Archiving
Guidance:	<i>Force system for archiving to be implemented</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
9.0	I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service
9.6	Identifying and sharing noteworthy practice
Guidance:	<i>Within the force and externally. Demonstration of contribution to sharing nationally/locally</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.1	Procedure for learner and manager engagement in training learning and development
Guidance:	<i>For example access to learning, course application procedures, learner support during and after training, protected learning time etc; diversity implications, health and safety, student induction to programmes, feedback mechanisms</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.2	Learners understand their rights and responsibilities
Guidance:	<i>For example student or delegate charter, complaints procedure, grievance procedure</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.3	Managers understand their responsibilities
Guidance:	<i>Line managers of learners; pre and post learning meetings, PDR's, work based learning and assessment</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.4	Access and availability of learning resources to learners
Guidance:	<i>For example, computers, e-learning, ease of contact with staff in Learning and Development (L&D) roles etc.</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.5	Availability and access of product and course information
Guidance:	<i>Course prospectus, assessment information, appeals procedure, promotion, awareness and communication</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.6	Impact of training, learning and development on learners performance
Guidance:	<i>Consider measurement through PDRs, post training, improvement in performance and evaluation</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.7	Reasonable adjustments
Guidance:	<i>Including design, delivery and assessment, how reasonable adjustments are managed</i>

As the ACPO lead for the Training, Learning and Development function how do I know that...	
10.0	I am ensuring learners and their managers are engaged in the training, learning and development provided
10.8	Involvement of learners in the management and development of training, learning and development
Guidance:	<i>For example, learner representation on force learning panels, meetings, forums, evaluation groups etc.</i>

Appendix B - National Firearms Quality Assurance

The current National Firearms Quality Assurance Framework has been mapped against the criteria within the National Single Quality Assurance Scheme. All criteria matched as a result of the mapping activity with the exception of a number of compliance requirements specific to firearms as defined in the table below.

The governance body for the National Firearms has therefore decided to withdraw the Firearms Quality Assurance Framework with effect from the 31 March 2010 and replace it with the following quality assurance requirements from the 1 April 2010:

- (a) The submission of a completed self assessment within the National Single Quality Assurance Scheme – with clearly identifiable entries relating to firearms.
- (b) Coverage of the compliance requirements.

Relevant section of National Single QA Scheme	Current Firearms QA Framework reference	
3	A1	Evidence of specific role profiles/job descriptions
2	A2	Firearms Threat and Risk Assessment requirement
	B1	
6	A6	Evidence of risk assessments – dynamic, site specific and activity specific and bespoke safety briefings in line with the risk assessments. This is to include sign off procedures/process for students receiving safety briefings and monitoring of their completion.
2	B1	Evidence that the Firearms Threat and Risk Assessment includes all force requirements. ACPO lead has made the decision for actions to be taken. These are recorded in the risk register. There are clear training plans signed off by the ACPO lead documenting training required to meet the threat/s
9	B2	Session plans to be NPFTC compliant. Dip sampling of force lesson plans to demonstrate the link
4	C3	All instructors to have attended and completed the National Firearms Instructors course
3	C8	Ranges should be compliant with current inspection procedures

Compliance with these requirements will be considered separately. The process will be issued by the National Firearms governance body.

Appendix C - High Speed Driver Training Quality Assurance

The draft High Speed Driver Training (HSDT) Quality Assurance Framework has been mapped against the criteria within the National Single Quality Assurance Scheme. All criteria matched as a result of the mapping activity with the exception of a number of compliance requirements specific to High Speed Driver Training (HSDT) as defined in the table below.

The governance body for the HSDT will therefore accept with effect from 1 April 2010:

- (a) the submission of a completed self assessment within the National Single Quality Assurance scheme
- (b) coverage of the compliance requirements.

Additional specific areas of compliance
Are all trainers trained to satisfy the requirements of the HSIDP (High Speed Instructors Development Programme) or equivalent? (Map existing qualification, if appropriate, to HSIDP).
Provide copies of relevant insurance documents as applicable.
Driver training fleet, and use, is procured to meet organisational needs.

Compliance with these requirements will be considered separately. The process will be issued by the HSDT governance body.

Quality Assurance and Licensing

National Policing Improvement Agency

Yew Tree Lane

Pannal Ash

Harrogate

HG2 9JZ

Tel **01423 876959**

Email psqa.enquiries@npia.pnn.police.uk