



An Garda Síochána  
Training and Development  
Review Group Report



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Training and Development  
Review Group Report**

June 2009

Training Review Group,  
Garda Síochána College,  
Templemore, Co. Tipperary





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## Foreword

On behalf of my colleagues in the Training Review Group I am pleased to introduce this report entitled '*An Garda Síochána Training and Development Review Group Report*'. This review of training and development in An Garda Síochána was undertaken at the request of Garda Commissioner Fachtna Murphy. I am honoured to have been invited by the Commissioner to chair the distinguished Review Group which was assembled to review all training in An Garda Síochána. I feel particularly privileged because this is the first time since the inception of An Garda Síochána that a review of this scope and magnitude has been completed.

To date, the training and development policy of An Garda Síochána has served the garda organisation well and, unsurprisingly, garda training is internationally renowned. There is, however, no room for complacency. The recommendations presented in this report are crafted to renew and reinvigorate garda training and development to ensure continued delivery of an effective and professional policing service to a contemporary Irish society. The implementation of the Review Group's recommendations will enable An Garda Síochána to continually grow the capacity of its workforce by developing its skills, knowledge and competencies. Opportunities for learning will be designed to align with twenty-first century policing needs and the adoption of a lifelong learning philosophy will allow An Garda Síochána to meet the challenges facing the organisation both now and in the future.

I would like to thank all those who contributed to the production of this report. Firstly, I would like to express my gratitude to the members of An Garda Síochána, garda and civilian members, for their cooperation and positive engagement in the review process.

I would like to thank the many individuals and organisations that made submissions for consideration to the review team.

I would like in particular to thank members of the Review Group consisting of Séamus Puirseil, former CEO, Higher Education and Training Awards Committee; Mary



Toomey, Head of Group Strategic Human Resources AIB; Bairbre Redmond, Associate Professor, Higher Education College of Human Sciences UCD; Michael Flahive, Assistant Secretary Department of Justice, Equality and Law Reform; James O'Farrell, Higher Principal Officer, Department of Finance; Martin Callinan, Deputy Commissioner Operations, An Garda Síochána; Louis Harkin, Assistant Commissioner Strategy, Training and Professional Standards, An Garda Síochána; Alan Mulligan, Director of Civilian Human Resources, An Garda Síochána. This review of garda training has benefited enormously from their generous contributions and time over the past year.

I would like to thank the team at the training review office at the Garda Síochána College, Templemore for their research support and hard work and for steering this process to conclusion.

I would like to thank most sincerely all our policing counterparts and Irish private and public industries who facilitated site visits examining best practice.

Finally, I would like to thank Chief Superintendent Jack Nolan, Director of Training and Development, Garda Síochána College, Templemore, for his hard work and dedication as secretary to the Review Group.

**Pat McLoughlin**

**Chairman,**

**An Garda Síochána Training and Development Review Group**

**June, 2009**



## **Terms of reference**

*“To examine all training and development in An Garda Síochána for garda and civilian personnel and to make recommendations for the future”*







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## Table of abbreviations

Abbreviation	Full title
ACPO	Association of Chief Police Officers (UK)
ACPOS	Association of Chief Police Officers in Scotland
AFIS	automated fingerprint identification system
AGM	accomplishment growth model
APR	annual performance review
AO	assistant officer
AP	assistant principal (officer)
BA	bachelor of arts (degree)
BOI	Bank of Ireland
BSc	bachelor of science (degree)
CAB	Criminal Assets Bureau
CAO	Central Applications Office
CAPRA	clients, acquiring and analysing information, partnership, response, assessment for continuous improvement
CARRE	customer, acquire and analyse information, risk assessment, respond, evaluate
CBRN	chemical, biological, radiological and nuclear
CCTS	Civilian Core Training School
CCTV	closed-circuit television
CEPOL	contributing to European police cooperation through learning
CHIS	covert human intelligence source
CID	Crime Investigation Department
CLDP	core leadership development programme
CO	clerical officer
CPD	continuous professional development



<b>Abbreviation</b>	<b>Full title</b>
DFO	district finance officer
DMR	Dublin Metropolitan Region
DNA	deoxyribonucleic acid
DPP	Director of Public Prosecutions
DTS	Detective Training School
ECDL	European computer driving license
ECHR	European Convention on Human Rights
ELD	experiential learning diary
EO	executive officer
ERU	Emergency Response Unit
EU	European Union
FATS	firearms training system
FBI	Federal Bureau of Investigation
FMS1	financial management systems 1
FTT	field-training tutor
GELP	garda executive leadership programme
GHRO	Garda Human Rights Office
GPCM	generic professional competency model
GSOC	Garda Síochána Ombudsman Commission
HEO	higher executive officer
HETAC	Higher Education and Training Awards Council
HGV	heavy good vehicle
HMIC	Her Majesty's Inspectorate of Constabulary
HRIS	human resources information system
HRM	human resource management



<b>Abbreviation</b>	<b>Full title</b>
HSE	Health Service Executive
ICT	information communication technology
IDP	individual development plan
IPA	Institute of Public Administration
IT	information technology
ITTS	Information Technology Training Section
LDU	Learning and Development Unit
LMS	learning management system
MA	master of arts (degree)
MAOS	management and organisational studies
MIS	management information system
MBA	master of business administration (degree)
MOODLE	modular object oriented dynamic learning environment
MOS	Microsoft-office specialist
MSc	master of science (degree)
MST	management and supervisory training
NGO	non-government organisation
NPIA	National Policing Improvement Agency
NUI	National University of Ireland
NUIG	National University of Ireland (Galway)
ODU	Organisation Development Unit
PBL	problem-based learning
PC	personal computer
PDL	professional development log
PDP	personal development plan



<b>Abbreviation</b>	<b>Full title</b>
PELU	Professional Educational and Learning Unit
PIP	professionalising investigations programme
PMDS	performance management and development system
PO	principal officer
PSNI	Police Service of Northern Ireland
QA	quality assurance
RCMP	Royal Canadian Mounted Police
SHRAC	Strategic Human Rights Advisory Committee
SIO	senior investigating officer
SLDP	senior leadership development programme
SLEEP	safe, legal, European convention on human rights, ethics and professionalism
SMI	strategic management initiative
SP	student/probationer
SPC	Scottish Police College
SPSS	statistical package for social sciences
SPTV	Scottish Police TV
SRU	Specialist Response Unit
NTDU	National Training Development Unit
TNA	training needs analysis
TQA	teaching quality assessments
UCD	University College Dublin
VLE	virtual learning environment



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# Executive summary

## I Training review of An Garda Síochána

In February 2008 the Garda Commissioner Fachtna Murphy established An Garda Síochána Training and Development Review Group to review all training and development for garda and civilian staff in An Garda Síochána, and to make recommendations to fully equip the organisation to deliver an effective and professional policing service in the twenty-first century.

The Training Review Group, which included leading members of public and private sector organisations, was tasked with recommending ways to further improve and reinvigorate garda training to align to best practice and meet the new challenges of a changing society.

The recommendations presented by the Review Group in this report are based on the assessment of current training and development practices within the organisation against best practice in international police and other industry best practice sites. The recommendations cover structural, process and technology driven changes required to effectively support learning, development and training across An Garda Síochána. The recommendations also suggest changes in student/probationer training, civilian training and training for all ranks up to assistant commissioner. Each of the recommendations presented is aimed at improving the effectiveness and professionalism of each member of staff within the organisation.

The training review was conducted at a time when the economic climate in the country changed dramatically. Consequently the cost of the recommendations contained in the report has been assessed and the benefits to be accrued from their implementation outlined. The cost benefit analysis conducted suggests that the vast majority of the recommendations are cost neutral. The investment required for the recommended learning management system and the development of a centre of excellence for crime and functional police training (in Dromard House) can be incrementally advanced within the organisation's current financial capability. The revised student/probationer training



programme will ensure a significant increase in the number of probationer gardaí involved in visible policing and exercising garda powers at an earlier stage of their development, while also providing cost savings.

There have been several previous reports on training with recommendations for change over the years. The '*Garda Training Committee Report on Probationer Training*' (Walsh, 1985) and the '*Review of the Student/Probationer Education/Training and Development Programme*' (Keating, 1997) presented significant recommendations for student/probationer training. The '*Garda SMI In-Service/Management Development Training Review*' (SMI Report) by the Institute of Public Administration (2000) focused on continuous training for ranks up to chief superintendent and for civilian staff, excluding student/probationers. This training review is the first review of its kind within An Garda Síochána in terms of its scale and scope.

## **II Approach to the training review**

The Training Review Group was assisted in its task from the outset by a multidisciplinary review team, which included garda and professional experts who worked to evaluate and assess training. Extensive data-gathering was undertaken to enable a comprehensive analysis of the current training practices and to validate and finalise recommendations that the organisation could implement to achieve high-quality training within An Garda Síochána.

The review team used a variety of methods to ensure comprehensive coverage of all key issues and concerns, including an analysis of previous reviews and reports to fully understand previous findings and recommendations.

The review team completed a comprehensive consultation process by providing all garda and civilian staff with the opportunity to submit observations on training and development within the organisation. They completed an extensive skills and training needs analysis of garda and civilian staff across the organisation via workshops, phone





and email surveys. A total of 1,553 garda staff and 594 civilian staff completed this survey across all ranks and grades.

Workshops were held with the various representative associations and unions, an advertisement in the national press invited submissions from the public on this topic, and other interested parties such as the Garda Inspectorate, Garda Síochána Ombudsman Commission and Higher Education and Training Awards Council were contacted to contribute observations on training and development within An Garda Síochána.

An assessment of the current training and development capability across An Garda Síochána was completed. Data on current structure and training practices were gathered through the completion of thirty-one structured interviews with all heads of training schools at the Garda College and heads of specialist operational units. Interviews were based on a robust model that has been used as a worldwide assessment tool to evaluate training and development capabilities in terms of how training is managed, planned, designed, delivered and aligned to organisational needs.

Best practice site visits were conducted at nine international police training facilities across North America, the UK and Europe. Four site visits to private and public sector organisations were included as part of this extensive data-gathering activity, and two management consultancy firms were asked to assist with the identification of best practice. The learning and education sector was also extensively consulted.

To refine the recommendations from this training review, an extensive amount of validation was completed in order to formulate practical suggestions to improve training and development across the organisation. The findings from all of the data-gathering activities were assessed and the rationale for change was verified. All options were considered and evaluated before agreement was reached by the Training Review Group and the supporting review team on feasible and practical recommendations for An Garda Síochána.



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### **III Analysis of current training**

To determine what recommendations were required to align training to best practice standards it was necessary to evaluate current training practices within An Garda Síochána. From the data gathered and analysed by the review team, it is evident that a diverse variety of training is provided across the organisation and an immense contribution to learning and development is provided by many people from both inside and outside the Garda College. The analysis conducted unearthed some of the following key issues that affect the efficient delivery of training within An Garda Síochána.

- Each training school in the Garda College strives to deliver the best training possible but mostly achieves this as an independent entity. There are very few shared processes and procedures that are consistent across the schools. Each training school manages its own course planning, development, maintenance, delivery, evaluation, record keeping and use of external providers and does so in different ways.
- It is evident that there are no defined processes that integrate the Garda College with the training functions within the garda operational divisions across the country. This leads to a level of inconsistency in the management of training across the organisation.
- There are mixed perceptions on the existence of an overall organisational training strategy. While the vision for training is clearly stated in the garda corporate strategy, there are no clear alignment processes or mechanisms for achieving this vision.
- There is a shortage of strategic expertise available to support and develop the training function in An Garda Síochána as well as ensuring compliance to processes and procedures to deliver high-quality training to every member of staff.



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- The current training governance structure does not include key individuals at appropriate levels to inform key decisions or place the training function in a position to strategically support operational policing and the organisational goals.
  - There is no clear curriculum or model of training that describes for all garda and civilian staff what training courses are available across the ranks and grades as they progress through their career.
  - The organisation has introduced a limited form of a virtual learning environment (VLE) over the internet to support sharing of information, storage of training material and training feedback. Whilst recognising the achievement of this VLE, there continues to be a lack of information technology to fully facilitate ongoing training within this widely dispersed organisation.
  - Concerns were identified about the current student/probationer programme with regard to the capacity to produce probationers that are fully prepared for delivering core garda duties. Analysis highlighted the need for a programme that effectively incorporates competency, knowledge and skill development. The structure and content of phases and attestation of powers was queried and specific elements of the student/probationer programme such as determining physical capacity, the relevance of the dissertation and language training, accreditation and the balance between theory and practice were examined. As well as these areas of concern, the requirements for entry into the student/probationer programme were also highlighted as points to be revisited.
  - Analysis highlighted the low attendance at CPD training, some significant gaps in the training curriculum to support operational staff to fulfil their role, a lack of eligibility to attend courses at some ranks, with little monitoring or support systems in place for personal development. The low attendance rate at CPD training highlights the need for the examination of both the mandatory and non-mandatory training available within the organisation.



- International best practice suggests that combining crime and functional policing skills training provides an effective and coherent training structure. Analysis has highlighted the urgent need to invest in advanced training facilities to meet the organisation's operational requirements.
- The examination of current training practices highlighted the requirement for all members of the civilian staff to have clear structures and processes in place for training and development. The analysis indicated the need for integration across garda and civilian staff where possible, not only in attendance at training but across the management of training within the organisation.

Opportunities now present themselves to renew and improve garda training and development through the recommendations presented in this report, enabling the organisation to meet the needs of staff, the community and the challenges of modern policing. Recommendations to improve current training have been based on strong empirical evidence and are designed to ensure that changes are as cost neutral as possible.

#### **IV Strategy for training and development recommendations**

The evidence suggests that there is a need for a more structured and strategic alignment of training within the organisation. The recommendations presented as part of the strategy for training and development will need to be implemented to deliver all other recommendations presented in this Review Group report. This is the foundation required to deliver the training curriculum effectively within An Garda Síochána. The report provides recommendations that promote investment in training aligned with the organisation's strategic goals. Specifically the report recommends the following.

- Implementing a strategy to successfully manage and deliver training, which should be reviewed every three years to ensure its alignment to the corporate strategy of the organisation. The faculties at the Garda College will drive the delivery of this strategy across the organisation.



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- Implementing a training and development model to structure training by rank and role for all garda and civilian staff. This model will enable each individual to view a clear map of professional lifelong learning throughout their careers in An Garda Síochána.
  - Restructuring training sections into training faculties within the Garda College to align to the new model and curriculum recommended in this report. This will include significant expansion of the training development unit into a National Training Development Unit. This unit should adopt a strategic role with in-house expertise to centralise essential functions such as training planning, training design and course maintenance, human rights proofing and quality assuring across training in the organisation.
  - The appointment of an assistant commissioner with the sole responsibility for organisational-wide training and development.
  - A revised support structure in the operational garda divisions through the appointment of divisional training managers to assist in the management and delivery of student/probationer training and the new curriculum for core operational and command operational training.
  - An effective governance structure with clearly defined processes to achieve the highest standards in training and ensure that stakeholders with appropriate levels of expertise and responsibility are involved in training-related decisions. Overall governance of training will be the responsibility of the executive training board, with representatives from strategy, human resources, finance and operational divisions at executive level. Academic governance will be ensured by an academic council, programme boards and review boards. Divisional training boards will ensure governance within the divisions.
  - The introduction of a standardised training request process to enable all staff in the organisation to raise enquiries and suggestions for new training courses to be added to the training curriculum.



- The agreement of a standardised process within the garda divisions that objectively prioritises training opportunities based on developing the right knowledge and skills for individuals to be able to perform their role.
- The notification of allocated slots on training courses should be communicated to garda divisions no less than one month prior to the commencement of the training to ensure the optimum level of attendance across training courses.
- The implementation of a learning management system (LMS) to support the administration and management of training throughout the organisation. An LMS would deliver significant benefits to those who work in training. It will also enable staff to receive training at the point of need, and deliver financial savings for the organisation in the long term.

## **V Student/probationer recommendations**

The analysis demonstrated that a significant number of changes should be made to the student/probationer programme to ensure the student/probationer is fully equipped to fulfil their role in frontline operational policing. The report recommends the following.

- The implementation of a hybrid problem-based learning approach to improve the development and retention of skills and knowledge throughout the student/probationer programme. This approach moves away from traditional instructor-led teaching to scenario-based training. Problem-based learning encourages students to identify the solution to complex problems, with instructors facilitating and guiding the process, while providing information to address any information gaps.
- A revised structure within the Student/Probationer School, to be known as the Student/Probationer Faculty, to deliver the student/probationer programme and reserve garda programme.



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- The development of a new student/probationer programme consisting of three phases is designed to address the concerns identified within the current student/probationer training programme. Each phase is modular-based, with an assessment at the end to demonstrate students' achievement against the learning outcomes set for each module. Students/probationers will only be permitted to progress to the next phase of the training programme if they pass the preceding phase. This structure will enable compliance with higher education and training awards committee (HETAC) accreditation standards while at the same time ensuring that more probationer gardaí are available for operational policing within a shorter period of time. The three phases of the programme are as follows.
    - Phase I: total duration is thirty-two weeks. Thirty weeks at the Garda College to fully prepare students to be attested prior to phase II, followed by two weeks annual leave.
    - Phase II: total duration is sixty-five weeks. Sixty-three weeks in an operational setting, with two weeks annual leave. During phase II students will undergo three stages of supported experiential development in a nominated training station with full police powers.
    - Phase III: total duration is seven weeks. The first two weeks of exam preparation will be conducted at station level, followed by one week of examinations at regional examination centres. This is followed by two weeks annual leave (which allows time for corrections). The final two weeks are spent in the Garda College, during which probationers will prepare for graduation and undergo some final assessments to ensure uniformity of academic standards.
  - Enhanced support for the divisional training element of the student/probationer programme by the introduction of field-training tutors (FTTs) with appropriate experience and training to guide and support experiential learning during phase II, providing clear accountability for student development. A supervisory sergeant will be responsible, with the FTT, for both the development and the operational



activities of the probationer garda to meet the learning outcomes of Phase II. The supervisory sergeant will be trained to perform this role. A Phase II liaison team will be introduced in the Student/Probationer Faculty at the Garda College to ensure oversight and maintain standards of the experiential phase of the student/probationer programme.

- Suitability for entry to the student/probationer programme is addressed by suggested revised entry requirements to the organisation.

## **VI Lifelong learning recommendations**

The Review highlights the need to focus on the continued training and development of staff throughout their career within An Garda Síochána. Following on from this a number of recommendations are proposed to achieve a commitment to lifelong learning within the organisation. These recommendations include the following.

- The introduction of a lifelong learning philosophy across the organisation. While there is a definite requirement for the organisation to deliver training and development opportunities on an ongoing basis, there is also the need for individuals to accept responsibility for their own learning and development. This will require a cultural change to ensure success but the change can be facilitated by executive leadership commitment and investment in training.
- A restructure of the current Continuous Professional Development (CPD) School into what will be called the Operational Development Faculty. This faculty will provide operational development programmes and a suite of elective courses for reserve garda, and garda to superintendent rank in the organisation. It will be responsible for delivery of the mandatory core operational development programme available to staff at garda and reserve garda rank. Similarly it will be responsible for the delivery of the mandatory command operational development programme available to staff at sergeant, inspector and superintendent rank.





- Amalgamation of the current Management and Supervisory Training School and the Senior Management Development School to become the Leadership and Management Faculty to serve the future training needs of managers of the organisation.
- The Leadership and Management Faculty will be responsible for the delivery of the executive operational development programme, promotion courses and higher education options and a suite of courses for chief superintendent rank upwards.
- The analysis shows that the BA in Police Management should be available to all ranks within the command level (including sergeants) to provide incremental academic courses throughout individuals' careers. The current garda executive leadership programme (GELP) will be made available to superintendent rank. The current GELP programme will be updated to cater for the strategic development of the executive management team within the organisation.

## **VII Crime and functional policing recommendations**

The analysis highlighted the need for some changes to the current Specialist School and the Crime Training Faculty. The Review Group recommends the following.

- Amalgamation of the Crime Training Faculty and the Specialist School into a new faculty called the Crime and Functional Faculty. The proposed restructuring of the Crime and Functional Faculty will comprise of three schools the Crime Investigation School, the Crime Management School and the Functional Policing School.
- The Crime Investigation School will focus on specific crime investigative training interventions. The Crime Management School will be centred on the development of skills required by managers and supervisors whose role it is to manage the investigation of crime or critical incidents. The Functional Policing



School will focus on skill development to enable personnel to perform specific functional police tasks.

- The review team found that there is an urgent requirement for investment in advanced training infrastructure to meet the organisation's operational requirements. While being conscious of the current economic climate the development of the centre of excellence in Dromard House, Co Tipperary, should be progressed as a matter of priority. This should form a key element in a future garda estate management and building programme. It is recommended that these facilities include firearms ranges, driver training areas and a mock urban structure.
- Ensure that the suite of courses delivered by the Crime and Functional Faculty meets best practice international standards and accredit appropriate crime and functional training programmes.
- Develop and implement a competency-based driver model to train police drivers to five different levels of competency, based on role and organisational needs. It is envisaged that implementing this recommendation will eliminate many practices that have been found by the State Claims Agency and the Garda Inspectorate to contain the potential for significant corporate risk.

## **VIII Civilian recommendations**

At present, civilians within An Garda Síochána can be categorised according to three distinct groups: administrative staff, industrial staff and professional staff. Evidence highlighted the inconsistencies in the training processes and procedures offered to each of the three categories. To promote consistencies for civilian staff, the key recommendations are as follows.

- Restructure the current Learning and Development Unit into a Garda Civilian Faculty within the new Garda College training structure. This does not



necessarily mean a location move for the current Learning and Development Unit, but a change in reporting line into the Director of Training in the Garda College. This change will result in a more unified structure for the delivery of training across the organisation and address the inconsistencies that are apparent in the current structure.

- Integrate the training of garda and civilian members within the organisation. While evidence from data-gathering activities suggest that garda and civilian training can be integrated it may only be possible at some levels. It is suggested that integration of civilian and garda training can occur in terms of consistencies across management structures, processes and governance. It is not possible to fully integrate training holistically as there are distinct differences between the roles of garda and civilian staff within the organisation.
- Develop a training curriculum for civilian staff aligned to the garda training and development model. This curriculum should focus on the ongoing needs of civilian staff to enable each individual to perform within his or her role effectively.

## **IX Conclusions**

The aim of the training review was to recommend ways to further improve and reinvigorate garda training and development to align to international best practice and fully equip staff to effectively deliver a policing service to the Irish community in the 21<sup>st</sup> century. The recommendations presented are based on the assessment of current training practices within the organisation against international police best practice and best practice in industry. These recommendations are backed by a clear rationale and are supported by empirical evidence grounded in open discussion and deliberation.

The implementation of all of the recommendations presented requires detailed planning and consideration of the implications of change. It is important that the effort,



commitment and time required to implement these recommendations is not underestimated.



# Chapter 1: Introduction

## 1.1 Background

In February 2008, An Garda Síochána Training and Development Review Group was established by the Garda Commissioner Fachtna Murphy, to review and report on all training and development in An Garda Síochána for both garda and civilian staff. The Training Review Group was also tasked with making recommendations for the future to ensure that all staff are fully equipped with the skills and knowledge they require to deliver an effective and professional policing service in the twenty-first century.

In his press release on establishing the Training Review Group, the Garda Commissioner stated:

*“We want to ensure that people entering this organisation are receiving high-quality training in line with the best international standards and that, as they progress through their careers, they can avail of development and continuous learning opportunities”.*

The Review Group established by the Garda Commissioner included senior civil servants and figures from the private and public sector. The Review Group was supported by a multidisciplinary training review team which included garda and professional experts who worked to evaluate and assess garda training over a period of seven months.

The training review team assessed the current capability of training within An Garda Síochána to compare it to other international police and industry best practice organisations in training and development. The Training Review Group, supported by the training review team completed extensive research and data-gathering activities in order to make recommendations on the future of training and development within An Garda Síochána that are not only applicable today but will continue to be valid in the future. The recommendations presented cover structural, process and technology-driven changes required to effectively support training across An Garda Síochána. Recommendations also suggest changes in student/probationer training, civilian training and training for all ranks up to assistant commissioner. Each of the recommendations presented by the Review Group is aimed at improving training for each member of staff



within the organisation. This will be achieved by having the right teaching approaches and infrastructure to support effective lifelong learning within the organisation.

## **1.2 Objective**

The terms of reference given to the Training Review Group required “*the examination of all training and development in An Garda Síochána for garda and civilian personnel and the making of recommendations for the future*”.

The Review Group took this to mean that a number of fundamental issues affecting garda training and development required consideration. These included the type of training and development available to both garda and civilian members of the organisation, the strategic intent of garda training, the underpinning philosophy of garda training, the methods of training delivery, the management of training, the cost of and resources allocated to training across the organisation.

The role of An Garda Síochána in Irish society and the identification of what An Garda Síochána requires its members to do in the ordinary course of duty were ever-present considerations but were not explicitly examined within the terms of reference of the Training Review. It emerged that the organisation must be clear as to what type of training is required to enable garda members and particularly student and probationer gardaí to progressively become professional, capable and competent police officers.

## **1.3 Training review approach**

Chapter 2 sets out the extensive data-gathering activities and analysis that were carried out as part of this training review. The training review process was structured according to four specific phases:

- phase 1: mobilisation
- phase 2: data-gathering
- phase 3: analysis and review of recommendations
- phase 4: finalisation of recommendations.



The mobilisation phase of the review included the sign-off of its scope and approach to ensure that all areas of training were reviewed to capture sound recommendations, whilst ensuring that the scale of this research project could be completed within the time allocated. The mobilisation phase was closely followed by a data-gathering phase that generated a vast amount of valuable information, opinions and suggestions relating to current training and development in An Garda Síochána as well as the potential future needs of the organisation. Data-gathering activities included background research, a consultative process with the public, other organisations and members of An Garda Síochána, interviews, surveys, best practice site visits, and a series of workshops, discussions and meetings.

The ‘training and development capability model’<sup>1</sup> was used in the majority of these data-gathering techniques to structure the approach around the following key categories.

- training planning
- training design and development
- training delivery
- training administration
- operations
- business impact.

The Review Group and team engaged in extensive research to gain a deep understanding of the issues associated with training and development in An Garda Síochána and to establish what best practice training and development standards could be adopted within the organisation. During this time, each of the Review Group members gained a comprehensive appreciation of current training and development, as well as a deep understanding of the issues affecting training and preventing it from being as effective as possible.

Following the completion of the data-gathering phase the multidisciplinary review team commenced a comprehensive analysis that produced a series of options regarding the

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<sup>1</sup> Accenture’s ‘training and development capability model’<sup>©</sup> was used to assess the various learning capabilities of the garda organisation to determine a current ‘as-is’ state of capabilities. The model is described in detail in chapter 2.5.



future of training and development in An Garda Síochána. These options were then tested and refined in workshops and presentations with the Review Group members, senior staff and various key stakeholders within the garda organisation. The analysis of this data enabled the Review Group to create feasible and practical recommendations for current and future training, structured to be flexible to the changing needs of modern Irish society and An Garda Síochána.

The final recommendations phase included formalising the recommendations and validating them with professional individuals both internally and externally. The Review Group revalidated the recommendations in the course of compiling the final report presented to the Garda Commissioner.

## **1.4 Current training within An Garda Síochána**

Chapter 3 outlines the current structure of training and provides an overview of training and development in An Garda Síochána. It was apparent from an early stage that considerable work had been completed over the years in reviewing and analysing garda training. The ambition associated with these reviews was to ensure the best possible training approach for An Garda Síochána. This has resulted in a range of reports<sup>2</sup> concerning discrete elements of garda training and development, mainly focused on student/probationer training. It quickly became apparent that many of the issues presented in these reports were still valid in 2008.

It also emerged that student/probationer training in An Garda Síochána was significantly more advanced than in many comparable police organisations. Indeed it was interesting to note that other countries were moving towards models of student/probationer training that had been in operation here for the past twenty years. Research findings also indicated that the garda organisation provides an extraordinary amount of training and development in the Garda College, throughout garda divisions and through funded education in universities and other wider academic environments. However, the analysis

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<sup>2</sup> Walsh Report (1987); Keating Report (1997); IPA/SMI (2000); Brennan (2006); Meyler and Norris (2007); Leahy, O'Mahony and Todd (2008).





conducted unearthed some key issues that affect the efficient delivery of training within An Garda Síochána.

- The requirement for a clear strategy for training and development in An Garda Síochána was evident.
- The requirement for an unambiguous model of training was apparent. No clear model of training and development in An Garda Síochána was readily identifiable within the organisation.
- Inconsistencies in the structure of the training function were apparent.
- The requirement for a revised student/probationer training programme was evident.
- The requirement for a lifelong learning philosophy within An Garda Síochána emerged.
- Improvement in the integrated governance of training was desirable.
- Inadequacies in the IT infrastructure for training were evident.
- The requirement for a structured approach to civilian training also surfaced.

## **1.5 Views on international police training**

Chapter 4 outlines the research findings associated with visiting nine police organisations across the UK, North America and continental Europe. Significant diversity in police training approaches was identified and evidence suggested that a number of other police organisations were carrying out similar reviews of their training functions.

The UK and North American models of policing were examined as part of the review process. These focused on providing short, sharp student and probationer training programmes supplemented thereafter with continuous training and development. The European model of police training is moving towards a much more academically focused police education model similar in many respects to that in An Garda Síochána. The significant emphasis on university-based education is supported by concentrated field training in an operational setting. The majority of the police organisations visited were significantly advanced in information technology delivery mechanisms and this is an area that An Garda Síochána should also pursue with vigour.



## 1.6 Recommendations

The Review Group presents recommendations within chapters 5, 6, 7, 8 and 9 on each of the key areas of analysis to improve training and development within An Garda Síochána.

A new strategy for training and development in the organisation is suggested and recommendations surrounding the management and governance of training are presented. An integrated model of garda training and development which promotes lifelong learning within the organisation is presented. This model provides for a consistent approach to training and development in An Garda Síochána representing all ranks and roles, for garda and civilian members, charting training and development from entry level to retirement. This model, depicted in Figure 1 builds on the firm foundations of the student and probationer programme by introducing garda training and development along a continuum of core training, command training and executive training. This will facilitate the sequential development of the appropriate skill-sets across each rank and role within the organisation for both garda and civilian members. The foundation of the proposed training curricula is presented to map the mandatory and elective suites of courses available at each of the ranks and roles.

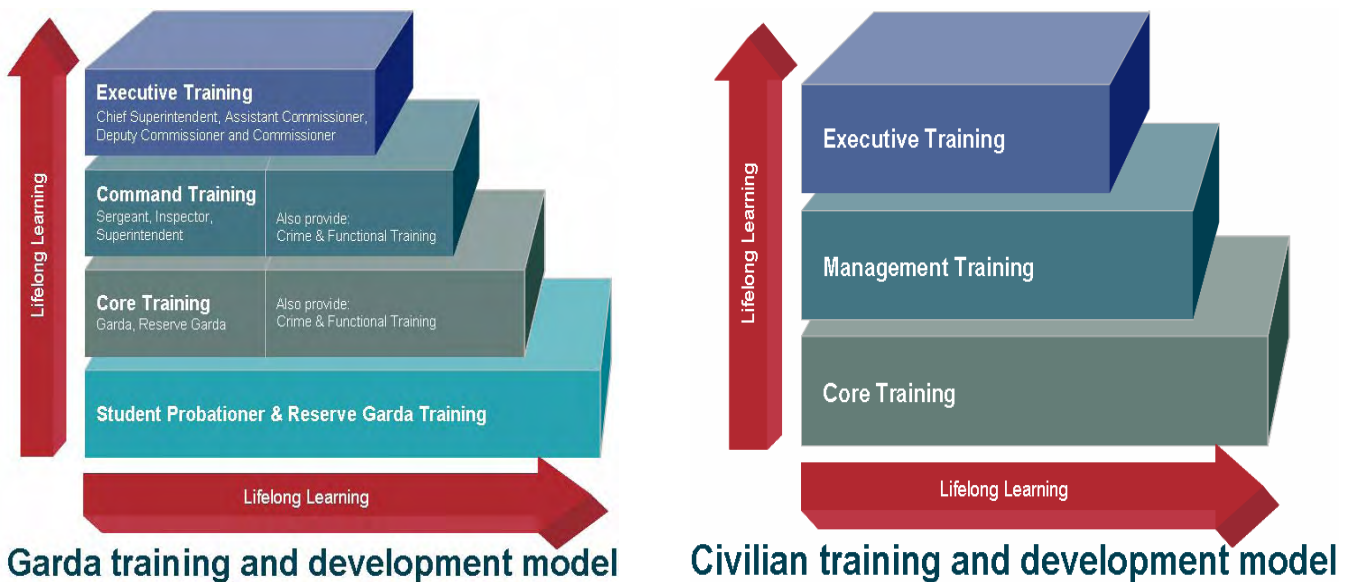


Figure 1: An Garda Síochána training and development model



The restructuring of various training sections within the Garda College is recommended in order to create efficiencies in functions and provide consistency in ownership, content management and the delivery of training. Recommendations are made to significantly augment the role and functions of the current training development unit, providing it with a strategic mandate. This unit should be responsible for central training planning and development and house the expertise for certain essential functions related to training planning, design, administration and business-impact assessments.

A governance structure for training in An Garda Síochána that is fully inclusive of all internal stakeholders is recommended. The proposed structure should facilitate greater devolved responsibility for training to operational garda divisions. This structure will integrate the central management of training (enhanced by the proposed establishment of a National Training Development Unit) and academic governance structures. Process changes are recommended to identify new training courses required in the organisation and manage training requests, prioritisation of training, and training attendance monitoring.

A significantly altered student/probationer programme is presented that focuses considerably more on the operational skills necessary to perform the role of a garda in the difficult circumstances of the early twenty-first century. In this regard the Review Group recommends the adoption of a hybrid problem-based learning approach for all student and probationer training. The importance of student/probationer training is critical as this is the stage where the good practices of a lifelong career are moulded. With this in mind it is recommended that a revised student/probationer programme of two years duration comprising of three phases of which phase II should be sixty-six weeks duration in an operational-field setting.

A recommendation to introduce a lifelong learning philosophy across the organisation is presented. While there is a definite requirement for the organisation to deliver training and development opportunities on an ongoing basis, there is also the need for individuals to accept responsibility for their own learning and development. This will require a cultural change to ensure success but the change can be facilitated by executive leadership commitment and investment in training.



A series of recommendations are presented about the management of the training function which will align training strategy to corporate and human resource strategies in An Garda Síochána. A significant number of the recommendations would be facilitated by the implementation of a learning management system (LMS) to manage the administration and oversight of training programmes.

## **1.7 Philosophical approach to training**

There are several generally accepted approaches to the delivery of training across organisations, ranging from pedagogical<sup>3</sup>, androgical<sup>4</sup> and didactic<sup>5</sup>. The type of approach used may not be important provided the philosophical approach best meets the needs of a particular organisation. Theorists such as Dubois and Rothwell (2004) argue that contemporary human resource management practice requires practitioners to be experts on leveraging human talent within their organisations. The view that organisations adopting approaches involving formal classroom training, job expansion, formal coaching and mentoring, self-directed study and job rotation will be most successful in building employees' competence has support. This philosophy applies to police organisations just as pertinently as private industry.

Indeed an exploration of police training in a number of countries suggests that currently, a broader policing philosophy is being propagated than heretofore (Das and Pino, 2007). This new philosophy includes more emphasis on public relations, personal development and working with and within the community. Marenin (2004) points to the need to clearly define and state the basic goals for policing in each society, elaborating that a philosophical consideration of the nature and roles of policing in society; and of the basic training philosophies which underpin such roles is necessary. This view is re-enforced by Huitt and Hummel (2006) who suggest that learning leads to a permanent change in behaviour which is brought about as a result of the acquisition of knowledge and the application of this knowledge through practice and experience.

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<sup>3</sup> Science of teaching

<sup>4</sup> Mixed approach

<sup>5</sup> Instruction



Philosophical approaches to training that have been implemented in An Garda Síochána include adult education centred approaches (Walsh, 1987) and competency-based approaches (Keating, 1997). These approaches while extremely useful and imaginative can inhibit learning for some participants. These may acquire the technical and procedural skills for their role, but may not acquire the core competencies such as problem solving, judgement and leadership considered necessary for modern policing functions.

Therefore the approach to training, development and learning espoused in this training review suggests that An Garda Síochána should adopt a hybrid problem-based learning approach for students and probationers as a foundation approach. This should be supplemented with a lifelong learning philosophy that equips the entire organisation for the multifarious challenges of twenty-first century policing. This will allow students to build on their knowledge through experiential learning and facilitation techniques. This approach will ensure the training is learner-centred as students progress through training into regular policing environments, where the development of skills and knowledge for self-development and progression will be provided through a continuum of lifelong learning and where the responsibility for lifelong learning rests with the student.

## **1.8 Lifelong learning in An Garda Síochána**

In recent years there has been much development into how best to meet the emerging social needs of twenty-first century organisations. The rapid development of technology and scientific research suggest that conventional education approaches may no longer equip people with the knowledge, skills and abilities required for a professional career within organisations such as An Garda Síochána spanning lengths of thirty years or more. This development has led to the emergence of a new paradigm in education. This paradigm of learning offers individuals ‘tools for a lifetime’ through ‘lifelong learning’. This paradigm has emerged from “*the scale of current economic and social change, the rapid transition to a knowledge-based society and demographic pressures resulting from an ageing population in Europe*” (European Commission, 2006).



Lifelong learning spans pre-school to post-retirement and incorporates qualifications, aptitude and knowledge. According to the European Commission (2006), ‘lifelong learning’ is an “*all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective*” (European Commission, 2006).

The Review Group proposes that training in An Garda Síochána should be developed in accordance with the principles of lifelong learning, developing in members an appreciation of the importance of learning and training throughout their careers. Such learning and training should be underpinned by a fundamental commitment to human rights and the principles of the European Convention on Human Rights. Lifelong learning will provide opportunities for further education and also opportunities to update skills previously attained. These opportunities will be provided from basic levels right through to advanced levels within the organisation.

In essence, this Review Group report provides An Garda Síochána with a strategic framework for training and development. This framework is based on the views of a wide range of personnel within the organisation and international and national best practice standards. The framework will allow garda management to more effectively manage the training and development function in their efforts to continue to produce a high performing police organisation serving the diverse communities of this state.

## **1.9 Structure of the Review Group report**

The report is divided into four main parts.

- Part one includes the introduction and methodology which sets out the approach adopted for conducting and compiling this report.
- Part two describes current training in An Garda Síochána and provides an overview of international dimensions and views on police training. This consists of a review of the existing training structures and the training and development opportunities available to staff in the garda organisation. A review of current best



practice standards from international police forces and standards from a number of national organisations is also presented. These chapters set the foundation for the recommendations presented by the Review Group.

- Part three forms the main body of the report. Specific areas of An Garda Síochána training are examined and analysed in detail. A strategy for training and development is presented. Student/probationer training recommendations are made. An approach to lifelong learning within the organisation is outlined. Crime and functional police training is described and civilian training is analysed. Recommendations are made throughout this part of the report at chapters 5, 6, 7, 8 and 9.
- Part four outlines the recommendations and the conclusions drawn as a result of the considerable research undertaken in a relatively short period of time. The majority of the recommendations will have a significant positive impact on the operational garda member of the organisation. With the proposals introduced in the report individual members of the organisation will have a more transparent view of training available and all garda staff will be able to exercise more control over their personal development and career progression.







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## Chapter 2: Methodology

### 2.1 Introduction

This chapter presents the approach used to complete a comprehensive review of training and development and make evidence-based recommendations to improve training within An Garda Síochána.

The review team applied different approaches to collecting both qualitative and quantitative data. The data-gathering methods included structured interviews, focus group interviews, best practice site visits to police and private sector organisations, content analysis of skills and training needs analysis surveys, written submissions and documentary evidence. The data gathered was processed and analysed using recognised qualitative and quantitative data analysis and interpretation techniques.

Best practice methods were used throughout the review team's consultations to gather data, analyse results and validate recommendations. A representative sample was used across the organisation.

All of the ideas generated from the review were taken into consideration and discussed. The recommendations presented in the following chapters are considered to reflect the best practical solutions for implementation within An Garda Síochána.

### 2.2 Training review approach

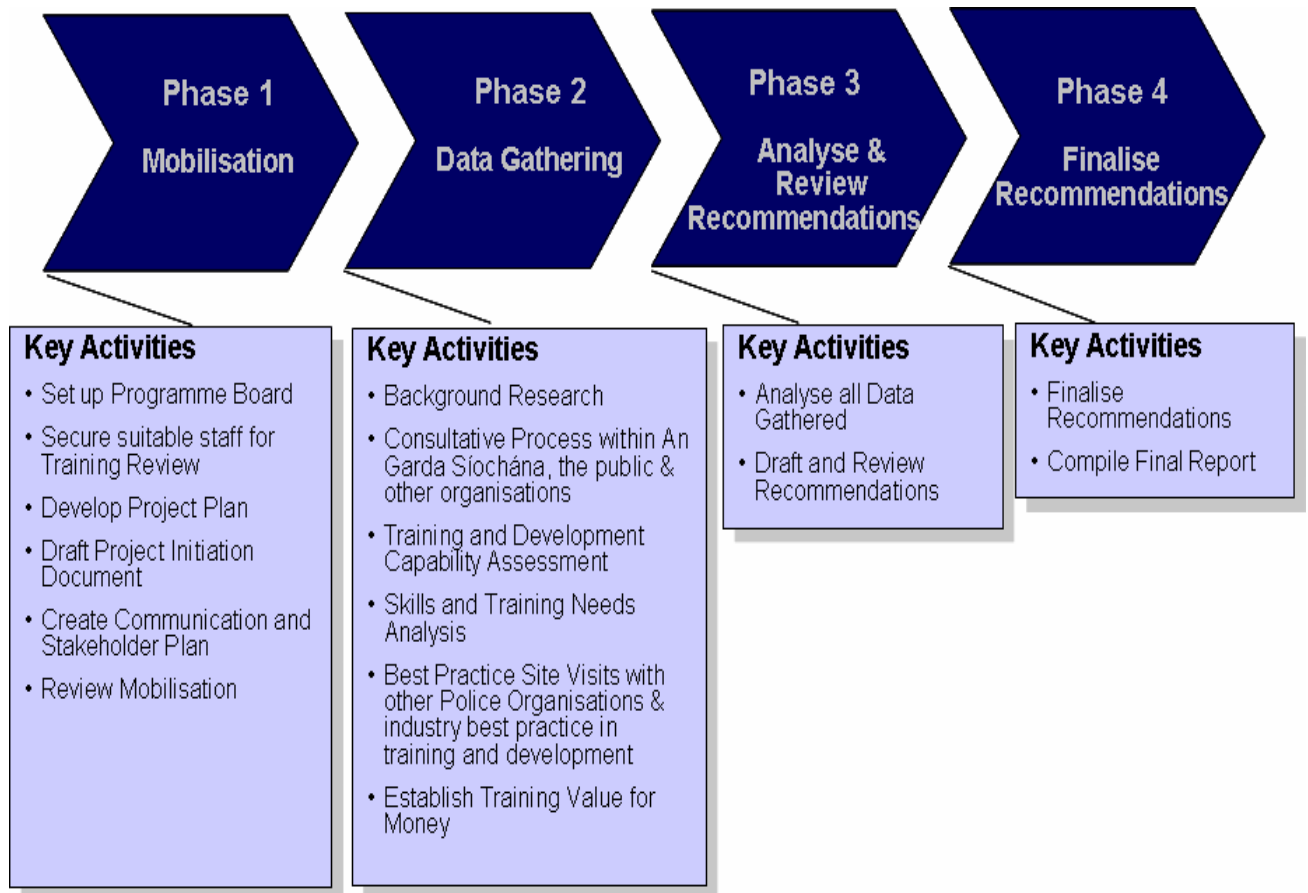
The Training Review Group was established by the Garda Commissioner in 2008 to deliver this training review. The Group were supported by a multidisciplinary team including professional experts who all worked to evaluate and assess training over a period of seven months.

The review process was structured according to four specific phases.

- Phase 1: Mobilisation
- Phase 2: Data-gathering



- Phase 3: Analysis and review of recommendations
- Phase 4: Finalisation of recommendations.



**Figure 2: Training review phase structure**

### **2.3 Phase 1: Mobilisation**

The initial phase set about mobilising the review. Mobilisation incorporated the usual activities associated with commencement of a large project. The scope and approach were defined and agreed to ensure that the organisation was represented fairly and that all areas of training were reviewed to capture sound recommendations. The Review Group was established, and a multidisciplinary team appointed including professional experts. The detailed project plan was developed and agreed and a draft project initiation document was created as well as a communication and stakeholder plan.



## 2.4 Phase 2: Data gathering

The data-gathering phase was split into six key activities:

- review of background research
- consultative process with staff within An Garda Síochána, the associations, the public and other organisations
- training and development capability assessment
- skills and training needs analysis for garda and civilian staff
- site visits examining best practice with international police organisations and industry
- establish value for money for current training.

The following section provides further detail in relation to the six primary activities completed as part of the data-gathering phase.

### 2.4.1 Review of background research

Analysis of published reports and relevant existing literature and documentation on garda and civilian training was carried out in the course of the training review. The analysis enabled understanding of the following themes:

- key findings from each report or survey
- lessons learned so far from the work.
- identification of areas of training that need to continue within An Garda Síochána
- Identification of recommendations that have been implemented
- identification of key recommendations that have yet to be implemented.

The reports evaluated as part of the background research included the following.

- *Report on Remuneration and Conditions of Service* (Conroy commission, 1970).
- *Garda training Committee report on Probationer Training* (Walsh, 1985).
- *Review of the Student/Probationer, Education, Training and Development Programme* (Keating, 1997).
- *Report on the Working Group to Review Continuous Professional Training* (Strategic Imperative Working Group 3, 2008).



- *Review of Garda Tactical Training Unit within the Specialist Unit* (Organisation Development Unit, 2007).
- *Evaluation of An Garda Síochána Executive Leadership Programme* (Matthews, 2008).
- *A critical analysis of the current student/probationer training model and recommendations which will meet organisational and community needs* (Leahy, O'Mahony and Todd, 2008).
- *Draft Learning and Development Strategy* (Training Development Unit, Garda College, 2007).
- *Draft Internal Appraisal of BA Policing Studies Programme* (An Garda Síochána, 2007).
- *A Review of An Garda Síochána Reserve* (Garda Research Unit, 2008).
- *Cost of training in An Garda Síochána including opportunity cost* (Garda Research Unit, 2008).
- *The Garda Síochána Act 2005: Implementation Review Group* (Hayes, 2005).
- *Working Group Report on Garda Training in Response to The Morris Tribunal II* (Rice, 2006).
- *Garda SMI In-Service/Management Development Training Review (SMI Report)* (Institute of Public Administration, 2000).
- *Performance Management, A study of the effectiveness of a competency model as a performance based assessment instrument for operational police officers* (Brennan, 2006).

The analysis of published reports and relevant literature and documentation on garda and civilian training was of extreme importance to the training review process. It identified that a number of significant recommendations made in previous reports were not implemented. These were then taken into consideration in the analysis and recommendations phases of the review.



## **2.4.2 Consultative process**

The consultative process enabled the training review team to consult with all staff within An Garda Síochána, the associations and unions, the general public, and many other interested organisations, and gave all staff the opportunity to put forward their views. This valuable process enabled the review team to seek improvements, suggestions and ideas to consolidate opinions from all of these parties.

## **2.4.3 Consultative process with staff**

All garda and civilian members of the organisation were invited to make submissions to the Review group regarding training and development in An Garda Síochána. A number of extremely useful and noteworthy recommendations were submitted for consideration.

## **2.4.4 Consultative process with garda associations**

Workshops were held with the garda associations in July 2008. These workshops were structured around the following themes:

- student/probationer training and development
- continuous professional development.
- garda executive leadership programme
- funded education
- other suggestions for improvement in training.

Submissions from the civil service unions and from the majority of the garda associations were received<sup>6</sup>. These workshops and submissions proved valuable to the development of the recommendations which follow in subsequent chapters.

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<sup>6</sup> Workshops were held with the Garda Representative Association, the Association of Garda Sergeants and Inspectors and the Garda Superintendents Association. The Chief Superintendents Association did not attend these workshops. However, through participation in the skills and training needs analysis survey and involvement in other meetings, the views of a representative sample of chief superintendents were captured.



### **2.4.5 Consultative process with the public**

The purpose of the public consultative process was to give members of the general public the opportunity to express their thoughts, views and recommendations for improvements on training and development for members of An Garda Síochána. This public consultative process was carried out by placing an advertisement in national newspapers on 23 April 2008 inviting submissions. As with the consultative process with staff, this consultative process with the public generated constructive, practical, and valuable feedback. The Review Group used the submissions to assist in formulating recommendations for this report.

### **2.4.6 Consultative process with other organisations**

The review team engaged with different organisations to gain their thoughts on garda training and development. A comprehensive assembly of organisations was invited to make submissions including the following.

- Garda Síochána Ombudsman Commission (GSOC)
- Garda Inspectorate
- HETAC
- External training providers including
  - University College Dublin
  - Dublin Institute of Technology
  - Institute of Public Administration.

The organisations listed above were invited to make a written submission and were also invited to attend meetings to elaborate on any training concerns and suggestions they wished to express. A wealth of information was provided throughout this consultation process. Through these meetings and submissions, key issues and suggestions were highlighted which fed into the recommendations set out in the Review Group report.

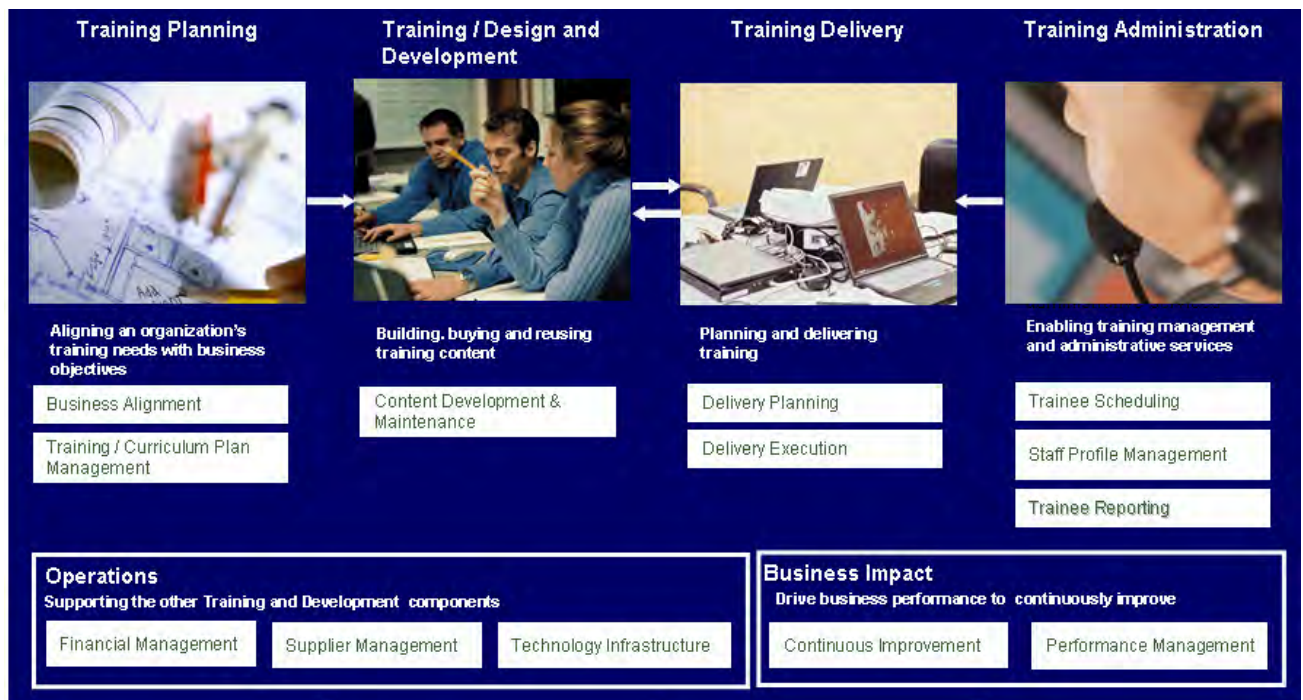


## 2.5 Training and development capability model©

The training and development capability assessment enabled the review team to identify the current capabilities of training and development in An Garda Síochána and to highlight the gaps to be filled to achieve best practice training within the organisation.

Accenture’s<sup>7</sup> ‘training and development capability model’© was used to assess the various learning capabilities of the organisation to determine a current ‘as-is’ state of capabilities. The model helps to analyse and understand an organisation’s strengths in terms of learning and development. It also uncovers significant opportunities and key areas for development to drive additional business value.

The ‘training and development capability model’© was adapted to meet the needs of An Garda Síochána. The ‘training and development capability model’© is depicted in Figure 3.



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Figure 3: Training and development capability model©

<sup>7</sup> A leading industry consultancy company



The 'training and development capability model'© provides a holistic view of the capabilities required to create a best in practice training organisation. The model consists of six high-level categories:

- 1 training planning
- 2 training design and development
- 3 training delivery
- 4 training administration
- 5 operations
- 6 business impact.

Each of these six categories is broken down further into specific sub-categories. These sub-categories are assessed across the organisation. The six categories are relevant to An Garda Síochána in these ways:

### **1 Training planning**

- Business alignment – how garda training is aligned to the vision and direction of the organisation. How training is designed to meet those requirements; confirm the corporate strategy and vision, and determine training activity based on those requirements.
- Training/curriculum plan management – how training activities are planned; understand how skill gaps are identified and training plans set for ranks, grades and roles.

### **2 Training design and development**

- Content development and maintenance – how training content is designed, developed and maintained.

### **3 Training delivery**

- Delivery planning – how to plan, prepare and schedule trainers for courses outlined in the overall delivery plan; review how trainer quality and performance is monitored.





- Delivery execution – how sessions are planned and booked, including facilities and equipment for courses outlined in the overall delivery plan.

#### **4 Training administration**

- Training scheduling – scheduling of trainees for courses based on course availability and staff required.
- Staff profile management – how staff profiles are managed including the recording of certifications and courses attended.
- Trainee reporting – understand how trainee feedback is captured and reported, reporting on enrolment and completion of training courses across the organisation, plus other basic management information.

#### **5 Operations**

- Financial management – how budgets are annually planned and how financial activities are managed against these budgets.
- Supplier management – the qualification, selection, negotiation with and management of third-party training suppliers.
- Technology infrastructure – how technical infrastructure is managed and maintained to support training and development.

#### **6 Business impact**

- Continuous improvement – analyse how training initiatives impact on business results and provide insights into potential improvements for the curriculum, and all training functions.
- Performance management – the collection and reporting of data related to the trainee's job performance in the training courses.

For the purpose of the training review, An Garda Síochána used this 'training and development capability model'© to assess the organisation's capability across all of these categories and sub-categories. This was completed by a series of extensive interviews with the heads of the training schools. Interviews with heads of specialist units were conducted in a semi-structured approach to ensure consistency and that relevant information was extracted from each of the interview discussions.



A total of thirty-one interviews were carried out with various heads of training schools and specialist section heads plus representative individuals throughout the organisation (appendix A lists the interviewees). This training and development capability assessment provided a clear indication of the issues and gaps across training and development within An Garda Síochána. As the individuals chosen for interview were considered experts in their fields, their input was crucial to the creation of many of the recommendations presented by the Review Group report.

## **2.6 Skills and training needs analysis**

The skills and training needs analysis was a comprehensive activity which incorporated input from a substantial sample of both garda and civilian staff within the organisation. The purpose of this analysis was to define the skills and training needs for both garda and civilians, to ensure that recommendations on the future curriculum are integrated for all staff and aligned to the vision and the values of An Garda Síochána.

The skills and training needs analysis included the following key activities:

- Audit of current training within An Garda Síochána.
- Skills and training needs analysis for garda staff.
- Skills and training needs analysis for civilian staff.
- Training course evaluations.
- Executive management priorities.

## **2.7 Audit of current training within An Garda Síochána**

The review team sought to identify all current training within An Garda Síochána. Within the Garda College, all of the heads of training sections were contacted to identify courses that are held in their areas. The Civilian HR Directorate was contacted to identify current civilian training. As part of the data-gathering activity, a listing of current Garda College courses and civilian training was compiled (see appendix B and appendix C).

Every effort was made to audit all training courses that occur outside of the direct control of the Garda College. A standardised audit template was issued to garda divisions and



heads of sections to capture all local and divisional training that occurred outside the remit of the Garda College. The returns from this data-gathering activity highlighted that there was a deficiency in governance of training delivered outside of the Garda College.

## **2.8 Skills and training needs analysis survey of garda staff**

A skills and training needs analysis survey of reserve garda, students, probationer gardaí, gardaí, sergeants, inspectors, superintendents, chief superintendents and assistant commissioners was carried out across the garda organisation. The objective of the survey was to identify key activities, training gaps in skills, knowledge and behaviours, and to evaluate and assess competencies for each rank in the organisation. The survey instrument for the various ranks was adapted to facilitate group surveying, phone interviews and self-administered email questionnaires.

Participants for the survey were selected using the following methods.

- Reserve gardaí were selected while attending attestation and graduation.
- Students and probationers were selected by opportunity sampling. They were selected while attending phase V training in the Garda College.
- Gardaí, sergeants, inspectors, superintendents, chief superintendents and assistant commissioners were selected using stratified sampling. They were selected in terms of the numbers in a station, gender and rank.

The completed surveys were transferred to the statistical package for the social sciences (SPSS) and analysed. The information generated from the skills and training needs analysis provides strong validation of the findings from the various interviews, meetings, workshops and submissions.



The survey was administered to the following sample sizes.

Number	Rank	Survey method
72	reserve garda	questionnaire
234	student/probationer	questionnaire
842	garda	telephone interview
165	sergeant	telephone interview
150	inspector	email questionnaire
55	superintendent	email questionnaire
31	chief superintendent	questionnaire
4	assistant commissioner	questionnaire

**Table 1: Sample size for skills and training needs analysis survey**

## **2.9 Skills and training needs analysis survey of civilian staff**

A survey of civilians was carried out by the Civilian Human Resource Directorate, as part of the skills and training needs analysis activity. This survey sampled the following grades:

- clerical officer
- staff officer
- district finance officer
- executive officer
- higher executive officer
- assistant principal.

The objective of the survey was to get the views of a representative sample of civilians about skills gaps and training needs. The survey instrument was designed based on the competency framework that formed part of the civil service performance and



development system. The competency framework has seventeen competencies, grouped around four clusters:

1. personal effectiveness
2. thinking style and problem solving
3. group and interpersonal effectiveness
4. managing for results.

The survey was distributed to 1,750 civil servants within the organisation across the country, of which 584 completed and returned the survey. This represents thirty-three per cent of the civil servant cohort.

A further skills and training needs analysis survey was completed with forty-seven professional, permanent (and those with contracts longer than one year) civilian staff within An Garda Síochána. Ten professional civilians returned the survey and the data gathered from the respondents provided useful input in compiling the recommendations within chapters 5 and 9. The training needs of civilian industrial staff were not assessed in the data-gathering phase because this was believed to be outside the scope of the training review.

## **2.10 Training course evaluations**

Over a three-month period in 2008, training course evaluations were completed by participants on the following training programmes:

- continuous professional development core programmes
- sergeant development course
- inspector development course
- BA in Police Management
- forensic collision investigator course.

Training course evaluation surveys were structured under the following themes; course content, course delivery, instructor effectiveness, training facilities, cost effectiveness, and training scheduling.



The trainers on the above courses were also invited to complete training course evaluations on training courses. The training evaluations for trainers included open-ended questions asking the trainers to define the strengths and weaknesses of the course, to comment on the facilities, the use of technology, and to list any improvements or recommendations they would make to ensure the course met its stated objectives.

While the number of training course evaluation respondents were relatively low, the information was useful in terms of validating the recommendations made in the course of the training review.

## **2.11 Executive management priorities**

Discussions were held with the assistant commissioners to consider their opinions on training and more specifically on training for students and probationers.

A number of workshops were held across the country to get the views of a representative sample of regional senior management on skills and training needs and to identify senior management's opinions on training priorities and recommendations. Participants included assistant commissioners and chief superintendents (or their representative superintendents) within the eastern, northern, Dublin metropolitan and south eastern regions.

The workshops were structured around key topics to stimulate individual ideas and to explore recommendations. The topics for discussion included student/probationer training and development, continuous professional development, BA degree courses for superintendents and inspectors, the garda executive leadership programme, funded education, the use of a virtual learning environment and a learning management system, accreditation and any other considerations and suggestions on training in the organisation.

These activities involving senior management were particularly important to help formulate recommendations on training and development. The interviews provided a large body of information by highlighting the prioritised training needs of the organisation.



## **2.12 Site visits examining best practice**

The review team undertook a large-scale analysis of site visits examining best practice to determine training and development best practice standards in police organisations internationally and also best practice within other industries. The interview template used was aligned to the ‘training and development capability model’© to ensure information captured could be consistently analysed and compared to current practice in An Garda Síochána. The site visits allowed for comparisons to be drafted and recommendations to be made, which are detailed more thoroughly in chapter 4.

### **2.12.1 International best practice in police organisations**

To understand police training across the UK, Europe, America and Canada, the Review Group visited the following police training sites:

- Chicago Police Department, United States of America
- Royal Canadian Mounted Police
- Police Service of Northern Ireland
- London Metropolitan Police and the National Police Improvement Agency
- Hiltrup Police College in Munster, Germany
- Danish National Police College, Copenhagen
- Swedish National Police Academy, Sórentrop, and the Stockholm County Police
- Police College of Finland, Tampere
- Police Colleges ,Tulliallen and Strathclyde, Scotland.

Members of the Review Group travelled to these police training sites, accompanied on occasions by members of the review team and carried out face-to-face interviews with key stakeholders in training and documented best practices at the sites. The interviews captured training practices which could be used to improve the training capability within An Garda Síochána and support recommendations being considered by the Review Group for this report.



### 2.12.2 Industry best practice in training and development

Non-police organisations were contacted in Ireland to assist in further identifying training and development best practices. These organisations included:

- Microsoft as a leading edge technology company
- Accenture and Bearing Point as two leading management consultancy companies.
- Bank of Ireland as a leading financial institution in Ireland
- Health Service Executive and the Army Cadets and Defence Forces as other public bodies within Ireland.

These organisations were contacted to provide their insight into the future thinking in training and development best practice. Key recommendations were validated by visits to the sites of best practice.

## 2.13 Training value for money

As part of the training review process, the Garda Research Unit established the cost of garda training and development. The working group on funded education<sup>8</sup> established the cost of funded training courses. A training cost report was drafted which included the overall training and development expenditure within An Garda Síochána. Future research will be needed to establish costs associated with specific training outputs. Evaluation will be needed to establish value for money<sup>9</sup>. This will include the return on investment in training on completion of the training course.

The research provides an understanding of the training cost and training budgets and opportunity cost of training within An Garda Síochána. The information gathered on training financials includes:

- training cost per capita per year
- training hours per capita per year
- review of the training budget use for 2007
- training hours per region in 2007

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<sup>8</sup> This Working Group was established in 2007 as part of the strategic imperative set up under the Corporate Strategy Plan 2007-2009.

<sup>9</sup> An Garda Síochána is currently researching an activity based cost system. Until this is in place value for money for individual training initiatives or faculties will not be possible.





- opportunity cost of training time
- comparison with training costs in other Irish organisations.

## **2.14 Phase 3: Analyse and review recommendations**

Throughout the data-gathering phase a vast amount of information was gathered. The analysis/review recommendations phase incorporated all the information gathered to enable all recommendations to be considered and discussed in a structured manner. All quantitative data were analysed using SPSS to produce frequency analysis. Qualitative data were analysed using thematic analysis. Documentary evidence was analysed using content analysis. A series of workshops and meetings were held to validate findings and draw practical and feasible recommendations for inclusion in this Review Group report. A summary of the analysis supports views and recommendations presented in chapters 6 to 9 of this report.

The Review Group also presented findings and key recommendations to the Garda Commissioner and top management team for validation prior to finalising the recommendations.

## **2.15 Phase 4: Finalise recommendations**

The finalising of recommendations phase included formalising the recommendations and validating them with professional individuals both internally and externally. The review team revalidated the recommendations to compile the final report.

As evidenced throughout this chapter, best practice methodologies were consistently used throughout the training review process. These best practice standards provided a firm evidence base for the recommendations presented in this report.





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## Chapter 3: Current training in An Garda Síochána

### 3.1 Introduction

This chapter reviews the current training and development in An Garda Síochána and training delivery methods. It outlines the current structure of training in An Garda Síochána and the roles and responsibility within this structure. An overview of the student/probationer programme is provided and other training and development programmes delivered within the Garda College are described.

The analysis in this chapter examines the cost and value for money of training within An Garda Síochána. The current situation in competency development is outlined and also how competency development has evolved within An Garda Síochána.

Finally the chapter presents the findings of the Training Review Group on current training within An Garda Síochána. These findings are based on the extensive consultative process and research undertaken during the review process. They are then presented under the headings contained within the ‘training and development capability model’<sup>©</sup>, which was used in the analysis of the research findings. The chapter also presents innovations in garda training and assesses their impact on the garda organisation.

The chapter will now provide an overview of the training and development structure in the Garda College and an insight into each of the schools/sections in the Garda College.

### 3.2 Assistant Commissioner Strategy and Training

The Assistant Commissioner Strategy and Training has overall responsibility for training and development in An Garda Síochána. This responsibility includes the monitoring of all aspects of training and development, including quality service, ethics, and human rights training. Responsibility for training and development was assigned to Assistant Commissioner Strategy and Training in 2007<sup>10</sup>.

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<sup>10</sup> This was a result of restructuring within An Garda Síochána following reports of the Garda Inspectorate.



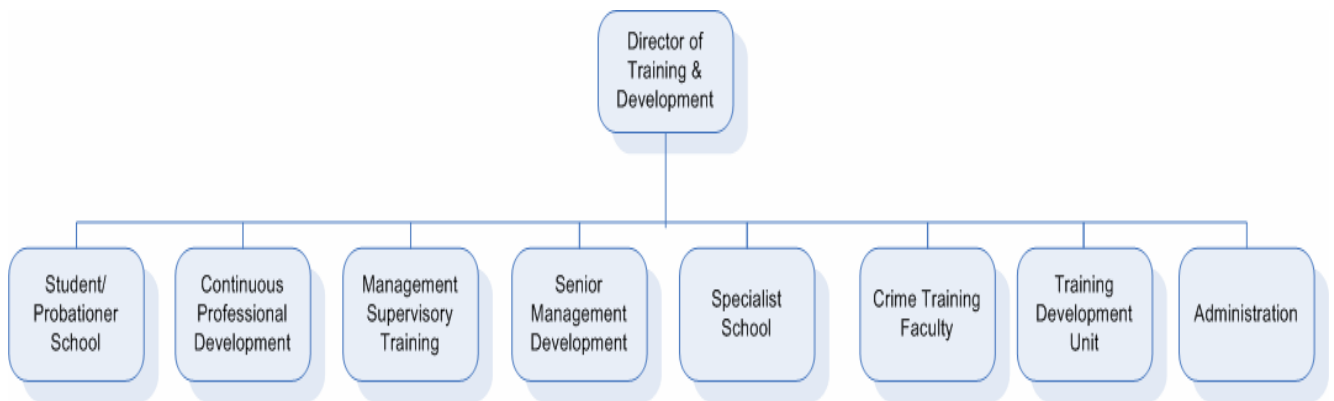
The office of Assistant Commissioner Strategy and Training ensures that the training administrative functions of the organisation are maintained and it also has responsibility for graduations, conferring ceremonies, Scott Medal awards and other ceremonial events in the Garda College. In addition, the office has responsibility for the administration of third-level courses within the organisation. These include funded PhD, DGov, DBA, MSc programmes in criminal justice studies, MA in Public Administration, MBA, BA in Public Management, BA in Training and Education and BSc in Human Resource Management. European language courses and European Commission funded programmes, which are an integral part of the organisation's commitment to European co-operation, are also administered. The office of Assistant Commissioner Strategy and Training is the contact centre for CEPOL, the European Police College.

### **3.3 The Garda College**

The Director of Training and Development is a chief superintendent based in the Garda College, reporting directly to the Assistant Commissioner Strategy and Training. The director is responsible for the research, development, coordination and implementation of garda training programmes and the management of the Garda College. The director's office has responsibility for the overall administration of all sections attached to the Garda College. These sections are:

- Student/Probationer School
- Continuous Professional Development
- Management and Supervisory School
- Senior Management Development
- Specialist School
- Crime Training Faculty
- Training Development Unit
- Administration.

Each of these sections is under the control of a superintendent, with the exception of the Training Development Unit, which is headed by a civilian (at equivalent level). All sections report directly to the Director of Training and Development. Figure 4 outlines the current training structure within the Garda College.



**Figure 4: Current structure of garda training**

This chapter examines each section involved in training and development within the current training structure, beginning with the Student/Probationer School. The Student/Probationer School delivers the ‘student/probationer education, training and development programme’ introduced in the Keating Report (1997).

### **3.4 Student/Probationer School**

The Student/Probationer School is responsible for the delivery of the ‘student/probationer education, training and development programme’, which is a two-year training programme<sup>11</sup> and upon successful completion a BA in Police Studies is awarded. The programme is completed over five phases. The phases were designed to allow students to

- gain a comprehensive understanding of the contemporary police role
- develop the ability to be an effective police person in a democratic society
- exploit their individual talents and potential.

The student/probationer programme is underpinned by the ‘generic professional competency model’ (as outlined in section 3.16). This requires students/probationers to demonstrate their development and achievement in each competency area. There are twelve competencies, which are categorised under ‘values’, ‘relationships’ and ‘tasks’. These competency areas are deemed essential to carry out the policing role in an effective and professional manner.

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<sup>11</sup> The entire student/probationer programme is normally 104 weeks in duration; however the exact duration of each phase can vary and is dictated by operational requirements.



The student/probationer education, training programme places great emphasis on the development of the professional competencies throughout the programme. This section provides an outline of each of the five phases and the purpose of each phase.

### **3.4.1 Phase I**

Phase I is a primary orientation phase held at the Garda College. It is twenty-two weeks in duration (inclusive of two weeks annual leave) and covers the following subject areas:

- garda practices and procedures studies
- contextual policing studies
- legal studies
- social and psychological studies
- management and organisational studies
- physical education, health and safety studies
- Irish studies
- European language studies (German or French).

Phase I is designed to

- provide students with a broad introduction to their new role as student gardaí
- expose students to the core underpinning principles, concepts and procedures which inform professional police practice
- provide students with the necessary theoretical and practical orientation to provide a foundation for experiential learning opportunities which they will encounter during phase II.

### **3.4.2 Phase II**

Phase II is known as the broad experiential learning phase and is conducted at specially selected designated garda stations, under the supervision of the local divisional training staff. It is twenty-four weeks in duration (inclusive of two weeks annual leave). Phase II is offered over two modules:

- Module one: operational policing, assigned to tutor garda (twelve weeks).



- Module two: attachment to specialist policing units and social agency placement (nine weeks). During the final week students are re-assigned to regular policing units, and re-assigned to their tutor garda (one week).

Phase II is designed to

- facilitate students' learning and development in a context-rich learning environment by exposing them to the realities of operational policing including its professional and situational constraints
- provide students with opportunities to consider, reflect and integrate their new knowledge and skills with the theoretical orientation knowledge and skills which they acquired to date
- prepare students to participate in a purposeful and meaningful manner in the integration studies aimed at competency development which they will encounter during phase III.

### **3.4.3 Phase III**

Phase III is sixteen weeks in duration and consists of two modules. Module one is a competency development phase and consists of twelve weeks at the Garda College. Attestation of student gardaí takes place on completion of phase III, module one. At this point student gardaí are attested with full garda powers and become probationer gardaí. For phase III, module two probationer gardaí are assigned to a designated garda station and work with an operational policing unit. The focus for probationer gardaí during this four-week module is to gain operational experience, while working in a team environment, and become familiar with exercising their policing powers.

Phase III is designed to

- facilitate competency development at micro and macro levels through the integration of theoretical knowledge and skills with practice and experience in an operational policing environment
- allow the training programme's staff and garda management to assess students' professional development, readiness and suitability for attestation as members of An Garda Síochána



- prepare students for the significant change in role, status and professional responsibilities which attestation and progression to phase III module two and phase IV confers and requires
- allow probationer gardaí to work in an operational policing environment.

#### **3.4.4 Phase IV**

Phase IV is a broad experiential learning phase, which is completed over forty<sup>12</sup> weeks in designated garda stations. During phase IV newly attested members of An Garda Síochána work towards achieving set learning outcomes<sup>13</sup> and competency areas. A 10,000 word dissertation on a policing-related topic is completed within phase IV of training and submitted as a requirement towards the BA in Police Studies.

Phase IV is designed to

- promote and facilitate probationers' growth and development by allowing them to take primary responsibility for the creation and management of their own learning and professional performance, within a context-rich and supportive learning environment.
- provide probationers with a sufficiently wide range of experiential learning opportunities to allow them experience personal and professional responsibility as serving gardaí across a specified range of general and specific garda duties
- allow programme assessors and garda management to evaluate individual probationers' suitability for a career in the garda service.

#### **3.4.5 Phase V**

Phase V is currently two weeks<sup>14</sup> in duration and takes place at the Garda College. Probationer gardaí who successfully complete the training programme are awarded a BA (level seven) in Police Studies. This phase is considered a 'capstone' period, where

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<sup>12</sup> Phase IV is currently forty weeks. It was previously thirty-eight weeks prior to the reduction of phase V from four weeks to two weeks.

<sup>13</sup> Learning outcomes outlined in the phase II and phase IV student/probationer education training and development programme.

<sup>14</sup> Phase V was previously four weeks (as implemented in the Keating Report (1997)), however this changed in November 2008 to two weeks due to the costs associated with phase V and the drain on operational resources during this period.





probationer gardaí are given an opportunity to further develop the skills and competencies acquired during phase IV training. This phase concludes with a formal graduation ceremony at the Garda College.

Phase V is designed to

- explore with probationer gardaí their progression to-date
- consider probationers' future career opportunities, career paths and associated personnel learning need and action plans
- examine core current professional policing issues which are impinging on and influencing the direction of contemporary policing.

The student/probationer education, training and development programme is accredited by the Higher Education Training Awards Council (HETAC) at level seven.

Other sections which are under the responsibility of the Student/Probationer School are

- 1) Staff Development, and
- 2) Quality Assurance Section.

## **1 Staff development**

The development of staff is a key priority of the Garda College and is a requirement of continuing accreditation. The Staff Development team are responsible for the in-house training of staff responsible for delivering the student/probationer programme and the reserve garda programme.

## **2 Quality assurance**

Ongoing quality assurance is a further requirement of accreditation. The Quality Assurance Section has responsibility for ensuring the collection, collation and reporting of all quality assurance indices for all phases of the student/probationer programme and the reserve garda programme. All reports are forwarded to the superintendent, Student/Probationer School and submitted to the student/probationer programme board (see chapter 5).



## 3.5 Continuous Professional Development

### Introduction

The Continuous Professional Development (CPD) School is managed by a superintendent reporting to the Director of Training and Development. Accelerated recruitment<sup>15</sup> of student gardaí resulted in a lack of training facilities in the Garda College. The CPD School was outsourced to external facilities in 2005. This situation has been reversed in 2008.

CPD has responsibility for information technology training (ITTS) and support services in the Garda College, which include the Printing Section and the Garda College library. CPD is also responsible for disseminating training courses to divisional CPD units nationally, as well as an increasing number of specialist training requirements. Courses offered can be classified under the following general headings:

- crime
- traffic
- operational
- information technology.

A suite of sixty-four courses is available for delivery primarily to members of garda and sergeant rank. A full menu of CPD is included at appendix B.

### Divisional continuous professional development units

There are twenty-five continuous professional development (CPD) training centres across the organisation facilitating the delivery of local training. These units provide and coordinate a wide variety of courses and seminars to various groups and units within the garda organisation. They also have responsibility for delivering the annual CPD core programme. This is currently a two-day training programme on core policing issues delivered at divisional training centres for sergeants and gardaí. The CPD units are responsible for the delivery of training courses listed at appendix B. In garda divisions other than those in the Dublin Metropolitan Region and Cork City, staff of CPD also have

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<sup>15</sup> A government initiative to significantly increase the number of Gardaí in the country whereby recruitment was accelerated and intake of students to the Garda College increased.



responsibility for the delivery of phase II and phase IV of the student/probationer education, training and development programme.

### **Information Technology Training Section (ITTS)**

The Information Technology Training Section (ITTS) is based at the Garda College and has overall responsibility for training in computer applications and related programmes. ITTS also provides training on a national basis in Microsoft office, certifying computer skills for members of the organisation.

## **3.6 Management and Supervisory Training**

The Management and Supervisory Training (MST) section is responsible for identification, development and delivery of training and development needs of newly promoted superintendents, inspectors and sergeants. This is achieved by researching, designing and then delivering developmental programmes to middle and senior management upon promotion. The current development programmes are delivered by garda resources, other government agencies and external contractors. In 2007 the courses delivered were as follows.

<b>Courses delivered in 2007</b>	<b>Number</b>
Sergeant development course	14
Inspector development course	5
Superintendent development course	3
BA in Police Management	3

**Table 2: Management and Supervisory Training courses offered in 2007**

### **The BA in Police Management**

The BA (Hons) in Police Management is a degree programme, accredited by HETAC and instituted in 1998. The programme is designed to focus on strategic management practice within the garda organisation. This programme is available to members holding the rank of garda inspector and above, as well as civilian staff of equivalent ranks, such as higher



executive officer. More recently the programme has been offered to officers from the Police Service of Northern Ireland. A major review of the degree was conducted in 2006 by the Garda Research Unit and is available as '*Research Report No. 10/06*'.

### **Sergeant development course**

The sergeant development course has a modular format conducted over a one-year period from the date of promotion. The programme consists of a two-day orientation seminar preceded by four thematic modules. Each of the modules is of five days duration and consists of a one-week instructor-led learning phase and an experiential learning phase of three weeks at the participants' work place. The instructor-led and experiential phases are integrated through practical assignments, and through the use of strong developmental relationships between the newly promoted sergeants, their mentor, management and supervisory training staff.

The sergeant development course aims to provide training for newly promoted sergeants, based on their role as first-line supervisors, while at the same time enabling a multi-perspective approach to their training and development. It aims to promote on-the-job learning as a key enabler in the professional development of newly promoted sergeants. This programme has been submitted to HETAC for accreditation.

### **Inspector development programme**

The inspector development programme aims to provide newly promoted inspectors with a development programme that meets both their personal and professional needs, by promoting a self-directed learning approach. It emphasises and encourages an interactive and participative approach to the programme, through the use of practical exercises and assignments. It also encourages the application, testing and refinement of new behaviours with the support of mentors and line managers. This programme is delivered within one year from the date of promotion. It consists of monthly two-day to three-day modules.

### **Superintendent development programme**

The superintendent development course aims to provide newly promoted superintendents with the knowledge, skills and attitudinal requirements to perform their role. The course



aims to develop leadership and management skills to assist superintendents in the delivery of a professional and efficient policing service. It also aims to raise an appreciation of how management strategies influence the operational direction of the organisation, while attempting to develop the necessary skills to build and maintain an effective district team. This programme is delivered within one year from the date of promotion and consists of six modules. These range from two to five days in duration.

### **3.7 Senior Management Development**

The Senior Management Development (SMD) section was established at the Garda College in March 2003 and is currently managed by a superintendent. The primary focus is the design, management and coordination of executive-level learning and development programmes for senior officers in An Garda Síochána. SMD also has responsibility for the Garda National Quality Service Bureau. In 2008 this section assumed responsibility for the chief superintendents' development programme, which is currently at design stage and will be delivered to chief superintendents upon promotion.

#### **Garda executive leadership programme**

The Senior Management Development section has responsibility for the delivery of the garda executive leadership programme (GELP). The garda executive leadership programme was established in September 2006 and successful completion leads to an Advanced Management Diploma in Police Leadership. The programme is delivered in partnership with University College Dublin, Michael Smurfit School of Business and the John F. Kennedy School of Government, Harvard University. Successful participants can opt to complete an MSc by research. The programme has ten modules which are conducted on a monthly basis and consist of three days per module. An additional overseas module is conducted at the Kennedy School of Government, Harvard University in Boston. This is an intensive one week module and it presents participants with a learning opportunity outside the police environment.



### **The Garda Human Rights and Diversity Section**

The Garda Human Rights Office was established in 1999 as part of the garda human rights initiative. This initiative is a European-wide programme, launched by the Council of Europe in 1997. The project, *‘Policing and Human Rights 1997-2000’*, was designed to achieve *“the establishment of strong professional and co-operative links between the human rights initiative and other national and international human rights”*.

The Garda Human Rights Office currently has a wider organisational remit. It delivers human rights educational policy and training to all ranks within An Garda Síochána and has key responsibilities under the *‘Garda Human Rights Action Plan’*<sup>16</sup>.

### **Academic records**

The Academic Records Section maintains all student/probationer and reserve garda training and performance records, and provides all general administrative duties for the section.

## **3.8 Specialist Training School**

The Specialist Training School provides a varied menu of training courses in functional and specialised policing skills. Training is provided in public order, mountain bike, driving, firearms, tactical, incident negotiation and on-scene commander training.

### **Driving School**

Since 1954, members of An Garda Síochána have received driver training based on standards established by the garda driving schools. There are two schools serving the needs of the organisation. The main Driving School based at the Garda College provides driver training for garda members in all garda regions, except the Dublin Metropolitan Region. The Driving School based at Garda Headquarters provides driver training for the Dublin Metropolitan Region. Reviews of driver training have been undertaken by the

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<sup>16</sup> Garda Human Rights Action Plan is an internal garda document outlining the action plan for the implementation of the *‘Garda Human Rights Audit Report’* (2005).



Garda Organisation Development Unit and the State Claims Agency<sup>17</sup> in 2005. All driver training courses were then re-designed to meet international best practice.

### **Firearms Training Unit**

Firearms' training has been the responsibility of the Firearms Training Unit since the foundation of An Garda Síochána. This unit operates from the Garda College and Garda Headquarters, and delivers basic and refresher training in all garda weapons to over 3,500 members authorised to carry and use these weapons. The introduction of the firearms automated training system (FATS), a computerised scenario-based laser training system, ensures that training is on a par with the best standards available internationally. More recently the unit has taken possession of two modular indoor firearms training ranges located at the Garda College and Garda Headquarters.

### **Tactical Training Unit**

The Tactical Training Unit is attached to the Specialist Training School. The unit was originally formed to provide pre-selection and subsequent training for the Emergency Response Unit. Since the mid-1980s the training role of the unit has developed in tandem with the changing demands placed upon the organisation. As new units have been established this unit has consistently met the training requirements of these new operational units. The Garda Air Support Unit was established in 1996 and the inaugural crews underwent a pre-selection course specifically designed and delivered by the Tactical Training Unit, to test for the requisite competencies. The most recent example of the developmental role played by this unit is the establishment and training of the Regional Support Units (RSUs).

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<sup>17</sup> Under the National Treasury Management Agency (Amendment) Act 2000 the management of personal injury and property damage claims against the state and underlying risks was delegated to the State Claims Agency.



### **3.9 Crime Training Faculty**

The Crime Training Faculty was established in 2007 by the Garda Commissioner and currently offers the following courses:

- senior investigating officers course
- incident room co-ordinator's course
- detective superintendent courses
- detective garda courses
- detective sergeant courses
- specialist interviewer course
- interviewing skills course level two.

The faculty is currently progressing plans to create a state of the art training facility at Dromard House, Templemore. Chapter 8 describes advances made to make this facility a centre of excellence. The faculty aim to achieve HETAC accreditation for many of the courses delivered. The current senior investigating officers' course has been approved by HETAC as a Diploma (level eight) in Senior Investigating Officer Studies (chapter 8 refers).

### **3.10 Training Development Unit**

The Training Development Unit was established at the Garda College in August 2001 and is currently managed by a civilian staff member. This unit was established following the recommendations of the '*Garda SMI In-Service/Management Development Training*' (IPA, 2000) (hereafter also referred to as the SMI Report). The aim of the Training Development Unit is to provide quality assured collaborative learning solutions across all training of the garda organisation. This is achieved by working in collaboration with key stakeholders to research, develop, design and implement training development programmes, which the unit quality assures for the Garda organisation.





### 3.11 Reserve members of An Garda Síochána

The Garda Síochána Act 2005 provided for the establishment of reserve members of An Garda Síochána. The reserve garda is a supplementary service to An Garda Síochána similar to that of the special constabulary in the United Kingdom. The strength of the reserve garda as of October 2008 is as outlined in Table 3.

Reserve members of An Garda Síochána	
Numbers attested	Numbers in training
331	114

**Table 3: Strength of reserve members of An Garda Síochána**

#### Reserve garda training programme

The reserve garda training programme is designed and delivered by members of staff at the Garda College in Templemore, and the CPD trainers in divisional training schools deliver phase II of the programme. The following section outlines the prescribed training programme delivered over 136 hours.

Phase I is a two-day, sixteen hour, induction course, the components of which include:

- a welcome and introduction to An Garda Síochána
- an outline of what An Garda Síochána does and what it expects of reserve members
- an overview of the law on human rights
- an overview of the law, practice and procedure relating to An Garda Síochána
- the service requirements of An Garda Síochána (including discipline, ethics, and organisational culture)
- cultural perception and motivation.

Phase II comprises of fifty-six hours of training delivered at the local CPD school and delivered by CPD staff. The components of this phase include procedure and legislation training relating to

- assaults
- road traffic offences



- powers of arrest
- arrestable offences
- crime reports and IT systems.

Phase III involves sixteen hours of residential training at the Garda College. The components of this phase include

- role-play exercises, including radio procedures
- instruction in self-defence, handcuff techniques and use of equipment.

Phase IV is an operational phase of training where a minimum of 40 hours of training at a nominated garda station must be completed. The components of this phase include beat patrol with a full-time member of the force and supervised station duty. Phase V is a graduation/attestation day.

### **Competency development for reserve garda members**

While training and on operational policing duties, reserve garda members are directed and encouraged towards achieving these competencies:

- resilience
- effective communication
- respect for diversity
- team working
- personal responsibility
- planning and organising
- operating within specific<sup>18</sup> guidelines
- community orientation.

Achievement of these competencies while on operational policing phases is tracked by way of a professional development portfolio. This portfolio also records the performance of various policing tasks which have been identified for the reserve garda member. A similar process exists for student/probationers through the use of the experiential learning diary.

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<sup>18</sup> Safe, legal, European Convention on Human Rights, ethics, and professionalism.



### 3.12 Current staffing levels in Garda College training

Table 4 shows the recommended staffing levels (November 2008) in the delivery of the various internal training programmes currently delivered at the Garda College, as well as staff at divisional CPD centres across the organisation. Training programmes at the Garda College are also supported by college administrative and library staff.

	Chief Supt.	Supt.	Inspector	Sergeant	Garda	Civilian
Garda College	1	6	9	74	68	158
CPD centres		-	-	34	29	-

Table 4: Staffing levels delivering training programmes

### 3.13 Training in the wider organisation

The consultative process undertaken as part of the training review identified that a significant number of training courses are conducted at local level to meet training requirements of specific units in specialised areas. A directory of courses was prepared in March 2008 by a Garda Síochána working group under the ‘*Corporate Strategy Plan 2007-2009, Strategic Imperative 5.7.1*’. This group was tasked with identifying and listing all training courses and exchange programmes currently in existence within An Garda Síochána and to evaluate their continued benefit to the organisation. A total of 370 training courses and exchange programmes were identified. Table 5 identifies the number of courses delivered in each policing area.



<b>Policing Area</b>	<b>Number of Courses</b>
Crime	172
Management	20
Legal	12
Health and safety	9
IT/communications	21
Education/training	27
National security	1
Community relations	9
Public safety	5
Traffic	38
HRM	13
Languages	4
Ethnicity	11
Policing	28

**Table 5: Specialised garda training courses**

### **3.14 Civilian training**

There are currently three categories of civilian staff in An Garda Síochána:

- administrative staff
- professional staff
- industrial staff.

A total of 2,693 civilian staff are currently employed in the garda organisation (as of November 2008). On 31 December 2008 there were 2,099 full-time equivalent civilian staff working in An Garda Síochána. Administrative staff account for sixty-nine per cent of all civilian staff in the organisation with approximately 1,857 staff members. Administrative staff is the name given to all civilian staff that fall within the main civil service grade structure as shown in Table 6. Some professional staff, recruited for specific roles, fall within this structure. For example, crime analysts are at higher executive officer level and telecom technicians are at executive officer level. Professional staff are mainly teachers, researchers, accountants, medical staff and



photographers. Industrial support staff account for twenty-nine per cent of civilian staff in the organisation. Industrial staff are mainly general operatives, tradesmen (electricians, plumbers), cleaners, drivers and traffic wardens.

Administrative role	Professional role	Industrial role
Chief Administrative Officer	Head of Training Development Unit	General operative
Executive Director	Teachers	Electrician
Director	Researchers	Store keeper
Principal officer (PO)	Professional accountant Grade I	Carpenter
Assistant principal (AP)	Professional accountant Grade II	Charge hand
Administrators	Assistant accountants	Groom
Higher executive officer (HEO)	Cartographer	Traffic warden
Executive officer (EO)	Examiner of maps	Driver
Staff officer (SO)/ District finance officer (DFO)	Chief Medical Officer	Retail attendant
Clerical officer (CO)	Assistant Chief Medical Officer	Storeman
Superintendent. of cleaners	Nurse	Store officer
Cleaners	Photographer	
Service attendants	Fleet manager	

**Table 6: Administrative, professional and industrial staff roles**

The Civilian Human Resource Directorate has overall responsibility for training of civilians, while the Learning and Development Unit (LDU) facilitates training of civilian staff. The data on training was gathered from the Civilian HR Directorate and supplemented with information from the CPD section. A list of courses offered to civilian staff is outlined in appendix C.

External providers (outside the LDU) within the Civilian HR Directorate provide all courses. The external provider for induction training has (to date) been ITTS within the garda CPD section.



The following courses are offered to clerical officers:

- interview skills
- keyboard skills
- MS word (introductory)
- MS excel (introductory)
- foundation in human resource course.

These specific courses are offered to staff officers:

- interviewer skills
- staff officer development programme.

Executive officers and higher executive officers are trained in the following areas:

- interviewer skills
- development programme
- foundation course in human resource management.

Some professional staff within the administrative framework receive specific induction and training which is organised 'in-house'. A blended learning approach between soft skills from the LDU, garda CPD and external training is used.

No specialised training is provided to the professional staff category by the LDU. The courses offered to all grades are also offered to this group. Professional staff members normally identify training and seek sanction to attend the training course. Training for industrial staff was not captured.

### **3.15 Cost and value for money in training and education**

To quantify the cost of training and development in An Garda Síochána, a study was undertaken by the Garda Research Unit of garda training in 2007. Findings of this research are outlined in a report entitled '*Cost of Training in An Garda Síochána including Opportunity Cost and a Framework for Calculating a Return on Investment from Training, Education and Development*' (Garda Research Unit, 2008). The report



examines the cost and hours spent in training and development in An Garda Síochána in 2007. This section outlines the main findings of the report.

- The total cost (actual expenditure) of garda training and development in 2007 was €6.4 million.
- This cost is divided into student/probationer training at €25.5 million, continuous professional development and specialist training which cost €9.5 million and development (promotion) courses, BA in Police Management and GELP which cost €1.4 million.
- Student/probationer training accounts for seventy per cent of total garda training, with a total of 153,020 days training in 2007.
- Continuous professional development and specialist training accounts for 26 per cent of total garda training, with a total of 56,996 days training in 2007.
- Development (promotion) courses, BA in Police Management and GELP training accounts for 4 per cent of total garda training, with a total of 8,365 days training in 2007.

	Actual training cost (€million)	Percentage of training days	Number of training days
Student/probationer gardaí	€25.5	70%	153,020 days
Continuous professional development and specialist	€9.5	26%	56,996 days
Development (promotion) courses, BA in Police Management, GELP	€1.47	4%	8,365 days
<b>Total for 2007</b>	<b>€36.4</b>	<b>100%</b>	<b>218,381 days</b>

**Table 7: Actual cost and time spent training in An Garda Síochána in 2007**

Overall, garda training was very good value for money at a cost of thirteen per cent more for 240 per cent more training days in 2007 compared to other Irish organisations, (Garda Research Unit, 2008; Fás, 2008; Garavan et al (2007); Fox, 2008).



### 3.16 Competency development

In 1997 Saville and Holdsworth were tasked with the development of a competency framework for recruitment to An Garda Síochána. This framework shown below is still in use today.

Competency framework for recruitment to An Garda Síochána
<ul style="list-style-type: none"> <li>• Preparing to achieve high standards</li> <li>• Making balanced decisions</li> <li>• Working with others</li> <li>• Persuading others and taking charge</li> </ul>

**Table 8: Competency framework for recruitment**

When developing a competency model for garda education and training, the Keating Report (1997) defined competency as *“the whole of the knowledge and skill which gardaí have at their disposal and which they can use effectively and efficiently to reach certain goals in a wide variety of policing contexts and situations”* (Keating, 1997: 27).

At the core of the Keating Report was a ‘generic professional competency model’ (GPCM) which comprised of twelve separate competencies. These were divided under the headings of tasks, values and relationships. Table 9 outlines each of the competency areas under tasks, values and relationships.

Generic professional competency model		
Tasks	Values	Relationships
<ul style="list-style-type: none"> <li>• Analytical ability</li> <li>• Communication</li> <li>• Conflict resolution</li> <li>• Balanced decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to high standards</li> <li>• Community orientation</li> <li>• Self management</li> <li>• Safety, health and fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Empathetic understanding</li> <li>• Team work</li> <li>• Assertive presence</li> <li>• Flexibility</li> </ul>

**Table 9: Generic professional competency model**





A key recommendation of the Keating Report was that students/probationers undertaking the programme would be subject to assessment during all phases of the programme. Progression to a subsequent phase of training would require student/probationers to satisfy assessors that they had

- achieved the learning outcomes specified for each phase of training and
- progressed sufficiently towards the achievement of the professional competencies specified in the ‘generic professional competency model’.

During each phase students and probationers are required to outline in their experiential learning diary evidence of achieving each competency outlined in the ‘generic professional competency model’.

In 2004, competency-based interviewing was introduced for promotion to all ranks within An Garda Síochána. Saville and Holdsworth were tasked with developing a framework of competencies for the various ranks within the organisation. This framework of competencies is used in the current interview process for promotion. Applicants for promotion are required to outline how they fulfil the competencies for the rank they aspire to. For example, garda candidates aspiring for promotion to the rank of sergeant are interviewed against the following framework of sergeant competencies.

Competency framework for selection to the rank of sergeant	
Organising coordinating and implementation skills	People handling skills
Assessing, evaluating and analysing information	Two-way communication skills
Sound and timely decision making	Personal drive and commitment
Team leading and standard setting	Procedural and functional policing

**Table 10: Competency framework for selection to sergeant rank**

Competency-based interviewing is now used during the selection process for many positions within the organisation, ranging from areas such as duty overseas in the United Nations/European Union peacekeeping missions, to positions of detective inspector in operational policing. These interviews are guided and governed by ‘An Garda Síochána



*Internal Appointments Policy Guidelines*’ introduced in 2007 and adhere to best practice outlined by the Commission for Public Service Appointments.

As part of competency development within An Garda Síochána the training review team set about completing the ‘garda competence framework’ by creating competencies for garda rank, validating existing competences, and asking if ‘problem solving’ should be added as a new competence for sergeant rank. This was achieved through a major survey, conducted in eight parts. The survey captured the views of 79 reserve gardaí, 234 probationer gardaí, 842 members of garda rank, 165 sergeants, 150 inspectors, 55 superintendents, 32 chiefs and 4 assistant commissioners. In all, 1,561 members of An Garda Síochána were surveyed by phone, in person and by email.

Overall, the training review team was impressed by the high level of consensus, understanding, use, and proficiency claimed in the competences by participants in the survey but was concerned about significant training gaps disclosed. The draft document shown at appendix D completes the competency framework for the entire organisation. The new competencies are in the shaded background and its proposed framework should be further considered by relevant personnel to complete and validate a comprehensive integrated competency framework for the entire garda organisation.

### **3.17 Alignment with the ‘training and development capability model’**

In this section each element of training is evaluated using the ‘training and development capability model’© under the following headings:

- training planning
- training design and development
- training delivery
- training administration.

This section presents details of current practice gathered from individuals with responsibility for the various training sections in An Garda Síochána. It also provides a



context for considering all submissions and information gathered during the consultative process.

### **3.17.1 Training planning**

The planning of training is a key first stage in ensuring that training meets organisational requirements. The manner in which the training curriculum is managed should ensure that training meets the needs of the organisation, while at the same time driving the organisation toward achieving the goals set out in the Garda Síochána corporate strategy.

#### **Business alignment**

The views of the various managers of training sections were sought in relation to their awareness of an overall training strategy within the organisation.

There were mixed perceptions on the existence of an overall organisational training strategy. The vision and direction of An Garda Síochána in relation to training was suggested to be the SMI Report (IPA, 2000), strategic imperatives, corporate strategy and the organisational policing plans. The Training and Development Unit suggests that there should be greater linkage and integration of existing strategies throughout the organisation.

The majority of training managers indicated that current training programmes are periodically reviewed and are in line with their individual perception of the organisational training strategy. However, the Student/Probationer School indicated that the student/probationer programme should be more closely aligned with the organisation's corporate strategy.

There is no single document that outlines the training strategy for the organisation, hence the mixed perceptions of training strategy. While the vision for training is clearly stated in the corporate strategy document, the mechanisms for achieving this vision are not clear.



## **Garda policy**

Training providers were asked how they were ‘informed of changes in garda policy’ and stated in reply that they are informed by HQ directives, corporate strategy, strategic imperatives, policing plans and various reports. Each section updates training materials according to these policy guidelines. However, a uniform approach to this issue by the various training sections should be created.

There are differing perceptions of what constitutes garda policy. Policy is embedded in the Garda Code Regulations, HQ directives, standard operating procedures and training manuals, but not always in a set of clear policy documents.

It emerged from visits to sites of best practice that most police training organisations have a training development unit or equivalent unit with responsibility for the design and maintenance of training content. This provides a single point of contact for ensuring that training reflects policy and changes to policy.

## **Training curriculum**

Each training section currently has responsibility for the development and maintenance of its own curriculum. Curricula are developed in a variety of formats across training sections. There is no formalised approach between training sections to recording modules, aims, objectives and learning outcomes. The Training Development Unit is available to assist all sections in doing this.

In the majority of police forces visited the development of training curricula was generally centralised in a unit equivalent to the Training Development Unit. Such a unit ensures consistency in the development and maintenance of training curricula.

## **Accreditation**

The BA course in police studies, the BA course in police management and the senior investigating officer’s course are accredited through HETAC. The garda executive leadership programme is accredited through University College Dublin, while the forensic collision course is accredited through City and Guilds<sup>19</sup>. The sergeants’

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<sup>19</sup> UK academic awarding body based in London.



development course has been submitted for accreditation to HETAC. This review recommends that other development courses such as those for inspectors, superintendents and chief superintendents should seek similar accreditation in the future.

Guidelines from HETAC identify a number of issues regarding structures and processes for accredited courses. Adherence to these guidelines will ensure continued achievement of the accreditation standards:

- improved governance and structural processes
- year programmatic reviews
- institutional review (management and operational structures)
- functional academic council and programme boards
- quality assurance manual and procedures in place
- HETAC maintains objective sight of programmes
- programmes meet learning outcomes
- appropriate expertise for delivery of programmes
- staff development structure
- equivalent academic processes across all programmes
- published handbook
- procedures for credit transfer.

The points raised by HETAC in these guidelines are entirely consistent with An Garda Síochána's values and strategic imperatives. One of the major benefits of accreditation is the international benchmarking of training standards through the Bologna process<sup>20</sup>.

In a survey of garda management ranks, a recent report identified that sixty-nine per cent of participants felt the accredited status of the student/probationer programme should be preserved. They also stated that the strengths of accreditation included professionalism and credibility (Leahy et al, 2008).

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<sup>20</sup> This creates a European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe under the Lisbon Recognition Convention.



### Summary of training planning

The key issues to emerge from the area of training planning focus on structure and process. A strategic perspective to the training function is required to ensure alignment to organisational goals. Procedures for academic governance, quality assurance, human rights compliance and clear alignment with policy are required.

Key issues identified in training planning
<ul style="list-style-type: none"><li>• The vision and direction of training planning is not clear</li><li>• Few training manuals have been assessed as ECHR compliant</li></ul>

**Table 11: Key issues identified in training planning**

### 3.17.2 Training design and development

#### Training content

The effectiveness of any adult training intervention is dependent upon the content and method of delivery. Currently each training section develops its own course/programme content. The Management and Supervisory Training section and the Crime Training Faculty liaise with the Training Development Unit for content development. The remaining sections develop their content predominantly through the use of internal and external expertise.

There was general satisfaction that the content of courses provided internally was relevant on a personal and organisational level. However, in relation to the student/probationer programme, concerns were expressed about the relevance to practical policing of some of the course content. Language training and the dissertation components were quoted as examples.

In site visits to other police organisations best practice processes were identified for the maintenance and delivery of course content as outlined in chapter 4.



### **Training methods**

Student/probationer training delivery adopts a predominantly lecture-based approach in the Garda College and at divisional training centres. This situation has been influenced by the policy of accelerated recruitment of students/probationers and the lack of training facilities and IT infrastructure required to implement other training methods.

Research undertaken as part of this review identified other issues regarding the delivery methods of student/probationer training. During phase II, it was highlighted that the tutor garda role is predominately occupied by gardaí with less than five years service in An Garda Síochána. Additionally, there is a lack of engagement among supervisory sergeants regarding the student/probationer training function. This has resulted in the training of students/probationers being diluted by the ever increasing operational demands and supervisory role of sergeants. The role of sergeants is essential in supporting the experiential learning phases of student/probationer training, as skills are generally developed within the operational phases (phase II and phase IV). Training methods for student/probationer training will be specifically addressed in chapter 6.

Delivery of the CPD programme and the BA in Police Management programme is also predominantly lecture based. Other training sections employ a wide variety of training methods, including scenario-based training, skills development, group work, distance learning, coaching and mentoring.

A blended learning approach to training was evident in many of the external police forces visited. These visits identified interesting methods that could benefit training within An Garda Síochána. The Canadian approach to police learning is facilitated through increased use of informal training opportunities, such as shadowing, the use of scenario-based training, parade-time training (short training videos shown at the beginning of a tour of duty) and briefing packages.

### **Length of training**

Many of the sections within garda training are of the opinion that courses provided are appropriate in length. This opinion gives consideration to the operational requirements of



participants, cost, course content, competencies required and the performance of participants.

This view was not held in relation to student/probationer training and CPD programmes. The Student/Probationer School suggests that the current programme is inappropriately structured within the current 2-year time-frame. The course structure is significantly different than originally recommended by the Keating Report (1997). This is due in part to the policy of accelerated recruitment and operational considerations which have impacted on the duration of the programme. This situation is not consistent with the accreditation requirements of HETAC.

The CPD section points out that additional content is added to its annual programme, even after completion of the development process. This additional content is in many cases the result of necessary and urgent training interventions, which are required for operational policing. Delivery of the programme in its entirety therefore becomes questionable because of insufficient delivery time.

Submissions identified that the modular delivery of programmes such as the current sergeants' and inspectors' development programmes (see section 3.6) suit organisational needs.

### **Training maintenance**

Staff of the various training sections are currently responsible for updating and developing their sectional course content. Course content is updated according to legislative changes, tribunal reports, ECHR guidelines, evaluations (Kirkpatrick level one), case law and training initiatives.

There is no defined temporal content review, nor are there updating processes in place, in many of the courses examined. These processes are a requirement of accredited courses, including those accredited by HETAC. The student/probationer programme in its present format has, for example, evolved differently in many aspects from the vision of the Keating Report (1997).





## **Human rights**

An Garda Síochána's commitment to become a human rights compliant service is endorsed in a number of documents, including; the '*Corporate Strategy: A Time for Change 2007-2009*', '*An Garda Síochána Act, 2005*' and the '*Garda Human Rights Audit Action Plan*'.

The various training schools were asked to detail how human rights principles are incorporated into training. It was identified that many of the training programmes include training in the area of human rights. There was broad agreement across training sections that human rights should underpin and be woven through all training. However, the manner in which this is achieved varied greatly from training section to training section.

The Training Development Unit confirmed that human rights principles are considered in the design of all courses. This is evident from a review of courses offered by the Management and Supervisory Training section and the Crime Training Faculty, which had considerable input at design stage from the Training Development Unit. These programmes incorporate human rights principles, which are woven through all training modules.

Staff of the Garda College have undertaken the 'first steps'<sup>21</sup> training programme. This programme aims to develop the trainers' ability to embed human rights principles in the delivery of all garda training.

Many of the contributors to the consultative process agree that training manuals should be evaluated by a human rights/education specialist. The absence of such an evaluation limits the organisational capacity to demonstrate appropriate levels of transparent accountability for human rights compliant training.

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<sup>21</sup> Introductory five-day human rights course for garda trainers.



### Summary of training design and development

Training staff within each training section are responsible for training planning, design, development, delivery and maintenance. To ensure quality in these areas, a considerable standard of expertise is required.

In areas where external privately sourced training is required staff within each section have responsibility to source and evaluate. However, there are no agreed standards of evaluation for external contributors to the various training programmes. In other police forces this function rests with a single dedicated unit, thus ensuring a uniform approach across all the training function.

Key issues in training design and development
<ul style="list-style-type: none"><li>• Requirement for expertise in the development of course content</li><li>• Requirement for standardised procedures for evaluation of content</li><li>• Much of the training delivered is predominantly lecture-based information dissemination</li><li>• Requirement for consistent process for course maintenance</li><li>• Requirement for standards of evaluation in place for external training providers</li></ul>

Table 12: Key issues in training design and development

### 3.17.3 Training delivery

Different learning styles, training goals and outcomes, locations and budgets demand a combination of instructor-led and self-paced learning offered through a variety of delivery methodologies.

#### Delivery planning

Planning includes identifying and managing facilities, equipment and internal and external speakers. Alterations in scheduling can adversely affect this delivery.

Most training sections manage their own delivery resources and assets. Crime Training Faculty courses are delivered in external conference facilities such as hotels. The executive management suite or other suitable venues are not always available within the



Garda College. The hire of such training venues is both inconvenient and expensive. Such facilities have insufficient IT structure and no access to the garda computer system<sup>22</sup>. Sufficient residential accommodation for course attendees can also be a problem. However, it is expected that the proposed new facilities in Dromard (chapter 8) should bridge the shortcomings in training described here.

Divisional training centre resources and facilities are managed at local level. Facilities vary in each division. Some CPD centres rely on the hire of office and classroom facilities from the private sector. Frequently CPD classrooms are used as incident rooms due to operational demands.

### **Training attendance**

Attendance levels at student/probationer training and MST are respectively determined by the level of recruitment and the numbers promoted on annual promotion lists. Attendance levels are determined therefore by HRM. MST is given advance notice of the numbers to be promoted. This facilitates planning of promotion development courses.

Attendance at Crime Training Faculty and Specialist Training courses is generally high and predominately over seventy-five per cent but can be reduced by operational exigencies. The attendance levels at both senior management training and civilian training are based on demand and are generally high.

CPD courses regularly experience attendance rates lower than twenty-five per cent. The average attendance rate for members of garda and sergeant rank in 2007 was thirty-seven per cent. As a result all scheduled training is not provided.

It was suggested that perception of the value of training is a factor in attendance rates. A key issue here is the cultural attitude towards training. The Garda Research Unit (2007) identified that sixty-two per cent of garda staff were dissatisfied with the availability of training. The SMI Report (IPA, 2000) recorded very negative perceptions of the value of training in the organisation. It emerged that the principal reason for this negative perception was the likelihood of operational requirements taking priority over training.

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<sup>22</sup> Garda computer systems include PULSE ('police using leading systems effectively').



An alternative approach was identified in the site visit to the German police where training is perceived as an operational priority.

An appropriate mechanism of managing training attendance needs to be in place that includes and involves divisional management.

Submissions from interviews and workshops to the training review team suggested that participation in training could be linked to promotion, transfer, lateral movement and selection for specialist or 'sought after' training. It was also suggested that training and its significance should be promoted by garda management and supervisors to address the issue of non-attendance and encourage greater participation.

### **Instructors**

There are many processes in place for the appointment of garda members to the position of garda teacher/trainers. Some are appointed as a result of an interview process, some as a result of transfer and some directly as a result of promotion.

Participation in the National University of Ireland Galway (NUIG) Certificate in Education and Training is open to full-time teacher trainers and provision is made to fund this programme from the Garda College educational budget. Garda trainers who wish to progress this programme to diploma or degree level are catered for within the organisations funded education programmes<sup>23</sup>.

Prior to 2001, garda teacher/trainers completed the garda teacher trainer course especially designed and delivered by St Patrick's College, Dublin. Civilian instructors are required to meet minimum standards as a result of the civilian selection process.

Full-time garda instructors are in place to contribute their operational knowledge and experience to the training process. It is necessary for knowledge and practice to remain current and therefore full-time instructors need operational experience in the area in which they instruct. In many police forces, some of which were visited in the course of

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<sup>23</sup> Funded education programmes are catered for in An Garda Síochána (Finance) Code Volume II, chapter (F)13.



site visits examining best practice, it was found that the instructor role can only be held for a maximum period of time. The instructor is then required to return to operational duties.

It has also emerged that garda members regularly instruct in their area of speciality with no training in instruction. This practice is questionable, as the organisation potentially cannot guarantee the quality of this type of training, particularly during legal inquiries.

### **Training delivery**

Staff in each training section have sole responsibility for training delivery. Similarly, training staff have responsibility for ensuring that the training requirements of external contributors to their programme are met. Garda instructors are also used for administrative duties associated with course delivery in all training sections. While this is effective, it impacts on their availability to instruct.

### **Training evaluation**

With the exception of civilian IT training (which has recently introduced Kirkpatrick level two evaluations) and the GELP, programme training is not evaluated beyond Kirkpatrick level one (qualitative and quantitative evaluation). Level one evaluations are carried out by course providers and used to inform course development at local level. All training sections require assistance in evaluating courses beyond Kirkpatrick level one. Feedback from evaluations should be managed centrally and relevant stakeholders should be informed of the outcomes of evaluation.

### **Summary of training delivery**

The key training delivery issues to emerge from the submissions to the training review team centered on facilities, attendance, instructors and evaluation. With the exception of facilities, it is clear that the introduction of appropriate processes and procedures would significantly enhance performance in these areas. Quality assurance and evaluation procedures should be instrumental in informing programme reviews, value for money evaluations and align with corporate strategy to a greater extent.



### Key issues in training delivery

- Instructors spending time on administrative duties
- The lack of an overall training schedule means that key physical resources are not maximised
- Training attendance is rarely one hundred per cent, and is particularly low for CPD
- There are no minimum qualifications, standard appointment process or compulsory training for garda instructors
- Few training courses are evaluated beyond Kirkpatrick level one

**Table 13: Key issues in training delivery**

#### **3.17.4 Training administration**

The administration of training includes selection for training, scheduling and tracking of courses, staff profile management and reporting structure. The successful administration of training is essential to ensure that maximum organisational benefit is achieved from training.

##### **Communication**

There are a variety of methods in place to inform members of the availability of training courses. These methods include HQ directives, notification to operational chief superintendents, notification to the Director of Training and Development, performance accountability framework meetings and direct notification. Notification of divisional CPD training is managed locally, at divisional level.

Civilian staff are notified through the circulation of a programme of outsourced training. This programme is targeted at the administrative staff on a twice-yearly basis.

Widespread agreement emerged from the consultative process that there should be a training prospectus available to facilitate the forward planning of training. Ideally the prospectus should be available electronically. An electronic notification and registration system would streamline the administrative process.



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### **Selection for participation in training**

Training generally within An Garda Síochána can be divided into two distinct categories. Firstly, training that aims to enhance the capability of members in their respective roles and secondly, training that aims to develop competencies for those taking up new roles within the organisation.

Apart from the CPD core programme, selection for training is principally determined by appointment to the organisation, appointment to specific duties, promotion, or training sanction at local level.

Where selection for training follows an internal or external recruitment process on either promotion, or transfer to a specific role, the training is generally conducted after appointment. While the application process is competency-based for promotion and most role appointments, this is not the case for all appointments. There are some roles where a pre-selection process assesses aptitude for competence. Such assessments significantly improve the likelihood of success in the role. At present, pre-selection is limited to the roles of the Emergency Response Unit, Air Support Unit, CHIS handlers and specialist child interviewers, forensic collision and regional support unit training. Impartiality in the selection process for GELP is assured by independent consultants managing the process.

A number of issues were raised about selection to the student/probationer programme. This function is managed by the Public Appointments Service and consists of a series of job-related assessment and aptitude tests and a competency-based interview.

It emerged from the consultative process that elements of the student/probationer programme would be more suitable as entry requirements rather than forming part of the training programme, i.e. swimming and first aid. A number of contributors also recommended that psychological assessment be included in the recruitment procedure, in line with other police forces.

Finally and significantly there is no opportunity for the Student/Probationer School to contribute feedback to the selection process.



### **Scheduling**

Scheduling of training is carried out by each training section. Management training, specialist training and CPD in-house schedules are developed each October for the following year. Management and supervisory training is scheduled eighteen months in advance, based on a projection of the numbers to be promoted. However, delays in the promotion process or exceptional increases in the numbers promoted can affect training schedules. The Crime Training Faculty course schedule is organised on a yearly basis and like many similar residential courses, is dependent upon accommodation at the Garda College. Civilian and specialist training courses are scheduled according to organisational need.

Accelerated recruitment and the lack of a time-gap between intakes mean that staff at the Student/Probationer School are afforded little opportunity for course review and maintenance. This is a cause for concern.

### **Staff skill profiles**

There is widespread agreement on the need for a staff profile database to record training, skills and qualifications. Such a database would require an organisation-wide training course structure to capture learning outcomes and competencies at all levels. The introduction of a staff profile database would facilitate knowledge management, training in skills and competencies, automatic refresher training requirements and progression planning. These would be aligned with HR strategy, corporate strategy and policing plans.

### **Training outcomes**

Training attendance and outcomes are recorded by each individual training section. Where training performance is measured or assessed, outcomes are recorded and forwarded to the Director of Training and Development.

Pass/fail assessments are a feature of many of the training programmes, although this is not always the case. This type of assessment is necessary for accreditation purposes. It is also used to assist with training evaluation and to ensure ‘competency for role’ for the training recipient.





The absence of assessment was identified as an issue with promotion/development training. Research indicates that in some police forces appointment to the role is dependent on successful completion of the promotion or development course designed for that role.

### **Reporting training outcomes**

Each training section reports on training completed. There is general agreement that the reporting structures at every level need improvement. Feedback from courses should be centralised to improve the quality of delivery and administration of future courses offered.

### **Summary of training administration**

The findings of the consultative process identified issues to be addressed in essential processes necessary to support the administration of training. These issues include the selection and training of instructors, scheduling and management of training and recording of training outcomes.

<b>Key issues in training administration</b>
<ul style="list-style-type: none"><li>• There is no standardised approach to notification regarding training.</li><li>• There is no complete schedule or prospectus of training available.</li><li>• Policy on selection for training attendance should be defined.</li><li>• A mechanism for student/probationer training to inform the selection process should be introduced.</li><li>• Formal assessment is not evident across all training programmes.</li><li>• Training outcomes should always be recorded.</li></ul>

**Table 14: Key issues in training administration**

### **3.17.5 Operations**

The following section looks at the area of operations through an examination of training and the tendering process for external training provision.



### **External training providers**

External training by private or commercial training companies is an integral part of training and development throughout the organisation. The only defined criterion for external training providers is the tendering process, which is perceived as cumbersome, time consuming and having an adverse effect on scheduling. In the provision of major training initiatives provided by the private sector, this tendering process is subject to European Commission public procurement legislation. Currently each section manages its own relationship with external vendors. This reduces the scope for economies of scale.

### **3.17.6 Business impact**

The purpose of training is to impact and facilitate organisational goals. There is a need to develop knowledge, skills and behaviours, which in turn lead to the achievement of performance goals on an individual and organisational level.

### **Performance management**

The current indicators of training performance management are the number of training courses provided and the level of attendance. However, these performance indicators are not used to measure externally sourced training. Attendance rates are useful statistics but the overall effectiveness of training is not measured. In an era of increased accountability, both financially and operationally, it is essential that An Garda Síochána has systems in place to ensure the effectiveness of training.

### **Continuous improvement**

Each training section strives to ensure that courses provided are continuously improved and regularly updated. However, there is no consistent process to ensure continuing improvement. Both teaching performance management and training continuous improvement are hampered by a lack of course evaluation beyond Kirkpatrick level one.

### **Summary of business impact**

The lack of available information to evaluate business impact is a clear indication that appropriate governance of the training process is required. This governance process is



essential to ensure that training contributes to the achievement of the organisation’s corporate strategic goals.

Key issues with business impact
<ul style="list-style-type: none"><li>• Effectiveness of training is not measured against organisational goals</li><li>• There is no consistent process to ensure continuous improvement</li></ul>

**Table 15: Key issues with business impact**

### **3.18 Recent innovations in garda training**

An Garda Síochána has implemented a number of solutions in the past to improve training and pass on knowledge to members. One of the most recent learning solutions that has been implemented within An Garda Síochána is the VLE<sup>24</sup> which was initially introduced as a pilot in the Garda College, Templemore.

In addition to the VLE, the garda organisation has made progress in knowledge management through the introduction of the garda portal<sup>25</sup>. Major training advances have also been made in the areas of forensic collision investigation, covert human intelligence sources and competency development within the organisation.

#### **3.18.1 Information technology in garda training**

A VLE is a software system designed to support teaching and learning in an educational setting. Typically a VLE will work over the internet and provide a collection of tools such as those for assessment, communication, uploading of content, return of students work, peer assessment and questionnaires.

The initial scope of the garda VLE project was a pilot within the Garda College giving access to online materials to all students on the BA degree programmes in police studies

<sup>24</sup> Virtual learning environment.

<sup>25</sup> An online searchable source of core operational information accessible by members of An Garda Síochána.



and in police management. This was extended to three selected CPD divisions, DMR North, Cavan/Monaghan and Cork North.

Moodle (modular object oriented dynamic learning environment) is the open source software that is currently being used for the garda VLE pilot. This software was chosen as part of the VLE pilot because it is an open source product, free to download, with no annual license fee. At the time of the pilot moodle was gaining a reputation as the VLE of choice in many universities and third-level colleges.

The VLE pilot addressed the following:

- provision of access to online materials across a range of subject areas
- support of online fora on specific topics to complement classroom input
- provision of notice boards to facilitate sharing of information and promote peer to peer learning
- online feedback on all aspects of the BA in Police Studies from all stakeholders
- online feedback on all aspects of the BA in Police Management.

The garda VLE is not currently exposed to the internet. As a result it is unable to reach its full potential. Exposing the VLE to the internet will remove any logistical barriers preventing teachers and students from accessing the website from anywhere in the world.

Since its implementation as a pilot test, the VLE project has come a long way and is extremely popular among teaching staff and students alike. It has allowed lecturers to distribute course material and enabled students to submit assignments electronically.

### **3.18.2 Garda portal**

Portals play a major role in learning environments. They provide organisations with one shared location to publish new information quickly and efficiently. The An Garda Síochána portal pilot was launched on 10 March 2008 in a variety of locations across the organisation. A further release was rolled-out in April 2008 and to date there have been in excess of 150,000 'hits' on it. A very positive evaluation by the Garda Research Unit



(2008) found that knowledge management content and use was more valuable to police than other organisations and even more valuable to garda members.

One of the main driving forces behind the portal's development is a need to centralise the organisation's current knowledge and information. Currently knowledge is not easily accessible by members of An Garda Síochána, in particular those on operational duties. The portal will address this issue by providing online access to the organisation's knowledge base via PULSE computers. Information in relation to the Garda Code, HQ directives and corporate strategy is now all centralised in a single repository presenting members with an easy tool for quickly finding the information they require.

The garda portal functions as a point of access for users to a number of areas via the PULSE system. Some of these areas include editorial (HQ directives), applications (briefcase), legal reference (DPP guidelines), policy and procedure (An Garda Síochána Code) and corporate communications. The portal was rolled-out nationwide on 8 December 2008. Satisfaction with the portal is extremely high with eighty-six per cent of users who completed the online evaluation questionnaire rating it as good.

This is evidence that An Garda Síochána is well on the way to developing a secure knowledge base where information can be stored and disseminated throughout the organisation. The VLE pilot adds to this progress and has proved successful in its own right. These developments pave the way towards a more blended learning solution for the Garda College as well as the garda organisation as a whole.

One disadvantage associated with the current VLE is that it is not exposed to the internet. Reports have referred to the fact that moodle is more adapted to education rather than training. The VLE has limitations as a stand-alone system which delivers training but does not offer any functionality in the management or administration of the training process. Recent reports suggest that a dedicated team of people should be established to progress the existing VLE to an enterprise solution. Upgrading the current VLE to an enterprise solution accessible by all would improve training within An Garda Síochána.



### **3.18.3 Hydra minerva suite**

One of the most recent training innovations has been the development and installation of a hydra minerva suite to facilitate role-play exercises and scenario-based training. This training suite has been provided by hydra operation. Staff of the Crime Training Faculty are currently working with this team to develop suitable exercises.

## **3.19 Conclusion**

This chapter has set out the current position of training and development in An Garda Síochána. The many strengths and weaknesses of current training are described. An extensive process of consultation and research permits the Review Group to place the existing strategic, management, financial, educational, human resource and training delivery issues in context in succeeding chapters.

It would not be fitting to conclude this chapter without paying tribute to and acknowledging the commitment of those whose contribution enables An Garda Síochána to take its place amongst the top police training organisations in the world. The Training Review Group wishes to acknowledge the contribution made by all teaching, administrative and support staff. Their contribution is the cornerstone on which our many training and subsequent operational successes have been built. The recommendations for the future of training contained in this Review Group report aim to build on the strong foundation already in existence and enhance this model to meet the current challenges.

The continued support of all stakeholders will ensure our ability to produce confident police men and women capable of policing the various communities in our ever changing country well into the twenty-first century.



## **Chapter 4: International view of training**

### **4.1 Introduction**

This chapter presents the training review team's research on the strategic approach to training and development in international police organisations. It explores strategic developments in training in selected public and private organisations in Ireland. It also reviews research findings across specific functional areas of training in international police organisations.

Research evidence suggests that variations exist between the various models of policing consulted. Members of the Review Group visited police organisations in the UK, North America and continental Europe. Telephone research was also conducted with police in Australia<sup>26</sup> and New Zealand.

Review Group members visited four Irish public and private sector organisations. The objective was to gain an insight into current training and development frameworks available. The Bank of Ireland (BOI), Microsoft, the Health Service Executive (HSE) and the Irish Defence Forces were visited.

The research methods used to accumulate information for this chapter are outlined in chapter 2. These included face to face interviews, surveys and questionnaires. The questionnaires were based around a 'training and development capability model'© used by a leading consultancy organisation. Data from site visits were also analysed using this model. The conclusions drawn are summarised in this chapter.

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<sup>26</sup> Western Australia Police



## 4.2 Models of police training

### 4.2.1 Models of policing researched

The Training Review Group compiled a list of potential sites for analysis. Within the timeframe allocated, the objective was to develop a comprehensive knowledge base of best practice in training among international police forces. Visits were utilised to enhance the knowledge and expertise available to Review Group both internally and externally.

Sites chosen provide a comparison between models of police service in the UK, North America, continental Europe and Australia/New Zealand. Table 16 below lists the sites visited and the headings used to compare demographic similarities and differences.

Model	Police organisation	No. of police officers	Population (million)
UK model	London Metropolitan Police	31,000	7.56
	Police Service of Northern Ireland (PSNI)	7,500	1.75
	Scottish Police College <sup>27</sup>	14,500	5.1
	Strathclyde Police	7,500	2.5
North America	Chicago Police Force	13,400	2.8
	Illinois State Troopers <sup>28</sup>	2,200	12.8
	Royal Canadian Mounted Police (RCMP)	17,678	34.0
Continental model	Swedish Police	17,000	9.0
	Danish Police	11,000	5.4
	Finnish Police	7,700	5.3
	German Police	45,550	82.2
Australian model <sup>29</sup>	Western Australian Police	5,000	2.0
	New Zealand Police	7,725	4.2

**Table 16: Models of police services analysed**

<sup>27</sup> Figures refer to the number of police officers in all of Scotland.

<sup>28</sup> In conjunction with the state police, Illinois is also policed by federal, city, county and rural police organisations.

<sup>29</sup> Analysis of these organisations was conducted by way of research and telephone conversations.





## 4.2.2 The UK model

Within the UK police model<sup>30</sup> England and Wales have forty-three different police forces, supported by the National Police Improvement Agency (NPIA) and Her Majesty's Inspectorate of Constabulary (HMIC). Most of these police forces have different methods of training and development at probationer and continuous professional development level. Most forces have their own training schools, while the London Metropolitan avails of facilities at the Hendon Police College, London. There is evidence of nationwide symmetry in the development courses for forces in England and Wales delivered at Bramshill Police College. HMIC inspections hold forces accountable for standards in training and development.

The Scottish Police College at Tulliallan is used to train probationers for all eight police forces. Continuous professional development is delivered at individual force level. Higher-level development courses are also delivered at the Scottish Police College, Tulliallan.

Within the PSNI, probationer-level training and continuous professional training is delivered at the PSNI Police Training College, Northern Ireland.

## 4.2.3 The North American model

The US system of policing operates on several different levels. The federal level contains over fifty agencies with specialist nationwide law-enforcement mandates. Each of fifty states has their own state police forces and county police forces headed by sheriffs operating at local level. Each sheriff is elected to run a local department for periods varying between two to four years and is accountable to a county administrator.

Other forms of law enforcement include the FBI, Homeland Security, Drug Enforcement Agency, transport police, city police departments, rural town police forces and 'specialist districts' forces in areas such as institutions or parks etc. There are considerable differences in standards, personnel levels, accountability and capability across the United States.

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<sup>30</sup> The UK model of policing for the purpose of the review is taken to mean the police forces of England, Wales, Scotland, and Northern Ireland.



The law enforcement system of Canada and the US are somewhat similar. Both operate armed uniformed policing functions. In Canada national and local police forces co-exist. Many municipalities have their own policing function, e.g. Toronto and Quebec. The Royal Canadian Mounted Police (RCMP) provides a policing service for most of the country.

#### **4.2.4 The European continental model**

Across continental Europe each individual state operates its own national police force and most also operate local police services.

In Europe, crime investigation, national security and immigration have clear demarcation lines. Security and immigration is often the responsibility of a separate agency. The Republic of Ireland is quite unique in this regard with all these functions provided by An Garda Síochána.

European Union treaties provide for significant cooperation and interaction between EU and neighbouring police forces, and Interpol links police organisations around the globe.

#### **4.2.5 Australia and New Zealand**

There are seven state police services across Australia working with the Australian Federal Police (AFP). The AFP is Australia's international law enforcement and policing representative. Each police force provides its own training for probationers, continuous professional development, leadership, and specialised training.

New Zealand is policed by a decentralised national police force divided into twelve districts. The Royal New Zealand National Police College (RNZNPC) offers central training for police recruits and officers in New Zealand.

#### **4.2.6 Assessment model – ‘training and development capability model’©**

In order to gather and assess the large volumes of information concerning international police organisations the training review team utilised a ‘training and development



capability model'© (see Figure 3) to assess the research findings from the sites visited. This model was used throughout the review. It contains four key areas:

- training planning
- training design and development
- training delivery
- training administration.

This model was selected and used because it offers a clear framework to strategically assess complex knowledge, data and information available on police training worldwide.

The research findings indicate significant differences and variety across the organisations surveyed. These variations range from location of training in police colleges to university settings. Significant variations in the length of training, durations of continuous professional development, philosophical approaches, content of courses, methods of instruction and the continuing development of instructors and tutors was evident throughout the research. Some congruency of ideas and approaches are identifiable but no distinct best approach was positively identified. However, identifiable elements of many programmes and methodologies were found to be good practice. Those that are applicable and transferable to Irish policing and that suggest improvement on existing training have been incorporated in the recommendations set out at chapter 10.

## **4.3 Analysis**

Initial structuring of the research fieldwork and the subsequent analysis used the 'training and development capability model'©. The results of this analysis are set out under the principle headings of the model.

### **4.3.1 Training planning**

The training review team established from site visits that training planning is a strategic function in many police organisations. It is designed to ensure that training is aligned to the business objectives of many organisations. This is a recognised element of best practice in all major organisations visited. It is more pronounced in the private sector than in police organisations researched.



Business alignment is evident in the UK model of policing. Strathclyde Police and the PSNI have strategy groups to ensure that training courses are aligned to the strategy and direction of their organisations. The PSNI currently devise their training strategies annually but intend to alter this to a three-year timeframe. The volume of training courses is tailored to meet the demand as outlined in the PSNI annual training plan and a schedule of courses is updated every four months.

Strathclyde produce an annual police training plan. This clearly identifies the consultation processes to ensure business alignment. The annual training plan is developed in the context of a three-year force training business plan. This provides a strategic overview of training provision. Strathclyde Police regard training as a strategic function rather than a human resource management function.

Within what the training review team term the ‘continental model of policing’ evidence presented indicates that the Swedish police engage a dedicated unit as part of the National Police Board to focus on strategic planning for police training. The function of this unit is to consider what is best for the police organisation as a whole. Short term and long-term priorities are assessed and their training curriculum is designed around these priorities. Consideration is given to the type of police officers required from a societal perspective, the needs of the various police authorities, and policy directives from the Department of Police Affairs and from government.

Significant direction is provided to the police by the National Police Board of Sweden. In Finland, Denmark and Germany emphasis is placed on research and planning to ensure that training and development adequately equips police personnel for the operational and social demands associated with twenty-first century policing. An important feature of these three countries is the collaborative arrangements between police organisations and universities especially at planning and delivery stages.

This training review indicates that both public service organisations and the private sector all showed evidence of their training programmes being strategically aligned with their business objectives.



### 4.3.2 Training design and development

Site visits indicated that implementation of training programmes varied in different police services. Some had specific measures to bring about immediate change in the curriculum content to match changes in the policing environment, others did not.

The PSNI Training and Development Unit is accountable for all PSNI training. An appointee with operational experience heads this unit. Operational credibility in the training environment is considered essential to ensure quality training and maintain positive perceptions of training within the organisation. The PSNI employ training design specialists who work in partnership with the Quality Assurance Unit. Subject matter experts develop training content. Their functions include examining recommendations for change to training programmes and making changes as required. Any proposed changes are subject to the approval of the Quality Assurance Unit.

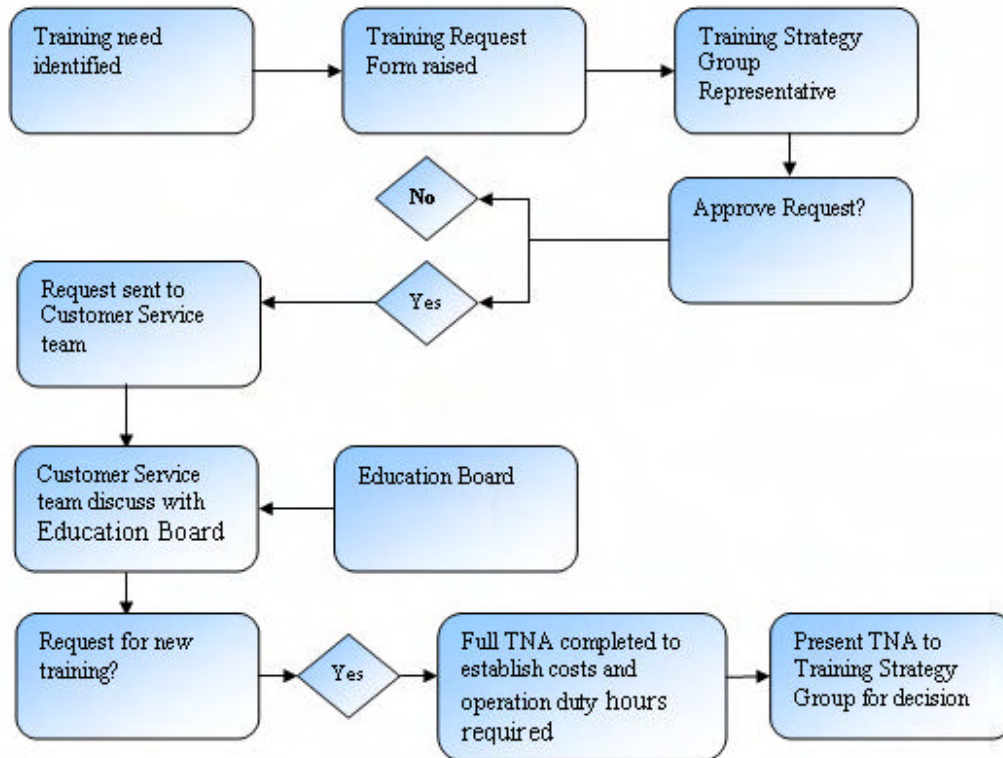
Within the Strathclyde Police there is an agreed process flow to initiate, establish and design new courses. This process has been found to be very successful. The Association of Chief Police Officers in Scotland (ACPOS) published this model as a national approach to training design and development. Table 17 describes the training and development design process and the various panels, teams and groups involved.

Area	Description and Responsibilities
Training Panel	<ul style="list-style-type: none"> <li>• In place at divisional level</li> <li>• Tasked to identify new training needs</li> <li>• Divisional trainer sits on the education board as the representative of the division.</li> </ul>
Quality and Standards Team	<ul style="list-style-type: none"> <li>• Comprised of staff from an operational background</li> <li>• Refresh their knowledge by undertaking operational duties for one day in every five weeks to understand current operations</li> </ul>
Education Board	<ul style="list-style-type: none"> <li>• Purpose is to review proposals for new/amended training courses before passing them on to the training strategy group</li> </ul>
Training Strategy Group	<ul style="list-style-type: none"> <li>• Decides whether or not to proceed with training requests. This may involve replacing or removing modules or courses from the curriculum</li> </ul>
Training Administration Initiation Team	<ul style="list-style-type: none"> <li>• Responsibility for course management in terms of logistics and distribution of training materials to instructors/trainees</li> </ul>

**Table 17: Strathclyde police training and development design process**



Figure 5 below describes how Strathclyde Police process training needs requests from the organisational sections of that organisation.



**Figure 5: Training need request process in Strathclyde Police**

Across the eight Scottish police forces the training and educational standards division of the police college in Tulliallan performs a vital role in the design and development of curriculum modules. This division ensures absolute consistency in the delivery of the probationer training programme. All resources for the programme are developed by this unit.

In England and Wales, a somewhat similar approach is evident. In the National Policing Improvement Agency (NPIA), investigative and intelligence skills section has responsibility for the development, design and maintenance of national training programmes in investigative and intelligence skills and capability across the law enforcement community. This section established the ‘professionalising investigations programme’ (PIP). Detective training is based around this model.

A steering group provides a strategic forum for co-ordination of the effective development and implementation of national investigative training programmes. This



enables officers to provide high standards in investigations. The programme has been rolled-out to the various forces in England and Wales.

In North America the Royal Canadian Mounted Police (RCMP) has a curriculum design unit. This unit has full-time instructional designers who research, develop and produce the overall curriculum for the RCMP and all required teaching materials. The design staff are sourced from a mixture of educational and police backgrounds but are not engaged in actual teaching and instruction. They use the expertise of subject experts on a regular basis and are members of the Canadian Association of Police Educators. They share experiences regularly with other design professionals.

In European countries visited considerable investment in police research was noted. The Police College in Tampere, Finland, has a research unit. It focuses on social, behavioural and legal science perspectives relevant to police work. Its research also focuses on the operational environment of policing and supports safety planning, security threats, and strives to inform developments in both the police organisation and methods of policing. Its research findings are used extensively in police training and as a guide for students during their studies. In Sweden the National Police Board through its human resources department manages the interface between the training requirements of the police organisations and the police board and the end-users, i.e. the public.

Research in the Irish private sector indicates that Bank of Ireland training is outsourced to a private company that delivers all training in Bank of Ireland facilities. This company also manages the e-learning system. A design team is engaged to design and amend training programmes and provide support to the e-learning function. At the bank the ambition is to have sixty per cent of training delivered in the classroom and the remaining forty per cent through e-learning. Initial evaluations suggest that increased uptake in training through e-learning is evident when made available on networked as opposed to stand-alone computers.

The Microsoft organisation places high importance on e-learning and uses a software package called 'career voyage' to enable learning, development and provide training. Learning and development is required according to the Microsoft approach rather than



general training and staff are encouraged to prepare and develop for the future. The enduring success of Microsoft adds weight to this approach.

Training courses focused on all aspects of military activities are available to the Irish Defence Forces. These range from basic training, specialist training, supervisory courses for non-commissioned officers (NCOs), cadet training, and command courses. Training and development also includes international studies, military history and modern languages. The cadet training programme is a HETAC accredited 'level 7 special purpose award'. The Defence Forces and the National University of Ireland (Galway and Maynooth) collaborate in delivering university-level courses for various ranks.

### **4.3.3 Training methods**

Considerable disparity in training methods was identified across the various organisations visited during the data-gathering phase of this review. This can be attributed to organisation size, geographical spread, municipal and provincial policing requirements, national police organisations, multiple policing organisations within national boundaries, and changes in how policing<sup>31</sup> is delivered. Many organisations have experimented with various training methods, from didactic to pedagogical approaches to e-learning and self-directed learning. Some methods have proved more successful than others depending on the specific organisational needs to be met. Some police organisations offer police training in total police surroundings, e.g. Finland, PSNI, RCMP, and UK forces, others such as Sweden, Germany and indeed Denmark have opted for university settings for both entry-level police training and also management/leadership development training. Changing the training delivery method can prove to be cost effective and can widen the scope for training delivery at the same time. In Finland for example probationer training can be delivered via an e-learning system to dispersed students who then attend at a police centres for practical and operational training.

The PSNI is exploring alternative methods of training delivery. The introduction of e-learning as a blended learning approach to training rather than a replacement for

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<sup>31</sup> Police and policing are not synonymous. The official body charged with responsibility for public safety, crime and a range of responsibilities decided by the state is the police. Policing is a considerably wider concept and includes all "policing" activities such as CCTV, gated communities, private security and a widening range of activities provided by non-police providers.





traditional learning is being considered. A principle consideration is the need to provide officers with protected study time. At district level the PSNI proposes to develop ‘e-zones’ across Northern Ireland. These will be quiet environments with five or six computer terminals where officers can complete their e-learning programmes of study. The ultimate aim is for officers to have access to e-learning capability through the worldwide web in their own homes

In the London Metropolitan Police an interesting pilot programme was observed by the Review Group team in the police borough of Hampstead. Hampstead police established an ‘Operational Support Unit’ in September 2007. This unit can simulate scenarios to present real-life examples for student officers, including court scene cross examination, sudden death, and fatal stabbing scenarios. In other boroughs student officers engage in an observation process behind the scenes rather than becoming involved in the decision-making process with the response teams in the early stages of their training.

The police at Strathclyde use video clips online via the force’s intranet. This is known as SPTV (Scottish Police TV). The clips are played in briefings to ensure everyone has seen the information. The communications office is responsible for regular briefing on relevant judgments, legislation and regulations. Methods of dissemination include email, divisional briefing and roll-call which have been reintroduced to enhance communication, recognition and continuity.

In Europe, the Swedish police probationer training programme has been available through distance education since 2002. Since then it has grown substantially and by September 2008 there were 420 students involved in online probation training.

This form of study means the police student can complete most of his or her course from home while other parts of the course are completed at the Swedish National Police Academy. These students are affiliated to a local police authority training centre and can complete some of the practical elements of their course under the guidance of local tutors/police officers. The training centres offer access to computers and other technology and are a place where students can meet up and also engage with regular police tutors.



The connection with police operations is made early on in the course by allowing students to work on police cases. The idea behind this is to link theory and practice and to integrate the various subjects as much as possible. Students on the police training course are required to ensure significant responsibility for their own learning.

In Sweden all tutors undergo a five-week training programme coordinated by the National Police Academy. They are paid an allowance and the position is recognised as being advantageous for promotion purposes. A field tutor with four cadets under supervision is allowed half of all working time to attend to tutoring duties.

In Denmark a trainer works closely with the police student during the practical training phase at operational level. A personal assistant accompanies the student for eight weeks. Personal training assistants have not in the past received specific training but are selected on the basis of experience and professionalism. Trainers meet with police students once a month in the districts to discuss specific themes. Student trainers meet with college staff on a regular basis and share information about individual students and also submit written appraisals to the police college.

In Finland the two police training institutes at Espoo and Tampere have been amalgamated for organisational training effectiveness in line with state policy. Police cadet training is expected to deliver the capability to handle a broad spectrum of tasks and assignments. The basic training programme is at diploma level and is of two and a half year duration. This leads to a BA programme in police command for police personnel of between ten and fifteen years service seeking promotion to higher ranks.

Research in Chicago and Illinois, USA, indicates that entry-level police officers receive a basic introductory programme in a police college setting. This is then supplemented by fully trained officers acting as tutors. This is standard across all US police forces and in some forces recognition is given to these field tutors in the form of remuneration. The police departments in Chicago and Illinois provide field training for their recruits for six months using field-training officers. These officers are rotated monthly and are paid an allowance of \$2,500 per annum.



The Royal Canadian Mounted Police train cadets at a central location in Regina, Saskatchewan, in groups of approximately thirty-two members. The cadets spend their entire training period in the same small group and have a troop facilitator assigned to them. These facilitators have an operational background and integrate their own policing experience into their delivery of the problem-solving approach to training. This initial twenty-four-week training session is followed by a six-month period of field coaching controlled by the division where the cadet is posted.

#### **4.3.4 Training delivery**

Training delivery is a core area of any training-model implementation. Creating a training plan does not guarantee success unless the plan is efficiently implemented and maintained.

In the PSNI, training schedules are planned by the training managers. The Administration Unit allocates places on courses. Training managers are responsible for course management in terms of course logistics. The college administration team is responsible for distributing course materials. The PSNI training college provides 400 courses annually. A prospectus of courses is available and all courses are formally reviewed annually. The NPIA quality assurance model has been adopted throughout the college. Each course has a course manager who consults with the Quality Assurance Unit to ensure that all content is current. An environmental scanning process provides course managers with up-to-date information.

Within Strathclyde Police training is prioritised as follows

- priority 1 – high priority requiring attendance on the training course
- priority 2 – maybe
- priority 3 – not required.

Chief superintendents send requests through the SCOPE system (standing committee on police establishment) on who should attend training. Prioritisation of demand depends on the need to attend the course.



The quality and standards team in Strathclyde Police College review training in three-year cycles and have overall responsibility for the training delivered at the college. A formal review of training content is made to ensure legislation and policy is accurate and that course content remains up to date. The course prospectus and schedules are reviewed twice a year to determine courses over the next six-month period.

Training delivery in private industry sites visited take different forms ranging from classroom learning environments to e-learning. The Bank of Ireland have training facilities in Dublin, Belfast, Bristol and London. Paradoxically, having many regional centres is deemed somewhat insular whereas central training delivery broadens both the view and knowledge of the organisation due to exposure to new people. This enables the creation of networks and the removal of barriers, particularly for trainees.

The Irish Defence Forces senior training courses are run in collaboration with the National University of Ireland (Maynooth). Courses include international studies and senior command.

The HSE typically use a training company to deliver programmes in management and leadership development.

#### **4.3.5 Training facilities**

All the organisations visited had different training facilities ranging from purpose-built facilities to basic modified buildings, newly built towns, to modified rooms and houses, and high-quality information technology capability. Teaching facilities ranged from state of the art teaching forums to more basic teaching facilities. Members of the Review Group believe from the evidence they have seen that high-quality facilities add to the standard of training the organisation provides for their employees. This is a key influence on the method of training delivery chosen.

The PSNI training facilities are based across eight sites in Northern Ireland with a wide range of facilities available for training. However, a new college is planned to centralise training facilities in the near future.



The Scottish Police College, Tulliallan, created a virtual town called 'Brookbank' as a training resource for its students. It was created by a team of police officers as part of their '*Review of Central Probationer Training*' (2000). The town is used to provide students with awareness of police issues in a community setting. The college has nineteen classrooms to meet the needs of approximately 500 students with twenty-four per class. Its Hydra Minerva simulated training suites and interview rooms are available to provide scenario-based training.

All training in Finland is now amalgamated into a newly built single-purpose facility in Tampere. This life-like training city contains shops, hotels, public houses, housing, and incorporates driving circuits. The facility maintains close links with Tampere University of Technology which provide additional training facilities. With the help of IT, the trainers and university, all training can be monitored, recorded, evaluated and used as invaluable feedback for students. Command observation posts with recording capabilities are included and used. The facility covers an area of 21.8 hectares and contains accommodation for 900 people.

#### **4.3.6 Training budget and costs**

Training budgets differ greatly between organisations. This results from a long list of factors including country size, population, wealth, the number of staff within police organisations, geographic spread, complexity of the courses, training delivery methods, skill proficiency levels, previous training, experience, scope of policing reach in society etc.

HMIC (Her Majesty's Inspectorate of Constabulary) holds the Chief Superintendent Training and Development in the PSNI responsible for the standard, cost and planning of all police training. The total cost of training in 2007 was £21.2m which is four per cent of the average annual spend of payroll on training. The average annual training-related travel and subsistence cost is £219,000.

On a European scale an example of the cost of police training was provided by the Swedish Police. Their average budget for basic police training is €40m, with €5m for further education of police officers.



The Finnish Police training budget for the Police College for 2008 is €25 million. Basic training costs €148 per student per day. Sergeant level training costs €130 per participant per day and senior officer training €218 per participant per day.

Training costs in other sites visited were sought but were not available.

#### **4.3.7 External training providers**

Training programmes within the various police forces are not all conducted internally. Many are contracted to outside organisation, due to a lack of facilities or trained instructors in some cases.

The PSNI delivers approximately ninety per cent of training internally. However, external training providers are selected by tender. Criteria are developed for each tender and contracts are subject to time limits. Expenditure above certain levels requires more in-depth tendering processes.

Most training courses are delivered in-house by Strathclyde Police and external providers are only used for interpersonal skills, time management, language training, IT skills, and stress management and other similar skills. In Finland, Sweden, Canada and Denmark the various police organisations use external providers as required. External provision in the US and elsewhere is a widespread policy prompted by the importance of reducing indoor police work and police workers to increase street police visibility to deliver a constant minimum patrol level.

#### **4.3.8 Training administration**

All organisations visited emphasised the value and importance of training administration in identifying training needs and evaluating the effectiveness of the training delivered. This process allows the organisation to see how efficiently or otherwise its procedures are and provides training administration with the opportunity to make changes where necessary. Training administration ensures that staff training records are contemporaneous and complete.



The PSNI advertises courses on the organisation's intranet, by college prospectus and via a published course timetable. Selection to attend training depends on the nature of the course. Role-specific training takes place and open courses are also available. Applications for these courses are made through the line manager and operations planning to ensure courses are relevant to the applicant. Course completion and test scores are captured at the end of training and recorded on the PSNI HR system.

Non-attendance at training courses or CPD can be a disciplinary matter. The PSNI is implementing a new system to monitor attendance at training courses to incorporate attendance into the officer's Annual Performance Review (APR). Currently all training records are updated by the Police College Administration Unit and these are monitored annually. An email trigger system informs individuals when refresher courses are required.

The Quality Assurance Unit in the PSNI has been in existence for five years and was set up in accordance with National Police Improvement Agency (NPIA) standards. This unit provides advice and guidance regarding training issues, training needs analysis, and ensures that principles concerning human rights, officer safety and diversity are incorporated into training at the Police College. Quality Assurance is viewed as central to police training and the quality assurance framework has to comply with the standards of the NPIA which has responsibility for assessing PSNI training.

The Police College Administration Unit collects feedback and the Quality Assurance Unit are responsible for analysing this data. A monthly evaluation report is produced and forwarded to senior management. Evaluations are carried out at a number of different levels and higher levels are prioritised according to organisational requirements. Ideally higher-level evaluations would be conducted but this has to be balanced against available resources.

The Training and Educational Standards Division of the Scottish Police College, Tulliallan, carries out quality checks, assessment exercises and oral examinations to ensure quality. Every fifth course is subject to a detailed evaluation at levels one and



three of the Kirkpatrick model<sup>32</sup>. The college also uses the 'surveymonkey.com'<sup>33</sup> software to gather feedback rather than using the internal police network and courses are rated and evaluated on-line according to delivery and relevance.

Strathclyde Police has governance boards in place to ensure a higher quality of courses. On completion of the course, attendance is checked and the administration team updates the SCOPE system.

Evaluation of training on a three-monthly basis is under consideration by the London Metropolitan Police. A quality assurance team assessor attends and monitors the training delivered and a questionnaire is issued at the end of each training course.

In the Police Departments of Chicago and Illinois 360 degree feedback is used and all aspects of quality control are under the remit of the Illinois Law Enforcement Training and Standards Board. This board is a state agency mandated to promote and maintain a high level of professional standards for law enforcement officers and has responsibility for establishing, evaluating and improving the training curriculum.

During private sector site visits, evidence was found that training is managed on a regular basis. Some organisations use a ninety-day review mechanism. This allows for changes to be made to the training schedule, depending on demands, thereby providing better value for money. At Microsoft all training is recorded on-line and linked to the personal history and development plan of the staff member.

#### **4.3.9 Functional police training and development areas**

The Review Group focused particular attention on student and probationer training, continuous professional development (CPD), and leadership and specialised training. The Review Group members believe that they gained an understanding of elements of these programmes that enabled them to better inform recommendations in this review.

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<sup>32</sup> Kirkpatrick model of evaluation 1959

<sup>33</sup> Survey monkey software enables the creation of a professional online survey quickly and easily. It designs the surveys, collects responses and analyses the data gathered.





### **4.3.10 Student/probationer training**

Each of the organisations visited used different competencies and subjects to best equip probationer police for operational duties. The length of time spent on subjects and skill training also varied from organisation to organisation. Some organisations, particularly in the UK and North America, provide short basic training.

Continental Europe uses the Garda approach with degree-level programmes. These are predominantly based in universities rather than police colleges.

Within the UK model the PSNI has identified a set of core skills necessary for a police constable. The student constable training curriculum is based on the national occupational standards for policing. This has twenty-two core competencies for the rank of constable arising from an integrated competency framework. The PSNI adds another ten core competencies to this.

A full review of the PSNI training programme is underway. It has been recognised that there is a need for greater practical input into foundation training. The importance of teaching the basic policing skills has been recognised. The level of priority and urgency attached to this is the delivery of an eight-fold increase in the use of role play and scenario-based training during 2008.

A training team has been established to assess the skills of student officers in practical situations. Operational feedback from the districts indicated that a communication skills gap exists and consequently, in accordance with the practical approach to training, student officers are brought to shopping centres and other public areas to facilitate interaction with the public in real-life situations. This form of training also occurs within the London Metropolitan Police. Their training involves role play in community and workplace settings and assessments in a live operational environment.

The PSNI propose to replace the dissertation module of their programme with three case studies and to provide instruction in the basic elements of offences rather than continuing



with the traditional method of incorporating large amounts of legislation into the programme.

The new programme will be submitted for accreditation to the University of Ulster and, upon completion, officers will be awarded a higher education certificate which carries points towards a degree.

<b>PSNI basic training model</b>		
<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<ul style="list-style-type: none"> <li>• 21-week programme</li> <li>• Recruits attested to the force at the end of this stage</li> </ul>	<ul style="list-style-type: none"> <li>• 10-week programme</li> <li>• Includes firearms training, first-aid and a 3-week driver training programme</li> <li>• Public order awareness training is provided as part of the student officer foundation programme</li> <li>• As part of their firearms programme, student officers receive training in search awareness and tactical awareness</li> </ul>	<ul style="list-style-type: none"> <li>• 10-week programme</li> <li>• Student officer is assigned to a district and works with a trained tutor in the field</li> </ul>
<b>Stages 1-3</b> <ul style="list-style-type: none"> <li>• 5-day training course in the management of crime scenes</li> <li>• 2-year probationary period for PSNI officer</li> <li>• District training structure for training of probationers while away from the police college allowing for local input into the training of the student officer</li> </ul>		

**Table 18: PSNI basic training model**

In Europe in the mid-1990s the education and training of police officers in Sweden was reviewed. As a result of this review the National Police Academy revised its basic police training. It shifted from subject-based training to problem-based learning for student officers to better prepare them for problem-based police work and community policing. It ensured that the quality of police education is in line with other professional training and education at universities. It integrated theory and practice with emphasis placed on the ability to interact with other people and individual responsibility. Training is based



on science and evidence-based experience with the flexibility of local and distance education.

Basic police training in Sweden has been reviewed again in 2008 by the Swedish Police Review Commission. The approach adopted was to identify and analyse future demands on the police force over the next ten to fifteen years. Some of the trends identified as having a future effect on policing are the emergence of an older population, globalisation, segregation of population in larger cities, new and innovative ways to commit crime, new and improved possibilities to fight crime and difficulty in the financing of the public sector in the future.

The main recommendations made are that basic training should focus on enabling students to carry out tasks required in the daily operational settings. The training programme should be identical for all students and practical field training should constitute a larger part of the programme which currently takes two and a half years to complete.

<b>Swedish basic training model</b>			
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 3</b>	<b>Semester 4</b>
<ul style="list-style-type: none"><li>• Introduction</li><li>• Basic law (court and criminal law)</li><li>• Police work basics</li><li>• Criminology and crime prevention</li></ul>	<ul style="list-style-type: none"><li>• Investigations and property crime</li><li>• Use of force and drug crimes</li><li>• Crime prevention</li><li>• Racism and discrimination</li><li>• Traffic and safety</li></ul>	<ul style="list-style-type: none"><li>• Traffic</li><li>• Investigations II</li><li>• Youths</li></ul>	<ul style="list-style-type: none"><li>• Domestic violence</li><li>• Extraordinary events incl. individual work</li><li>• Psychologically disturbed and socially vulnerable people</li><li>• Summary analysis reflection</li></ul>



### Swedish basic training model

#### Semesters 1 - 4:

- Self-protection/health
- Driving
- Oral presentation
- Administrative law
- Basic information technology
- Emergency healthcare
- Weapons use and tactics
- Psychology and scientific method
- Field studies: 6 months of field training at a police authority
- Academy-based training lasts 80 weeks, 4 of which are spent on field work
- Basic training course takes two and a half years to complete and results in a degree in basic police training

**Table 19: Swedish basic training model**

In January 2007, the Danish National Police conducted a review of training. The overall objective of this reform was to enhance and develop the abilities of the police force to discharge its duties in accordance with future requirements. The requirement for professional quality and consistency nationwide with flexible, service-minded efficient planning and organisation of work practices were prominent features. The reasons for this reform was the modernisation and enhancement of competencies, approximation to and more extensive use of national education programmes, awarding of credits and reinforcement of problem-oriented, analytical and targeted policing.

One of the key issues for the Danish Police was the desire to move away from the current subject-based training to problem-based education and the political imperative of raising the level of competence of the police force.

The Danish Police intend to launch their new training programme in 2010 by introducing a BA. degree qualification for graduates of the police college and to move to a five-phase programme. The current training programme is shown in Table 20.



<b>Danish basic training model</b>			
<b>Module I</b>	<b>Module II</b>	<b>Module III</b>	<b>Module IV</b>
<ul style="list-style-type: none"> <li>• 9 months at police college</li> </ul>	<ul style="list-style-type: none"> <li>• 18 months at police stations with police powers</li> </ul>	<ul style="list-style-type: none"> <li>• 9 months at police college</li> </ul>	<ul style="list-style-type: none"> <li>• 7 months consisting of service with the Tactical Support Unit of the Copenhagen Police</li> </ul>
<ul style="list-style-type: none"> <li>• A guide/trainer works closely with the police student during his/her 18-months practical training phase in the districts. A personal assistant accompanies the student for 8 weeks.</li> <li>• Police students are assessed between 4 and 5 times on 12 separate areas throughout the 18-months practical training phase.</li> <li>• 6 hours per week physical training is incorporated into the programme.</li> <li>• 2-weeks driver training is a part of the basic training and firearms training is included.</li> </ul>			

**Table 20: Danish basic training model**

In Germany student and probationer training is provided by each individual state police force or ‘Lander’. The academic elements are provided in state polytechnic colleges with the practical/operational levels provided at police centres. Training consists of a three-year ‘A level’ (first class) degree.

### **North American model**

The Royal Canadian Mounted Police cadet training uses the principles of adult-learning and community policing for entry-level training. The RCMP redesigned its entire training programme in the mid-nineties and moved to a problem-based methodical approach to training modules. The core values of the organisation are included in all aspects of the curriculum design and assessment. By using this approach cadets are encouraged to use critical thinking skills and to develop an independent problem-solving approach to issues of policing.

As well as regular entry into cadet training, the academy also uses a lateral entry system that allows those with previous experience/education to ‘fast track’ through the programme.



RCMP cadet training model	
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>• 24week period, 785 hour cadet training</li> </ul>
<b>Area</b>	<b>Number of hours</b>
Applied police science	400
Police defence tactics	75
Fitness training	45
Driving skills	65
Drill, deportment	48
Firearms training	64
Real-time scenarios and exams	115
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>• 6 month period of field coaching controlled by the division in which the cadet is posted</li> </ul>

**Table 21: RCMP cadet training model**

**New Zealand Police**

Student police officer training in the New Zealand police service involves developing skills that will equip students for both professional and personal challenges and enhance their self-confidence – from driving to forensic techniques, cultural awareness to firearms training and road safety to dispute resolution. Students learn the skills they need to conduct their duties. Students are encouraged to practice the interpersonal skills of encouraging others, giving and receiving constructive feedback, co-operating to achieve team goals, empathising with people and being culturally sensitive.

New Zealand basic training model	
<b>Stage 1</b>	<b>Stage 2</b>
<ul style="list-style-type: none"> <li>• 5 months training in the police college.</li> </ul> Skills students learn include <ul style="list-style-type: none"> <li>• communication</li> <li>• decision making</li> <li>• problem solving</li> <li>• dealing with change</li> <li>• negotiation</li> <li>• delegation</li> <li>• planning</li> <li>• stress management</li> <li>• teamwork</li> <li>• leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Probationary constable for 2 years prior to gaining permanent employment.</li> <li>• Students are required to demonstrate competency in 10 key workplace areas.</li> </ul>

**Table 22: New Zealand basic training model**



#### **4.3.11 Lifelong learning and continuous professional development**

The requirement for continuous professional development (CPD) and lifelong learning was particularly evident in the review team's research in continental Europe.

Lifelong learning is viewed as the knowledge, skills and abilities the police officers gain at various intervals throughout careers and become tools not just for carrying out their duties but also to be called upon throughout their life. Modern organisations including police services in today's society must build in processes of adaptation to promote flexibility and instil a commitment to continuous learning and improvement.

The Swedish police force dedicate one day every six weeks to CPD. Part of the change that took place following its training review in the 1990s was to focus on the development of competencies for lifelong learning. The current proposal of replacing the force's basic training programme with a university degree is based on the premise that police officers must be provided with the necessary methodological tools to equip them for lifelong learning. In 2005 a leadership centre was established, directed by the National Police Board. This provides national management development and leadership training for police force and civilian staff.

In Finland 'in-service training' is conducted at station level and an average of eleven and a half days each year is dedicated to this training.

Continuous professional development (CPD) is the mainstay of police training in Scotland. The purpose of this is to create an ethos of professionalism. The Scottish Police College carries out a scoping exercise twice a year to determine what the police require from CPD training. The CPD division provides an annual calendar of seminars open to all members of staff throughout the organisation. The choice of seminars is needs-based and the topics are drawn up following consultation and stakeholder analysis.

Strathclyde Police use divisional instructors to deliver CPD training. These instructors deliver this training in their own stations. The majority of courses are provided by the Tulliallan Police Training College but Strathclyde Police can prepare and present local input without reference to Tulliallan. However, a learning and development advisor is in place to provide them with support.



In North America, CPD training takes a number of forms within the Chicago Police Department. Forty-hour programmes on terrorism are conducted in the police academy. A streaming video process is used with three to four streamed videos per week. Other methods are deployed by the Chicago Police to implement CPD including video conferencing and the issuing of training bulletins. On completion of CPD training, courses are recorded on the personnel database of each participant.

#### **4.3.12 Leadership training**

Leadership training is vitally important in all of the organisations where site visits were conducted. Many of the training procedures take the form of higher educational courses to provide ample training and education opportunities for the future management levels of the organisation.

In the UK the National Policing Improvement Agency (NPIA) developed a leadership for life programme. The Leadership Development Unit designs and delivers leadership programmes to meet the needs of the various forces. The core leadership development programme (CLDP) is a programme designed to develop the leadership skills of constables, sergeants, inspectors and corresponding police staff across the police service. Emphasis is placed on the personal and professional development of leadership and management skills. The objective of the programme is to improve individual performance and ability thereby providing a better level of service to the community. CLDP is accredited through the Chartered Management Institute. Within the PSNI, 400 people are currently involved in CLDP. Constables on the sergeant promotion list are required to complete four modules from CLDP in the first year. The programme has one compulsory module and three elective modules.

The next level of leadership training is the senior leadership development programme (SLDP). This programme is intended to develop the knowledge, skills and behaviours of police officers and staff in managerial roles.

The leadership and management division at the Scottish Police College provides the core leadership and management training for the Scottish police service. Management





development is closely linked to the integrated competency framework. The training offered is not mandatory except after promotion to superintendent rank.

In European police forces considerable emphasis is placed on leadership development and managerial skills. Reform required in the area of leadership training has been recognised in the Danish National Police in its 2007 review. The need to identify talent more quickly and to organise career planning has also been identified.

The German Police University (DHPol) is divided into fourteen faculties. These faculties come under the headings of police scientific training, development and research. DHPol provides police education and development for the senior police officers in Germany.

One of the main functions of the DHPol is to provide a link between science and practical policing, thus providing a forum for the transfer of management skills, combined with operational policing matters among senior police officers. DHPol suggests that this addresses relevant police matters pertinent to Germany.

An integral part of leadership training is a Master degree programme in public administration/police management. Candidates seeking admission to this programme must fulfil the following requirements.

- are no more the forty years of age
- hold the educational degree of A level or a comparable level of education
- have completed studies at a university for applied sciences – public administration
- passed the examination for intermediate police service
- acquired police operational experience following their studies and received an extraordinary rating from senior management while serving
- have been short-listed as an outstanding candidate following the selection procedure described above and therefore admitted to study.

Only twenty per cent of candidates seeking admission to this course are successful in their application annually. The programme accommodates between 100 to 200 students per annum and candidates are selected from all of Germany. Curricular subjects include:



police operations, leadership, business in public administration, organisational and HR management, psychology, crime, criminology, law and traffic.

The Finnish police offer a bachelor degree in police command to twenty members of the force annually. Part A of this degree programme is one and a half years in duration and successful candidates are eligible for the rank of sergeant, chief inspector and detective chief inspector. Part B is three years in duration and those who complete this section successfully are eligible for senior police positions such as chief superintendent, detective chief superintendent and other senior police positions.

The Western Australian Police set up a Professional Education and Learning Unit (PELU), devoted to building the capabilities and capacities of officers. PELU's role is to provide a variety of learning and educational opportunities to all Western Australian Police employees for personal and professional development and for furthering their career opportunities within the organisation.

#### **4.3.13 Specialised training**

In continental Europe the proposed Swedish police training report makes provision for qualified police officers to continue their studies at postgraduate level in specialised police courses. The specialist courses last one year, leading to a specialised police degree equivalent to master level.

In Finland a two-year to six-year specialist study programme is in place for police officers. Subjects include forensic investigation, drug-related crime investigation and police-dog operations. Courses in traffic and economic crime investigation commenced during 2008. By taking courses offered as part of specialist studies police officers can become eligible for specialist tasks in different sectors of the police service.

In the UK the London Metropolitan Police provide intelligence training on an ad hoc basis. Currently civilian staff and officers receive a three day foundation course in intelligence training which includes legislation and procedures. The course also includes:

- a three day intelligence manager course
- a three day course for senior managers, crime scene investigation.



To be eligible to complete detective training in the PSNI, officers must pass the national investigator examination. Once the course is completed successfully officers are required to prepare a portfolio to demonstrate the application of the skills they learned on the course.

The teams involved in crime training are practitioners and many instructors continue to work in the operational policing field, in areas such as child interviewing. This allows for one-to-one tuition in the field and facilitates the trainer by enabling him or her to maintain their skills in operational policing.

A three-week residential surveillance course is provided for operational police to engage in low-level surveillance. Ex-police officers and role players are used for this training.

The Western Australian Police Detective Training School (DTS) is responsible for delivering professional investigation training and development programmes to recruits and serving police officers. This ensures that investigations are professional, ethical and effective by enhancing the skills, knowledge and abilities of all involved in the investigative process.

The Western Australian Police Traffic Training Unit is responsible for delivering driver and rider training to recruits and operational police officers. Several venues are used in the Perth metropolitan area.

#### **4.3.14 Police civilian staff training**

Police civilian staff receive different levels of training depending on the organisation they work in. This training ranges from three-day courses to one-day CPD training.

In the UK model, civilian staff and police officers alike in the London Metropolitan Police are provided with a three-day foundation course in intelligence training which includes legislation and procedures. The professionalising investigations programme (PIP) is also available to civilian staff.



The head of training in the Strathclyde Police is a civilian post and all civilian staff are trained in the same centre as police officers thereby contributing to the success of integration in the organisation.

In Sweden, civilian members of the organisation attend leadership programmes.

## **4.4 Conclusion**

No consistent model or method of training was identified in any of the organisations analysed during the course of this research. The training methods used by the various organisations depend on a wide range of factors including specific training needs, facilities and delivery methods available, proficiency, prior learning and experience, span of specialisation, and the staff numbers being trained simultaneously.

Scandinavian police training is quite similar to current garda training. These police forces like An Garda Síochána, have been reviewing their training and some of the changes they propose model training more closely on An Garda Síochána in terms of phases, objectives and outcomes.

The Review Group witnessed compelling evidence of the value of linking training to the strategy and goals of an organisation and increasing the symmetry of continuous professional development. This can be facilitated by working closely with partners in universities, and producing a prospectus of courses offered to match the training needs of both the organisation and individual.

Recommendations made throughout this Training Review Group report incorporate the evidence of best practice witnessed in the various organisations analysed throughout this chapter.



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## **Chapter 5: Strategy for training and development in An Garda Síochána**

### **5.1 Introduction**

Evidence presented to the training review team suggests that there has been a deficit in the strategic planning of training and development in An Garda Síochána. This chapter outlines a strategy and recommendations for training and development within An Garda Síochána. A model of garda training and development which promotes lifelong learning is presented. This model depicts a consistent approach to training and development in the organisation, and charts training from entry through to retirement representing all ranks, grades and roles, for both garda and civilian members.

The restructuring of various training sections within the Garda College is recommended to facilitate the proposed model. The restructuring will create efficiencies in functions and provide consistency in ownership of training courses. Recommendations are made to significantly expand the role and functions of the current Training Development Unit into a National Training Development Unit. This unit should be responsible for strategic thinking in relation to training development and house the expertise to centralise certain essential functions related to training planning, design, administration, impact and alignment to An Garda Síochána's strategic objectives.

A governance structure for training in An Garda Síochána that is fully inclusive of key stakeholders is recommended. The proposed structure should facilitate greater devolved responsibility for training to operational garda divisions. This structure will encompass the central management of training (enhanced by the proposed establishment of a National Training Development Unit) and academic governance structures required in an integrated manner. A number of process changes are recommended that include a process for the identification of new training courses required. Secondly, a defined staff training request process is suggested, thirdly a training prioritisation process is called for and fourthly monitoring of training attendance is proposed.



The chapter also presents a series of recommendations in relation to the strategic management of training and the alignment of the training and development strategy to corporate and human resource strategies of An Garda Síochána. The recommendations are organised around the structure of the ‘training and development capability model’<sup>34</sup>. A significant number of the recommendations would be facilitated by the implementation of a learning management system (LMS) which would handle the administration and management aspects of training within the organisation. The final section of this chapter will consider the implications and recommendations associated with the implementation of a suitable LMS within An Garda Síochána.

## **5.2 Recommendations for training and development within An Garda Síochána**

The Training Review Group recommends that an integrated approach is adopted in relation to training and development within An Garda Síochána. The recommendations in the following areas will underpin integration of training across the organisation while ensuring that appropriate levels of expertise and governance are applied.

The recommendations focus on

- a training and development strategy for An Garda Síochána
- an integrated model of training and development for the organisation
- structure of training within An Garda Síochána
- an integrated training governance structure.

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<sup>34</sup> ‘Training and development capability model’<sup>©</sup> was a framework used to assess An Garda Síochána’s training capabilities under the six categories encompassing training planning, design, delivery, administration, operations and business impact. This model was adapted from a model used by the Accenture consultancy company.



## 5.2.1 A garda training and development strategy

**ST 1: Develop a strategy for training and development which is updated every three years to align with An Garda Síochána's corporate strategy.**

The strategic objectives of training in An Garda Síochána should be clearly defined in a training and development strategy to create a shared understanding of the vision, direction and processes required to successfully manage and deliver training across the organisation. The training and development strategy should provide a clear basis for deciding priorities that ensure staff are used most effectively.

It was evident from the analysis that there are mixed perceptions on the existence of an overall organisational training strategy. The proposed strategy for training and development must be aligned to An Garda Síochána's corporate strategy, policing plans and human resource strategy and should be updated every three years to mirror An Garda Síochána's corporate strategy.

This review provides the foundation for a significant proportion of a new garda training and development strategy. The vision, values and priorities of training need to be clearly documented as part of this strategy, and should be published within the organisation and made available to all members of staff. The annual business plan prepared by the Garda College will support the delivery of the training and development strategy (see ST 22).

## 5.2.2 An integrated model of training for the organisation

**ST 2: Adopt the 'garda training and development model'.**

The proposed 'garda training and development model' captures learning and development in the organisation in a coherent structure of rank-based and role-based training for all garda and civilian staff. Figure 6 displays the detail of this model.

The model is based on the premise that the best organisational value is achieved from training which is structurally cohesive, operationally relevant and competency-based. It is



important to reshape how training is provided to the organisation so that it reflects the functional and strategic requirements of the organisation. The model captures every formal training intervention that the organisation offers and provides a clear map of lifelong learning for all members of the organisation, both garda and civilian staff.



Figure 6: Garda training and development model



Figure 7: Civilian training and development model





The model introduces the hierarchical levels. Following student/probationer training and induction training within the organisation, the specific training needs of each level are provided. The levels for attested members of An Garda Síochána are included in Table 23. The three levels of core, management and executive training of the ‘civilian training and development model’ shown in Figure 7 above are discussed in further detail in chapter 9. Chapter 9 deals with recommendations surrounding the Garda Civilian Faculty and other key aspects of civilian training and development.

Level	Garda Rank	Training
Core	<ul style="list-style-type: none"> <li>• Garda</li> <li>• Reserve garda</li> </ul>	Core training will develop and enhance existing skills and competencies of reserve garda and garda members, enabling them to continue to perform their duties in a competent and professional manner.
Command	<ul style="list-style-type: none"> <li>• Sergeant</li> <li>• Inspector</li> <li>• Superintendent</li> </ul>	Command training will develop and enhance the supervisory management and operational policing skills and competencies of sergeants, inspectors and superintendents enabling them to effectively manage all policing requirements and perform their role as supervisors and/or managers.
Executive	<ul style="list-style-type: none"> <li>• Chief superintendent</li> <li>• Assistant commissioner</li> <li>• Deputy commissioner</li> <li>• Commissioner</li> </ul>	Executive training will cultivate visionary thinkers to develop strategies to lead An Garda Síochána into the future and influence staff towards achieving organisational goals and building on existing competencies.

**Table 23: Training across garda levels in the ‘garda training and development model’**



All training in An Garda Síochána must be coordinated and progressive through each level of the organisation to realise the vision of An Garda Síochána: ‘excellent people delivering policing excellence’<sup>35</sup>. Core training is expanded upon in chapters 7 and 9.

Appropriate command and management training should be provided following promotion to garda management ranks up to superintendent and for civilian grades up to assistant principal or equivalent. Command training is outlined in chapter 7 and management training is outlined in chapter 9.

Executive leadership training should be provided following promotion to the garda rank of chief superintendent and higher and to civilian grades of assistant principal or above, or their equivalent. Chapters 7 and 9 discuss executive training in further detail.

Role-based training for both garda and civilian staff is recognised as being essential and may not be specific to any rank or grade. Role-based training should include core, command and management hierarchies in the garda and civilian training and development models.

The garda and civilian training and development models cater for staff in the organisation who are pursuing promotion, as well as for those who are not. It facilitates and supports lateral movement within the organisation as well as upward movement for those striving to progress through the ranks and grades.

### **5.2.3 Structure of training within An Garda Síochána**

The organisational structure of garda training and development needs to change to align to the new garda training and development model. This will address the inefficiencies and inconsistencies identified in the analysis process. A number of recommendations relate to the training organisational structure. These recommendations are split to cater

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<sup>35</sup> The vision of An Garda Síochána as outlined in the *Corporate Strategy of An Garda Síochána 2007–2009*.



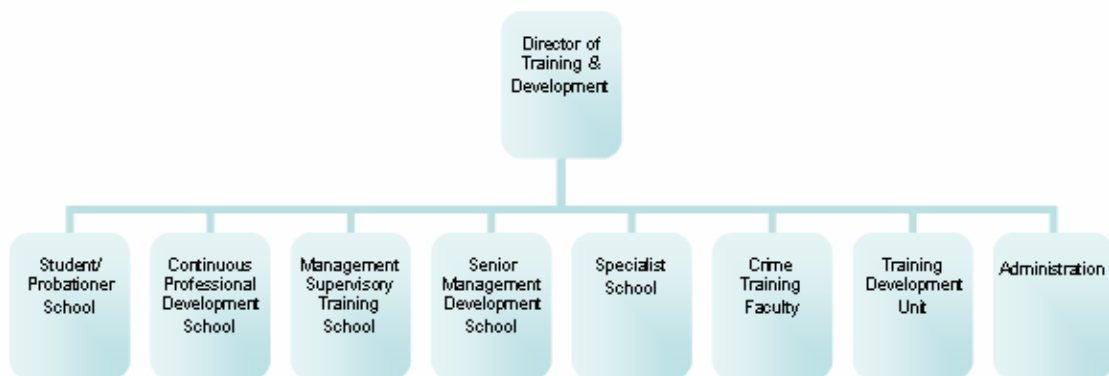
for structural changes that will occur within the Garda College and structural changes that will occur within the garda operational divisions<sup>36</sup>.

All of these recommendations will need to be planned and managed with the involvement of all staff impacted across the training function. The recommendations will result in structural changes in the Garda College and resources being used more efficiently within the training structure.

**ST 3: Establish five faculties at the Garda College.**

There are currently six training schools within the Garda College in Templemore, Co Tipperary, and the Learning and Development Unit under the direction of the Civilian HR Directorate, Navan, Co Meath. Best practice site visits identified that other police colleges provided an equivalent suite of training courses within a structure of fewer, more coherently organised training schools. This was evident at the Police Service of Northern Ireland (PSNI) College where there are five training schools.

Figure 8 illustrates the current structure of the Garda College (which excludes the Learning and Development Unit).

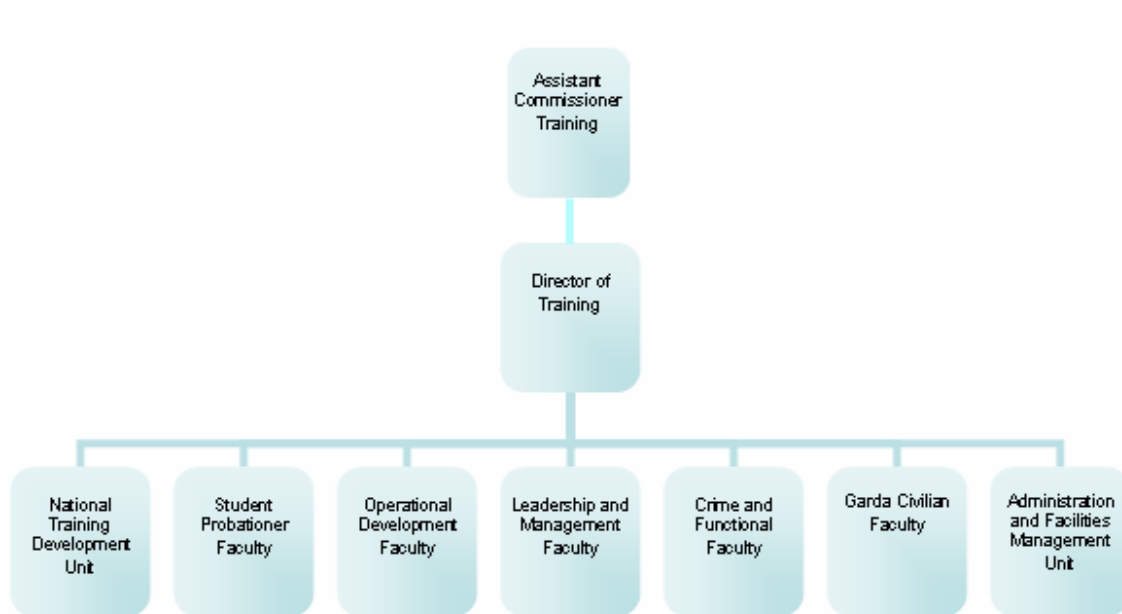


**Figure 8: Existing structure of the Garda College**

<sup>36</sup> The Republic of Ireland is currently divided into twenty-nine garda divisions, each under the management of a chief superintendent. The divisional boundaries are currently being re-aligned to enhance efficiencies and effectiveness.



Figure 9 illustrates the proposed structure of training within An Garda Síochána (which includes a Garda Civilian Faculty).



**Figure 9: Proposed structure of the Garda College**

The proposed changes in the structure of the Garda College are as follows.

- Appoint an assistant commissioner to the sole function of Assistant Commissioner Training.
- Develop a National Training Development Unit.
- Expand the role of the Student/Probationer School to assume responsibility for all phases of the student/probationer programme and reserve garda training. This should be identified as the Student/Probationer Faculty.
- The Continuous Professional Development School to be renamed as the Operational Development Faculty with responsibility for delivery of core and command operational development training.
- Amalgamate the Management Supervisory Training School with the Senior Management Development School to form the Leadership and Management Faculty.
- Amalgamate the Specialist School and Crime Training Faculty to form a new faculty entitled the Crime and Functional Faculty.



- The current Civilian Learning and Development Unit should be subsumed under the Director of Training and be entitled the Garda Civilian Faculty.
- The Administration Section will be renamed Administration and Facilities Management and will continue to retain responsibility for the day-to-day management and administration of the Garda College campus.

The proposed structural changes will combine and strengthen expertise within each training faculty and maximise the use of resources, whilst reducing the likelihood of gaps and repetitions in training in the Garda College. These changes will also support the new training curricula and the garda training and development model proposed by the Review Group to meet the operational needs of staff across all ranks and grades within the organisation.

**ST 4: Appoint an Assistant Commissioner Training.**

From the analysis conducted by the review team, it is apparent that An Garda Síochána must demonstrate its commitment as an organisation to training and development. The appointment of an assistant commissioner to the role of Assistant Commissioner Training will display the organisation's commitment to continuous development of training whilst also recognising the level of responsibility and the diversity of training across the organisation.



**Figure 10: Proposed structure of the Garda College under Assistant Commissioner Training**

The ‘*Garda Síochána Act 2005: Implementation Review Group Report*’ highlighted the importance of making An Garda Síochána a learning organisation. This report also identified the need for the commitment of substantial resources to the provision of training within the organisation. The appointment of an assistant commissioner responsible solely for training and development in the organisation would achieve this and would also conform to a previous (2006) recommendation of the Garda Síochána Inspectorate concerning the senior management structure of the organisation.

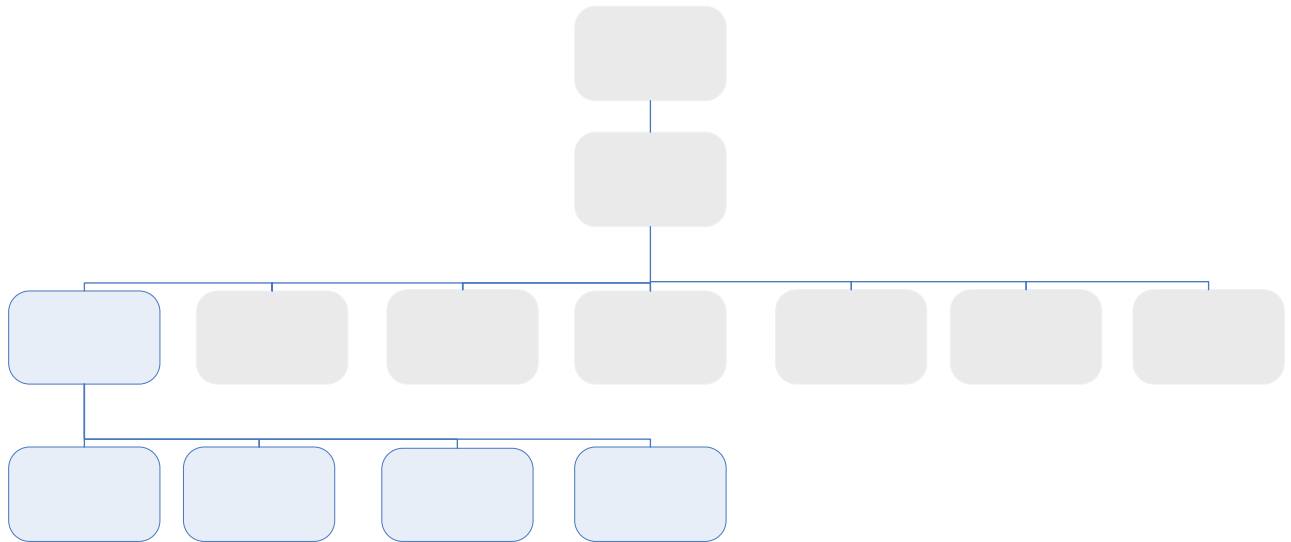
The implementation of this recommendation will bring the organisation more in line with international practice. For example in Denmark, a deputy national commissioner is the director of the National Police College while in Canada an assistant commissioner is the commanding officer of the Royal Canadian Mounted Police Academy.

The Assistant Commissioner Training will have overall accountability for training and development across the organisation. It will be the Assistant Commissioner Training’s responsibility to ensure that training within An Garda Síochána is strategically aligned to corporate goals. This individual must seek to continuously improve training and development across the organisation and ensure that all staff recognise the importance of training within An Garda Síochána.



**ST 5: Establish a National Training Development Unit (NTDU).**

Whilst acknowledging the achievements of the Training Development Unit (TDU) to date, the implementation of the Review Group’s recommendations will depend on significant expansion of the TDU in an effort to meet current organisational training requirements. Figure 11 outlines the proposed structure of the National Training Development Unit. It is recommended that this unit should comprise of four sections: garda research, human rights, training design and course maintenance, and learning management system support.



**Figure 11: Proposed structure of the National Training Development Unit**

The Training Review Group identified the need for an enhanced Training and Development Unit with sufficient resources, expertise and designated responsibility to

- take a strategic perspective on training planning to ensure that curriculum development supports organisational goals
- ensure that training design is quality assured and reflects innovations and best practice in learning and development
- identify current and future training needs of the organisation
- provide quality assurance oversight across all training
- ensure compliance and promotion of human rights in all training
- ensure consistency of standards in training administration, delivery and operations



- ensure continuous improvement of training in An Garda Síochána.

International best practice site visits identified that other police colleges have specialised units to achieve the functions outlined above. For example the Quality Assurance Unit in the PSNI Training College oversees 400 courses and the Quality and Standards Team in Strathclyde Police College has overall responsibility for training delivered at the college.

This recommendation will provide a strategic focus on training. The overall responsibility of this unit will be to meet the strategic objectives set out in An Garda Síochána training and development strategy. This unit will be responsible for identifying and revising training requirements against key documentation from national, organisation and local levels. At national level documents include legislative requirements, reports presented by the Garda Inspectorate and Garda Síochána Ombudsman Commission, tribunal reports and reports of other statutory oversight bodies. At an organisational level, the NTDU will assess documents such as the corporate strategy, human resource strategy and other internal reports from statutory bodies. At a local level, these documents will include faculty training plans, divisional training plans, divisional policing plans and community policing priorities.

The NTDU will be responsible for reviewing training curricula to ensure that training continues to align to the organisation's needs and corporate strategy. It will maintain a central repository of all training courses delivered by the Garda College and will also be responsible for the validation and ensuring accreditation of courses. The unit will be responsible for managing demand in relation to training courses and prioritising training requests. The key responsibilities of each of the four departments within the NTDU are outlined below.

### **Garda research**

The Garda Research Unit is currently based at the Garda College but does not form part of the existing Training Development Unit. The Garda Research Unit should form part of the NTDU and ensure that all research conducted is pertinent to training and development in An Garda Síochána. A feedback mechanism between research and training should be created to ensure that all new training and development courses are





evidence-based. The Garda Research Unit should assist in the functionality of the other sections in the National Training Development Unit with the necessary primary and secondary research to support the new course-design process, training needs analyses and training evaluations.

### **Human rights**

Appropriate expertise in human rights and education should be available within the NTDU to ensure that

- human rights principles are embedded at the design stage of all new training courses and in the maintenance process of existing courses
- training processes promote human rights principles: this would include training needs analyses, training audits and assessments
- training policies are compliant with the European Convention of Human Rights
- issues of likely contention are identified and managed
- all staff in the NTDU continue to increase their knowledge of human rights in education.

### **Training design and course maintenance**

The training design and course maintenance section will be responsible for all aspects of training design, development and quality assurance. The principal responsibilities of this section will be

- the processing of new training enquiries and associated training needs analyses
- the design, development and maintenance of all courses
- the evaluation of existing training courses to ensure that they are meeting standard requirements
- completion of frequent cost-benefit analyses in relation to training
- ensuring that quality assurance standards are adopted across training
- validating and accrediting courses
- completion of regular training needs analyses for all newly approved training courses
- management of external training providers.

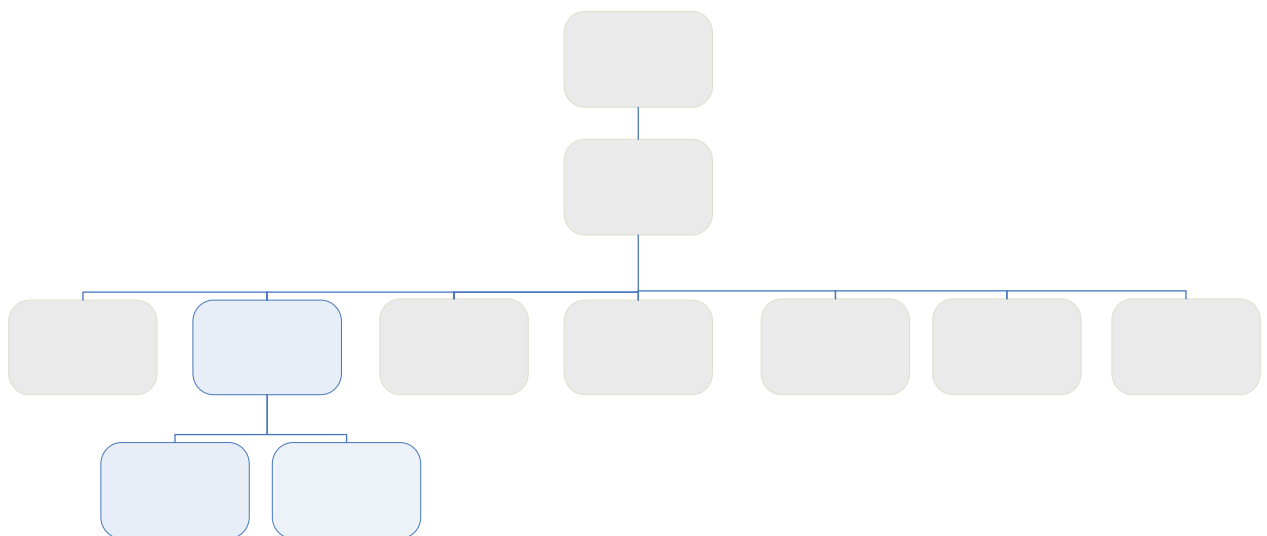


### Learning management system support

The LMS support team will liaise with the garda IT section, which will have the responsibility for the design and implementation of a learning management system (LMS). The implementation of an LMS is discussed in detail in section 5.4. The National Training Development Unit should have a higher level of access to the LMS than other units in the organisation in order to maintain and update content, generate required reports and manage the delivery of training. Prior to the introduction of an LMS, this support team could exist as an administrative function within the NTDU, managing and collating data in relation to training.

### ST 6: Revise the structure of the Student/Probationer Faculty.

The Student/Probationer Faculty will be responsible for the delivery of the student/probationer programme and the reserve garda programme. This includes overall responsibility for student progression, assessment and quality assurance standards across all phases of both programmes. The recommended faculty structure shown in Figure 12 is aligned to the detailed programme recommendations outlined in chapter 6.





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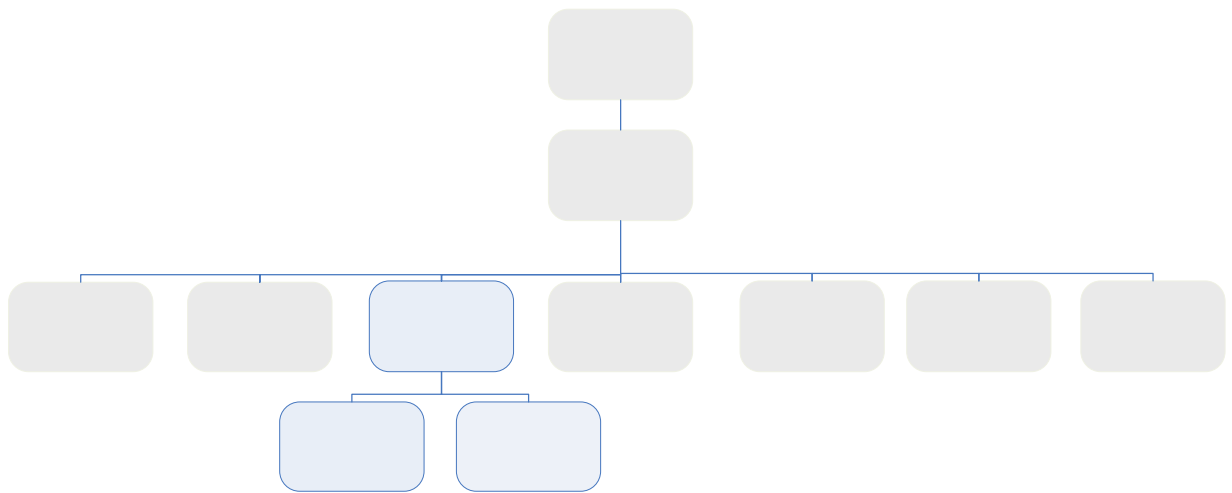
**Figure 12: Proposed structure of the Student/Probationer Faculty**

Reserve garda training is currently managed and delivered by two schools of the Garda College: the Continuous Professional Development School and the Student/Probationer School. The Student/Probationer Faculty will become responsible for reserve garda training, resulting in the centralisation of all training for new garda entrants to the organisation and will maximise use of the structures in place to manage all student training.

The Student/Probationer Faculty will be responsible for ensuring that its training plan meets the strategic objectives set out in the garda training and development strategy. The faculty will support staff development, including divisional training managers, field-training tutors and supervisory sergeants. Further details in relation to the responsibilities of the Student/Probationer Faculty are outlined in chapter 6.

**ST 7: Restructure the Continuous Professional Development (CPD) School into the Operational Development Faculty.**

From analysis of data gathered during the training review process, it is evident that continuous professional development programmes continue to be delivered in a traditional format and are struggling to cater for the evolving training requirements of the organisation. The Review Group recommends that the CPD School should be identified as the Operational Development Faculty delivering operational development programmes to members of the organisation. The introduction of the new operational development programmes will replace the existing CPD programmes and will aim to address issues that have hindered the success of CPD in the past. Figure 13 shows the new structure of the Operational Development Faculty.



**Figure 13: Proposed structure of the Operational Development Faculty**

The Operational Development Faculty will be responsible for the delivery of two different operational development programmes: the core operational development programmes and the command operational development programme.

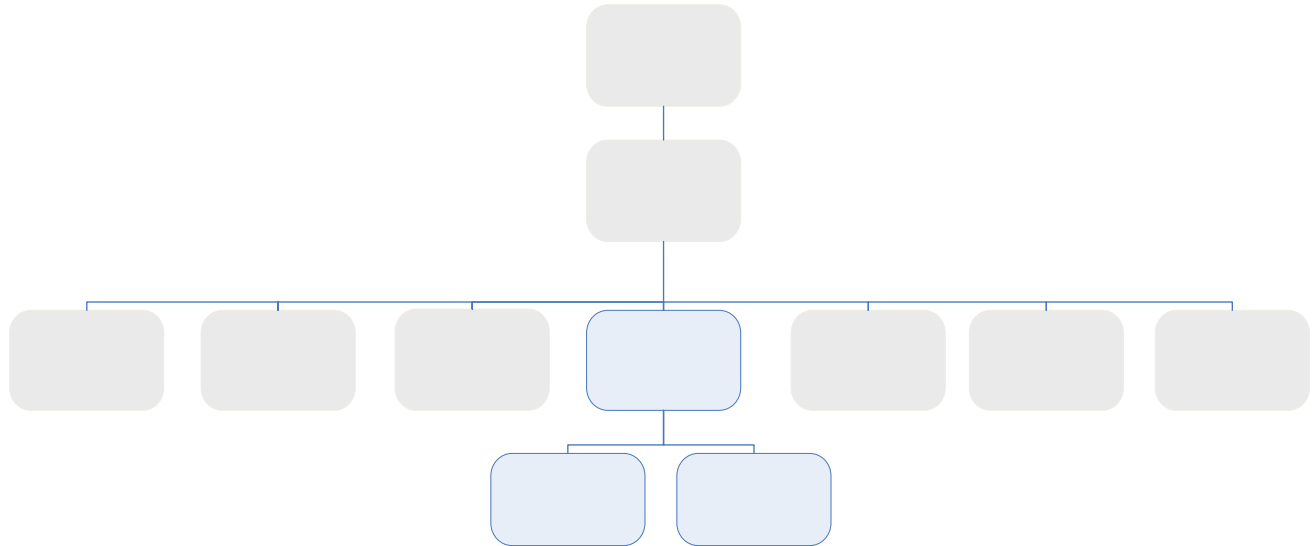
Core and command operational development programmes will be delivered to all ranks up to superintendent, including reserve garda members of An Garda Síochána. It will be the responsibility of the Operational Development Faculty to ensure that operational development programmes are informed by the competencies identified for each core and command rank. The faculty will have ownership of the its training plan to align it with the strategic objectives set out in the garda training and development strategy. The Operational Development Faculty is described in further detail in chapter 7.

**ST 8: Amalgamate the Management Supervisory Training School and the Senior Management Development School to form the Leadership and Management Faculty.**

The Leadership and Management Faculty at the Garda College should coordinate management training in An Garda Síochána including the provision of incremental management training from command to executive level. There will be two schools



within this proposed Leadership and Management Faculty: the Command Management School and Executive Leadership School, as depicted in Figure 14.



**Figure 14: Proposed structure of the Leadership and Management Faculty**

The responsibility of the Leadership and Management Faculty will be to develop and produce future leaders of the organisation. It will be the responsibility of the faculty to ensure that training is competency-based and closely informed by the competencies identified for each rank/grade within the organisation. Ownership of the management faculty training plan will also lie with this faculty.

National Training Development Unit  
 Student/Probationer Faculty  
 Operational Development Faculty

The Command Management School will be responsible for providing training and support for middle management and those in first line supervisory posts within An Garda Síochána. The Executive Leadership School will be responsible for delivering and facilitating external management training for executive leaders of An Garda Síochána.

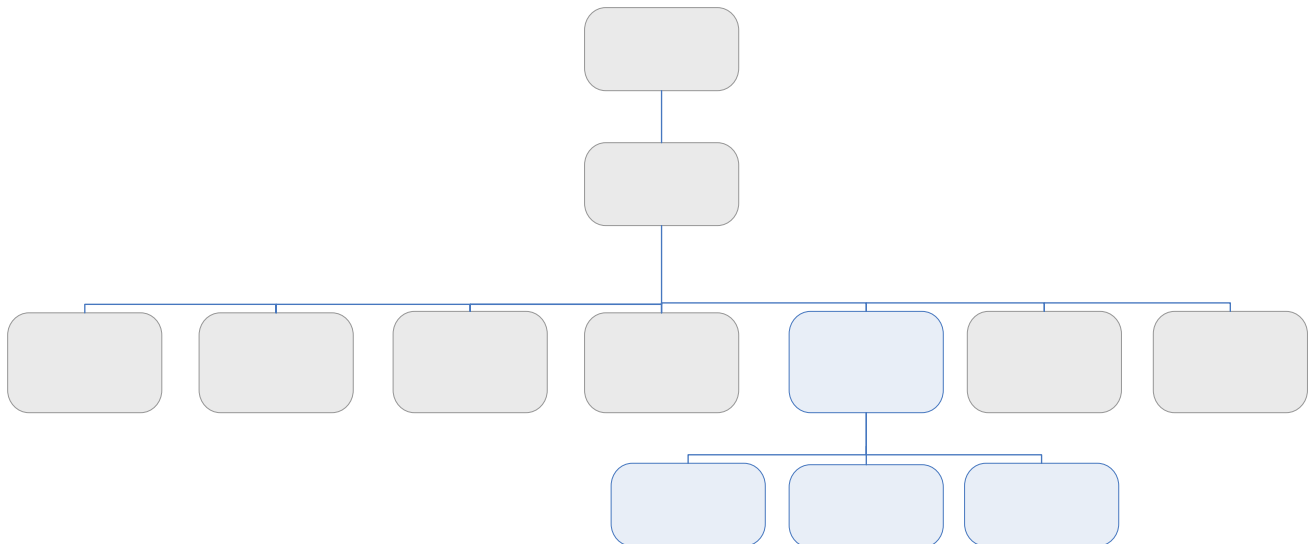
Further detail in relation to the structure of this new Leadership and Management Faculty and associated schools is outlined in chapter 7.

Command Management School



**ST 9: Amalgamate the Specialist Training School and Crime Training Faculty to form a new Crime and Functional Faculty.**

The existing Specialist Training School and Crime Training Faculty should be merged to create the Crime and Functional Faculty. This faculty will deliver effective training and support to operational members of An Garda Síochána whose roles will include the performance of specialist operational tasks, investigation or management of crime. It will attend to relevant and effective training for operational members beyond the core skills required for first-responder duties, and will have sole responsibility for the development of functional and crime investigative skills for the organisation.



**Figure 15: Proposed structure of the Crime and Functional Faculty**

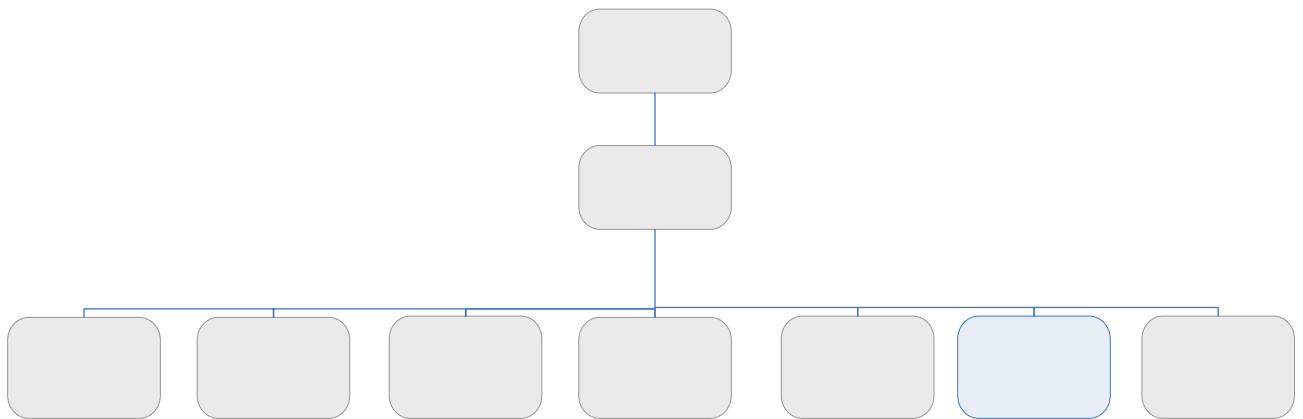
As outlined in Figure 15 the Crime and Functional Faculty will include three schools: crime investigation, crime management and functional policing schools. The structure and responsibilities of this faculty is discussed in further detail in chapter 8.

This faculty will have ownership of the annual crime and functional faculty training plan and will be responsible for ensuring that this plan aligns with the strategic objectives set out in the garda training and development strategy.



**ST 10: Restructure and integrate the Learning and Development Unit into the Garda Civilian Faculty in the Garda College.**

The organisational restructuring of the Learning and Development Unit to be subsumed under the Director of Training should facilitate the integration of training and allow for a more cohesive training structure in the organisation. The proposed structure is shown in Figure 16.



**Figure 16: Proposed structure of the Garda Civilian Faculty**

This recommendation should alleviate the concerns raised throughout the training review that civilian training has the potential to get lost in the current training structures. It would be preferable that this faculty be located in the Garda College because this would strengthen the integration of civilian and garda training; however, this organisational restructuring could be achieved without a geographical relocation of the faculty to the Garda College.

Responsibilities of the Garda Civilian Faculty will include ownership of the garda civilian faculty training plan and management of civilian training. It will be the responsibility of the faculty to ensure that civilian training and development is informed by the development needs of individuals as well as by the competencies identified for each grade and/or role and by overall corporate strategy. The faculty will be responsible for the coordination of core, management and executive training to civilian staff. Responsibilities of the Garda Civilian Faculty are discussed further in chapter 9.

National  
Training  
Development  
Unit

Student  
Probationer  
Faculty

Operational  
Development  
Faculty



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**ST 11: Explore best practice in administration and facilities management.**

The current Administration Section effectively manages the day-to-day administration of the Garda College. This includes the management and administration of campus maintenance and development, accommodation, catering and cleaning. It is recommended that best practice for administration and facilities management should be further explored by the Director of Training to ascertain efficiencies in this area.

**ST 12: Establish divisional training managers for each division.**

The CPD School is currently responsible for delivery of the core CPD programme, once-off training initiatives, major project training, student/probationer training in the divisions, and reserve garda training. Various submissions made to the Training Review Group have highlighted weaknesses with the current situation. Insufficient numbers of CPD trainers at divisional level attempt to deal with both student/probationer training and training for garda staff. This issue appeared as a common theme throughout the data-gathering process and emerged following an examination of research conducted by the training review team. The *'Report of the Working Group to review Continuous Professional Development Training'* (2008) found that divisional training centres and resources are almost exclusively dedicated to the delivery of the current student/probationer programme outside the Dublin Metropolitan Region (DMR) and consequently the delivery of the current CPD core programme suffers. This problem might well be considered symptomatic of An Garda Síochána's accelerated recruitment campaign<sup>37</sup>, which is coupled with the establishment of the reserve garda role. Trainers are becoming increasingly involved in student/probationer training to the detriment of the delivery of the CPD core programme to gardaí and sergeants in divisions outside of the DMR. Currently sixty-four per cent of current student/probationer training is delivered in the operational field, resulting in trainers having limited capacity to deliver CPD training to the remaining members of the organisation.

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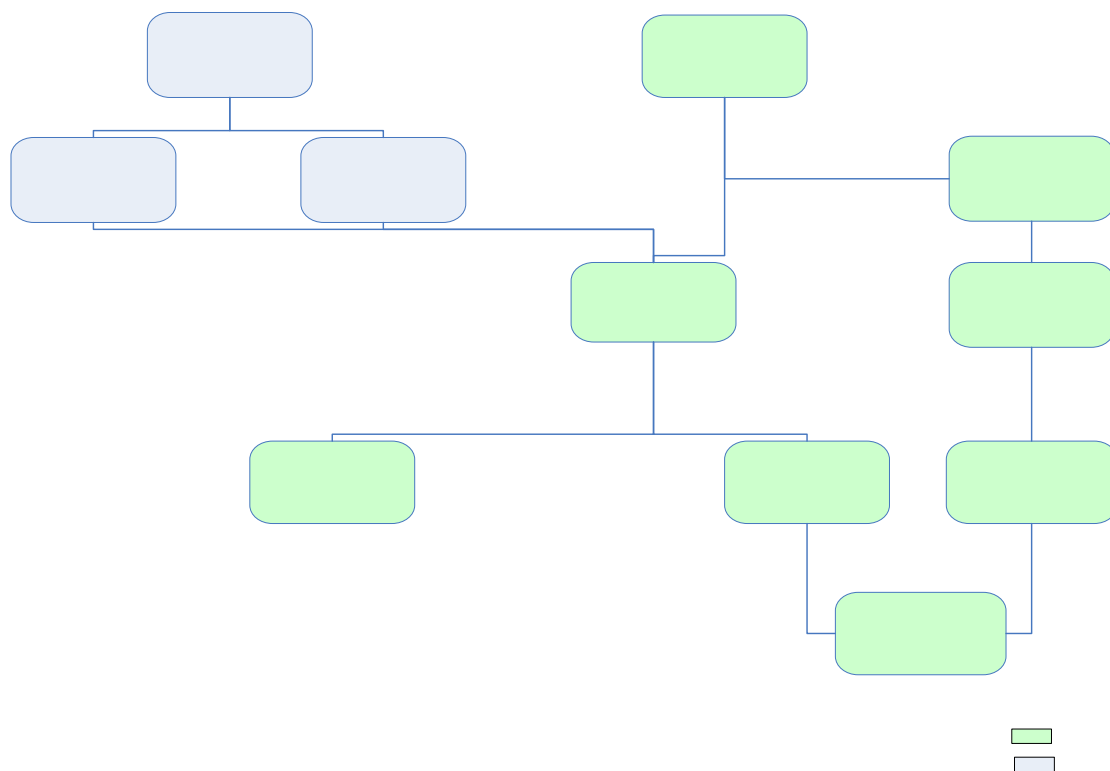
<sup>37</sup> Accelerated recruitment campaign commenced in February 2005 following the announcement by the Minister for Justice, Equality and Law Reform to increase the size of the organisation to 15,000 members.





The Review Group recommends that the revised training curricula for all garda staff including student/probationer training require an enhanced support structure at divisional level. A key element of this support structure is the appointment of divisional training managers. The appointment of divisional training managers will improve the management and delivery of the CPD core programme.

Figure 17 illustrates the proposed training structure at divisional level recommended by the Review Group. The appointment of field-training tutors is dealt with in more detail in chapter 6 (recommendation SP 6). The appointment of divisional operational instructors (see Figure 17) will be made from existing divisional training resources. It is envisaged that existing divisional CPD instructors will become divisional operational instructors. Divisional operational programmes are dealt with in more detail in chapter 7 (recommendation LLA 4).



**Figure 17: Proposed structure of divisional training**

As can be seen from Figure 17 the divisional student/probationer instructors and the divisional operational instructors will report directly to the divisional training manager.

Director of  
Training



The divisional training manager should report directly to the divisional officer but will also liaise with the Student/Probationer Faculty and the Operational Development Faculty at the Garda College. Existing divisional training sergeants have the competencies necessary to fill the role of divisional training managers.

The divisional training manager will supervise and act as a point of contact for all training within the division. The divisional training manager will monitor progress of all students in the division and liaise with supervisory sergeants to address issues in relation to probationer gardaí. Divisional training managers will also be responsible for delivery of operational development programmes and will receive all initial staff requests for training from their division of responsibility. The divisional training manager will be responsible for conducting divisional training needs analyses, with support from the NTDU, to ensure that local training requirements are captured within the training curriculum. The divisional training manager must ensure that all staff are scheduled for mandatory training and should ensure the overall successful delivery of training within the division.

It is proposed that divisional training managers would be appointed from existing divisional training resources. Divisional training managers will replace the existing training sergeants in each division albeit with a new remit.

**ST 13: Provide ownership of training to district and divisional officers.**

The *'Garda Síochána Act 2005: Implementation Review Group Report'* highlighted the overall importance of training for An Garda Síochána. The report stated that substantial resources should be committed to training and to the provision of operational cover for officers released for training. This places significant responsibility on divisional and district officers to ensure that staff under their command receive adequate and appropriate training and development opportunities.

District officers will be responsible for ensuring that students and probationers are exposed to appropriate experience to achieve learning outcomes. They will also be



responsible for ensuring that student/probationer assessment interviews are conducted at district level. In addition to this, district officers will be responsible for ensuring that operational cover is provided to release staff for training and development courses.

Divisional officers will be responsible for ensuring that an ethos of continuous training and development is maintained within the division. There is also the need for all staff to accept responsibility for their own learning and development. This will require a cultural change to ensure success which can be facilitated by divisional officers supporting this change in commitment to training and development for all staff.

Divisional officers must hold monthly divisional training board meetings to oversee training and development across their divisions for all garda and civilian staff. Divisional training boards are explained in detail in section 5.2.4. Ultimately it is the responsibility of the divisional officers to ensure that operational cover is provided to release divisional staff for training and development courses.

#### **5.2.4 An integrated training governance structure**

An effective governance structure is essential to ensure that all training in the organisation is delivered and developed to the highest standards. Key stakeholders in the training process must be involved at appropriate levels in the governance structure to ensure

- strategic alignment of training to organisational goals
- integration of training across the organisation
- efficient financial control in relation to training
- strategic training planning
- fulfilment of accreditation requirements
- divisional representation in all training-related decisions
- high-quality training content and curriculum
- fulfilment of organisational training requirements.



**ST 14: Develop existing training governance in the organisation to facilitate efficient management of training in An Garda Síochána.**

An integrated and hierarchical structure of governance is necessary to ensure that stakeholders with appropriate levels of expertise, responsibility and experience are involved in training-related decision-making processes. The analysis conducted by the training review team identified concerns relating to the perception of the level of management commitment to training, insufficient governance to meet continuing academic accreditation and approval of training content.

The Training Review Group observed alternative approaches to training governance during best practice site visits to other police forces. Some of these police forces have a range of boards and panels that function at different levels to manage training. Clearly defined processes facilitate the functionality of these boards and panels and ensure that all training-related decisions receive appropriate consideration. This approach to governance is consistent with the accreditation requirements of HETAC.

The overall governance of training in An Garda Síochána will be the responsibility of the executive training board. Membership of this board is set out at recommendation ST 15.

There are several other levels of governance needed such as academic governance, divisional training governance and the governance of training quality. Academic governance will be ensured by an academic council, programme boards and review boards. The academic council will liaise with accrediting bodies such as HETAC. Divisional training governance will be ensured by divisional training boards. Training quality (content and delivery) will be ensured by the National Training Development Unit and expert panels. The establishment of expert panels is recommended by the Review Group at ST 16.

The Director of Training will manage the governance of training and report to the Assistant Commissioner Training and executive training board. The functionality of the governance structure will be underpinned by clear definitions of composition and responsibility which will be expanded upon at implementation stage.



The proposed integrated governance structure for An Garda Síochána is shown in Figure 18.

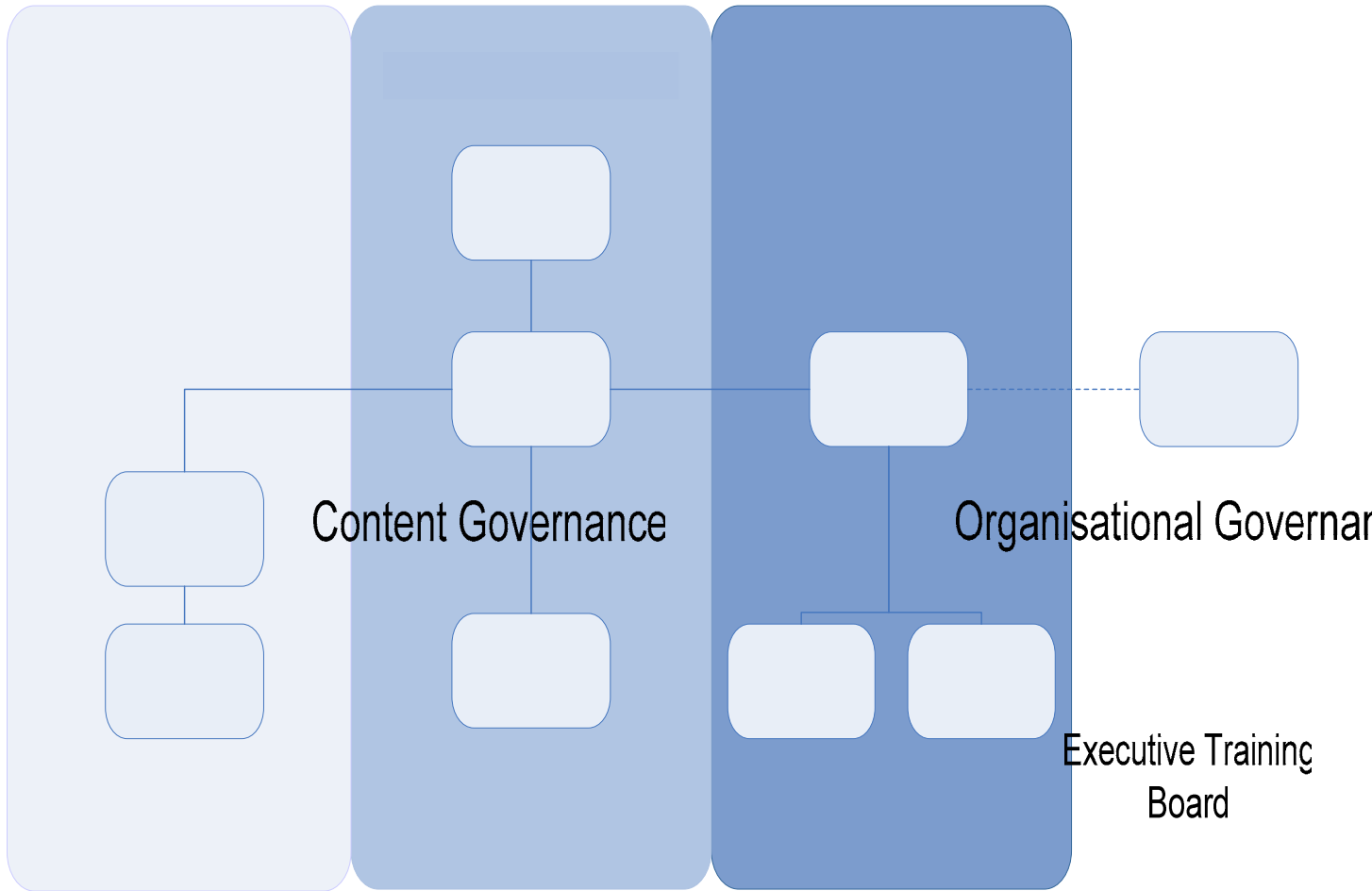


Figure 18: Integrated governance structure

**ST 15: Establish an executive training board.**

A/C Training & Director of Training

Analysis of the data gathered throughout the training review consultative process revealed the concerns regarding training in the organisation. Concerns raised highlighted that there is a perceived lack of executive involvement in training and a lack of operational influence of the National Training Development Unit. This is a misalignment of training with organisational strategy and competency development for promotion and appointments.

National Training Development Unit



A governing board at executive level (an executive training board) is necessary to ensure that the training function delivers training to meet the strategic needs and organisational requirements to address the concerns highlighted here. It is recommended that this governing board should hold quarterly meetings. Representation on the executive training board from operational policing is particularly important to ensure training consistently meets operational requirements.

The terms of reference of the executive training board would include the following.

- Take ownership of An Garda Síochána training and development strategy.
- Approve the development of new training courses.
- Final approval of new courses onto the training curricula.
- Approve removal of existing training from programmes to accommodate changes if and when required.
- Determine which training courses should be submitted for accreditation.
- Identify and clarify emerging trends in policing and the police training environment.
- Manage advance training planning to align training to corporate strategy and policing plans (two to five years).
- Allocate and monitor budgets within the Garda College and divisions.
- Appoint programme review boards.

Membership of the executive training board should include the following.

- Deputy Commissioner Strategy and Change Management (chair)
- Assistant Commissioner Training
- Director of Training
- Director of Finance
- Director of Human Resources
- Director of Civilian Human Resources
- two operational assistant commissioners (rotating every two years).



## **ST 16: Establish expert panels.**

The executive training board should be responsible for final approval of new training courses. In some instances the executive training board may not be in a position to make an informed decision regarding approval of some training courses. In this event, or where the training is likely to be the subject of legal contention, the executive training board may indicate a requirement for an expert panel to validate course content and provide content governance when approving the development of a new training course, or as part of the final approval process.

The NTDU should advise the executive training board on the necessity of an expert panel during the approval process of the development of new training. If requested, the NTDU should convene an expert panel selected on the basis of demonstrable credentials of expertise in the course subject area.

The terms of reference of the expert panel would include:

- ensuring that course content aligns to best practice in the relevant subject area
- approval of training content
- ensuring European Convention on Human Rights compliance and promotion
- approval of delivery methodology.

Membership of the expert panel should include:

- the head of National Training Development Unit (chair)
- an internal operational-field expert
- an internal training-field expert
- an external-field expert
- an external adult learning expert (where methodology is innovative)
- an internal human rights specialist.



**ST 17: Establish divisional training boards for each division.**

The strategic direction of training will be the responsibility of the executive training board. There is a requirement for devolved governance of training at divisional level and the necessity for a formal structure whereby divisional training issues are considered at national level. This necessity was evident in the interviews carried out with representative bodies and heads of training sections as part of this review process. This is also the practice in many police organisations.

The establishment of divisional training boards reflects the move towards shared responsibility for lifelong learning needs of all staff. Divisional training boards will have ownership of the successful management and delivery of training across the divisions.

The terms of reference of the divisional training boards will include the following functions:

- approve training requests and prioritise demand for training across the division
- evaluate and process new training course enquiries
- monitor attendance at training courses to ensure that members of the division have attended mandatory training for their rank
- manage divisional training budget and costs
- sign-off the divisional training needs analysis once completed with the NTDU before submitting to the Director of Training
- submit a divisional training board report to the Assistant Commissioner Training for review within the executive training board
- assist in the distribution of the new training prospectus and training curriculum plans.

Membership of the divisional training board will include the following:

- divisional officer
- divisional training manager.





As mentioned above it will be the responsibility of the divisional training boards to submit a divisional training board report to the Director of Training on a quarterly basis. This report may become redundant upon implementation of an LMS, as some of this detail could be captured via online reporting across divisions.

**ST 18: Establish an academic council at the Garda College.**

The '*Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training*' (HETAC, 2002), recommends that an appropriate structure of committees is established to ensure that each accredited programme is monitored on an ongoing basis. Universities are required to establish an academic council under the provisions of the Universities Act (1997) which sets out defined requirements for the composition of an academic council.

The Garda College currently delivers two programmes accredited by HETAC and has submitted further programmes for accreditation. Accreditation is dependent on appropriate structures of governance being in place with a clear explanation of responsibilities to ensure academic governance for all accredited programmes at the Garda College.

The academic council will liaise with accrediting bodies and ensure accreditation requirements and report the accreditation implications of any decisions to the executive training board. It is recommended that the academic council should meet twice a year. The terms of reference of the academic council should include the following functions:

- protect, maintain and develop uniform academic standards and processes for accredited training courses
- approve alteration of existing accredited programmes in liaison with accrediting bodies
- ensure quality assurance processes and procedures
- appoint examiners
- initiate programme reviews



- consider reports from programme boards
- make recommendations to the executive training board regarding accreditation implications.

The following individuals should be members of the academic council.

- Assistant Commissioner Training (chair)
- Director of Training
- Superintendent Student/Probationer Faculty
- Superintendent Management Faculty
- Superintendent Crime and Functional Faculty
- Superintendent Operational Development Faculty
- head of Garda Civilian Faculty
- head of Garda College Administration and Facilities Management
- head of National Training Development Unit
- representative instructors from each accredited programme
- representative trainees from each accredited programme.

**ST 19: Establish programme boards for accredited programmes delivered in An Garda Síochána.**

Quality assurance procedures required for accreditation must include regular systematic monitoring of programme quality by those most closely involved in the delivery of training, (HETAC, 2002). A programme board should consist of academic staff, trainee representatives and others closely involved in the programme (HETAC 2002). Each accredited programme will have an associated programme board, the principal function of which is to review information from stakeholders and consider whether the quality and content of the programme continues to meet the needs of trainees. It is recommended that programme boards meet on a quarterly basis.

The terms of reference for the programme boards are outlined as follows:

- monitor the ongoing operation of programmes



- ensure adherence to the approved programme
- review examination results and evaluation reports
- examine the effectiveness of support services
- make recommendations on the use of existing resources and the need for new resources
- recommend improvements in programmes arising out of the monitoring and review process
- keep the content of programmes continuously under review in the light of developments in the different fields of study and the requirements of organisation.
- recommend adjustments to existing programmes and new programmes, and identify programmes to be discontinued
- approve adjustments to existing programmes that do not affect the academic integrity of the programme.

Membership of the programme boards should include the following individuals:

- head of faculty (chairperson)
- head of each section or senior lecturers
- representative of technical/support staff
- student representatives.

**ST 20: Establish programme review boards.**

HETAC accreditation requirements state that each accredited programme should be subjected to a defined programme review process every five years. HETAC also stipulates that each programme review requires an internal and an external board. The Review Group has outlined conditions of reference for both internal and external programme review boards.

**Internal programme review boards**

The terms of reference for the internal programme review board should include

- review of the following:



- internal processes
  - quality control and assurance procedures
  - student throughout (attrition, retention and examination performance)
  - programme design
  - syllabi
  - assessment
  - delivery methodologies
  - facilities
  - deployment and development of academic staff
  - links with the wider organisation
  - academic regulations
- development of a revised programme document
  - production of a self evaluation report that meets the purpose of the programme review: this report will draw heavily on the training and development strategy and the accumulation of data from annual reports of programme boards, course evaluations, staff evaluations and feedback from the operational field.

Membership of the internal programme review boards should include the following:

- Assistant Commissioner Training
- heads of section/subject areas
- head of the National Training Development Unit
- nominee involved in administration of programme
- student representative(s) (either graduate or current participant)
- representative from the awarding body
- other members as deemed appropriate by the chairperson that can be included as permanent members or on a consultative basis.

### **External programme review boards**

The terms of reference for the external programme review board should include:

- consider self-evaluation report of the internal programme review board
- conduct independent evaluation of programme
- evaluate revised programme



- submit interim recommendations
- submit a final report.

Membership of the external programme review boards should include the following:

- chairperson (member of the executive training board)
- two academics from other institutions of higher education
- director or deputy director of another police training college
- two members of An Garda Síochána not associated with the Garda College
- additional specialists may be added to the programme review board.

### **5.3 Recommendations for the strategic management of training within An Garda Síochána**

The strategic management of training for An Garda Síochána is set out in this section. The recommendations outlined are aligned with international best practice standards. The recommendations are presented under the six categories of the ‘training and development capability model’<sup>©</sup>, which was the framework adopted throughout the data-gathering activities of the training review team. These six categories include training planning, training design and development, training delivery, training administration, operations and business impact.

#### **5.3.1 Training planning**

Business alignment and training/curriculum plan management are important components of training planning within An Garda Síochána. Business alignment relates to how garda training is aligned to the vision and direction of the organisation and how training is aligned to meet those requirements. Training/curriculum plan management relates to how training activities are planned and how skill gaps are identified in relation to training within the organisation. The following recommendations outline the strategy An Garda Síochána should adopt to ensure the existence of sufficient and consistent future training planning within the organisation.



**ST 21: Implement a strategic approach to training planning in An Garda Síochána.**

A strategically planned approach to training will ensure that best organisational value is achieved from the training resources in An Garda Síochána. In considering all of the submissions to the Training Review Group the organisation currently has a reactive approach to training. This is based on incidents and issues, such as tribunals of inquiry or major incidents. The Review Group recommends that a more proactive and strategic perspective on training planning should be adopted to enable An Garda Síochána to meet the policing challenges of the twenty-first century. While acknowledging that immediate training imperatives will emerge periodically, training in the organisation should be strategically planned to ensure alignment to organisational goals and needs. This recommendation will be facilitated by the creation of the NTDU and the appointment of the Assistant Commissioner Training.

**ST 22: The Garda College should prepare an annual business plan to support the delivery of the garda training and development strategy.**

It is evident that each training school at the Garda College presently manages its own section in varying ways. There is a requirement for consistency across the Garda College and within the faculties to avoid gaps and duplication.

The garda training and development strategy which will be revised every three years to mirror the corporate strategy will ensure that the strategy for training and development is aligned to the strategic objectives of the organisation. The annual business plan prepared by the Garda College will be the delivery mechanism of this training and development strategy.

Each faculty at the Garda College will be responsible for the creation of its own individual faculty training plans which will identify how it will support the Garda College business plan. Each faculty training plan should include the strategy, purpose and objectives of training, areas of focus and priorities to align the faculty training plan to the Garda College business plan. These plans should also provide the training curriculum



plan for the faculty for the following year to reflect the demand from the divisions from the previous twelve months as well as the results of divisional training needs analyses. The structure of the faculty as well as the budget for the faculty should also be included in these faculty training plans.

**ST 23: HRM should explore and identify an appropriate competency framework for both garda and civilian staff and ensure that all Garda Síochána training is aligned to this competency framework.**

The Garda Inspectorate Report (2007) stated that there “*should be a continuous professional development programme in place for each rank and civilian grade in the organisation. The content of the programme should be closely informed by competencies identified for each rank/grade, and the development needs of individuals as identified within a performance management system and strategic priorities of the organisation*”.

In order for this to occur, a single competency framework for An Garda Síochána needs to be identified and adopted by HRM which includes competencies for both garda and civilian staff. Following the 1997 Keating Report which reviewed the of student/probationer education/training programme, a competency-based programme of training and education was introduced for entrants to An Garda Síochána. There are currently numerous competency frameworks in existence in the organisation depending on whether they are being used for recruitment and selection purposes, job profiles or for the creation of competencies for students and probationers. The following outlines the various frameworks currently being used.

- Competencies identified by Saville and Holdsworth Ltd in 1997 are used currently for the recruitment and selection of new members to the garda organisation.
- The ‘skills for justice integrated competency framework model’ is used by HRM when drafting role profiles and job descriptions for garda members.



- The ‘generic professional competency model’ introduced by the task group for the review of student/probationer education/training and development programme 1997<sup>38</sup> is used to draw up the competencies for students and probationers.
- The Saville and Holdsworth Ltd competency framework is used for internal promotions in An Garda Síochána.
- Reserve garda competency framework.
- The majority of the civilian staff training is aligned to the civil service competency framework.

The Review Group emphasises the need for HRM to identify the single most appropriate competency framework for An Garda Síochána. Once this has been achieved all Garda Síochána training should be planned and aligned to this competency framework. An implication of this recommendation is that a full competency listing for each job held by a civilian in the organisation needs to be collated. Further discussion is required to define and agree an integrated competency framework for all civilian staff.

Research conducted by and during this training review process identified and validated the competency framework proposed at appendix D for all garda ranks from reserve to assistant commissioner. This should be considered by HRM to inform the development of a single competency framework for all Garda Síochána personnel.

### **5.3.2 Training design and development**

Training design and development relates to how training content is designed, developed and maintained. The development of new training courses and materials requires considerable expertise, time and resources. The design and course maintenance section of the National Training Development Unit should comprise staff with the expertise to ensure that all courses are designed to the highest standards and that all training courses meet organisational objectives and necessary learning outcomes. When designing courses, the NTDU should consider informal development opportunities in addition to the conventional classroom-based approach. Examples of informal development opportunities that might be considered include job shadowing, coaching and mentoring,

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<sup>38</sup> This report is commonly referred to as the Keating Report.





or self-directed study. When designing training it is important to ensure that the optimal knowledge, skills and behaviour will be gained from whatever training approach is utilised. Training interventions such as scenario-based training and e-learning should also be considered where appropriate. It is recommended that the NTDU adopt a blended learning approach when designing training courses to meet training requirements.

The following recommendations outline the strategy An Garda Síochána should adopt to ensure the efficient design, development and maintenance of content within the organisation going forward.

**ST 24: Ensure that all training is compliant to the European Convention on Human Rights (ECHR).**

The interviews conducted by the training review team with the heads of the training schools at the Garda College identified that there were no consistent processes, and insufficient expertise available, to ensure Garda College training materials were ECHR compliant.

The Strategic Human Rights Advisory Committee report (SHRAC, 2008) identified training as a key enabler of human rights compliance. The report noted that the requirement for training goes beyond teaching ECHR legislation but also involves ensuring that training embeds compliance and promotion of human rights in all policing activities.

Implementation of this recommendation is dependent upon the appointment of a human rights specialist to the National Training Development Unit. This individual must have expertise in human rights and education. The functions of this role are detailed in ST 5. The close liaison between the human rights specialist and other members of the NTDU should contribute to the ongoing development of capacity to embed human rights in An Garda Síochána training from the design stage.



**ST 25: Introduce a single defined process that facilitates requests to design, develop or redevelop courses to meet new training needs.**

The initial demand for a new training course may originate either from within the organisation or externally. External enquires may be the result of direct communication with the organisation from an outside source or as a result of the NTDU identifying and revising training requirements against key documentation from national levels. Internal enquiries may be the result of the planning process at organisation and local levels, or from an individual member.

It is necessary to have a single defined process that facilitates all enquires for new training courses to be added to the training curriculum, regardless of source. This process should be developed and validated during the implementation of the recommendations of the Training Review Group.

**ST 26: The National Training Development Unit should design all new training courses to guarantee consistency to agreed standards.**

The analysis conducted by the training review team identified a lack of consistency in the procedures for content design and evaluation. Interviews with some heads of training schools at the Garda College also identified a lack of expertise and staff for new course development. The centralisation of expertise in course design and development in the training design and course maintenance section of the NTDU will provide the most efficient use of expertise to develop new training courses for all faculties, divisions and specialist units.

Each course design should include the following:

- learning objectives and outcomes (including skills)
- how the course is competency based
- ECHR compliance
- compliance with policy and legislation
- accreditation considerations



- health and safety considerations
- key performance indicators (for course evaluation purposes)
- alignment with organisational strategy.

During the development stage, the NTDU should liaise with appropriate individuals who have the expertise to develop course content and assessments, along with lesson plans and any other supporting material. If it is intended to submit the course for accreditation, the NTDU should contact the appropriate accrediting body at this stage to discuss any specific accreditation requirements.

If required, the head of the NTDU should convene an expert panel to approve course content once course development is complete. The training course should be amended according to recommendations from the expert panel and submitted for final approval to the executive training board.

On completion of course development, the National Training Development Unit can apply for accreditation if the executive training board deems it to be appropriate. Upon accreditation, the academic council will be responsible for the maintenance of academic standards in course delivery and management.

On final approval all new courses should be added to the training prospectus maintained by the National Training Development Unit.

**ST 27: Maintenance of course content must be completed by the National Training Development Unit to ensure that training remains up to date and relevant to the needs of staff and the organisation.**

It emerged from the analysis conducted by the review team and in particular from the survey of garda divisional training instructors reported by Leahy and O'Mahony et al (2008), that some current course material can easily become out of date. Each training school in the Garda College maintains its own training courses but consistency in the approach to training course maintenance adopted by the various training schools is lacking.



Maintenance of training materials is an ongoing process that will be triggered by a number of potential events including:

- legislative changes and case law precedents
- policy developments
- HQ directives
- reports from statutory bodies and tribunals
- developments in international best practice
- course evaluations completed by trainees
- feedback from instructors to the National Training Development Unit
- feedback from the operational policing environment.

The NTDU should maintain ongoing liaison with organisational units primarily responsible for changes in professional practice (e.g. Change Management Section, Garda Professional Standards Unit and Crime Policy and Administration) to ensure early consideration of the impact of impending policy changes on training maintenance and development.

The NTDU should evaluate all new information from the above sources and ensure that existing training materials are updated as appropriate.

**ST 28: Development and maintenance of a central repository of training materials should be managed by the National Training Development Unit.**

In the analysis of course maintenance processes currently in place, no uniform mechanism for version control of training materials could be identified. Version control is essential in order to provide a dated retrospective account of course content modifications. For the training maintenance process to be effective, it is essential for training materials to be designed and stored in a database that is indexed. All training materials should have a uniform structure for referencing law, policy and directives to facilitate maintenance, retrieval and reference.



The maintenance of a central repository of training courses and the notification and distribution of updated course content will be greatly facilitated by the introduction of an LMS (see section 5.4).

### 5.3.3 Training delivery

Training delivery within An Garda Síochána relates to how training is planned, prepared and scheduled as well as how trainer quality and performance is monitored.

Throughout this training review consultative process, concerns were raised about key issues that influence the delivery, planning and execution of training in An Garda Síochána. Issues identified included the extraction of garda staff from operational duties, the integration of garda and civilian training, and training facilities. The Review Group also found that the organisational benefits from training activities are unclear due to the insufficient processes of training evaluation.

The following recommendations outline the strategy An Garda Síochána should adopt to ensure the consistent and efficient delivery of future training.

**ST 29: Modularise all training and development. In determining the boundaries of module aims and outcomes, consideration should be given to garda and civilian roles.**

The analysis of interviews with heads of sections across the Garda Síochána identified that training and development programmes should be delivered in a manner that is more consistent with the individual's role and responsibilities. The modularisation of training interventions supports a number of requirements. It

- limits extraction from duties for extended periods of time
- facilitates a broader range of blended learning opportunities
- enables experiential development of skills
- enables integration of garda and civilian training.



The consideration of garda-specific and civilian roles in the delivery of training modules will facilitate appropriate training being available to garda and civilian members. This training will be appropriate to members' rank or role, or in line with agreed voluntary individual development plans. An individual development plan (IDP) is a document that identifies an individual's learning and development goals. For example, particular modules to be delivered by the proposed management faculty may be appropriately delivered to an integrated garda and civilian audience. IDPs are discussed in detail under recommendation ST 35.

It is considered that the cross influence between garda and civilian staff at all levels of training and development will significantly contribute to an integrated skills base, shared organisational orientation and integration.

**ST 30: Evaluate all training against the Kirkpatrick model.**

Evaluation influences the design and the delivery of training and is an essential component in ensuring quality and utility of training. This was evident from visits to sites of best practice conducted by the Review Group.

Training evaluation should be a continuous process based on the 'Kirkpatrick model of evaluation' (1959). Kirkpatrick's model is utilised for the evaluation of training and learning and outlines four levels of evaluation.

- 1 Reaction – the reaction of participants in relation to content, process and perceived value.
- 2 Learning – the level of learning that has taken place as a result of the intervention.
- 3 Transfer of learning – the level at which the participant is applying new competencies and behaviours in the workplace.
- 4 Return on investment – the impact on the organisation in return for the investment.

The analysis conducted by the review team identified that most but not all of An Garda Síochána training is evaluated at Kirkpatrick level one. Some training is evaluated at level two and no training is evaluated at levels three and four. The evaluation that takes



place at present captures the trainees' experience of training but does not capture the organisational impact of a training intervention.

Quantifying the return gained on investment in training is highly important. The analysis suggests that there is an underlying presumption within the organisation that garda and civilians who receive funding to pursue training will give value back to the organisation by utilising the skills that they have gained on a regular basis. An Garda Síochána should ensure that those who receive funding to pursue training are assigned roles within the organisation where they can utilise their skills and expertise on a regular basis. Research conducted by the training review team suggests value for money occurs in this regard to the organisation (Garda Research Unit Report, 2008).

It is recommended that training faculties, with the support of the NTDU, conduct evaluations of all training courses at Kirkpatrick levels one and two. The National Training Development Unit should conduct evaluations at levels three and four on selected training courses.

Ideally all course evaluations should be completed online, with reports generated by the faculties and/or the NTDU to show the effectiveness of training in the organisation. This can be achieved best through the investment in an LMS (see section 5.4)

**ST 31: Evaluate all internal trainers, instructors, teachers and presenters.**

The Training Review Group found it difficult to identify consistent processes that evaluated the quality of training delivery by staff. While the evaluation of instructors is a requirement for all accredited training programmes delivered by the organisation (HETAC, 2002), this recommendation should apply to all trainers, instructors, teachers and presenters delivering training across the organisation.

It is essential to ensure that instructors are provided with the appropriate level of training in order to execute their role effectively. It is important to ensure that all categories of instructors are provided with useful performance feedback and, where necessary,



additional training or other supports. Robust evaluations require experience of evaluation and research expertise. The evaluations should be designed by the NTDU.

Teaching quality assessments (TQA) should be included in all level 1 course evaluations. Where evaluations indicate significant difficulties, the supervisor should discuss the evaluation with the trainer in an open manner, identify the precise cause of any negative feedback and work together on an appropriate remedy.

Where it is not possible to identify the cause of dissatisfaction, a TQA observation should be conducted by the NTDU and the observation report forwarded to the instructor's supervisor.

The NTDU should also carry out a number of random TQA observations each year. All internal staff should be observed at least once every five years to revise developmental needs. Trainers within the organisation should also be capable of requesting a TQA observation to assist professional development. The process for monitoring and evaluating external teaching instructors is outlined in recommendation ST 41.

**ST 32: Ensure that all internal appointments to the role of instructor are the result of open competition using a standard interview process.**

At present there are different routes to appointment as a garda instructor. Some instructors are appointed following an open competition while some are transferred into the role and others are taken from a promotion list. There is no minimum set of requirements, experience or academic achievements required.

The requirement for instructors to be appropriately trained and qualified for their role is a necessity of accreditation (HETAC, 2002). In its submissions HETAC has noted that an excellent capacity to perform a role in the organisation does not necessarily mean that the individual possesses the qualities to instruct.

It is therefore recommended that instructors should be appointed as a result of an open competition that evaluates competence for the role. The competition process should





include a structured competency-based interview and a behavioural assessment. The candidate should be evaluated for aptitude to develop the behavioural competencies required of an instructor in the standard instructor's training course. A similar process is in place for appointment to other specialist roles within the organisation.

**ST 33: Ensure that all newly appointed garda instructors complete an instructor's basic-training course.**

Analysis conducted by the training review team has identified that prior to November 2001 new instructors at the Garda College completed a six-week instructor's course<sup>39</sup>, and an induction to their role. This practice has been discontinued. Some heads of units across the organisation raised concerns that members in their units were delivering training to other members having had no instruction in training methodologies.

Places on the NUIG Certificate in Education<sup>40</sup> course are available to garda instructors but participation is voluntary. The Review Group considers that the number of instructors who have either completed the course or are currently enrolled demonstrates staff commitment to their roles.

As newly appointed garda instructors often have immediate responsibility for students upon appointment it is necessary to ensure that instructors have the necessary skills for their role. Training of instructors should ensure the development of the skills required to deliver effective training. The instructors' training course should be available to all existing and newly appointed instructors at the Garda College, at Garda Headquarters and to individuals who instruct within divisions and specialised units in the organisation.

A close liaison process should be in place between instructors and the National Training Development Unit, utilising field expertise for course development and maintenance. The focus should be on the continuing development of expertise in the area of their core

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<sup>39</sup> The instructor's course ran in conjunction with St Patrick's College of Education, Drumcondra, Dublin.

<sup>40</sup> The NUIG Certificate in Education course is currently delivered to garda members at the Garda College. The NUIG Diploma in Education is not delivered at the Garda College because there are fewer garda participants on this course.



responsibilities, field expertise and delivery, and assessment and evaluation methodologies.

Instructor training should be formally assessed to ensure that quality standards are achieved. Once basic training has been completed, instructors should be encouraged to engage in further development.

#### **5.3.4 Training administration**

The administration of training should ensure that all members of the organisation have appropriate access to the necessary training to fulfil the requirements of their role. The process of administering training must ensure that there is sufficient notification of training available and that training places are distributed equitably to staff, taking account of operational needs.

All training that an individual participates in should be recorded and held by the NTDU. A record of training should be maintained for both garda and civilian staff. This administration of training record-keeping can best be facilitated by the introduction of an LMS.

The following recommendations outline the strategy An Garda Síochána should adopt going forward in relation to training administration.

**ST 34: Prepare and distribute an annual training prospectus for An Garda Síochána.**

The analysis conducted for the training review yielded a number of internal submissions that indicated a lack of awareness of training available in the organisation. Best practice site visits to police colleges identified that some police colleges publish a course prospectus at regular intervals. The Training Review Group was unable to identify a single source of all training courses in An Garda Síochána.



Due to this clear requirement for a Garda Síochána training prospectus, an initial draft training prospectus of current training has been developed by the training review team (see appendix B). This prospectus requires significantly more work to capture all of the recommendations in relation to training curricula highlighted throughout the chapters.

A final Garda Síochána training prospectus would provide all staff of the organisation with clear information on the availability of training courses for their rank, grade and role. It would also provide the necessary detail to make informed choices in relation to the relevance of training being offered, to ensure that each individual's specific training needs are met. The training prospectus should include a summary of the training programme, information on the module aims and outcomes, the length of the course, accreditation status and assessments. Any specific course entry requirements and procedures should also be detailed within the training prospectus.

The prospectus, inevitably, will increase demand for courses. The net benefit of providing courses to those who need them most urgently will be a significant improvement on the current system and will result in more effective support for operational policing.

It is recommended that this training prospectus should be compiled at the Garda College and made available electronically on the garda portal to enable every staff member to view available training.

**ST 35: Introduce voluntary individual development plans (IDPs) to the organisation and ensure that individuals take responsibility for their own training via these IDPs.**

Voluntary individual development plans should be introduced into the organisation to identify training needs for each individual and provide a vehicle for individuals to take ownership of their training and development needs within the organisation, whilst also providing a mechanism to discuss approval for training requests with supervisors.



The Review Group is aware of the developments in the implementation of the accomplishment growth model (AGM) which will formalise the requirements for individual development plans, albeit on a broad fundamental level. In the interim, voluntary IDPs would provide a vehicle for standardising the application process for available training and ensure that training is of developmental benefit to the individual and the organisation.

**ST 36: Implement a standardised training request process for all staff in the organisation.**

It is important to ensure that training and development opportunities are equitably distributed across the organisation for the benefit of individuals and the organisation.

During interviews conducted as part of the training review process, a number of managers expressed concern that a small number of staff become highly trained and competent in their role while a large number of staff receive limited training in their role. At present there are different training application processes in place for various types of training. Managing the prioritisation process nationally through divisional training boards requires the provision of essential information in a standardised format.

All training requests should be submitted using a training request form. This form should record the individual's details, including rank and current role, details of the training course applied for, whether the training is mandatory or elective, relevance and necessity of the training for the current role and the previous training history. Training request forms should be submitted to the individual's supervisor, accompanied by the individual's voluntary IDP.

If an individual wishes to appeal against a training request decision made by his or her supervisor, this can be directed to the divisional training manager who can escalate accordingly via the divisional training board. Implementation of an LMS will facilitate online training request applications.



**ST 37: Implement agreed standards to prioritise training for all staff members across the organisation.**

It emerged from submissions to the Review Group that there are weaknesses in nomination and selection processes for training allocation.

There are no defined standards in place at divisional level to facilitate a training prioritisation process. The introduction of a standardised process would prioritise training requirements objectively, based on developing the right knowledge and skills in the right people at the right time. It is proposed that all training requests should be assessed and ranked according to their priority, and either approved or rejected by the individual's immediate supervisor. All training requests, both approved and rejected, should be forwarded to the divisional training manager. These requests should be discussed by the divisional training boards, collated and re-prioritised if necessary. Requests should then be submitted to the Director of Training, accompanied by the divisional training board report.

The prioritisation process will facilitate the divisional training boards in the prioritisation of training allocation in their division, especially where divisional demand exceeds the course capacity offered. Where national demand is beyond capacity, it is the responsibility of the Director of Training, Assistant Commissioner Training and the executive training board to approve the need for additional courses and work with the relevant faculties to update the training curriculum plan accordingly.

**ST 38: Acknowledge and record attendance at training programmes through the granting of learning points to staff.**

There is a need to provide an incentive for staff to attend training within An Garda Síochána. Individual consequences of non-attendance at training will increase motivation and reinforce the organisation's commitment to rewarding staff who engage in professional development. It is proposed that attendance on relevant training courses should entitle individual members to accumulate learning points.



Training needs to be recognised when applying for promotion, transfer and lateral movement within the organisation. It is proposed that in order for members of An Garda Síochána to apply for promotion, appointment to specialist units (lateral movement), transfers or places on specialist training courses, they must first have accumulated the pre-requisite learning points from attendance at operational development training. Failure of individual members to attend the relevant operational development programmes will result in non-eligibility for all or any of the above. The proposed LMS should record learning points accumulated by individual members and will facilitate access to this information when considering the eligibility of candidates to apply for the various positions listed above. It is recommended that all future advertisements for internal appointments will request applicants to outline the number of learning points accumulated in the previous three years.

**ST 39: Notify the divisional training board of allocation of places on training no less than one month prior to the commencement of the training course.**

There is evidence in the interviews conducted with heads of units across the organisation that late notification of training allocations result in less than ideal candidates being nominated to attend. To facilitate operational planning, each faculty within the Garda College should notify divisional training boards of training allocations at least one month prior to the commencement of the training course.

The divisional training boards should notify the approved individuals that their training slot is available on the selected date and confirm with the relevant faculty at the Garda College that the approved individuals will attend the allocated training course at least twenty-one days prior to commencement. Where a division is unable to fill its allocation, the head of faculty must also be notified within the same time span. Unassigned allocations should be offered to other divisions with the highest priority of need.

Application of an LMS system should enable the divisional training board to avoid situations where a training place becomes available due to unavoidable circumstances



and is inappropriately filled. The implementation of an LMS would support this process through an automatic notification system to all relevant parties.

**ST 40: Determine suitability for some training courses by psychological assessment. The National Training Development Unit should have sufficient expertise to advise on the development of psychological assessments.**

A number of external submissions to the Review Group and heads of sections within the organisation recommended the increased use of psychological assessment within the organisation. It is thought that increased use of psychological assessment may provide a cost-effective mechanism for identifying the most suitable candidates for specialised training courses and roles. International best practice, particularly in Denmark and Finland, identified a far greater reliance on psychological assessment than is currently the practice within An Garda Síochána.

Research indicates that psychological assessment can be a useful tool in predicting a variety of performance indicators, including overall performance, sick leave, attrition and injury claims (Lough and Ryan, 2005). Three principal types of psychological assessment are used for selection, recruitment and training purposes:

- 1 personality tests (including biodata)
- 2 ability tests
- 3 situational tests.

At present, the Garda Síochána uses biodata informally in both nominations and recommendations. Situational and ability tests are used in pre-selection courses for the Emergency Response Unit, covert human information source handlers, specialist child interviewers, air support and driving courses.

It is proposed that psychological assessment should be applied to selection for training that lasts for more than two weeks. Implicit in this recommendation is that psychological assessment, in the form of pre-selection, should form part of recruitment, promotion and selection processes for specialised roles that require significant training.



The National Training Development Unit in conjunction with HRM should devise appropriate assessment batteries that are valid, reliable and non-discriminatory. Utilising such appropriate selection processes should ensure that candidates selected for training are more than likely to have the aptitude to successfully complete the training course and perform well in their role.

### **5.3.5 Operations**

The analysis of current processes under the operations heading of the ‘training and development capability model’© suggests that the operational functionality of training provision in An Garda Síochána is highly dependent on systems for financial management, supplier management and IT infrastructure. The Review Group believes that the implementation of the following recommendation will significantly enhance the functionality of the training process.

**ST 41: Implement and operate a process to manage external training providers.**

Supplier management would involve the process of planning, selecting, contracting, monitoring and maintaining external training providers. Interviews conducted as part of this review process with the heads of training schools at the Garda College raised concerns with regard to the organisational value and lack of systematic monitoring of external training. Currently a range of external instructors and presenters deliver training within the Garda College and directly to units in divisions. There is no defined process in place for engaging external training providers or monitoring their performance.

This results in multiple responsibilities for relationships with external training providers with no agreed standards. The monitoring of external training providers should be systematic and should be the responsibility of the National Training Development Unit.

It is recommended that the NTDU adopt a consistent supplier management process to effectively monitor and evaluate all external training providers working across the training function. Evaluations should assess delivery performance in the context of the learning outcomes defined during the engagement of the instructor, and all external





instructors should be evaluated to the same teaching quality assessment (TQA) standards as outlined in ST 33 for the evaluation of internal instructors. The outcome of evaluations should inform decisions regarding retention of external instructors.

### **5.3.6 Business impact**

In the context of the ‘training and development capability model’<sup>©</sup>, business impact involves analysing how training initiatives within An Garda Síochána impact business and operational results as well as how data in relation to trainee’s performance on training courses is managed within the organisation.

The training review team was not able to identify and assess the impact of the training function on organisational goals beyond the numbers of members who have attended training. A clear commitment to improvement was apparent in the internal submissions to the Review Group. It is envisioned that implementation of the recommendations in this chapter will enhance the capacity of the training function in An Garda Síochána to drive organisational performance in a manner which is objectively assessable and continuously improving.

The periodic reviews of accredited training courses (recommendation ST 19) should ensure that accredited training courses remain aligned to corporate goals and are consistently improved. A mechanism is required that ensures that all training continues to meet the requirements of the organisation. The completion of periodic training needs analyses should fulfil this function.

**ST 42: Conduct organisational training needs analyses every three years.**

It is fundamentally important to establish ongoing processes that identify gaps in skill, training and development needs. Processes should be in place to ensure that training needs are regularly identified and revised and to ensure that new training courses meet organisational requirements and priorities. There should be processes in place to ensure that the most effective training solution is defined to meet identified gaps and to ensure that training is accurately tailored and cost effective.



For the purpose of this training review, high-level individual training needs within the organisation were identified. However there are currently no internal systematic processes in place within An Garda Síochána that regularly identify training needs.

A training need is identifiable as the gap between organisational requirements and organisational capability. Although a resource intensive exercise, conducting a training needs analysis (TNA) is the most effective method for identifying training shortfalls in current performance.

TNAs should be conducted at a national level by the National Training Development Unit using a combination of quantitative and qualitative methodologies, engaging with statistically representative samples across the organisation.

It would be expected that all analyses will identify current gaps and future staff knowledge and skills requirements. The needs identified will inform the NTDU of any new training course and/or new training initiatives required within An Garda Síochána.

## **5.4 Information technology**

It is a challenge to deliver effective training to staff under constant pressures from operational duties and having difficulties in providing back-up cover whilst training takes place. The organisation needs to invest in alternative approaches to training delivery, moving away from the traditional approach of classroom-based training. This is apparent from the data-gathering activities undertaken as part of the training review, where other training solutions such as distant learning and computer-based learning are common practice within best practice organisations. There is a clear business need within An Garda Síochána for an e-learning training solution. The recommendation to implement a learning management system effectively addresses this evident training requirement of the organisation.



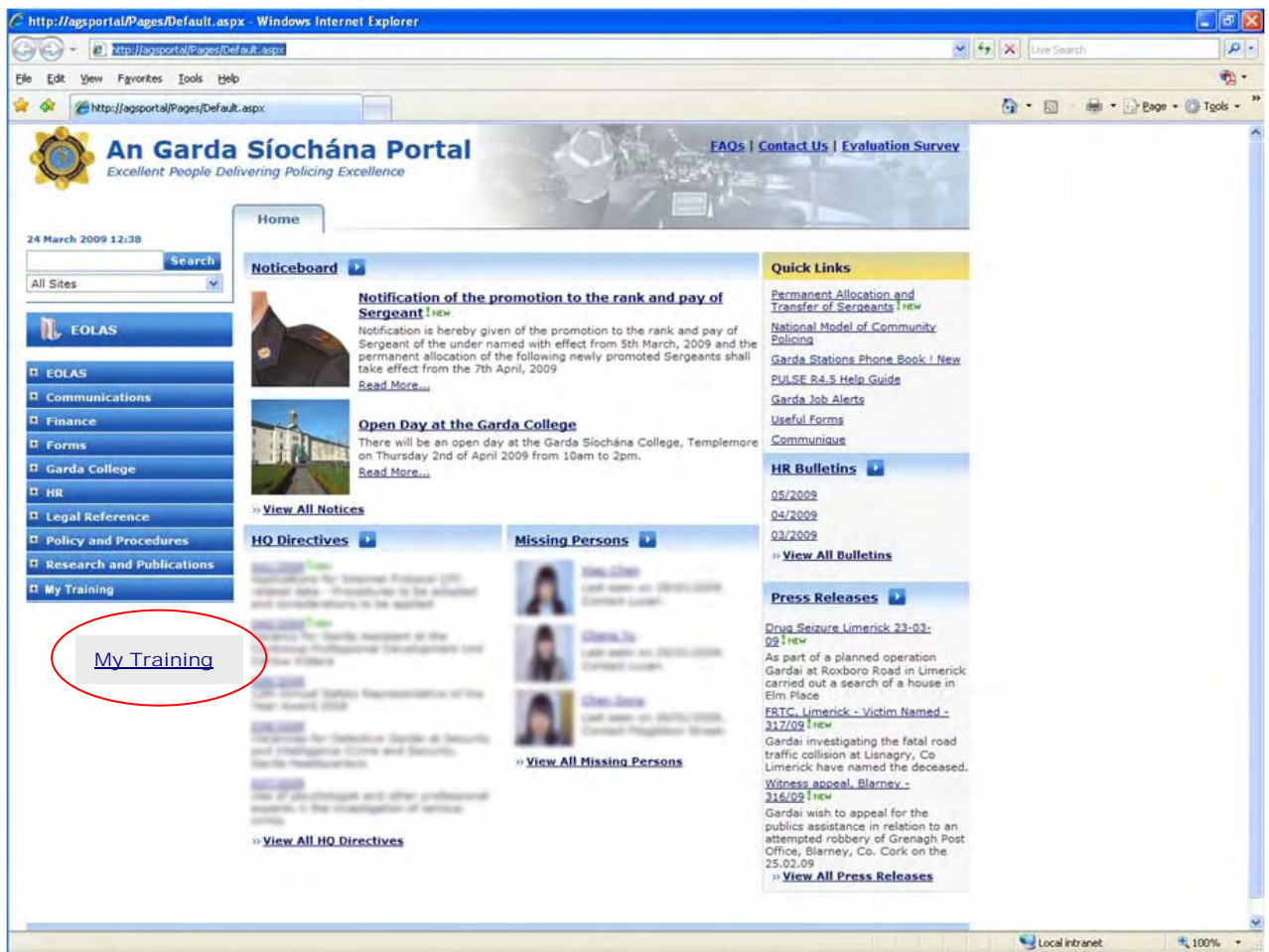
**ST 43: Implement a learning management system across the organisation.**

In essence a learning management system (LMS) manages the administration and oversight of an organisation's training. The software application manages the course content, registration, enrolment, delivery, attendance and reporting of training events. Typically, organisations introduce LMS systems to automate instructor-led training courses. Online training course content can be stored and maintained on an LMS and indexed for search purposes. Assessments, student scores and learning history can be managed and tracked through an LMS. Advanced features of an LMS include synchronisation with other human resource and finance systems, integrating learning with performance planning, and managing skills and competencies.

As mentioned previously, An Garda Síochána is currently using the open source software application Moodle for the Garda virtual learning environment (VLE) pilot. Moodle has the potential to provide some of the basic LMS features; however a strategic LMS needs to be developed to meet the entire organisation's training needs and requirements. For example Moodle would be unable to integrate into the organisation's HR and finance system. Continuing the development of Moodle would result in the organisation being unable to integrate training with performance planning or with the management of skills and competencies. Such functionality would however be provided through the implementation of a comprehensive LMS. It should be noted that the design and implementation of an LMS and other HR systems should be considered as two separate projects because each system needs to fulfil different business requirements.

**Benefits of a learning management system within An Garda Síochána**

The LMS could sit behind the current garda portal, providing a single point of access for staff to access the LMS with other information and systems. An example of how this could look is demonstrated in Figure 19.



**Figure 19: Example of An Garda Síochána portal containing a ‘My Training’ link to the learning management system**

An LMS will enable training processes to become more efficient within the organisation. For example, efficiency cost savings could be achieved in training administration and in travel and subsistence, and delivery of online training could enable some current garda instructors to be redeployed back into frontline operational policing.

The implementation of an LMS would also deliver significant benefits to all staff within An Garda Síochána, whether they are individual end users of training, supervisors or training staff within the Garda College or divisional training centres. The following section outlines the benefits that an LMS could deliver across these three groups.



### **Individual benefits**

- Allows individuals across the organisation to complete training at their own pace, promoting a more proactive learning approach.
- Enables individuals to view a curriculum plan online and see the courses scheduled for the coming months.
- Allows individuals to register for courses of interest (subject to supervisory approval).
- Enables individuals to track their learning and progression by completing course assessments online.
- Increases motivation due to availability of training opportunities at a time and location suitable to the individual's level.
- Facilitates collaboration and sharing of knowledge through an online forum and discussions.
- Enables training credits system to be managed and accessed.

### **Supervisor benefits**

- Allows supervisors to seamlessly approve all training requests online before staff can register on any training courses.
- Allows supervisors within An Garda Síochána to administer and track training for their direct employees at any time.
- Enables supervisors to manage compliance of direct reports with organisational training standards and regulations.
- Provides one database for the centralisation of content, student management and reporting.

### **Training staff and organisational benefits**

- Standardises training procedures across the organisation.
- Reduces costs in travel and subsistence to a physical training location. A high percentage of training can be provided online at point of need.
- Reduces the level of disruption and time away from operational duties across the force.



- Provides one consolidated training view across the organisation, and the ability to understand who and when individuals have attended training.
- Provides the different faculties in the Garda College with visibility of the approved training courses across the divisions. This enables the Garda College to effectively plan the roll-out of training curricula to meet the operational demand, resulting in increased value for money with higher attendance rates.
- Provides a cost-effective method to assess and report compliance requirements.
- Provides the ability to centrally manage training content, programmes and resources for greater consistency and less redundancy.
- Easier to build, maintain and deploy course material. Reduction in printing/paper costs from sharing information online
  - Enable programmes to be updated more quickly and effectively online
  - Easier to up-skill across the organisation.
- Automation of administration, tracking and management reporting.
- Enables greater re-use of knowledge and skill in the organisation, thereby increasing the effectiveness of the organisation and reducing and eradicating duplicate work.
- Provides consistent online evaluation to monitor the quality of the programmes being delivered.
- Provides accountability of training effectiveness by ensuring competency through formal assessment.
- Enables the control of financial budgets and costs in the Garda College, divisional training centres and management within the divisions. This will facilitate activity-based costing.
- Integration capabilities with other organisational systems such as HR and financial systems.
- Facilitates the implementation of governance structures and procedures.
- Underpins the lifelong learning philosophy practically and effectively.

#### **5.4.1 Implications of implementing a learning management system**

The implementation of an LMS is a significant investment for An Garda Síochána. Further research has been documented for consideration when selecting and



implementing such a system. This is outlined in appendix E. There are many vendors in the LMS market, each with different offerings and features. The effective use of a SAP LMS was observed at a site visit to Bank of Ireland. Other vendor market leaders are SumTotal and Saba. Niche players include Certiport, ACS Learning Services and Oracle. Further work will be required to determine all of the procurement and implementation issues once a decision has been made to implement an LMS. The implementation of an LMS within An Garda Síochána will result in increased efficiencies and value for money and a culture change as outlined in the following sections.

### **Value for money**

In 2007, An Garda Síochána spent over three and a half per cent (3.58%) of payroll on training against an Irish average of just over three per cent (3.13%). The organisation could obtain better value for money from this spend and decrease it by investing in an LMS to achieve yearly cost efficiencies across the training function.

Costs efficiencies could be achieved in training administration. The LMS could realistically deliver a thirty per cent reduction in training administration through automated processes delivered by the system. This would enable a thirty per cent efficiency saving per year in training administration.

By automating online instructor-led training, instructors who are operational garda staff could be redeployed back into frontline operational policing. At a minimum, twenty per cent of previous instructor-led training could be online, potentially freeing up twenty per cent of garda staff currently involved in the delivery of training. This efficiency saving would be delivered per year.

Training-related garda travel and subsistence costs were estimated at €3.3m for 2007 (Lynch 2008). The implementation of an LMS could greatly reduce travel and subsistence costs on a yearly basis because it would facilitate training taking place remotely, reducing travel and operational costs currently incurred due to staff having to travel to divisional training centres or the Garda College.

The Review Group appreciates that a considerable initial investment would be required at the outset; however the efficiency savings would be substantial on a yearly basis. A well



designed LMS solution would allow resources to complete training courses online and would deliver the substantial organisational benefits outlined earlier at reduced cost, financially and operationally.

### **Cultural change**

An LMS would require a cultural change within the organisation. Implementation of an LMS would enable members of An Garda Síochána to influence when, where and what they learn. Through the LMS, members of the organisation would have the ability to complete training courses online at a time and place convenient to them. This cultural shift within the organisation would produce a more pro-active approach to training and development, empowering staff to take ownership of their own learning and progression throughout their careers. The implementation of an LMS would facilitate the promotion and adoption of a lifelong learning philosophy across An Garda Síochána.

## **5.5 Conclusion**

The purpose of this chapter was to devise a strategy for training and development outlining how An Garda Síochána should manage training and future development.

The proposed appointment of an assistant commissioner to the role of Assistant Commissioner Training reflects the importance this training review attaches to training and development in An Garda Síochána. The implementation of this recommendation would highlight the commitment of An Garda Síochána to lifelong learning as an organisational training philosophy. It accords with the level of responsibility and diversity of the training portfolio across the organisation.

The restructuring of the Garda College faculties and the creation of an enhanced training governance structure have been recommended to ensure training is adequately resourced and effectively managed throughout the organisation.

A map of lifelong learning for any career in An Garda Síochána is presented in the Garda training and development model. This model provides a coherent structure of rank and role based training for all garda and civilian staff in the organisation and is underpinned





by the premise that best organisational value will be achieved from training which is structurally cohesive, operationally relevant and competency based. The establishment of the proposed National Training Development Unit will ensure the development of robust, operationally relevant and sustainable training and development programmes for An Garda Síochána.

The implementation of many of the Training Review's recommendations will be dependant on the implementation of the proposed learning management system. This system will provide numerous benefits to individuals, supervisors and training staff across the organisation and will facilitate collaboration as well as increased efficiency and consistency across the training function. Adopting the recommendations and strategic vision for training proposed in this chapter will ensure that An Garda Síochána delivers best practice training to meet the new challenges of a changing society.





## Chapter 6: Student/Probationer Faculty

### 6.1 Introduction

This chapter outlines the garda organisation's approach to student/probationer and reserve garda training, and makes recommendations with respect to the direction of training and development in these areas. The chapter presents an analysis of the strengths and weaknesses of the current student/probationer programme identified in the data-gathering activities undertaken as part of the training review process.

During the consultative stage of the training review, a significant number of submissions were received which focused on student/probationer training. During the site visits to international police colleges particular attention was given to the training and development of new entrants. The various models of foundation police training observed internationally have been considered in the analysis of the current student/probationer programme. The analysis presented identifies areas for development regarding the current student/probationer programme and established methods of enhancing the preparation of student/probationer gardaí for core operational garda duties.

The Training Review Group recommends a new training programme for student/probationers structured over three phases of training. The proposed modularised programme aims to address core policing skills development through blended learning. Increased use of scenario-based practical training, drawing on problem-based learning (PBL) methodologies is recommended. A new augmented structure of operational-field training is also proposed, to support experiential learning.

The analysis of reserve garda training revealed that the standard and delivery of the current programme is appropriate for the level of policing powers held by reserve garda members. Recommendations are made with regard to additional skills training.



## **6.2 Analysis of the current student/probationer programme**

### **6.2.1 Introduction**

This analysis of the current student/probationer programme and reserve garda programme reflects submissions made to the Review Group, interviews conducted by the review team, international site visits and course evaluations conducted with phase V probationer gardaí in 2008. The analysis draws upon three pieces of primary research: Leahy, O'Mahoney and Todd (2008), Browne (2008) and the training needs analysis conducted by the review team.

Leahy et al (2008) conducted an extensive critical analysis of the student/probationer education/training development programme in part fulfilment of the 'garda executive leadership programme' (GELP) higher diploma. They surveyed 1,184 members of An Garda Síochána and received a response rate of twenty-eight per cent, reflecting all ranks within the organisation. Qualitative interviews were conducted with staff involved in student/probationer training, including management, teacher/trainers, supervisors and tutor gardaí.

A review of reserve gardaí was conducted by the Garda Research Unit in 2008. In this research 121 reserve garda members were surveyed and also a sample of superintendents, inspectors, sergeants and gardaí who had accompanied reserve garda members on duty.

The training review team did not replicate the primary research conducted by Leahy et al (2008) or Browne (2008) because both studies were recent publications and methodologically relevant to the current review process.

The third piece of primary research that directly informs this analysis is the skills and training needs analysis (TNA) conducted as part of this training review. Full details of the TNA are outlined in chapter 2.



A number of key issues emerged from the analysis of this large data set. Principle findings are organised around six key issues:

- 1 competency, knowledge and skill development
- 2 structure/content of phases and attestation of garda powers
- 3 specific elements of the student/probationer programme (such as physical capacity, dissertation and languages)
- 4 accreditation and the balance between theory and practice
- 5 entry requirements
- 6 specific issues relating to the reserve garda programme

Each of these key issues was analysed by the Review Group with some international comparisons highlighted to demonstrate trends in police training.

### **6.2.2 Competency, knowledge and skill development**

One of the key recommendations of the Keating Report (1997) was the implementation of the ‘generic professional competency model’ (GPCM). The GPCM model identified the professional competencies which student/probationer gardaí should be required to develop as they progress through the training programme.

The Keating Report defines competency as “*the whole of the knowledge and skill which gardaí have at their disposal and which they can use effectively and efficiently to reach certain goals in a wide variety of policing contexts and situations*” (Keating, 27:1997).

The analysis of research and submissions conducted by the training review team identified both knowledge and skills gaps as well as inconsistencies in competency development across the phases.

### **6.2.3 Competence development**

The current student/probationer programme is structured across five phases, taking 104 weeks to complete. Table 24 provides a brief outline of the duration and location of each



phase of the current student/probationer programme<sup>41</sup>. Although the entire student/probationer programme is competency based, the structure and assessments contained within phases I, III and V are predominantly lecture and theory based, while phases II and IV focus on practical development and are easier to relate to competency development. The ‘experiential learning diary’ (ELD), which students complete, is the competency-based self-reflective instrument that is used in all phases of training. Completion of the ELD is compulsory but is not formally assessed.

Phase	Modules	Duration	Location
I		22 weeks	Garda College
II		24 weeks	Garda station
III	Module one	12 weeks	Garda College
	Module two	4 weeks	Garda station
IV		40 weeks	Garda station
V		2 weeks	Garda College

**Table 24: Duration and location of each phase in current student/probationer programme**

In the ELD students are required to reflect on their learning experiences and relate them to the appropriate competencies in the GPCM. Leahy et al (2008) report that students do not find value in the ELD in phases I, III and V of the current programme. Student gardaí interviewed by the Review Group, identified that it is difficult to relate learning in these phases to the required competencies. Generally they admit to being at most times challenged and sometimes even creative in finding appropriate entries for the ELD. Students reported that the ELD is more relevant to the experiential learning in phases II and IV, where relationships between experiences and competencies are more evident.

The skills and training needs analysis completed as part of the training review identified that student gardaí have insufficient training in some of the competency areas. This

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<sup>41</sup> Table 24 outlines the current student/probationer programme, which has undergone amendments due to accelerated recruitment (introduction of module two in phase III) and financial and operational requirements (reduction of phase V to two weeks).



finding affirms the apparent difficulty that students have in relating subject-based training in the Garda College to competency development.

#### **6.2.4 Knowledge and skill development**

There is concurrence in the results of the skills and training needs analysis conducted by the review team, phase V student evaluations, Leahy et al (2008), and submissions made with regard to gaps in the development of skills and knowledge. Indeed the most significant finding in relation to the student/probationer programme is that it does not develop all of the basic skills required for operational policing. The key knowledge and skill gaps were identified as

- file preparation
- court presentation
- interviewing
- statement taking
- report writing
- legislation (specifically evidential proofs)
- station management
- physical capacity
- crime investigation.

The deficits are primarily skills deficits. The Keating Report (1997) recommended skills development as student/probationers progressed through the phases as outlined below.

- Phase I: Build knowledge to underpin skills.
- Phase II: Observe knowledge in action.
- Phase III: Develop skills.
- Phase IV: Refine skills through practical application.

Keating (1997) also recommended a ninety-one hour integrated module focused on skill development through problem-based and project-based learning in phase III. Leahy et al (2008) found that the integrated skills development module suggested by Keating (1997) was never implemented and phase III remained subject based. Leahy et al (2008) indicate that accelerated recruitment contributed to the failure to implement skills



training, resulting in phases I and III of the programme being predominantly lecture and theory based. This finding was supported by many submissions to the Review Group.

Leahy et al (2008) also report that legal and procedural training in divisional training schools, during phase II, was perceived by students as assisting them most in their operational roles. This training is delivered to small groups and is combined with experiential learning, thereby ensuring a practical element and providing theory on real situations. This important finding forms the basis for some significant recommendations in this regard.

The necessity to increase scenario-based training emerged from a number of sources in the data-gathering exercise. Ninety-one per cent of a sample of all ranks indicated that more of this type of training should be introduced (Leahy et al, 2008). The best practice site visit to the PSNI training college identified that the PSNI is planning to improve skill development by increasing its level of scenario-based training for cadets by 800 per cent. This change in focus has been influenced by the Canadian problem-based learning approach for training of police entrants.

### **6.2.5 Phase structure and attestation of garda powers**

The current phase structure of the student/probationer programme (as outlined in chapter 3) differs somewhat from the model suggested by Keating (1997) and accredited by HETAC. The main difference is the introduction of a new phase III, module two<sup>42</sup>, which was introduced to accommodate the accelerated recruitment of garda entrants. Also phase V of the current student/probationer programme has been reduced to two weeks to fulfil operational requirements and to reduce the significant cost associated with phase V of the current programme. All phases of the current student/probationer programme have been examined by the Training Review Group. The following provides an individual analysis of each phase of the current student/probationer programme.

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<sup>42</sup> Phase II is now divided into two modules. Module one is completed in the Garda College and is twelve weeks in duration. Module two is completed in garda stations and is four weeks in duration.





### 6.2.6 Analysis of phase I

Phase I of the student/probationer programme is delivered in the Garda College, organised around the eight subject areas (as outlined in chapter 3). In qualitative interviews with garda management, supervisors and staff at the Garda College Leahy et al (2008) identified that

- there are no clear links between session outcomes and competencies
- skills-based training should form the basis of all training
- assessments do not capture the range of knowledge and skills required, nor do they identify the deficits
- role play assessments recently introduced in the management and organisational studies section were viewed positively but demonstrated students' difficulty in integrating knowledge from multiple subject areas
- clear skills gaps existed particularly in the areas of written communications, interviewing, reports and statements
- subjects are independent and there appears to be little integration of learning across subject areas
- the generic professional competency model does not capture physical policing competency requirements
- differences in Irish language standards on entry necessitated different Irish courses
- phase I should contribute in a weighted manner towards the final award.

The Review Group examined the relevance of phase I to the operational policing role performed by gardaí. The Review Group conducted a series of interviews with staff members and students at the Garda College. These interviews raised specific concerns about the relevance of certain aspects of the student/probationer programme to the policing role. Specifically students raised concerns about the relevance of the European languages, social studies and psychological studies syllabi. This finding was supported by research conducted by Leahy et al (2008) who found that probationer gardaí indicated that only twenty-two per cent of the phase I programme was relevant to their operational policing role.



### 6.2.7 Analysis of phase II

During phase II, module one, student gardaí are assigned in an observational role to a dedicated tutor garda at their designated training stations. Students are also required to undertake specialist and administrative placements, in such units as the drugs unit, traffic corps and district office. They are also required to complete a social placement with a local social agency.

The deployment of the reserve garda has given rise to an anomaly. Reserve gardaí are attested and conferred with partial policing powers on successful completion of approximately 136 hours of training. Student gardaí are not attested or conferred with their policing powers until fifty-eight weeks of training have been successfully completed.

There was a general consensus from submissions that students should be attested and conferred with policing powers prior to commencement of phase II training. Leahy et al (2008) identified that sixty-three per cent of chief superintendents, superintendents and inspectors believe that phase II student gardaí should be attested. Also all tutor gardaí interviewed believed student gardaí should be conferred with policing powers on phase II.

A course evaluation completed by phase V probationer gardaí in 2008 indicated that eighty-one per cent would have benefited from having policing powers while on phase II of training. Interviews with managers across the organisation and a submission from the Garda Inspectorate agreed with earlier attestation of student gardaí to the organisation.

The skills and training needs analysis conducted as part of the training review identified that seventy-four per cent of student gardaí were satisfied with the performance of their tutor garda and twenty-six per cent were not satisfied. Leahy et al (2008) indicated that the tutor garda is the person who influenced student gardaí most during phase II of training. Sixty-six per cent of student gardaí seek guidance from their tutor during this phase and thirty-four per cent of students indicated that they would also seek guidance from another member.



The Review Group conducted interviews with student gardaí, probationer gardaí and tutor gardaí to gather information regarding the role of tutor gardaí. The principle concerns identified were the following:

- tutor gardaí being allocated to the role without consultation
- some tutors were unsuitable for the role
- tutors should receive refresher training
- tutors have no mechanism to deal with problematic students
- the observational role of students on phase ii perpetuated a ‘stand back and someone else will do it’ philosophy
- tutors should have a role in student garda assessments.

It emerged from skills and training needs analysis and interviews with heads of training schools conducted as part of the training review that, whilst a significant proportion of tutor gardaí were excellent, some tutor gardaí have insufficient experience for the role. Leahy et al (2008) identified that forty per cent of respondents of all ranks believed that some tutor gardaí have insufficient experience in the general garda role to be credible in their role as tutor gardaí. This is most likely a result of the high percentage of the organisation being of junior service due to the accelerated recruitment programme.

Following their period of attachment to designated tutor gardaí on phase II, student gardaí are allocated for eight weeks on placements within specialist units. There was agreement that these specialist placements were of use, providing insight to the workings of the organisation. However, it was noted that the placements were too long, that some specialist units were not committed to student development and that placements may give unrealistic expectations with regard to career development opportunities. It was also noted that specialist placements attracted the student gardaí to these units, distracting them from core operational policing goals before the students are properly grounded in policing skills and craft. It was suggested that specialist placements should be removed from phase II training and that the focus should be on regular operational policing.

During the final weeks of phase II, student gardaí are assigned to a social placement in an external agency. Social placements were perceived as being valuable for developing and enhancing community relationships. However, it was identified that there is a lack of



supervision and utilisation of student gardaí by some agencies. During interviews with the Review Group some students stated that they found limited value in the social placement.

Research by Leahy et al (2008) examined the relevance of training received by student/probationer gardaí in divisional training centres. Probationer gardaí rated this training (one day per week) as very relevant to their role.

### **6.2.8. Analysis of phase III**

On return to the Garda College for phase III, students continue with studies in the same subject areas as phase I. The Review Group examined these subject areas, progression from phase I onto phase III and the relevance of subjects, and concluded as follows:

- there is little evidence of progression in learning outcomes within the subjects between phase I and phase III
- integrated problem-based skills module is not implemented
- there are no overall learning outcomes across subjects
- variability in phase length (between ten and twelve weeks) due to operational requirements such as ‘operation freeflow’<sup>43</sup> in December of each year presents difficulties
- case studies and newly introduced role play assessments are viewed as good learning instruments
- court practical assessments with trainee barristers are also viewed as good learning instruments.

Probationer gardaí indicated that only thirty-five per cent of the phase III training programme was relevant to their operational role (Leahy et al, 2008). This perception concurs with findings of the interviews conducted by the Review Group, where students expressed concerns about the relevance of subjects taught and highlighted the need for more scenario-based training.

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<sup>43</sup> Operation freeflow is a traffic control operation conducted in Dublin prior to Christmas annually to alleviate traffic congestion.



### 6.2.9 Analysis of phase IV

At the end of the Garda College element of phase III, student gardaí are attested and conferred with full garda powers, thereby becoming probationer gardaí. At this stage probationer gardaí are allocated to their designated garda stations. Probationer gardaí spend the last four weeks of phase III on station orientation in the designated garda station. On commencement of Phase IV probationer gardaí begin regular duties at the garda station.

This phase is perceived by probationer gardaí to be the most beneficial learning phase. Probationers indicated that eighty-seven per cent of the phase programme involved learning which is relevant to their role. However, nearly half of probationer gardaí surveyed felt that they were not fully prepared for operational duties (Leahy et al, 2008).

Of those who indicated that they were not fully prepared for operational duties, thirty-two per cent stated that they were subsequently prepared three months into phase IV, twenty-nine per cent indicated they were prepared six months into phase IV and fifteen per cent after nine months in phase IV. The remaining probationer gardaí felt that they needed a longer period of preparation. Similarly fifty-two per cent of sergeants indicated that probationer gardaí were capable of carrying out duties after nine months in phase IV, with a further thirty-one per cent indicating twelve months experience in phase IV was necessary.

These results indicate that it is not until at least nine months after attestation that the majority of probationer gardaí are capable of appropriately fulfilling operational duties.

During phase IV of training the person with most influence on the probationer is the supervisory sergeant, followed by members of the probationer's operational unit, then divisional training instructors and district management. There were a number of suggestions that the allocation of a tutor would be of benefit in phase IV of training.

It is clear that the supervisory sergeant plays a significant role in probationer development and probationer gardaí are most influenced by colleagues in the operational field during this time.



### **6.2.10 Analysis of phase V**

The utility of phase V of the student/probationer programme was raised in a number of submissions to the Review Group. It was originally intended that the current phase V training module was to be a capstone phase, where probationer gardaí reflected on their learning and competency development to-date, as well as future career directions, with the assistance of presentations from specialised units, prior to graduation (Keating 1997).

Leahy et al (2008) surveyed probationer gardaí in order to identify the strengths and weaknesses of phase V of the student/probationer training programme. The strengths of phase V were reported to be; ‘passing out’, ‘none’ and ‘it’s a break’. Probationer gardaí indicated that the phase was ‘too long’, ‘a waste of time’, and didn’t contain any training or assessments. It is clear from some of the comments of probationer gardaí that phase V of the programme is not being experienced as it was intended.

### **6.2.11 Progression of learning across the phases**

A particular concern for the student probationer programme raised by staff in the Student/Probationer School (Leahy et al, 2008) was a lack of progression in learning outcomes between the Garda College phases (I and III) and the experiential phases (II and IV). It was identified that some staff delivering phases II and IV of the programme in divisional training schools were unaware of the learning outcomes in phases I and III of the student/probationer programme.

It is considered by the Training Review Group that this lack of progression of learning outcomes is partially a function of phases I and III being subject and knowledge based and phases II and IV being practical experiential learning. More consistency in approach to training and learning outcomes across all training phases might alleviate this issue.

### **6.2.12 Accreditation and the balance between theory and practice**

Accreditation of the student/probationer programme is perceived as beneficial across the ranks of An Garda Síochána. However the programme is seen as being ‘too academic’



with the perception that the current balance is seventy per cent theory and thirty per cent practice (Leahy et al, 2008).

It was apparent in some submissions to the Review Group that ‘accredited’, ‘academic’, ‘theoretical’ and ‘not practical’ were synonymous. This however is not necessarily the case. The perceived level of theory versus practice balance is an issue relating to the lecture-based method of programme delivery addressed in the analysis above. The method of delivery and content of the programme are not prescribed by the accreditation process.

### **6.2.13 Entry requirements**

Minimum entry requirements for student gardaí and reserve garda members are set by statutory instrument<sup>44</sup>. Interviews conducted by the Review Group with training instructors identified generic skills that would be better suited as entry requirements than training areas. Submissions to the Training Review Group from across the organisation concurred that the minimum entry requirements for the student/probationer programme should include non-policing skills, to enable training to focus fully on applied policing knowledge and skills. The Review Group examined suggestions regarding minimum entry requirements for An Garda Síochána and the selection process and makes recommendations in this regard (recommendation SP14 refers).

### **6.2.14 Specific issues relating to the reserve garda programme**

In general the reserve garda members surveyed were satisfied with their experiences of An Garda Síochána and were enthusiastic about their role in the organisation. Summary information from Browne (2008) highlights the following:

- eighty-nine per cent were satisfied with the standard of training they received rating this as ‘very good’ or ‘good’
- eighty-three per cent were satisfied with the relevance of their training
- reserve members are trained in the use of force but not in first aid

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<sup>44</sup> Minimum entry requirements for the student/probationer programme are prescribed in S.I. No. 560 of 2005. Entry requirements for reserve gardaí are prescribed in S.I. No. 413 of 2006.



- reserve members would like more practical scenario-based training and training in completing relevant forms.

Reserve garda members indicated that the training should be more focused on their policing powers and have stated that refresher training would be useful.

### **6.2.15 Summary of analysis**

The submissions received were constructive in nature, identified issues of concern and produced interesting suggestions for recommendations to improve training and development for new entrants to An Garda Síochána.

For the student/probationer programme, the primary concern was its ability to develop the necessary knowledge, skills and competence required by probationer gardaí in core operational policing areas, considered necessary to deliver a policing service.

Concerns identified in relation to the student/probationer programme and particularly relevant to phases I, III and V of the programme were as follows:

- insufficient knowledge of legislation and evidential proofs
- more practical-based learning required
- overuse of didactic teaching methods in phases i and iii of the student/probationer programme
- inconsistency in exposure to experiential learning opportunities.
- insufficient learning from experiential opportunities
- inconsistencies in competency development across the training phases.
- little organisational benefit from the phase v training module
- no progression in learning outcomes across the programme
- subject-based delivery not conducive to integrated knowledge and skills development
- tutor gardaí should be consulted prior to appointment, be sufficiently experienced and receive refresher training
- need for garda powers earlier in the student/probationer programme
- levels of physical competence not aligned to operational requirements
- dissertation component not perceived as relevant





- European language studies not perceived as relevant.

### **6.3 Student/probationer recommendations**

The analysis following the data-gathering activities presented a number of areas for improvement within the student/probationer training programme. This section will present a series of recommendations aimed at ensuring that the student/probationer garda is fully equipped to meet the operational policing needs of the organisation, through the development of core knowledge and skills.

The primary recommendations centre on the following.

- A new three-phased student/probationer training programme, which will focus on practical scenario-based training.
- A revised structure for the Student/Probationer School within the Garda College that provides for oversight of the entire programme and quality assurance management.
- A new structure for field training to include appropriate support for experiential learning within the garda divisions.

Further recommendations are presented to support these central themes and address other concerns identified in the analysis.

#### **SP 1: Develop a new student/probationer programme delivered over three phases.**

Given the significance of the student/probationer programme, one of the key training and development areas considered by the Review Group was an examination of the programme and the gathering of evidence to provide a comprehensive rationale for any proposed revision of its current form. Additionally, the current student/probationer programme has provided excellent training for student/probationer gardaí heretofore, and has been used as a model of best practice for many other police jurisdictions. Therefore



any proposed changes to the programme would have to be well grounded and add value to what has already proved to be a successful programme.

The Review Group considered international models of recruit training and observed excellent elements of training that would be appropriate for An Garda Síochána but no single best practice model was identified. The review team examined previous research conducted in relation to the garda student/probationer programme and analysed all research and submissions collected during the data-gathering phase.

Site visits studying best practice examined Sweden and Denmark police training programmes for police recruits. Both Sweden and Denmark have recently reviewed their police recruit training programmes and have recommended the introduction of a five-phase model. The Review Group considered these reviews and their recommendations in detail.

The current Swedish programme requires an initial training phase of two years in the National Police Academy, followed by six months field training with limited policing powers. The recent review by the Swedish Police Review Commission has recommended doubling the amount of field training in the programme. The proposed programme will consist of an initial one-year university term followed by six months field training, without policing powers. This is followed by a further six months at university, then six months field training, again without policing powers and a final six-month term at university.

An issue highlighted on the site visit to Sweden was that, having spent two years in the National Police Academy, students in field training have difficulty in taking action, using initiative and dealing with the discrepancies between the theory taught at the police academy and operational practice.

The Swedish Police Review Commission also conducted an international survey of police education systems and found no clear trend or common tendency among comparable countries. Research conducted during international site visits by the Review Group concurs with that finding. The only commonality in police training models is the



requirement for both college and field-based training and the requirement to integrate the training associated with both settings.

The site visit to Denmark examined the Danish training programme, which is currently four years in duration and delivered over four phases. Nine months are spent at the Danish Police College followed by eighteen months of field training with policing powers. Students return to college for a further nine months and the last seven months of the training programme are spent with the Tactical Support Unit<sup>45</sup>.

The recent Danish Police Education Reform recommended a new five-phase programme to be implemented in 2010. Students will spend phases one, three and five in the police college and phases two and four in field training in police stations with full policing powers. A key issue to emerge from the Danish reform was that students, having spent their first field-training phase with full powers, returned to the police college believing that they were fully trained with little left to learn.

The recommended revisions to the Swedish and the Danish policing training programmes focus on improving knowledge, skill and competence for core operational duties. Both recommend a move from subject-based teaching to problem-oriented learning.

The Review Group conducted a site visit to Hampstead Borough, London, to consider the London Metropolitan Police (LMP) training. The LMP has a thirty-week training course in Hendon Police College, followed by three short 'placements' in the policing boroughs. Students while on placement have full policing powers and are accompanied by an assigned tutor and may only deal with incidents that they have covered in training thus far. This practice presented a difficulty in that, during the early placements, the level of involvement by students in policing activity was very limited. There was also an identified discrepancy between training in the Police College and practice in the various boroughs.

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<sup>45</sup> Tactical support unit is an operational police unit which support police officers in critical incidents that require special skills and equipment in tactics.



A key dilemma with police training models identified during site visits is the balance and timing of the delivery of the necessary theoretical concepts that underpin policing practice and the need for police with policing powers in operational settings.

In the current garda student/probationer programme, the Review Group found that the observational nature of phase II is counterproductive and promotes ‘a stand-back approach’ in some gardaí. It was also identified that student gardaí have difficulty in relating the subject- based theory, taught at the Garda College to operational practice.

The training review team’s analysis of all the information gathered during site visits and the external and internal submissions suggest that a revised model of student/probationer training is required and the Review Group therefore recommends the introduction of a three-phase model of training.

The rationale for recommending the three-phased student/probationer programme is grounded on the analytical research conducted in the training review process and the site visits to locations of best practice. Although both Sweden and Denmark are opting for a five-phased training model, An Garda Síochána has already used this model since 1989 and gained valuable experience as a result. One issue which was identified during the examination of the current student/probationer programme was the difficulty in focusing students on theory following the operational phases. This was also highlighted during the review of the Danish programme. Other issues identified by Leahy et al (2008) in their research were that phase II developed a stand back attitude with students. Submissions to the Review Group also questioned the value for money and training value of the four-week phase V in the current student/probationer programme. The reduction of phase V to two weeks in November 2008 has addressed some of these issues.

The Review Group has considered these issues and addresses them in the proposed student/probationer programme. It recommends that phase I shall focus on skills and knowledge acquisition and be delivered within the Garda College. Phase II will be a progressive experiential learning phase conducted in an operational setting. The final phase III will be a capstone phase where student/probationer gardaí will complete their



final competence development and assessment. On successful completion probationer gardaí will graduate from the Garda College.

The extensive research and site visits conducted by the training review team have grounded the Review Group's recommendation to reduce the existing programme to a three-phased programme. This new three-phase model of training in the student/probationer programme will have a revised structure, which is outlined in the next recommendation.

**SP 2: Revise the structure of the new three-phased student/probationer programme.**

With three phases in the recommended student/probationer programme it is imperative that probationer gardaí commencing phase II are sufficiently trained to perform all core operational policing requirements. This necessitates a phase I programme comprehensive enough for students to achieve the required level of competence in each area and meet the training requirements for all core policing needs. However, it is important to strike the right balance in the duration of phase I. Phase I needs to be sufficiently long to ensure competence in core policing and yet short enough to maintain focus and get students into an operational setting early in their training. In the review of the Swedish training programme it was found that students found it difficult to apply the theory learnt following their lengthy phase I module. Additionally, in striking the right balance it is important that the student/probationer programme should add value to the delivery of an effective police service in society. In the current climate the requirement to have as many gardaí as possible in operational settings is very apparent and the recommended student/probationer programme will enhance this.

Leahy et al (2008) identified that in the current programme the most significant learning occurred during phase IV training, where probationer gardaí engage in policing activities and use policing powers. Probationer gardaí, tutor gardaí and various other contributors to the training review suggested that there should be increased levels of support during the current phase IV module. Currently, student gardaí are accompanied by a tutor garda while on phase II training and attend the divisional training school for one day per week.



Probationer gardaí are unaccompanied while exercising full policing powers in phase IV and attend the divisional training school for one day each month.

A study by Haar (2001) concluded that *“the field-training process, along with the recruit’s emersion into the workplace environment, is more powerful in shaping a recruit’s attitude or skills towards community policing than individual characteristics, pre-academy attitudes or academy training”* (Haar 284:2001).

It has been identified that student/probationer gardaí have great difficulty in integrating college-based learning phases with experiential field learning phases. Given the learning value placed on the current phase IV training, the Review Group considers it important and beneficial to the student/probationer to enhance the development of theoretical knowledge and skills during experiential field training.

The ethos of student/probationer training recommended by Keating (1997) promoted the opportunity for students to develop within a phased approach that did not confer policing powers until after sixty-two<sup>46</sup> weeks of training had been completed. Withholding policing powers until successful completion of phase III ensured that student/probationer gardaí were provided with an opportunity to observe policing activity without responsibility, thus avoiding ‘being thrown in at the deep end’ or being consistently deployed in tasks that offered few learning opportunities.

The proposed programme structure retains a protection of the learning environment for probationer gardaí, whilst facilitating incremental responsibility in policing activity with full policing powers. It is considered that this approach will avoid the development of ‘a stand-back approach’ identified during the data-gathering phase of the training review.

Kaminsky (2002) points out that a ‘trainee task list’ is an essential element of a successful field training programme. These lists identify the various police activities that a recruit must complete during field training. Kaminsky (2002) also highlights the

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<sup>46</sup> This has been reduced to fifty-eight weeks due to the accelerated recruitment campaign, with the last four weeks (module two) of phase III spent in a garda station with the student having been attested with garda powers.



importance of a field training ‘curriculum’ to assist development and the assessment of a student’s competence.

The new student/probationer programme addresses all these issues with students completing a comprehensive phase I and moving into the operational setting after thirty-two weeks, (thirty weeks at the Garda College followed by two weeks leave), to put their training into practice. It is envisaged that the extension of phase I to thirty weeks will fully prepare student gardaí for phase II training. Following phase I students will be attested and become probationer gardaí, with full garda powers. It was clear from the analysis of findings that there is a majority view that student gardaí should be attested to An Garda Síochána with policing powers prior to phase II of training. It is important to acknowledge that student/probationer gardaí will not be fully trained at this point; therefore progressive development and appropriate exposure to experiential learning opportunities will be essential in nominated stations while on phase II. Table 25 outlines the objective, duration and location of each phase in the recommended student/probationer programme. As can be seen from Table 25, phase II of the revised student/probationer programme will incorporate three progressive developmental stages. The three developmental stages of phase II are the following.

- Assisting stage: sixteen weeks duration, where students will assist an accompanying member in regular policing activities. During the assisting stage probationer gardaí will be accompanied at all times whilst on duty and should, whenever possible, be accompanied by a training tutor garda.
- Assisted stage: sixteen weeks where students will be assisted by an accompanying member in regular policing activities. During the assisted stage probationer gardaí will be accompanied whenever possible whilst on duty.
- Autonomous stage: thirty-one weeks of deep experiential learning where students take self-directed action whilst deployed in regular policing activities. During the autonomous stage probationer gardaí work independently within the operational unit.



Phase	Objective	Duration	Location
Phase I 32 weeks	Skills/knowledge acquisition	30 weeks	Garda College
	Attestation		
	2 weeks annual leave		
Phase II 65 weeks	Progressive experiential learning	Assisting stage 16 weeks	Garda station
	Progressive experiential learning	Assisted stage 16 weeks	Garda station
	2 weeks annual leave		
	Progressive experiential learning	Autonomous stage 31 weeks	Garda station
Phase III 7 weeks	Competence development and assessment	2 weeks examination preparation	Garda station
	Competence development and assessment	1 week examinations	Regional exam centres
	2 weeks annual leave (allowing time for corrections and re-sits)		
	Competence development and assessment	2 weeks capstone and assessments. Graduation parade	Garda College

**Table 25: Proposed student/probationer programme**

The programme will be modular in approach, with each module being assessed at the end of each stage. Probationer gardaí will only be permitted to progress to the next stage on demonstration of achievement of defined learning outcomes during each phase.

Phase III will contain the final modules of competence development, law, procedures and policing communities techniques. The essence of phase III is a final assessment and finalisation of competency development. Phase III will be seven weeks in duration, with





the first three weeks completed in the operational setting, followed by two weeks leave and the final two weeks in the Garda College. The first two weeks will consist of assessment preparation and this will be conducted in divisional training centres and co-ordinated with the Student/Probationer Faculty, Garda College. Following the two weeks preparation probationer gardaí will undergo a week of assessments in divisional/regional centres. This is followed by two weeks annual leave for probationer gardaí, which will allow time for corrections and re-sits where required. The final two weeks are completed in the Garda College and will comprise of advanced skills training and a graduation ceremony. The assessments on phase III will ensure that probationer gardaí have developed the appropriate range of knowledge and skills, as defined by the learning outcomes of the programme.

**SP 3: Implement a practical scenario-based student/probationer training programme, utilising hybrid problem-based learning delivery methodologies.**

The need for more practical scenario-based training within the student/probationer programme was identified during the analysis of the data-gathering activities. The Review Group addressed this issue and recommends implementing a practical scenario-based student/probationer training programme, which will utilise hybrid problem-based learning methodologies in training delivery.

The necessity for more scenario-based skills training emerged from the data-gathering phase completed by the training review team. In this context the Review Group considers that implementation of the ‘integrated skills module’ recommended by Keating (1997) in phase III would not sufficiently address this issue. Research identified that almost half of probationer gardaí surveyed did not feel prepared for operational duties on commencement of phase IV training (Leahy et al, 2008). This indicated that the structure, content and delivery method of phases I, II and III of the student/probationer programme required modification.

Student garda surveys and Garda College instructor submissions identified the benefits of practical training and suggested more practical, scenario-based training should be introduced into the student/probationer programme. Research conducted by the training



review team found that the programme was weighted too heavily towards theory and submissions questioned the relevance of some subjects. Submissions from operational gardaí (at all ranks) also identified the need to have student/probationer gardaí trained in the core operational needs of a police organisation and ‘fit for purpose’ following the training programme. The recommendation to adopt an alternative approach to learning was evidenced in findings that the current programme is not sufficiently developing the skills and knowledge required for operational competence. The Review Group is recommending the implementation of more practical elements to the student/probationer programme, with scenario-based training. It is recommended that the revised student/probationer programme will utilise hybrid problem-based learning methodologies in training delivery. The programme will aim to develop students and probationers to attain the required level of competence in the key competencies identified for students and probationer gardaí. With the introduction of scenario-based training it is anticipated that this approach will improve the development and retention of skills and knowledge throughout the student/probationer programme.

The recommended scenario-based training utilising hybrid problem-based learning methodologies is grounded upon the site visit to police training colleges of best practice and interviews conducted with probationer gardaí, training staff and garda management. Many other police training colleges have moved toward practical scenario-based training and utilise hybrid problem-based learning methodologies in training delivery.

Problem-based learning (PBL) was first formally introduced in the 1960s to train medical students in clinical practice, as previously medical students may not have fully engaged in learning until they were addressing real problems with patients (Barrows, 2000). There have been many developments in this teaching approach and these can be broadly classified as ‘pure PBL’ or ‘hybrid PBL’. In its purest form PBL is a total education strategy where students determine the curriculum. Students are presented with a problem which they discuss in small groups in PBL tutorials. Students brainstorm ideas and determine what they need to learn in order to address the problem. Lectures are provided to address the information gaps identified by the students.



Hybrid models of PBL vary but typically use shorter scenarios than pure PBL. The sources of information and knowledge required are provided to the student by the trainer. The problem-solving process is supported with lectures and hybrid models use PBL assessments such as case studies and reflective logs, as well as traditional examination techniques (O’Kelly, 2005).

Duch et al (2001) state that PBL instruction enables students to

- think critically and are able to analyse and solve complex, real-world problems
- work cooperatively in teams and small groups
- demonstrate versatile and effective communication skills, both verbal and written
- develop skills in scenario-based training.

PBL has been found to be a challenging, motivating and enjoyable way to learn (Colliver, 2000). It is recommended that the student/probationer programme will adopt hybrid PBL teaching methodologies. It is anticipated that this approach will create a consistent learning methodology across all phases of the student/probationer programme, because it is appropriate for learning in both the Garda College and the operational environment.

During site visits the Review Group examined best practice in the area of hybrid PBL training models. The site visit to RCMP in Canada found their hybrid PBL model to be an effective approach to police recruit training. The Canadian hybrid PBL approach is grounded in a problem-solving model identified by the acronym CAPRA; ‘Clients, Acquire information, Partnerships, Response and Assessment’. For every problem or scenario, students must go through a process of considering all clients, gathering and analysing all relevant information and considering policing partnerships in determining an appropriate response. The final stage of the CAPRA model is a reflective assessment of the process.

Instructors at the PSNI College, Northern Ireland, indicated to the Review Group that the Canadian training model influenced their decision to significantly increase scenario-based training. The site visit to the Swedish Police College identified that it too is considering adopting a hybrid PBL approach in its new programme.



The hybrid PBL approach was identified by the Review Group as an appropriate model on which to base any future student/probationer training model adopted in An Garda Síochána. During implementation of the Training Review Group recommendations, consideration will be given to identifying the elements of a suitable problem-solving model for the student/probationer programme. Through the application of a problem-solving model to situations, students will learn to develop responses appropriate to incidents rather than having a limited repertoire of prescribed responses. The model adopted may ultimately create an organisational approach to problem solving and situation management, and may influence approaches in other training and development courses.

By adopting hybrid PBL teaching methodologies, the student/probationer programme will become learner centred rather than instructor led. Student/probationer gardaí will ‘learn how to learn’ in a problem-oriented manner that is consistent with a lifelong learning philosophy. The approach is based on active and reflective learning in small groups, with policing scenarios used as the stimulus for learning.

By implementing hybrid PBL, training becomes process based rather than solution focused. The aim is to develop the student’s capacity to manage complex problems where a solution is not readily identifiable. Hybrid PBL requires that students are provided with all sources of information that they require in order to manage the presented scenarios. Such scenarios and lectures must be well designed to ensure progression of learning, promotion of active searching of information resources and development of skills. Assessments should capture the range of knowledge and skills required for operational competence.

A hybrid programme of PBL tutorials and PBL lectures with access to a range of learning resources and knowledge databases should be designed and developed in advance of programme delivery by the National Training Development Unit following the new course design process identified in chapter 5.

Hybrid PBL and scenario-based training requires that instructors adjust to the role of facilitators who guide and support the problem-solving process. This approach differs significantly from the traditional didactic approach of delivering information to students.



Training in the area of scenario-based training and hybrid problem-based learning methodologies should be made available to all instructors, including divisional student/probationer instructors, to ensure consistency in approach across all phases of the student/probationer programme.

To facilitate hybrid PBL and practical scenario-based training in the student/probationer programme it will be necessary to limit class sizes. The Review Group recommends that class sizes be limited to a maximum of twenty students; however class sizes may need to rise to twenty-five depending on intake sizes.

The class teacher/trainer should be a garda instructor who will deliver a significant proportion of the phase I programme, providing continuity in development. In scenario-based training the role of the teacher/trainer is to stimulate knowledge and skill development by providing assistance, guidance and feedback. The teacher/trainer will deliver the curriculum outlined within the programme, conduct continuous assessments and provide ongoing formative feedback. They will also track and facilitate progress of individual students throughout the programme.

**SP 4: Implement a fully assessed modular approach to competency development across the student/probationer programme.**

Currently, the student/probationer programme is a competency-based programme, which is mainly lecture and theory based in phase I and III and focuses on experiential learning on phase II and IV. The rationale for a modular approach is to address the concerns that were highlighted in the analysis in terms of

- the relevance of subjects taught in phase I and III
- a lack of integration of knowledge from across the subject areas
- inconsistency of learning outcomes across phases
- lack of practical and scenario-based teaching in phases I and III.

A further issue relating to subject-based teaching is the difficulty of achieving skill development where the skill is a result of teaching from multiple subject areas. For example the arrest of a person under the Mental Health Act of 2001 requires the



probationer garda to integrate knowledge and skills from the current social and psychological studies, management and organisational studies, legal studies and garda practices and procedures subject areas.

A modular approach to training will ensure that knowledge and skills relating to groups of associated policing activity are presented in an integrated manner. An appropriate module structure will ensure progression in learning outcomes across the phases while at the same time ensuring relevance and consistency of knowledge and skill development within the phases.

The following provides an outline of each phase and the proposed framework for modules within each phase of the student/probationer programme.

### **Phase I**

Phase I of the student/probationer programme will be delivered in the Garda College. Phase I will be thirty weeks<sup>47</sup> in duration and will aim to develop student gardaí into probationer gardaí that are

- capable and confident in exercising garda powers with appropriate use of discretion
- competent first responders to incidents
- able to communicate appropriately in diverse policing situations
- community-oriented gardaí
- competent in personal safety and the safety of others
- able to adapt scenario-based training and a problem-solving approach to determine the appropriate course of action in dealing with incidents.

The duration of phase I is extended to ensure that student gardaí are appropriately prepared to be attested to An Garda Síochána with garda powers prior to commencing phase II training.

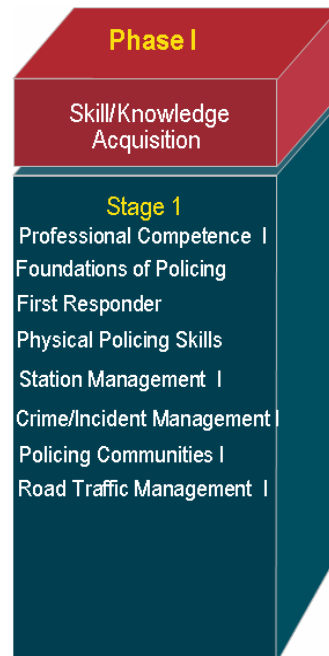
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<sup>47</sup> Exact length of phases can only be determined when the full course is designed at implementation. The current phase I is twenty weeks in duration.



An indicative skeletal framework of phase I modules is illustrated in Figure 20 below, with final content and exact phase duration to be decided upon during implementation. The modules within this framework should be validated and developed by the National Training Development Unit during implementation stage of the Training Review Group recommendations.

The modules are designed to clearly relate to practical policing requirements. The teaching of theory should be mixed with practical experience and skill proficiency development. Emphasis will be placed on the students' reflective learning skills, behaviour and attitude towards others.



**Figure 20: Recommended phase I modules**

Through analysis and reflection, student gardaí should develop the foundational knowledge and skills to effectively engage in the tasks carried out as a police officer. They should also develop the capacity for integration of new knowledge and skills acquired through experience of police work in phase II training. The students will be expected to take significant responsibility for their learning and will actively engage in the learning and development process throughout the programme.



It is expected that the modules will be primarily delivered in classes to provide opportunity for scenario-based learning and skill development utilising hybrid PBL teaching methodologies. A smaller proportion of the programme will be delivered to the entire intake in lecture theatres.

It is expected that a typical phase I week would involve approximately thirty-four hours tuition comprising of the following:

- class workshops with class tutor – nineteen hours
- lectures – six hours
- physical policing (officer safety/physical control techniques) – five hours
- physical conditioning – two hours
- parade – two hours.

## **Phase II**

Phase II of the programme is structured around progressive experiential learning. Haar (2001) identified field training as the most important element in developing attitude and skills. Learning in action has been identified as one of the most effective learning techniques, and probationer gardaí reported the experiential learning phases to be the most beneficial in terms of teach (Leahy et al, 2008). These facts warrant the continuation of two-thirds of the student/probationer programme being delivered in an experiential learning phase.

The learning in this phase will be maximised by the introduction of the tripartite model of supervision in the new field-training structure and by clear definitions of the experiential learning outcomes required.

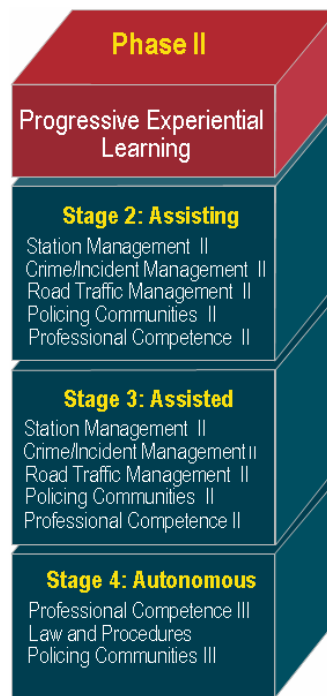
The skills and training needs analysis conducted as part of the training review identified that student/probationers did not gain sufficient experience of core policing activities. Kaminsky (2002) found that the field curriculum is central to skills development during operational training phases. The modular structure presented in Figure 21 (see also table 25) aims to provide a framework that will ensure appropriate levels of exposure to policing activities that build on the knowledge and skills developed during phase I.





The three developmental stages of phase II are :the following.

- **Assisting stage:** sixteen weeks duration, where students will assist an accompanying member in regular policing activities. During the assisting stage probationer gardaí will be accompanied at all times whilst on duty and should, whenever possible, be accompanied by a training tutor garda.
- **Assisted stage:** sixteen weeks duration, where students will be assisted by an accompanying member in regular policing activities. During the assisted stage probationer gardaí will be accompanied whenever possible whilst on duty.
- **Autonomous stage:** thirty-one weeks of deep experiential learning where probationer gardaí take self-directed action whilst deployed in regular policing activities. During the autonomous stage probationer gardaí work independently within the operational unit.



**Figure 21: Recommended phase II modules**

The structure ensures development in key areas of professional competence. The modular structure proposed in the assisting and assisted stages will ensure that each probationer garda progresses from ‘assisting’ to ‘assisted’ roles having completed a defined range of policing activities.



Each module should have a module handbook developed by the National Training Development Unit that clearly states the module aims, objectives and requirements including required assessments. In the model proposed probationer gardaí will engage in policing activity, taking an increasingly active and responsible role as their learning develops. It is recommended that an experiential learning diary is retained within the proposed student/probationer programme, but will only focus on relevant and updated learning areas.

It is of vital importance that probationer gardaí are supported in their development through these crucial stages of training. It is understandable, given operational requirements, that having probationer gardaí available with limited experience would tempt a supervisor to deploy them within their existing experiential skill range. However, this short-term approach will deprive the organisation of appropriately skilled individuals for future policing requirements and prevent probationer gardaí achieving learning outcomes. It is therefore imperative that probationer gardaí are deployed in garda stations that will ensure they achieve ample experiential learning opportunities.

The modular approach will give clear guidance as to the level of experience required in order to achieve progression of learning outcomes in each policing area. The levels of exposure at each stage are predicated on the fact that skill development requires multiple cycles of practice and feedback. It is necessary that the probationer garda are exposed to ample policing activities in the 'assisting stage' and the 'assisted stage' in order to fully prepare for the 'autonomous stage'.

As with phase I and III, probationer gardaí on phase II are required to take individual responsibility for their learning and development. There are three modules of study which culminate in final assessments during phase III of the programme.

The modules aim to develop and capture deep knowledge of essential law and garda practices and procedure. Selected investigations will be used to demonstrate professional competence. Autonomous engagement in a community policing initiative will form the basis of an extended structured report that reflects a deep understanding of community policing principles.



At the end of each stage during phase II probationers will undergo an assessment. This assessment will determine if probationers have met the required outcomes at that stage of the programme and their suitability to progress. During the assisting and assisted stages these assessments will be carried out by an inspector. The assessment will also be attended by the supervisory sergeant and field-training tutor. During this assessment inspectors will assess if probationers have achieved the required outcomes, their level of competence and if they are suitable to progress to the next stage. Where the defined learning outcomes are not met for each module at each stage, a probationer garda will be reverted to an appropriate point in the phase. The final assessment at the end of phase II (completion of autonomous stage) will be conducted by the district superintendent, who will certify probationer gardaí as competent to progress to phase III. This assessment will also be attended by the supervisory sergeant and field-training tutor.

### Phase III

Phase III of the programme is focused on the demonstration of required competencies in order to be appointed as a probationer garda. Assessments will be conducted in accordance with the academic regulations defined by the Academic Council of the Garda College. Final assessments will be co-ordinated from the Garda College to ensure uniformity of academic standards. The structure of phase III is presented in Figure 22.

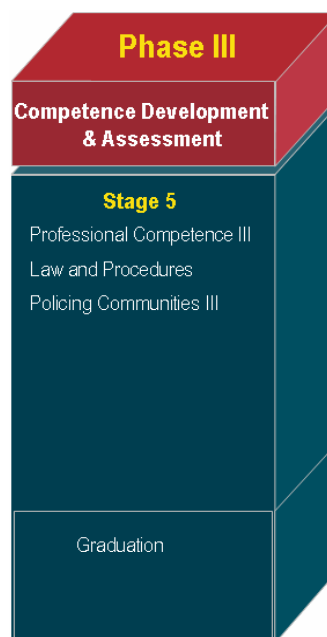


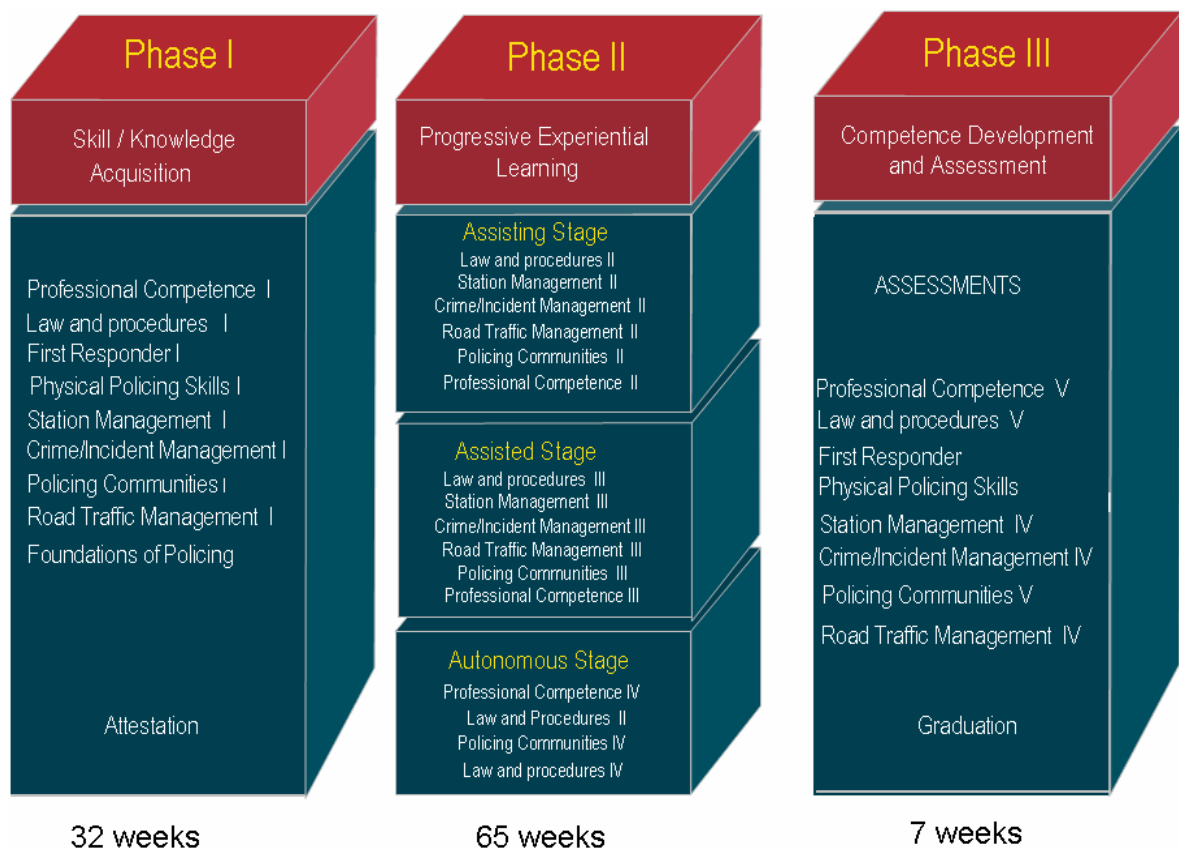
Figure 22: Recommended phase III modules



During this phase, student gardaí will engage in a series of seminars in divisional training centres to prepare for final examinations. Preparation for final assessments will be completed during the first two weeks of phase III. Probationer gardaí will then undergo one week of final assessments, which will take place at regional/divisional centres. Probationer gardaí will avail of two weeks annual leave while assessments are marked and arrangements for re-sits of examinations, where required, are put in place. Any re-sits of examinations will take place during the second week of annual leave. Probationer gardaí who are successful in the final assessments will return to the Garda College for the final two weeks of training. These two weeks will contain training in advanced skills (building upon experience developed in phase II) and preparation for the graduation ceremony, which will mark the end of the formal training process. It is recommended that following graduation from the Garda College probationer gardaí will remain on probation for further two-year period.

### **Summary**

Figure 23 outlines the proposed modules of the proposed student/probationer programme. The proposed modular programme will ensure that student/probationer gardaí are exposed to a prescribed set of appropriate experiential learning opportunities at each incremental level of responsibility. The proposed modular student/probationer programme will be supported by an enhanced network of field support. This network of field support is outlined in the recommendations SP 5 to SP 9 below.



**Figure 23: Proposed modules of the student/probationer programme**

The proposed programme will adhere to HETAC requirements regarding assessments and evaluation standards and will ensure that all probationer gardaí achieve the minimum standard of competence required.

The framework designed for the student/probationer programme

- ensures that students develop essential knowledge and skills required for operational duties
- addresses the concerns identified in the analysis
- ensures incremental opportunities for development over the three phases
- is consistent with the organisational philosophy of lifelong learning.



### 6.3.1 Student/Probationer Faculty

As recommended in chapter 5 (recommendation ST6) there will be a revised structure in the Garda College, with the Student/Probationer Faculty replacing the current Student/Probationer School. The faculty will be responsible for the student/probationer programme and delivery of the reserve garda programme. The revised structure of the Student/Probationer Faculty should reflect the revised student/probationer programme and the reserve garda programme.

The Student/Probationer Faculty will have overall responsibility for student/probationer progression, assessment and quality assurance standards across all phases of both programmes. Reserve garda training is currently managed and delivered by two schools of the Garda College: the Continuous Professional Development School and the Student/Probationer School. The Student/Probationer Faculty will become responsible for reserve garda training, resulting in the centralisation of all training for new garda entrants to the organisation and will maximise use of the structures in place to manage all student training.

The faculty will be responsible for ensuring that training plans meet the strategic objectives set out in the garda training and development strategy (as outlined in chapter 5). The faculty will support staff development including divisional training managers, field-training tutors and supervisory sergeants.

The recommended revised structure of the Student/Probationer Faculty is presented in Figure 24 below. The structure will facilitate the recommended changes to the student/probationer programme and delivery of the reserve garda programme. The revised structure incorporates three inspectors, each with responsibility for specific elements of the Student/Probationer Faculty as detailed below:

#### **Inspector – Phase I and III**

There will be an inspector responsible for the phases of the student/probationer programme delivered within the Garda College (phases I and III). This inspector will



also oversee the administration of the programme. This will incorporate oversight of the assessment of each student/probationer as they progress throughout the phases.

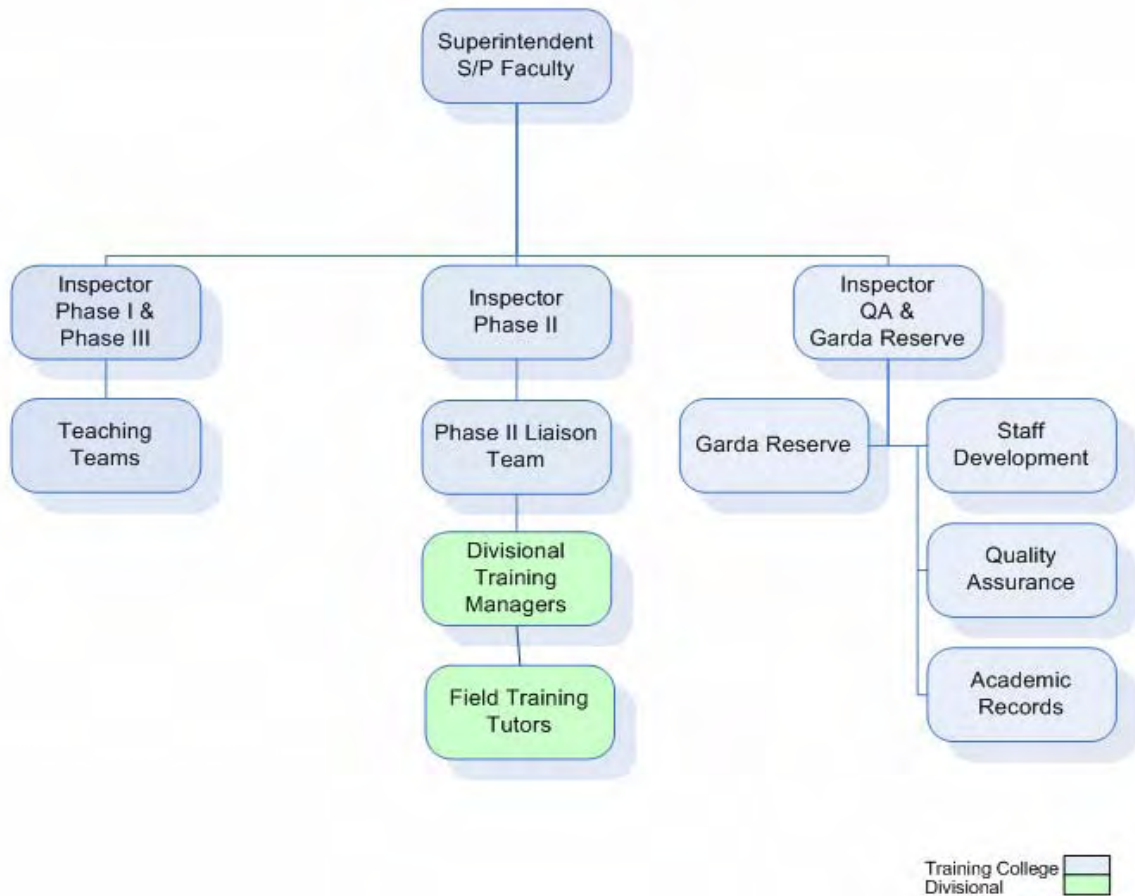
### **Inspector – Phase II**

There will be a second inspector responsible for phase II, which will be delivered in garda stations and divisional training centres. This revised structure will increase oversight and quality assurance of phase II of the student/probationer programme.

### **Inspector – quality assurance and reserve garda**

There will be a third inspector responsible for delivery of the reserve garda programme, quality assurance of the entire student/probationer programme and the reserve garda programme. The third inspector will also be responsible for the development of divisional training staff (FTT and divisional training staff) and the maintenance of all academic records. Although many of these areas will be the responsibility of the National Training Development Unit for the whole organisation, the third inspector will focus on the areas specific to the student/probationer programme.

Figure 24 illustrates the structure of the Student/Probationer Faculty and the responsibility of the three inspectors. The proposed structure is based upon the three-phase structure of the student/probationer programme proposed in recommendation SP 1. The structure creates efficiencies in instructor requirements by reducing the number of teaching sections in the proposed faculty. The structure also supports the integration of all student/probationer phases of training into one coherent programme.



**Figure 24: Structure of the Student/Probationer Faculty**

The revised structure in the Garda College will facilitate delivery of the revised student/probationer programme during phases I and III. Each intake of phase I students will be divided into classes, and each class will have a dedicated class tutor. The tutors of each intake will form a teaching team and will deliver and assess the core component of the phase I programme.

A teaching team will also be responsible for the delivery of the phase I lecture series, phase III lectures, seminars and all assessments. This team will include all available class tutors. This team should have combined expertise in

- law
- garda policy and procedures
- communication





- psycho-social aspects of policing
- Irish language studies.

Another teaching team will deliver the physical components of the programme such as officer safety techniques and police self-defence as currently applies. There may be opportunities to periodically rotate staff between teaching teams.

**SP 5: Implement a phase II liaison team in the Student/Probationer Faculty.**

The second element of the revised structure within the Student/Probationer Faculty is the phase II liaison team. The phase II liaison team will provide assistance, quality assurance and ensure consistency of training during phase II training delivered in garda stations. The liaison team will be under the remit of the inspector in charge of phase II (as illustrated in Figure 24). The team will ensure that all probationer gardaí receive appropriate and consistent support and guidance during phase II. This is necessary in order to ensure appropriate levels of competence for the organisation and to meet the quality assurance requirements of accreditation (HETAC, 2002).

The responsibility for experiential learning is currently solely vested in gardaí and sergeants in garda stations and divisional training staff. There are no formal mechanisms in place to ensure consistency of standards between divisions in the experiential learning phases of training. The establishment of a phase II liaison team will ensure that the Student/Probationer Faculty has oversight of the entire student/probationer programme. The liaison team will also ensure consistency of standards in assessment and support during the experiential learning phase (phase II) on an ongoing basis.

This is a significant re-structuring of the Student/Probationer Faculty. It will be necessary to adopt a phased approach to implementation of the proposed structure. Accreditation requirements and the significant differences between the current programme and the proposed programme will necessitate continuing the existing programme for all student and probationer gardaí currently in training. The phased implementation will also provide opportunity for staff training and development.



Approximately sixty-seven percent of the student/probationer programme is delivered in the operational field. In the existing programme student gardaí are accompanied by and observe a tutor garda in operational duties during phase II of training. They also attend class at the divisional training school one day each week. During phase IV training, probationer gardaí are assigned to operational policing in their permanent station. Probationer gardaí are also required to attend the divisional training school one day per month.

The proposed new programme comprises of one experiential learning phase delivered over three integrated stages (assisting, assisted and autonomous). Revision of the field-training structure aims to maximise and augment support structures for probationer gardaí during the experiential learning phase. Appropriate support and guidance structures must be in place to manage this significant proportion of probationer learning.

The Review Group proposes to achieve these aims with a number of recommendations which will support the training function in the operational setting on phase II.

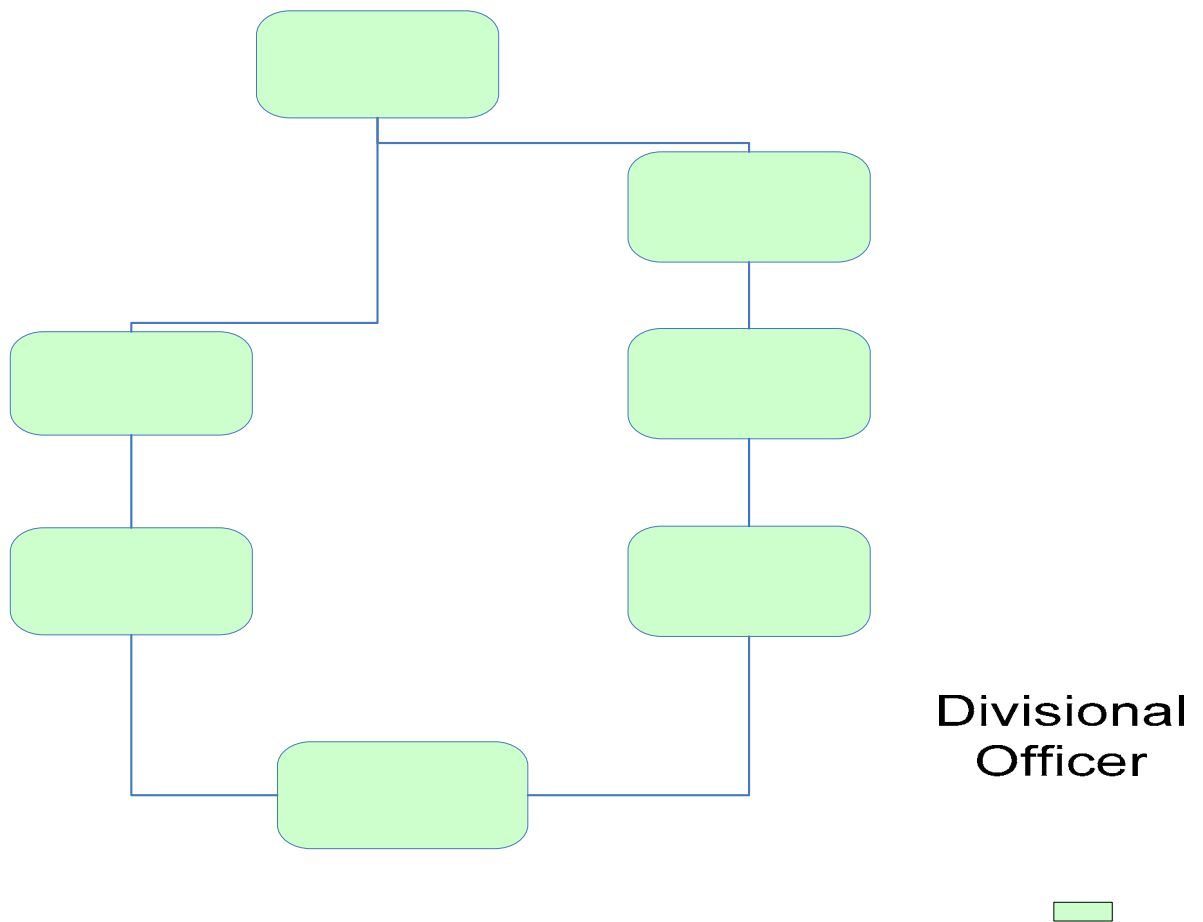
**SP 6: Revise the structure of field training and implement field-training tutors.**

The Review Group recommends revising the structure of field training, with the addition of new support mechanisms and resources dedicated to training in operational settings. The proposed field-training structure requires modification to incorporate the new role of the field-training tutor (FTT), and outlines clear accountability and responsibility for probationer garda development in operational settings.

The implementation of the FTT will supplement the role of the accompanying garda, supervisory sergeant and divisional student/probationer instructors, which creates a tripartite model of supervision and support for the probationer gardaí. The field-training structure presented in Figure 25 identifies the reporting structure of these supporting roles. An outline of the support provided to probationer gardaí by the accompanying garda, FTT and supervisory sergeant is outlined on appendix F. Appendix F also outlines the responsibility of each member for the achievement of learning outcomes by the probationer garda during each stage of phase II.



It is clear from the recommended structure that the supervisory sergeants, the FTTs and divisional student/probationer instructors will each have direct but shared responsibility for probationer garda development. While divisional and district officers will have direct responsibility for performance, members responsible for probationer development will be accountable to the Garda College governance structures through the divisional training managers<sup>48</sup> and the superintendent, Student/Probationer Faculty.



**Figure 25: Revised structure of field training**

Leahy et al (2008) identified that students seek guidance from those that they are working with in the operational field. This recommendation aims to provide a new mechanism for support and guidance for probationer gardaí in what Haar (2001) identified as being the most important part of training programmes.

**Divisional  
Training  
Manager**

<sup>48</sup> The role and responsibilities of the new divisional training manager are detailed in chapter 5.



The deployment of a field-training tutor or equivalent was found to be a common approach to support student development across the international site visits examining best practice.

It is proposed that that the FTT will replace the role of the tutor garda and provide a high level of coaching, guidance and support for probationer gardaí. The primary difference between the current tutor garda role and FTT role is that currently the student garda accompanies the tutor garda on their tour of duty observing him or her in everyday policing duties. It is envisaged that the FTT, in liaison with the probationer's supervisor, will take an active role in ensuring that probationer gardaí are exposed to appropriate learning experiences as defined in each module of phase II, assist in probationer assessment and provide an increased level of support and guidance to probationer gardaí.

The main duties of the field-training tutor will be to

- liaise with supervisory sergeants
- monitor, coach and support probationers within their division
- convene probationer development assessment sessions in garda stations
- monitor ongoing assessment
- monitor development towards learning outcomes and intervene if necessary following set procedures defined in an FTT manual of guidance
- maintain and distribute appropriate records
- manage quality assurance measurements
- report to the divisional training manager.

It is envisaged that each probationer garda will be allocated to a designated training station and take up regular policing duties. During the assisting stage of phase II of the proposed training programme, the probationer garda will be deployed with an accompanying garda, as is currently the practice with reserve garda members while on duty. The probationer garda will adopt a role with the accompanying member that is consistent with his or her current stage of training. For example, during the assisting stage of phase II probationer gardaí will assist the accompanying garda. During the assisted stage the probationer garda will be assisted by the accompanying garda as required.



The FTT will be an experienced garda who will engage in various operational policing activities with the probationer garda while on duty. The FTT may take the probationer away from normal duties in order to attend incidents that present significant learning opportunities or to address developmental deficits. FTTs will provide probationer gardaí with constructive advice and guidance, and complete a weekly development report in respect of each probationer garda. This process will ensure that student progression is monitored and tracked.

In line with international best practice it is recommended that FTTs will have responsibility for a maximum of six probationers. Many garda divisions currently have sufficient training personnel to implement this recommendation. To implement the revised structure of field-training nationwide, an additional fifteen gardaí will be required to work as field-training tutors. Appointment of an additional fifteen personnel will ensure that there is a minimum of one field-training tutor, one divisional operational instructor and one divisional training manager appointed in every garda division. It is envisaged that the field-training tutors will be allocated from existing divisional resources and these divisional resources will be replaced by probationers allocated to designated training stations. Additional personnel will also be generated through the reallocation of personnel from the Garda College created as a result of the current restructuring.

It is also recommended that probationer gardaí are allocated to designated training garda stations in busy urban centres. Implementation of this recommendation will facilitate probationer gardaí receiving appropriate learning opportunities and achieving learning outcomes. This will facilitate implementation of the new divisional training structure outlined in recommendation ST 12 (chapter 5), which necessitates a minimum of three training staff in divisional training centres. The three divisional training staff will include a divisional training manager, a field-training tutor and a divisional operational instructor, thereby having dedicated staff delivering the student/probationer programme and the operational development programme. Allocating probationer gardaí to designated training stations will ensure dedicated personnel deliver training, with minimum resource implications.



**SP 7: Ensure that field-training tutors have appropriate experience and receive training for their role.**

Leahy et al (2008) reported a perception that some tutor gardaí lack sufficient experience to be credible in their role and that some were still within their probationary period. This assertion was also articulated to the Review Group and review team in its dialogue with various sections within the organisation. The proposed role of the FTT will contain significant responsibility for the development of probationer gardaí. In line with this increased responsibility and international practice, the FTT should receive an appropriate allowance. This allowance may be the instructor allowance or equivalent, reflecting the level of responsibility for probationer development that rests with FTTs.

Experienced members with excellent policing skills should be considered for the role of FTT. It would be preferable, but not essential, that FTTs had successfully passed the sergeants' promotion exam. Performance as an FTT should be considered as a positive career move. Designation to the role of FTT should also be dependent upon successful completion of the FTT training programme.

The FTT training programme should be provided in a series of short modules that allow opportunities for independent study between modules. The programme should include the following;

- familiarisation with the student/probationer programme to ensure continuity in learning and development and familiarity with the function of the Student/Probationer Faculty
- development planning
- clear identification of the role of the FTT in the learning and development process
- clarifying the aims, content and management of the phase II programme
- competence in tutoring skills consistent with scenario-based training, supported by hybrid problem-based learning
- competence in tutoring on an individual and group level
- competence to provide constructive feedback
- assessment of skills and competence
- clarification of reporting responsibilities.



The development of the FTT training programme should be progressed by the National Training Development Unit in consultation with the Student/Probationer Faculty. A manual of guidance should be developed by the National Training Development Unit as a resource for the training programme and ongoing practice in the field.

**SP 8: Ensure that the supervisory sergeant takes an active role in the development of probationer gardaí and receives appropriate training.**

The role of the supervisory sergeant is pivotal for probationer garda development in the new student/probationer programme. The FTT and supervisory sergeant will ensure that probationers have exposure to appropriate policing opportunities to achieve learning outcomes. The probationer garda will be responsible for ensuring that the specific learning outcomes of phase II are achieved. The accompanying tutor gardaí will facilitate exposure to appropriate policing opportunities and the achievement of learning outcomes.

Probationer gardaí should be allocated to garda stations which provide an opportunity to achieve the learning outcomes of phase II. It is recommended that Human Resource Management (HRM), Garda Headquarters, gives careful consideration to the allocation of probationer gardaí on phase II. It is recommended that only garda stations with high levels of policing activity are selected as designated training garda stations. Probationer Gardaí can be reallocated within the division following successful completion of phase III of the student/probationer programme. It is recommended that HRM consults with the Director of Training in the Garda College regarding the selection of designated garda stations for phase II. Probationer gardaí should also be allocated to regular policing units which have a sergeant allocated permanently to the unit. The supervisory sergeant should be fully cognisant of the learning and development process of the probationer garda and ensure that the probationer is provided with opportunities to achieve prescribed modular learning outcomes.

The supervisory sergeant will complete a probationer monitoring form on a bi-weekly basis which will detail developmental progress and provide constructive guidance to probationers. Supervisory sergeants will also advise and participate in the probationer



garda assessment processes. The divisional training manager will monitor progress of all probationer gardaí in the division and liaise with supervisory sergeants to address issues in relation to the progression of probationers through each of the stages on phase II.

To ensure that sergeants are informed and prepared for active engagement, sergeants with responsibility for probationer gardaí should complete a short training intervention. This training should form part of the training programme received upon promotion for all newly promoted sergeants. The programme may also be delivered by way of briefings to current supervisory sergeants.

The training should aim to do the following:

- familiarise sergeants with the student/probationer programme
- clearly identify the role of the sergeant in the learning and development process
- clarify the aims, content and management of the phase II programme
- inform sergeants about the blended learning approach and practical teaching methods employed in the student/probationer programme
- develop learning facilitation skills consistent with hybrid problem-based learning
- develop capacity to provide constructive feedback
- familiarise sergeants with student/probationer assessments
- familiarise sergeants with student/probationer discipline procedures
- clarify reporting responsibilities.

During the experiential learning phase probationer gardaí will have a formalised system of support and guidance from an FTT, the supervisory sergeant and divisional instructors. Sergeants will also contribute to a formal monitoring system that will track probationer development.





**SP 9: Support probationer garda development on phase II with regular training interventions.**

Phase I of the proposed student/probationer programme will deliver the basic knowledge and skills required for attestation<sup>49</sup> to An Garda Síochána. Primarily, probationer gardaí will be competent ‘first responders’ and will have basic knowledge and skills across a range of policing activities. Formal development of advanced knowledge and skills will be continued throughout phase II, where probationers are given the opportunity to immediately apply the new-found knowledge to practical incidents.

Probationer gardaí should follow a structured modular programme of learning and development throughout phase II of training. The programme should continue to develop reflective practice, with continuity from the phase I programme. Delivery of the phase II programme will be coordinated by divisional student/probationer instructors, and facilitated by FTTs and supervisory sergeants.

The development of the modularised practical-based programme proposed by the Review Group should ensure that phase II builds on the knowledge and skills acquired during phase I of the programme. Divisional instructors will take responsibility for all probationer assessments and evaluations during phase II of the programme. The inspector from the Student/Probationer Faculty, Garda College, with responsibility for phase II will liaise with divisional instructors in this regard. All assessment records will be forwarded to the Student/Probationer Faculty at the end of each probationer’s phase II and will be retained centrally in the Garda College.

**SP 10: Demonstrate evidence of achieving learning outcomes in all individual assessments. The practice of compensation is to cease.**

The Review Group examined current practices in assessments and marking systems and found that marks allocated from different assessments within subjects are combined to create an overall final mark. This process enables students/probationers to fail a particular assessment within a subject area and still pass the overall assessment. A

<sup>49</sup> Appointment to An Garda Síochána with the rank of garda and conferred with garda powers.



further practice of compensation exists between subjects, where a student/probationer garda may fail a particular subject and use compensatory marks from another subject to gain an overall pass mark. For example a student may fail an examination in the legal studies area and compensate with marks from the European languages studies area, to gain an overall pass mark.

Whilst this practice can be found in third-level institutions, HETAC has indicated that it is not a requirement where the assessed knowledge or skill is integral to the learning outcomes.

Each module should be assessed to the defined standards outlined in a module handbook and in accordance with academic regulations set by the academic council of the Garda College. Each assessment should have objective marking criteria, defined by clear content or behavioural indicators.

All assessments should be directly related to policing activity. The assessment assigned to each module should be passed independently of other assessments within that module. There should be no process to allow for marks from one assessment or module to compensate for performance in another assessment, because each module is integral to policing activity.

This recommendation is particularly relevant with regard to the physical capacity of student/probationer gardaí and assessments in this area. Submissions to the Review Group expressed concern with regard to the physical capacity of some student/probationer gardaí to adequately manage the requirements of arrest and control techniques. There were also concerns raised about the overall physical fitness level of some student/probationer gardaí.

Defining levels of physical fitness and physical capacity is a necessary control measure required under the Safety, Health and Welfare at Work Act 2005 to reduce risk of injury to gardaí engaging in necessary policing activity.



Currently students must pass a 'physical competency test' comprising of a timed obstacle course and a push/pull test designed to simulate the restraint of an average adult male. Under the present scoring system, good performance in the timed obstacle course can be used to compensate for ten per cent of performance in the push/pull test.

During interviews with members of the physical education section at the Garda College, the Review Group identified concerns that the system of compensation resulted in the push/pull test not ensuring that all students have the physical capacity to manage realistic conditions in which restraint and control techniques must be employed. Further concerns were raised about the maintenance of levels of physical fitness and appropriate height/weight ratios by student/probationer gardaí.

It is recommended that assessments in all areas of the student/probationer programme will no longer be able to compensate from other areas. In accordance with current practice, where assessments are not completed successfully, students/probationers should be provided with appropriate developmental support and given the opportunity to repeat the assessment. Failure of a re-sit will result in reversion to an appropriate point in that phase. A student/probationer will be limited to a maximum of two assessment failures within the programme.

In all cases where a student/probationer is reverted, there should be documentary evidence of developmental advice given to that student/probationer. Policy on assessments and progression should be included in a student/probationer handbook, to be developed by the National Training Development Unit.

**SP 11: Ensure that students achieve a minimum standard of Irish and a cadre of students will be supported to achieve an advanced standard.**

The analysis conducted by the training review team also raised issues with regard to specific elements of the training programme. One such issue was continuing to train all student/probationers in the Irish language. This issue is of particular relevance during recent recruitment campaigns for garda entrants.



Student/probationer gardaí currently study the Irish language on phase I and III of the student/probationer programme. A number of public submissions were received by the Review Group advocating improving the standard of Irish. However changes to the recruitment requirements in 2005 (SI No. 560 of 2005) removed the necessity for Irish as a compulsory entry requirement for training. As a result the range of proficiency in the Irish language on entry to the organisation ranges from no proficiency to fluent.

There is a statutory obligation on An Garda Síochána to provide a policing service through the medium of Irish to the public (Official Languages Act, 2003). It is therefore necessary to ensure a minimum level of proficiency across the organisation.

It is recommended that on entry to phase I of the student/probationer programme the level of Irish of garda entrants will be assessed and students will be placed on either the standard or an advanced Irish language course. Only those who attain the required standard in the advanced Irish assessments will be eligible for future allocation to a gaeltacht area, with associated allowances.

**SP 12: European languages (French and German) will no longer form part of the student/probationer programme.**

The relevance of the inclusion in the student/probationer training programme of the French and German languages emerged as an issue in a range of submissions made to the Review Group. Probationer gardaí identified that European languages were the least relevant component of the programme. Proponents of languages in the programme suggested that languages reflective of the demographics of Ireland would be more appropriate.

The international perspective has shown that language training has been omitted from many basic police training programmes. Within the PSNI training programme, a pamphlet has been designed for insertion into officers' notebooks with basic foreign language phrases. Strathclyde Police has followed this route and does not provide language training, as the cost could not be justified given the low incidence of practical use.



Student/probationer gardaí currently study a European language (either French or German) during phase I and III of the student/probationer programme. However, the development of European languages is not consistent with the current programme aims and objectives, which centre on the development of essential knowledge and skills at student/probationer level. It is therefore recommended that the revised student/probationer programme no longer contains European languages (French and German). However, the development of other languages is consistent with broader community policing skills or skills required for overseas deployment. As such, it is considered that languages, other than Irish, are better placed in the suite of elective courses or funded education options (as outlined in chapter 7).

**SP 13: Replace the dissertation with a requirement to complete a portfolio of investigation files during phase II.**

The relevance of the dissertation requirement of the current student/probationer programme was questioned in a significant number of submissions to the Training Review Group. Additionally, interviews conducted with probationer gardaí, instructors and supervisors raised concerns about the relevance of the dissertation component. In a number of submissions and interviews it was stated that the dissertation component should be replaced with the compilation of a series of investigation files.

There are significant similarities in the disciplines required in the collation and compilation of an investigation file and a dissertation. However the Review Group identified significant benefits in using a portfolio of investigation files for assessments.

These benefits include

- perceived relevance to the policing role
- significant amounts of information gathering, synthesis, reporting structure and recommendations required (similar to dissertation requirements)
- vast expertise available for supervision
- developmentally related to programme learning outcomes.

The Review Group recommends that the dissertation component of the current programme will be replaced by a portfolio of investigation files to be submitted by each



probationer during phase II of the proposed programme. It is considered that a portfolio of investigation files is directly relevant to policing and will demonstrate the depth and breadth of learning outcomes required at level 7 of the 'national framework of qualifications'.

**SP 14: Implement pre-selection requirements for entry to An Garda Síochána and review the existing selection process.**

Best practice site visits identified that, while pre-selection and entry requirements varied, generic skills were set as pre-selection requirements for many police organisations. The benefit of pre-selection requirements is that the police organisation can commence police training building upon the pre-selection requirement level. Examination of the current student/probationer programme identified that at present significant training resources are utilised developing generic basic skills which could be stipulated as pre-selection requirements. An Garda Síochána would achieve better organisational value by dedicating training resources to specific policing-related training.

Minimum entry requirements for student gardaí and reserve garda members are set by statutory instrument<sup>50</sup>. Interviews conducted by the Review Group with Garda College training instructors identified generic skills that would be better suited as entry requirements rather than training requirements within the programme. Submissions to the Review Group from across the organisation concurred that the minimum entry requirements for An Garda Síochána and the student/probationer programme should include non-policing skills, to enable training to focus fully on applied policing knowledge and skills.

Submissions also recommended possible changes that could be made to the selection process for entry to An Garda Síochána. The selection process should build upon the pre-selection requirements and should be sufficiently robust to ensure that students have the physical, mental and intellectual capacity to complete the student/probationer programme. The Training Review Group acknowledges that the Public Appointments

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<sup>50</sup> Minimum entry requirements for the student/probationer programme are prescribed in S.I. No. 560 of 2005. Entry requirements for reserve gardaí are prescribed in S.I. No. 413 of 2006.



Service has a thorough selection process in place for entry to An Garda Síochána and this is continuously evidenced in the high calibre of candidate that is successful in entering the garda student/probationer programme. However, the group also recognised that if the Public Appointments Service implemented pre-selection requirements and reviewed the selection process, significant potential saving could be accrued within An Garda Síochána.

The Review Group recommends the implementation of suitable pre-selection requirements as prerequisites to joining An Garda Síochána and also recommends a review of the current selection process. Such pre-selection requirement levels need to be set sufficiently low not to exclude potentially good candidates, yet high enough to reduce basic training in each area in the Garda College and commence police training building upon entry requirements. Potential candidates would only be eligible to enter the selection process if they satisfied all the pre-selection requirements.

Pre-selection requirements should ensure consistency and compliance with international best practice, human rights legislation, requirements under the Safety, Health and Welfare at Work Act of 2005 and be non-discriminatory as defined by the Equal Status Acts of 2000 and 2004. The Review Group believes that the entry requirements recommended will significantly enhance the capacity of the Student/Probationer Faculty to focus on applied police training and development.

The Review Group recommends the following pre-selection requirements:

- a) certification of ability to swim
- b) certification in first aid
- c) certification in manual handling
- d) holder of a full Irish driving licence
- e) certified holder of a European computer driving licence (ECDL) (or higher information technology certification)
- f) have a minimum of 140 CAO points.



The following outlines details on the levels that could be implemented in relation to each of these proposed entry requirements.

**a) Certification in swimming**

It is recommended that certification in swimming to an agreed standard with a recognised qualification is a pre-selection requirement for entry to An Garda Síochána. It is important that following the student/probationer programme gardaí are confident in water and are able to ‘lifesave’. The ability to swim on entry to the organisation would facilitate the student/probationer programme advancing on training in the areas of life saving and water safety techniques.

**b) First-aid certificate**

It is recommended that garda applicants have a first-aid certification. Proficiency in first aid is a necessary component of an officer safety course. There are specific requirements of ‘police first aid’, which will build upon the basic first-aid pre-selection requirement. Basic first-aid courses are widely available in Ireland and should be a pre-selection requirement allowing student/probationer gardaí training to focus on ‘police first aid’.

**c) Certification in manual handling**

It is recommended that certification in manual handling is a pre-selection requirement to An Garda Síochána. Manual handling is a course that is available nationwide within ‘safe pass’ training. It is believed that the complete safe pass training course would be beneficial to gardaí from a health and safety perspective. Training within the Garda College will progress from the safe pass course and provide advance manual training in ‘methods of entry’<sup>51</sup> training and ‘physical restraint techniques’.

**d) Full Irish driving licence**

The Training Review Group recommends that all garda applicants are holders of a full Irish driving licence. If an applicant holds an equivalent international driving licence this should be converted to an Irish driving licence. This will ensure a basic standard of

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<sup>51</sup> Skills relating to gaining entry to locked premises and vehicles.





driving and facilitate driver training within the student/probationer programme. It is recommended that the student/probationer programme will contain driving training in the recommended competency-based driving courses (as recommended in chapter 8, recommendation CFF 5).

**e) Computer certification**

Proficiency in the use of computer software packages (such as word and excel) has become an integral part of daily work in the vast majority of organisations, including An Garda Síochána. The skills and training needs analysis conducted as part of the training review identified that forty per cent of members at garda rank rated IT skills as highly important. There is a necessity to develop certain IT skills that are specific to garda systems such as PULSE training. However, it is the view of the Review Group that it is reasonable to expect new entrants to have a minimum level of IT skills. The European computer driving licence (ECDL) training would provide a standardised minimum level of computer skills prior to entry to An Garda Síochána. Applicants with other computer qualification of equivalent or higher certification should also be accepted but it is essential that such skills have recognised certification.

**f) Qualifications (or equivalent) commensurate with entry to a level seven degree programme**

On entry to An Garda Síochána, students are effectively enrolling onto an intense level seven degree programme. All third-level colleges in Ireland set minimum specific subject entry requirements (points), in conjunction with the central applications office (CAO). While the number of CAO points required to be accepted for a particular course is dependent upon demand, the minimum entry requirement ensures that applicants have the intellectual capacity to engage in the learning process. While the majority of entrants to the organisation significantly exceed the minimum subject-specific entry requirements, minimum entry requirements are low compared to the national average of 140 CAO points for entry to a level seven degree. The recommendation proposed will align requirements to other third-level providers and more importantly align requirements to international benchmarking standards developed through the Bologna process.



### **Garda pre-selection competition**

It is recommended by the Training Review Group that holders of the pre-selection requirements will then be eligible to go forward to the selection process as outlined by the Public Appointment Service. It is recommended that the current selection process be reviewed, with consideration given to the following:

- aptitude test, with written assessment
- interview
- psychological assessment
- physical capacity and fitness assessment.

In An Garda Síochána there is a requirement to have an adequate level of physical capacity to ensure the effective management of prisoners during arrest and control techniques. It is recommended that the Public Appointments Service gives further consideration to the level of physical capacity of garda entrants. This consideration should establish a level of physical fitness that aims to reduce the risk of injury to gardaí engaging in necessary policing activity. The testing of the levels of physical capacity and fitness should be consistent with international best practice, requirements under the Safety, Health and Welfare at Work Act of 2005 and be non-discriminatory as defined by the Equal Status Acts of 2000 and 2004. The implementation of revised entry requirements will require a new statutory instrument to be drafted.

**SP 15: Implement first-aid training for reserve garda members or set first-aid certification as an entry requirement.**

The reserve garda programme is a relatively new programme based on international best practice. The Training Review Group is satisfied that the current structure of the programme is appropriate.

One issue identified during the analysis of the current reserve garda programme was that reserve garda members are trained in the 'use of force' and carry a baton but receive no training in first aid.



The Review Group considers that basic first-aid training is necessary and recommends that existing reserve garda members be supported in developing first-aid certification through ongoing operational training.

It is recommended that first-aid training is incorporated in future reserve garda programmes and it is anticipated that a one day training course would provide adequate first-responder training in first aid appropriate to the needs of reserve gardaí.

## **6.4 Conclusion**

This chapter recommends a training programme that is significantly different from that which currently exists. A deficit in skills development emerged as a concern in the programme recommended by Walsh (1985). The same skill deficit emerged in the review of the programme by Keating (1997).

The Training Review Group recommends a new student/probationer programme structured over three phases of training. Skill development in the proposed programme is based on four central tenets:

1. learner-centred, scenario-based training, utilising problem-based learning methodologies
2. significant support structure in operational settings to enhance experiential learning
3. continuity of learning and development with a modularised programme
4. quality and consistency in delivery across all three phases.

The recommendations in this report are focused on embedding these tenets in the student/probationer programme and ensuring that students develop the appropriate knowledge and skills to deliver a professional policing service.

### **Accreditation**

The current student/probationer programme is accredited by HETAC as a level 7 BA (Ord) in Police Studies. It is considered by the Training Review Group that the accreditation of the student/probationer programme is beneficial to the organisation and



consistent with international trends in police training, although a more appropriate title that communicates the applied nature of the course should be considered for the revised programme, for example 'BA (Ord) in Policing'.

Implementation of the recommendations presented in this chapter will necessitate devising a new student/probationer programme. It is recommended that this will be developed by the National Training Development Unit in consultation with the Student/Probationer Faculty.

The modular programme structure is presented as a recommendation that addresses the issues that emerged during the data-gathering phase of the training review. It is expected that there would be some minor alterations to this structure during development of the course materials or on advice from the accrediting body during the accreditation process. These issues will be examined and dealt with during the implementation stage of the training review.

On completion of the design and development of the revised student/probationer programme it will need to be submitted to HETAC for accreditation.



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## Chapter 7: Lifelong learning approach

### 7.1 Introduction

A strategic overview of all garda training and the recommended restructuring of the Garda College were provided in chapter 5. This chapter will outline the vision for training and development for members of An Garda Síochána from graduation to retirement. Garda training will adapt a lifelong learning philosophy. This will be an underpinning principle of training within An Garda Síochána.

The chapter will also provide an insight into current continuous garda training and development. This was previously delivered by the Continuous Professional Development Training School, Management and Supervisory Training School and Senior Management Development School within the Garda College. This chapter outlines a revised training structure within the Garda College, the rationale for the revised training structure, its implementation and the implications of the recommended changes.

The analysis of data-gathering activities undertaken by the training review team is presented within this chapter. It includes qualitative and quantitative surveys of garda personnel used to establish the training and development gaps that exist within each garda rank, from reserve garda to assistant commissioner. The review team also analysed other reports relating to garda training and outlined the significant findings. Based on this analysis the Training Review Group identified a rationale for change and can make evidence-based recommendations on garda training.

This chapter also examines garda training contained within continuous professional development programmes, development (or promotion) courses and higher education options. Higher education options include the BA in Police Management, the garda executive leadership programme and funded education programmes. The chapter aims to present a continuous progression of training which members of An Garda Síochána will follow throughout their career. It also aims to outline the systems and processes required



to effectively implement this continuous progression of training. These systems and processes be established within the framework of a lifelong learning model.

This chapter does not examine student and probationer training or current specialist training within An Garda Síochána. Student/probationer training was covered in chapters 6 and chapter 8 outlines proposals for specialist training. This chapter does not evaluate specific courses delivered within An Garda Síochána or analyse course content. The scope and timeframe of the training review did not permit this. It therefore will not indicate what changes, if any, are required to current courses delivered within the organisation. Where training courses require re-design, the National Training Development Unit (NTDU) will guide this in conjunction with the appropriate training department under the direction of the Assistant Commissioner, Training. This chapter builds upon the foundations provided by previous studies and reports that examined garda training. It aims to amalgamate recommendations and advance these simultaneously at a strategic level.

## 7.2 Current situation

The assessment of the current situation includes the structure of garda training and current courses delivered, and provides an insight into garda training delivered outside the Garda College.

### 7.2.1 High level structure

Garda training within the Garda College is delivered by five schools. Table 26 below lists these schools and provides a summary of the courses delivered within each section.

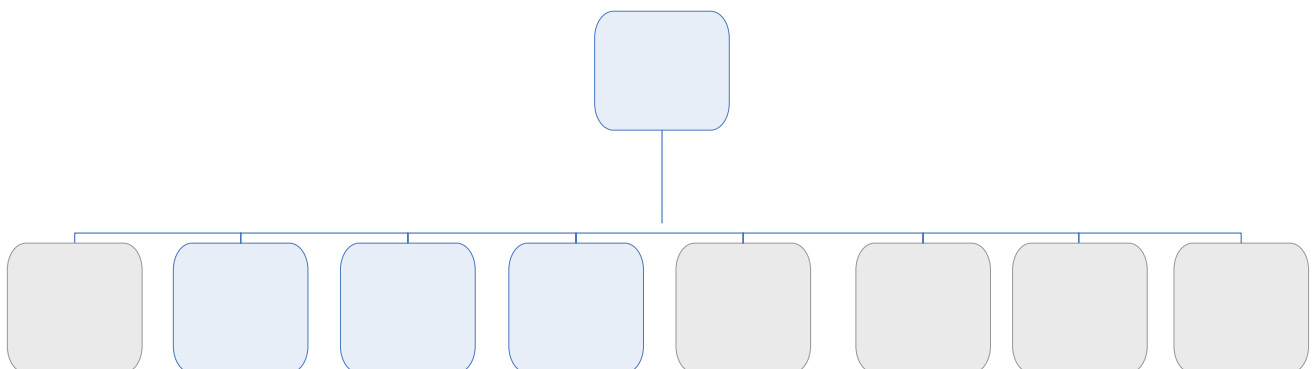
Schools within Garda College	Courses delivered*
Senior Management Development	<ul style="list-style-type: none"><li>• Garda executive leadership programme</li><li>• Chief superintendents development programme</li><li>• Course for human rights section</li><li>• Course for garda national quality bureau</li></ul>



Schools within Garda College	Courses delivered*
Management and Supervisory Training	<ul style="list-style-type: none"> <li>• Sergeants development course</li> <li>• Inspectors development course</li> <li>• Superintendents development course</li> </ul>
Continuous Professional Development Training	<ul style="list-style-type: none"> <li>• CPD programme<sup>52</sup></li> <li>• Specialist courses<sup>53</sup></li> <li>• Training initiatives<sup>54</sup></li> <li>• Major project training<sup>55</sup></li> </ul>
Crime Training Faculty	<ul style="list-style-type: none"> <li>• Detective garda training</li> <li>• Senior investigating officer course</li> <li>• Incident room coordinator course</li> <li>• Specialist child interviewer course</li> </ul>
Specialist Training	<ul style="list-style-type: none"> <li>• Driving training</li> <li>• Firearms training</li> <li>• Tactical training</li> <li>• Mountain bike training</li> <li>• Other courses</li> </ul>
*A complete list of courses delivered and module content is outlined in appendix B	

**Table 26: Garda College schools responsible for garda training and courses delivered**

Figure 26 illustrates the current structure of these schools, which are under the responsibility of the Director of Training.



**Figure 26: Current structure of the Garda College**

<sup>52</sup> CPD core programmes include: HQ directives, new legislation, policing plan, strategic imperatives 2008, garda family liaison officer awareness, casualty bureau awareness, safety of members on checkpoints.

<sup>53</sup> Specialist courses include: forensic collision investigator (FCI), family liaison officer (FLO), pre-retirement planning (PRP), covert human intelligence sources (CHIS), traffic corps induction, speed detection equipment instructors.

<sup>54</sup> Training initiatives are short training programmes initiated by CPD at divisional and local level.

<sup>55</sup> Major project training includes training in large project areas such as PULSE, FCPS, etc.



In addition to training delivered by these schools, there is a significant amount of training delivered at divisional level. This training builds on skills already attained, particularly in specialised units.

### 7.2.2 Summary of courses

A summary of courses delivered to members of An Garda Síochána and the various providers of these courses is presented here. Chapter 3 provided an overview of the current position of training in An Garda Síochána. The Training Review Group recognised that current training within An Garda Síochána can be divided into two categories:

- rank-based training: training received which is specific to the rank
- role-based training: training that is specific to the role performed.

Figure 27 provides a summary of the current rank-based and role-based training and the current training providers within An Garda Síochána.

Training Provider	Garda	Sergeant	Inspector	Superintendent	Chief Superintendent	Assistant Commissioner	Deputy Commissioner	Commissioner
<b>Rank Based Training</b>								
Continuous Professional Development	C.P.D.							
Management Supervisory Training		Sergeant Development Course	Inspector Development Course	Superintendent Development Course				
			BA Programme					
Senior Management Development					Chief Superintendent Development Course			
					G.E.L.P.			
<b>Role Based Training</b>								
Continuous Professional Development	Training Initiatives							
Specialist Training	Specialist							
Crime Training Faculty	Crime Training Faculty							
Various Providers	Operational Unit Training							
External Providers	Funded Educational Programme							

Figure 27: Map of current rank and role training in An Garda Síochána





## 7.3 Analysis

### 7.3.1 Introduction

Analysis of data gathered from activities undertaken as part of this training review is presented here. The data-gathering activities outlined in chapter 2 included site visits to identify training best practice, a consultative process, qualitative and quantitative surveys, and a range of interviews. A review of previous training research and documentary evidence from previous inquiries into police training was conducted. The data-gathering activities identified many garda training issues which needed to be addressed. These issues included low attendance at CPD training, significant gaps in training, lack of academic programmes and CPD at some ranks, and little monitoring or support systems in place for personal development.

Prior to this review, the garda organisation had taken steps to identify many of these issues, particularly with regard to CPD training. These steps included the formation of the working group to review CPD whose findings are outlined in the *'Report of the Working Group to review Continuous Professional Development Training'* (2008). This report listed the seven objectives below which it suggested the organisation should pursue in relation to CPD.

- 1 The preservation and enhancement of high standards of professional performance by its members throughout their careers.
- 2 The provision of a formal structure of support for continuing professional development by its members.
- 3 The undertaking of an appropriate level of continuing professional development by its members.
- 4 The formal recognition of members' achievements in continuing professional development.
- 5 The availability of appropriate continuing professional development opportunities for its members.
- 6 The support of relevant continuing professional development activities by garda management as part of the members' normal duties.



- 7 Continuing professional development should be delivered by professionally trained personnel and have a fully resourced infrastructure in place to support the trainers.

Although many of the adverse issues regarding garda training have been previously identified, efforts to date to remedy these issues have been unsuccessful. Similarly, there has been considerable disjoint in relation to the identification of issues to be addressed, with many reviews of training conducted in isolation. This Review Group aimed to amalgamate the issues previously identified, conduct a thorough analysis to ensure that all garda training issues have been identified and propose solutions to address these issues. The Review Group is committed to delivering the seven objectives above and to facilitate the provision of a highly relevant, sustainable, and timely training programme deliverable to all members of the organisation, appropriate to their rank and role.

### 7.3.2 Training needs analysis survey

#### Introduction

A training needs analysis was conducted to identify the skill, knowledge and behaviour gaps that exist at each rank that could be addressed to improve performance. The survey identified the training gaps at each rank in Table 27 to Table 32 below. The survey also established competencies for garda rank and validated the competencies for all ranks from reserve garda to assistant commissioner and also identified training gaps in the competencies.

#### Gardaí

The survey sampled 842 members of garda rank to identify skill, knowledge and behaviour training gaps. Table 27 illustrates the skill, knowledge and behaviour gaps identified at garda rank.

Training gaps	Percentage gap
Legislation	64%
Investigating sexual assaults	55%
Court practice and procedures	33%



<b>Training gaps</b>	<b>Percentage gap</b>
Statement taking	30%
Access to quick reference	29%
Domestic violence	26%
Local knowledge of the people and area	21%
Completing forms	16%
Community orientation	14%
Inappropriate behaviour	12%
Teamwork	9%
Discriminatory behaviour	8%

**Table 27: Skill, knowledge and behaviour gaps identified at garda rank**

An additional survey identified the top five activities of gardaí as car patrol, station duties, court duty, foot patrol and traffic duty. These key activities are aligned to the training gaps identified by gardaí (as outlined in Table 27). A qualitative survey of ten per cent of gardaí sampled confirmed these findings.

Gardaí were also asked about competencies. In four of the ten proposed competencies, forty-one to forty-four per cent had received no training in commitment to high standards, community orientation, balanced decision making and problem solving, teamwork and flexibility, and thirty-one per cent had no training in conflict resolution. Conflict resolution was the least used competence and, among claims of high levels of proficiency (seventy-eight to ninety-eight per cent proficient or very proficient) in the competences, fewer (seventy-two per cent) claimed proficiency in IT and data gathering. Forty per cent of gardaí thought the training they received to achieve garda corporate goals was insufficient.

Future training aimed at eliminating the existing training gaps by providing more training on legislation, investigating sexual assaults, court practice and procedure and taking statements is recommended to ensure gardaí are proficiently trained to effectively



conduct key activities. Two factors influence the prevailing training gaps. Over fifty per cent of members of the organisation at garda rank have less than five years service, and some of this training gap could be bridged by better communications (e.g. access to proposed Bills and new legislation on the garda portal, or other appropriate means). It is recommended that the National Training Development Unit use the survey findings on training gaps, proficiency levels, and key activities and competencies to fine-tune the timely delivery of highly relevant training.

### Sergeants

A survey sampled 165 members of sergeant rank to identify skill, knowledge and behaviour gaps in training and development. Table 28 shows the skill, knowledge and behaviour gaps identified at sergeant rank.

<b>Training gaps</b>	<b>Percentage gap</b>
Legislation and the law of evidence	66%
Garda strategic goals	46%
Office duties	30%
Supervision	28%
Directing/coaching/supporting/delegating	27%
Procedural knowledge	21%
Interpersonal skills	14%
Local policing priorities	10%
Team leadership	10%
Taking charge in a crisis	10%
Problem solving	9%
Standard-setting	7%

**Table 28: Skill, knowledge and behaviour gaps identified at sergeant rank**



The survey examined training received by sergeants in relation to competencies. In five of the nine competencies for sergeant rank, fifty to sixty per cent of sergeants had not received training. Training gaps were also identified in the other four competencies for sergeant rank (of 38, 36, 18 and 8 per cent). Sixty per cent of sergeants thought that ‘training they received was insufficient to achieve garda corporate goals’.

An additional survey undertaken by the training review team identified the top five activities carried out by sergeants as administration, supervision, crime investigation, interaction with the public and traffic activities. The widest gaps in training identified by sergeants were in legislation and the law of evidence, garda strategic goals, office duties, supervision, directing/coaching/supporting/delegating and procedural knowledge. It is recommended that training is redesigned to eliminate the training gaps identified to ensure sergeants are proficiently trained to effectively conduct key activities. Some of these gaps are knowledge gaps and could be closed by improved communications.

### Inspectors

The review team questioned 150 members of inspector rank to identify skill, knowledge and behaviour gaps in training and development. Table 29 illustrates the skill, knowledge and behaviour gaps identified at inspector rank.

Training needs	Percentage gap
Legal and court procedure	69%
Knowledge of training and development gaps in district <sup>56</sup>	60%
Crime investigation management	56%
Development	47%
Monitoring performance	45%

<sup>56</sup> Inspectors’ knowledge of training and development gaps in their district is a proxy for knowledge of training and development gaps in their division or unit. The result from this question suggests that their knowledge is insufficient and the mechanisms to improve knowledge of training gaps in this review are urgently needed.



Training needs	Percentage gap
Developing personnel	43%
Management	41%
Motivation	28%
Garda strategic goals	26%
Divisional and regional priorities	25%
Operations and work well organised and well planned	25%
Assertive communicating	22%

**Table 29: Skill, knowledge and behaviour gaps at inspector rank**

An additional survey undertaken by the training review team, identified the top five activities of inspectors as acting district officer, court, patrol officer, planning and monitoring, and providing directions on files. Thirty-seven per cent of inspectors stated they had insufficient training to help achieve garda strategic goals<sup>57</sup>, thirty-three per cent had no training relating to drive and commitment to development, and thirty-two per cent had no training in the development of evaluation and analysis skills.

Between twenty-three and twenty-eight per cent of inspectors sampled had not received training courses in assertive communication skills, motivating and developing staff, directing and coordinating operations, taking action and using initiative, and managing relationships. The survey identified ‘planning and development’ and ‘developing legal and expert policing knowledge’ as areas which had received the highest amount of training (seventeen and eighteen per cent with no courses). Inspector rank received the highest level of training courses on competencies from all ranks surveyed. The Training Review Group recommends that competency training is included in any future training programmes, at all levels.

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<sup>57</sup> This question asked whether or not the inspector had sufficient training to achieve corporate goals. The question on corporate goals shown in table 29 above asked ‘if you need to use the knowledge of garda strategic goals regularly on a day to day basis to carry out your job’.



## Superintendents

The survey sampled fifty-five members of superintendent rank to identify skill, knowledge and behaviour gaps in training and development. Table 30 illustrates the skill, knowledge and behaviour gaps identified at superintendent rank.

Training needs	Percentage gap
Financial and budgetary knowledge	86%
Monitoring performance	62%
Organising and planning behaviour	60%
Directing, coaching, supporting, delegating	59%
Law and court procedure	58%
Leading behaviour	52%
Management knowledge	51%
Planning	51%
Leadership	50%
Training gaps in district	50%
Management	46%
Crime investigation management	43%

**Table 30: Skill, knowledge and behaviour gaps at superintendent rank**

It is important to note that the percentages of training gaps listed above are significantly higher than for other ranks. This finding reflects the fact that CPD does not currently exist for superintendent rank.

When queried about whether they had sufficient training to help achieve garda strategic goals, fifty-six per cent said no, compared to thirty-seven per cent of inspectors, sixty per cent of sergeants and forty per cent of gardaí. The top five activities of superintendents are managing staff, crime management, leadership, delegation and financial management.



The survey examined training received by superintendents in relation to competencies. In the competencies of decisiveness in crisis management and in building partnerships thirty-three per cent of superintendents had received no training courses. The survey identified managing and steering operations and leadership as the areas in which superintendents had received the highest amount of training (thirteen per cent with no training). The percentage of superintendents that stated that they had not received training relating to forward planning, balanced judgement, commitment and drive for results and breadth of policing perspective ranged from twenty-six to thirty-one per cent. These findings suggest a definite requirement for superintendents to receive ongoing training to close the training gaps identified.

### Chief Superintendents

Thirty-five per cent of chiefs reported no learning in the competences of tactical planning and coordination and thirty per cent have none in developing human resources. One in four to five chiefs have no learning in the competences of ‘breadth and appreciation of the policing role’ ‘perspective and judgement in decision-making’, and ‘development of strategy’. Forty-four per cent believe their training is insufficient to help them achieve garda strategic goals.

Training needs for chief superintendents’ competences	Percentage gap
Tactical planning and coordination	35%
Developing human resources	30%
Breadth of appreciation of the policing role	24%
Perspective and judgement in decision making	21%
Development of strategy	20%
Managing working relationships	18%
Communications and public relations	18%
Drive for results / personal commitment	18%
Managing performance and resources	17%
Leads on change, standards and motivation	13%

**Table 31: Training needs for chief superintendents’ competences and percentage training gap**





The percentage of chiefs with no learning in many of their competences was higher than expected and this gap needs to be closed.

The biggest training gap in activities performed frequently by chief superintendents is in ‘financial and budgetary management’ (66%). This is followed by ‘monitoring performance’ (55%), ‘strategic and tactical planning’ (48%), ‘operational oversight skills’ (48%), ‘holding people accountable’ (45%), and ‘knowledge of training gaps in the division’ (44%). Training gap size is large.

<b>Training needs for chief superintendents’ activities</b>	<b>Percentage gap</b>
Financial and budgetary management	66%
Monitoring performance	55%
Strategic and tactical planning	48%
Operational oversight skills	48%
Holding people accountable	45%
Knowledge of training gaps in the division	44%

**Table 32: Training needs for chief superintendents’ activities and percentage training gap**

### **Conclusion on rank-related training needs**

There is a significant disjoint between the level, types and timing of training delivered and the training needed for performing key activities within each rank. This suggests endemic training issues which need to be addressed.

The training needs analysis<sup>58</sup> undertaken as part of the training review identified training gaps associated with skill, knowledge and behavioural competencies across all ranks. This suggests that a new approach is required for ongoing training and development within An Garda Síochána. As outlined in chapter 5, the organisation needs to identify

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<sup>58</sup> The findings of the training needs analysis are presented in two reports entitled ‘Training Needs Analysis for An Garda Síochána’ and ‘Summary of Training Needs Analysis for An Garda Síochána’.



one set of competencies for use across the organisation and use a consistent set of competencies in relation to recruitment, training, continuous assessment and promotion.

The next section outlines a series of recommendations to address the gaps in training identified in this survey.

## **7.4 Recommendations**

### **7.4.1 Introduction**

#### **LLA 1: Adopt a lifelong learning approach to garda training and development.**

A lifelong learning approach should be adopted to training and development in An Garda Síochána. It is recommended that a continuum of training be developed along which gardaí will progress throughout their career. This training aims to equip members of An Garda Síochána with the skills, knowledge and behaviour required to improve the service delivery provided by the organisation to the public. It is proposed that training should advance personal development, thereby improving personal and organisational performance. Regardless of rank or career path, training and development should be a continuous progression throughout a career in An Garda Síochána.

Adoption of this recommendation will ensure that training and development within An Garda Síochána will be delivered in accord with the three levels of core, command and executive (see chapter 5). Training will be focused on the training gaps identified within each of the core, command and executive levels. The 'lifelong learning' approach will be the essence of the 'garda training and development model' (as outlined in Figure 28) and will be the philosophy of garda training for continuing training and development.

A significant portion of training within these levels will be the responsibility of two new sections within the Garda College: the Operational Development Faculty and the Leadership and Management Faculty (as illustrated in Figure 29). This chapter will now examine each of these proposed faculties and outline their responsibilities for training and development across the organisation.

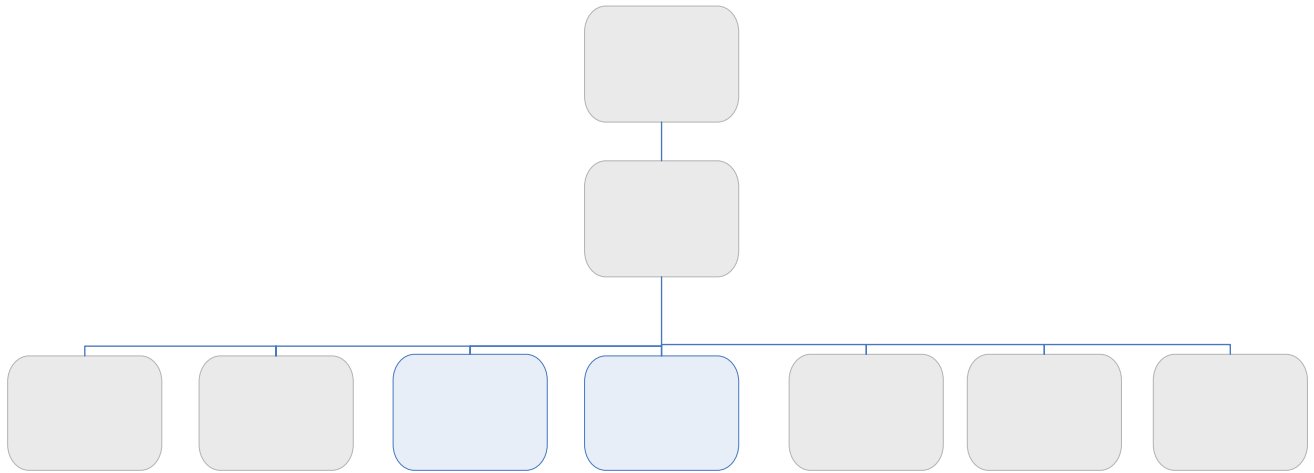


**Figure 28: Garda training and development model, incorporating philosophy of lifelong learning**

#### **7.4.2 Proposed training structure in the Garda College**

The proposed changes to the training structure within the Garda College have been identified in chapter 5. This section elaborates on the new proposals and focuses specifically on the new Operational Development Faculty and Leadership and Management Faculty. This section explains the changes to the training structure, outlines the rationale for change and explores the organisational implications of these changes.

The Review Group recommends that the Management and Supervisory Training School and the Senior Management Development School be amalgamated to form the Leadership and Management Faculty. This recommendation (ST 8, chapter 5) was supported by evidence from workshops undertaken as part of this review and was supported in interviews with senior garda management. Support for this amalgamation was also provided during a site visit to the Royal Canadian Mounted Police (RCMP) where all management development training is coordinated within one section.



**Figure 29: Proposed structure in the Garda College**

This amalgamation will enable the coordination of management training and allow the proposed Leadership and Management Faculty to provide an incremental management training structure from command to executive level. This recommendation will have implications on staffing at management level within the current Senior Management Development and the Management and Supervisory Schools. It is proposed that the Leadership and Management Faculty will have a superintendent in charge. The amalgamation will make a superintendent available for re-deployment. The Leadership and Management Faculty will continue to perform the functions previously undertaken by both schools. Following a complete activity analysis, the National Training and Development Unit will be required to review staffing levels within the newly formed Leadership and Management Faculty.

National Training and Development Unit  
 Student/Probationer Faculty  
 Operational Development Faculty

As recommended at ST 7, chapter 5, the Operational Development Faculty will replace the Continuous Professional Development School in the Garda College. This faculty aims to provide appropriate lifelong learning to members of An Garda Síochána, from reserve garda to superintendent ranks. This builds on the concepts of adult learning, evolving from the report from the garda training committee, ‘*Report on Probationer Training*’ (1985), and the report entitled ‘*The Review of Student/Probationer Education/Training and Development Programme*’ (1997). The Operational Development Faculty is therefore essentially concerned with meeting the operational



training needs of gardaí within core and command levels. It is not concerned with the training needs of An Garda Síochána at executive level.

### 7.4.3 Operational Development Faculty

This section examines the role and responsibilities of the new Operational Development Faculty. The recommendations here are built on the foundations of the '*Garda SMI In-service/Management Development Training Review*' (IPA, 2000) and aim to incorporate the current CPD programme within the lifelong learning philosophy. The SMI Report identified several issues with 'in-service training' as follows:

- level of provision of in-service training too low
- perceived lack of management and staff commitment to in-service training
- low level of staffing
- limited content and range of courses
- inflexibility with regard to participants mix (mixed rank training and joint training with civilians where appropriate).

Little has changed in this regard. Many of the weaknesses associated with in-service training in 2000 have again been identified in 2008 as weaknesses of the current CPD system. This Review Group has identified these weaknesses and makes recommendations to address them.

**LLA 2: Continuous professional development programmes should be replaced by operational development programmes.**

Garda H.Q. Directive 18/05<sup>59</sup> directed the change from what was then termed as 'in-service' training to 'continuous professional development' (CPD). CPD was defined as "*an ongoing process of personal and professional development, and reflects the concept that each member of the organisation has differing requirements for training and development*" and the role of CPD was "*to assist members in achieving their full*

<sup>59</sup> Internal document within An Garda Síochána used to disseminate information outlining garda policy, procedure and legislation.



*potential, and to promote learning within An Garda Síochána*” (Garda H.Q. Directive 18/05 2005:1).

However, the change in title was not replicated by a change in ethos, and CPD continued to be delivered along traditional lines, albeit with a new name. It is now proposed that the new Operational Development Faculty will deliver on the 2005 mission of CPD regarding the personal and professional development of members of An Garda Síochána. It will address the differing learning requirements of individual members. For the Operational Development Faculty to succeed where in-service training and CPD training are perceived to have failed, cultural attitudes towards training in An Garda Síochána must be adjusted. The proposed operational development programmes aim to address issues which have limited the success of CPD and will embrace the ethos of lifelong learning. Previous reports assessing CPD and research undertaken by the training review team, particularly the training needs analysis, identified deficiencies with current CPD training. Operational development programmes aim to address the deficiencies identified.

Operational development programmes will provide training relevant to personnel within the core (reserve garda and garda) and command (sergeant, inspector and superintendent) levels. Operational development programmes will have generic elements which will include aspects of training relevant to all personnel, e.g. competency training, ethics, anti-racism and bullying, legislation, etc. They will also have additional elements relevant to the role performed by personnel and relevant to the particular cohort of personnel attending training, e.g. uniformed, detective, traffic etc. Operational development programmes should be delivered to all members at core and command levels and be relevant to all members.



**LLA 3: Divide the Operational Development Faculty into two schools; the Core Operational Development School and the Command Operational Development School.**

Research conducted by the review team indicated the need for training programmes from reserve garda to superintendent ranks. Evidence for this presented throughout interviews with garda management and within workshops conducted with the garda associations. Information from these sources indicates that the current CPD programme does not meet the business needs of the organisation. There are distinct differences in the operational training needs of garda ranks and this is reflected within the three levels of core, command and executive (described in chapter 5). Research findings illustrated that there are specific training needs at each of these levels.

The aim of the Operational Development Faculty is to address the operational training needs at core and command levels. To provide division and clarity of responsibilities the Review Group recommends that the Operational Development Faculty within the Garda College be divided into two distinct schools:

- Core Operational Development School: to provide training for reserve garda and garda ranks
- Command Operational Development School: to provide training for sergeant, inspector and superintendent ranks.

This will enable each school to oversee the delivery of dedicated training programmes to address the training needs at each level. Future operational development programmes will recognise the specific competencies identified and prescribed for members of each rank (see appendix D) and the specific training needs at each rank.

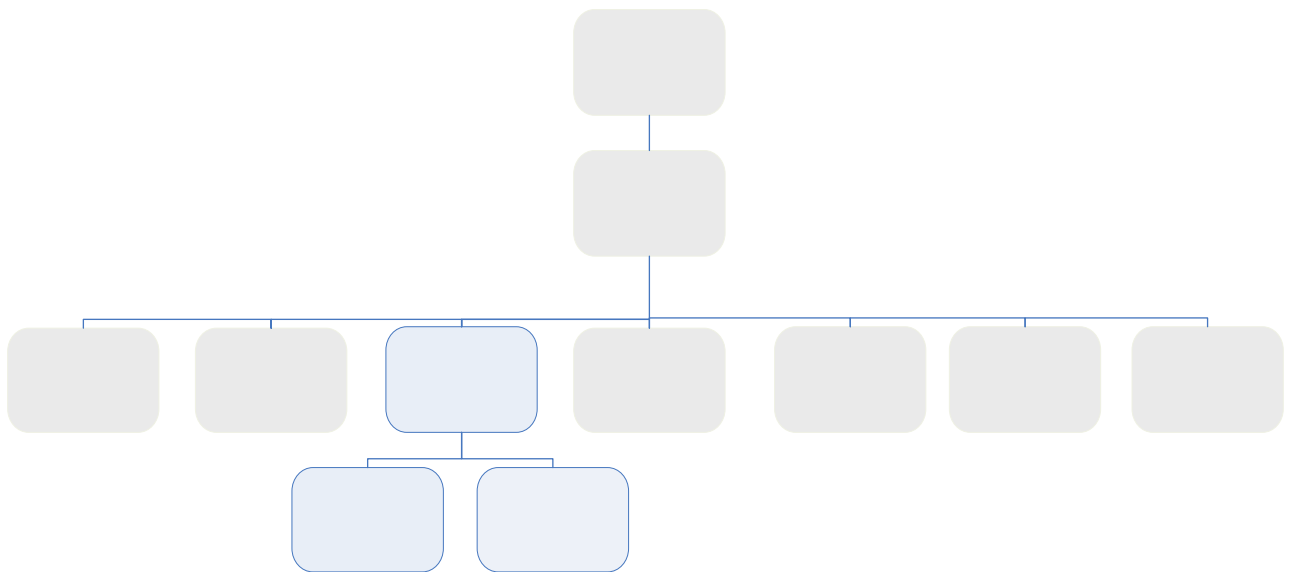


Figure 30: Proposed structure of Operational Development Faculty

**LLA 4: The Operational Development Faculty will be responsible for the delivery of the core operational development programme to ranks within the core level (reserve garda and garda) and the command operational development programme for delivery to ranks within the command level (sergeant, inspector and superintendent)**

Evidence of the need for operational training from reserve garda to superintendent rank was derived from the analysis of submissions to the Review Group, analysis of data from surveys, workshops with garda associations and interviews with senior garda management. From the consultative process and the survey of training needs it is evident that senior management within the organisation perceive that being overlooked when it comes to CPD training and members above sergeant rank would clearly welcome operational development training.

This review recommends two operational development programmes:

- core operational development programme
- command operational development programme.





The Core Operational Development School will be responsible for the core operational training and development programme. This will be delivered to ranks within the core level (reserve garda and garda). The Command Operational Development School will be responsible for the command operational development programme which will be delivered to ranks within the command level (sergeant, inspector and superintendent). The command operational development programme will ensure that there is a consistent approach to training for command ranks and address the current training gaps identified within these ranks, particularly at superintendent rank.

This Review Group recommends that the National Training Development Unit will be responsible for the design and quality assurance of the core operational development programme and the command operational development programme. The National Training Development Unit will design the operational development programmes in conjunction with the Operational Development Faculty and divisional training managers (see chapter 5) will also provide input into course content.

Interviews conducted with garda staff associations revealed that the time between identifying training requirements and the subsequent delivery of the appropriate training is too long. This finding is supported by the *‘Report of the Working Group to review Continuous Professional Development Training’* which found that months passed before the draft CPD core curriculum is approved and concluded that the process was “*cumbersome and ineffective*” (12:2008).

Chapter 5 of this report outlined the new strategy for training and development in An Garda Síochána and recommended that training needs analyses (TNAs) should be conducted on a three year cycle. These TNAs will be conducted by the National Training Development Unit, with the assistance of the Operational Development Faculty and divisional training managers. The findings from these TNAs will provide the basis for the design of future operational development programmes. The TNAs conducted as part of this review will also assist in the development of the initial operational development programmes for core and command levels.



Divisional training panels will also identify local and national training needs for inclusion in operational development programmes (e.g. LUAS training for Dublin North Central division or joint garda and customs training for Wexford division). The National Training Development Unit will oversee the merging of all information relating to training needs and will be responsible for the design of operational development programmes. The recommended governance structures (see chapter 5) will provide a structured system for the approval of future operational development programmes. This will provide a streamlined and efficient approach to the design and approval of operational development programmes, thereby eradicating the issues associated with the design of the current CPD programmes and the delays in obtaining approval. Operational development programmes will be delivered on an annual basis and continue to align with the allocation of annual budgets.

One potential implication of this recommendation is the possible abstraction of command ranks from operational centres to attend training courses. Methods of dealing with abstractions from operational centres have been addressed in more detail in chapter 5. Operational development programmes will not necessarily take the form of traditional classroom instructor-led training but will use a blended learning approach.

Table 33 provides a summary of the schools responsible for each operational development programme within the Operational Development Faculty. Table 33 also outlines the sections responsible for the design of each programme, and the relevant level and ranks of each programme.



School Responsible	Operational Programmes	Designed by	Level	Ranks
Core Operational Development School	Core operational development programme	<ul style="list-style-type: none"> <li>• NTDU</li> <li>• Operational Development Faculty</li> <li>• Divisional training panels</li> </ul>	Core	Reserve garda Garda
Command Operational Development School	Command operational development programme	<ul style="list-style-type: none"> <li>• NTDU</li> <li>• Operational Development Faculty</li> <li>• Divisional training panels</li> </ul>	Command	Sergeant Inspector Superintendent

**Table 33: Schools responsible for operational development programmes**

Figure 31 below illustrates the three levels (core, command and executive) within An Garda Síochána and the ranks within each level. It also outlines the two operational development programmes which are the responsibility of the Operational Development Faculty, the core operational development programme and the command operational development programme.

Core		Command			Executive			
Reserve Garda	Garda	Sergeant	Inspector	Superintendent	Chief Superintendent	Assistant Commissioner	Deputy Commissioner	Commissioner
<b>Rank Based Training</b>								
Core Operational Development Programme		Command Operational Development Programme						

**Figure 31: Core and command operational development programmes**



**LLA 5: A suite of elective courses will be designed by the National Training Development Unit in conjunction with the Operational Development Faculty and made available to each rank at core and command levels.**

This Review Group recommends that the NTDU designs and quality assures the suites of elective courses for members of core and command levels. Courses will be designed in conjunction with the Operational Development Faculty, Garda College, and in consultation with divisional training panels. Table 34 provides a summary of suites of elective courses, the ranks (and levels) receiving courses and the sections responsible for the design of courses.

Suite of elective courses	Operational Development Faculty	Level	Designed by	In consultation with
Reserve garda	Core Operational School	Core	NTDU	<ul style="list-style-type: none"> <li>Operational Development Faculty</li> <li>Divisional training panels</li> </ul>
Garda	Core Operational School	Core	NTDU	<ul style="list-style-type: none"> <li>Operational Development Faculty</li> <li>Divisional training panels</li> </ul>
Sergeant	Command Operational School	Command	NTDU	<ul style="list-style-type: none"> <li>Operational Development Faculty</li> <li>Divisional training panels</li> </ul>
Inspector	Command Operational School	Command	NTDU	<ul style="list-style-type: none"> <li>Operational Development Faculty</li> <li>Divisional training panels</li> </ul>
Superintendent	Command Operational School	Command	NTDU	<ul style="list-style-type: none"> <li>Operational Development Faculty</li> <li>Divisional training panels</li> </ul>

**Table 34: Summary of suites of elective courses**

Continuous TNA will be conducted by the NTDU to ensure that training gaps across the organisation are addressed in a timely fashion. The training needs analysis conducted for this review identified current training gaps in the organisation. Additional research in support of this TNA included qualitative and quantitative surveys conducted with each rank, an extensive consultative process, and interviews and workshops which captured the views across all ranks of the organisation. These research findings underpin suggestions for modular content on future core and command operational development



programmes and suites of elective courses. This suggested modular content is outlined in appendix G.

Evaluations of existing CPD training found wide disparity in the level of satisfaction with CPD training. Research indicated that two days CPD training per year is insufficient to meet the training needs of the organisation and that there was little or no refresher training. The *'Report of the Working Group to review Continuous Professional Development Training'* (2008) supports this finding, stating that the volume of material to be delivered in the current time frame is too large and reduces the function of CPD to information dissemination.

The suites of elective courses will be both rank and role based and diverse in nature to accommodate training needs identified during research conducted for this review. The proposed suite of elective courses will also facilitate specific training requirements not catered for in operational development programmes. The suites will also address the wide range of skill and behaviour gaps identified in the training needs analysis.

The recommended suites of courses aim to address the perceived gaps in training and refresher training currently available throughout the organisation. In offering a suite of courses the recommendation attempts to ensure that training is both relevant and available to all ranks where a training need is identified. The review team also found that urgent training requirements and interventions are difficult to accommodate in the present training structure. The proposed suites of elective courses can help alleviate this problem. The suites of courses are also designed to alleviate the problem of insufficient time dedicated annually to training while recognising as well the abstraction issues<sup>60</sup> associated with CPD training.

The site visit to the Scottish Police College (SPC), Tulliallan, identified a best practice system worthy of consideration when implementing strategies for this proposal. The SPC conducts a yearly assessment of training needs, which includes consultation with partners and stakeholders (approximately seventy). This provides the basis for an annual calendar

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<sup>60</sup> The *'Report on the Cost of Garda Training'* (Garda Research Unit, 2008) costed all training abstractions at €65m annually. Of 13,755 garda staff in 2007, 964 were in training each day.



of over forty seminars and programmes, which are then advertised on the organisations intranet and open to all members of staff within the various Scottish police forces and partner agencies. Applications for attendance are managed through a single point of contact within the organisation.

The Review Group recommends a similar system to provide a suite of elective courses to cater for training needs outside the scope of operational development programmes. Members will elect to undertake specific courses in consultation with their line manager and the divisional training manager. The selection of courses to be undertaken by individuals will follow this consultative process, with consideration given to both individual and organisational training needs. Each member's voluntary individual development programme (IDP) will be examined when considering the suitability of courses elected and all courses undertaken should be recorded in the voluntary IDP. Completion of elective courses will carry learning points (as outlined in chapter 5) in addition to those earned from attendance at the mandatory operational development programmes.

Chapter 5 of this report recommends that a prospectus of all courses is made available for examination on the garda portal or by other appropriate means. This will include the suite of elective courses, which will facilitate all members of the organisation in choosing elective training modules and create awareness of the training options available. The prospectus should also serve as a calendar of training for the organisation and indicate when courses commence, the number of places available and course content.

Figure 32 illustrates the courses which will be the responsibility of the Operational Development Faculty. These courses include the operational development programmes (core and command) and the elective suite of courses. Operational development programmes will mainly be delivered by the Divisional Operational Development School and the elective suite of courses will be delivered via blended learning solutions as outlined in chapter 5.



Core		Command			Executive			
Reserve Garda	Garda	Sergeant	Inspector	Superintendent	Chief Superintendent	Assistant Commissioner	Deputy Commissioner	Commissioner
Rank Based Training								
Core Operational Development Programme		Command Operational Development Programme						
Reserve Garda Suite of Elective Courses	Garda Suite of Elective Courses	Sergeant Suite of Elective Courses	Inspector Suite of Elective Courses	Supt Suite of Elective Courses				

**Figure 32: Summary of courses provided by the Operational Development Faculty**

**LLA 6: Introduce a broad range of suites of elective courses to address the need for courses relevant and specific to individual roles performed.**

It became apparent throughout the consultative process of this review that an ongoing and continuous training needs analysis for the organisation is crucial to ensure that the actual learning needs of the organisation are met in a timely fashion. The review process has found that current CPD training is perceived as being insufficiently focused or targeted, and in many instances is seen as irrelevant. Research found that much of the dissatisfaction with CPD training was due to the irrelevance of training being offered to personnel. This finding is also reflected in the analysis of evaluation surveys conducted as part of the review. Forty-six attendees from the South Central Division (Dublin) and Kerry CPD completed course evaluation surveys. Some of the respondents to this survey felt that no aspect of the CPD programme was relevant to them because of the specialised roles they occupied. Similarly, the ‘*Report of the Working Group to review Continuous Professional Development Training*’ (2008) stated that CPD should focus on relevant quality training needs rather than the quantity training approach. During the consultative process twenty-seven per cent of the heads of various specialist units in the organisation stated that CPD should be more relevant to the roles performed by members.



The recommended suite of courses is formulated to address the disparity of training needs of individuals within the organisation across each rank. Having a choice to elect for various courses will improve the relevance of training provided and address one of the main concerns regarding CPD training. The *'Report on Staff Attitudes in An Garda Síochána'* (Garda Research Unit, 2007) found that access to training was perceived to be difficult by sixty-two per cent of staff. The report also found that the views of garda staff to training in 2007 were mixed. Thirty-seven per cent were satisfied and thirty-seven per cent were dissatisfied with the standard of training and development. One-third agreed they did not have enough training to do their job effectively but half thought they did. A summary of the main training findings from the report are

- thirty-seven per cent were satisfied with the standard of training and development, thirty-seven per cent were dissatisfied
- thirty-one per cent agreed there was a strong focus on continuous training and development, fifty-two per cent disagreed
- thirty-three per cent agreed they did not have enough training to do their job effectively, forty-nine per cent disagreed
- twenty-two per cent agreed they found it easy to get on training courses, sixty-two per cent disagreed
- thirty-seven per cent agreed managers encouraged staff to seek further training, forty-seven per cent disagreed
- fifty-two per cent agreed there are good opportunities for career progression and development.

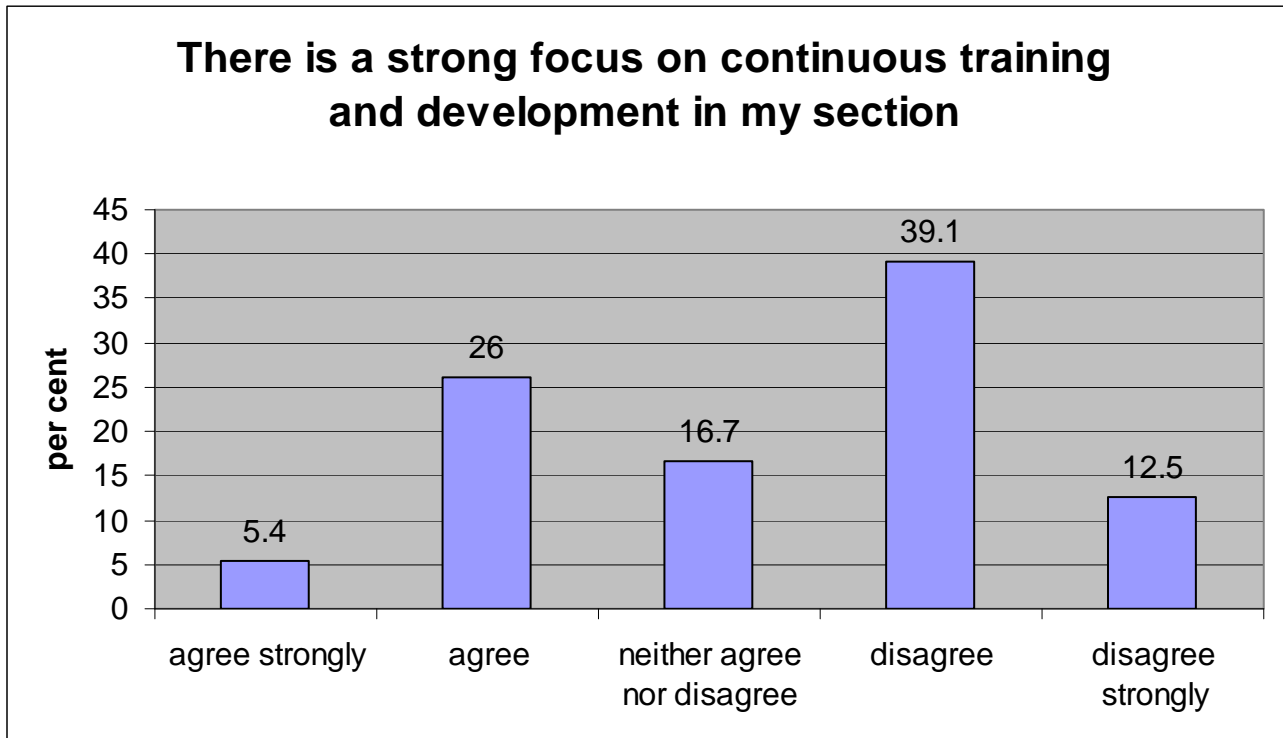
Over half (fifty-one per cent) of An Garda Síochána disagreed that there was a strong focus on continuous training in their section. Almost one-third (thirty-one per cent) agreed.

Figure 33 illustrates the results of a survey conducted on members of An Garda Síochána. When asked if there was a strong focus on continuous training and development in their section, thirty-one per cent agreed with the statement and sixteen per cent neither agreed nor disagreed. However, the remaining fifty-one per cent disagreed that there was a





strong focus on continuous training and development in their section. This provides a rationale for change in training and development.



**Figure 33: Focus on continuous training and development**

The amount and extent of training provided in An Garda Síochána in 2007 was significantly higher than in most other public sector organisations based on the research findings of Garavan et al (2007). Therefore, the high proportion (fifty-two per cent) who disagreed there was a strong focus on continuous training was somewhat unexpected.

**LLA 7: Facilitate the delivery of the command operational development programme for superintendents through a virtual learning environment (VLE) and instructor-led training delivered on a regional basis.**

Research conducted by the training review team identified the need for continuous training at superintendent rank. However, it also revealed some concern that this training will lead to excessive abstractions of superintendents from garda districts. To address this it is proposed that instructor-led training interventions for superintendents be



minimised and the command operational development programme for superintendents will be delivered by VLE where possible. Where instructor-led teaching methods are required, regional seminars with superintendents are recommended.

**LLA 8: Use a blended learning approach to deliver the suite of elective courses.**

The delivery of the suites of elective courses for members of core and command levels should be coordinated by the Operational Development Faculty and NTDU using a blended learning approach. Training delivery methods will include e-learning, garda portal, virtual learning environment, distance learning packs, role-play and where necessary instructor-led training by internal and external providers (at divisional training departments).

The introduction of a blended learning approach will reduce the physical attendance of members at divisional training centres, thereby reducing abstractions from operational duties. Following the initial outlay necessary to implement a variety of blended learning methods of training, there will be significant financial savings accrued over future years. There are obvious cost savings associated with the establishment of a VLE, through savings on travel expenses and subsistence allowances incurred by members attending divisional training centres. During the course of the site visit to the Police Service of Northern Ireland (PSNI), the financial savings accrued from e-learning were discussed. A training intervention by PSNI compared the expenditure of a one-day training programme or an e-learning package. The PSNI estimated a significant potential saving by opting for the e-learning alternative. This site visit also identified the need to provide protected study time for this option to succeed. PSNI officers are allocated protected study time during their tours of duty to facilitate the completion of e-learning packages. If An Garda Síochána allocates off-peak policing periods as protected study time, the impact of abstraction from operational duty can be minimised. E-learning cannot be seen as a full replacement for traditional training in any police organisation but a blended approach to training has obvious advantages. Traditional training in the form of lectures delivers lower levels of knowledge retention than a blended learning approach (Cantor, 1992).



**LLA 9: Deliver operational development programmes on a shift basis and during non-peak times, to facilitate and coincide with operational policing requirements.**

The CPD programme is considered somewhat rigid and does not reflect operational needs, and many respondents have suggested that CPD should be delivered across operational policing tours of duty. The *‘Report of the Working Group to review Continuous Professional Development Training’* (2008) supports this finding and stated that the current CPD delivery schedule also impacts on the visibility and effectiveness of An Garda Síochána.

The delivery of operational development programmes to coincide with work ‘shift’ patterns was suggested on various occasions throughout the review process and many respondents cited the success of initial PULSE training. This training was delivered to working shifts. Public holidays and Sundays can often be non-peak operational periods within An Garda Síochána. These are frequently the most operationally favourable days to provide training and could also lower abstraction costs.

Two positive implications of this recommendation are

- 1 increased visibility of gardaí in public at peak business times, as gardaí attend operational development programmes in non-peak business times
- 2 improved attendance at operational development programmes; additional gardaí available to attend training delivered during non-peak periods.

Divisional trainers will be required to work Saturdays, Sundays, public holidays and non-social hours to help implement this recommendation.

**LLA 10: Use briefing times for delivery of short training interventions.**

Site visits to other police forces indicated that briefing times are excellent opportunities for delivering short, concise and immediately relevant training interventions. The Strathclyde police force operates a system of blended learning using video, e-learning, work-based training and classroom training. The use of station briefings as a facility for delivery of brief training interventions featured among the submissions made to the



Review Group and was recommended in workshops with various garda staff associations. This recommendation was also suggested within the '*Report of the Working Group to review Continuous Professional Development Training*' (2008).

This recommendation requires the development of regular appropriate training materials for use during station briefings. In some instances this may simply be the dissemination of a paper hand-out outlining a new procedure or summary of legislation. The Training Review Group suggests that a short multi-media presentation would have significantly greater impact. It is also suggested that these short training interventions might best be delivered by staff at station level. This may include appropriately trained personnel at district level or supervisory sergeants. The National Training Development Unit in consultation with divisional training managers will decide on the most appropriate means of delivery. The multi-media equipment can be used to improve briefing on operational priorities such as photos or videos of suspect, types of crime, or victim-location hotspots. This recommendation will ensure the timely delivery of short, concise and immediately relevant training interventions.

#### **7.4.4 Leadership and Management Faculty**

**LLA 11: The Leadership and Management Faculty will have three primary responsibilities: the executive development programme, promotion courses and higher education options.**

The three primary responsibilities of the Leadership and Management Faculty will be the executive development programme, promotion courses and higher education options. This will incorporate the functions currently performed by the Senior Management Development School and the Management and Supervisory Training School.

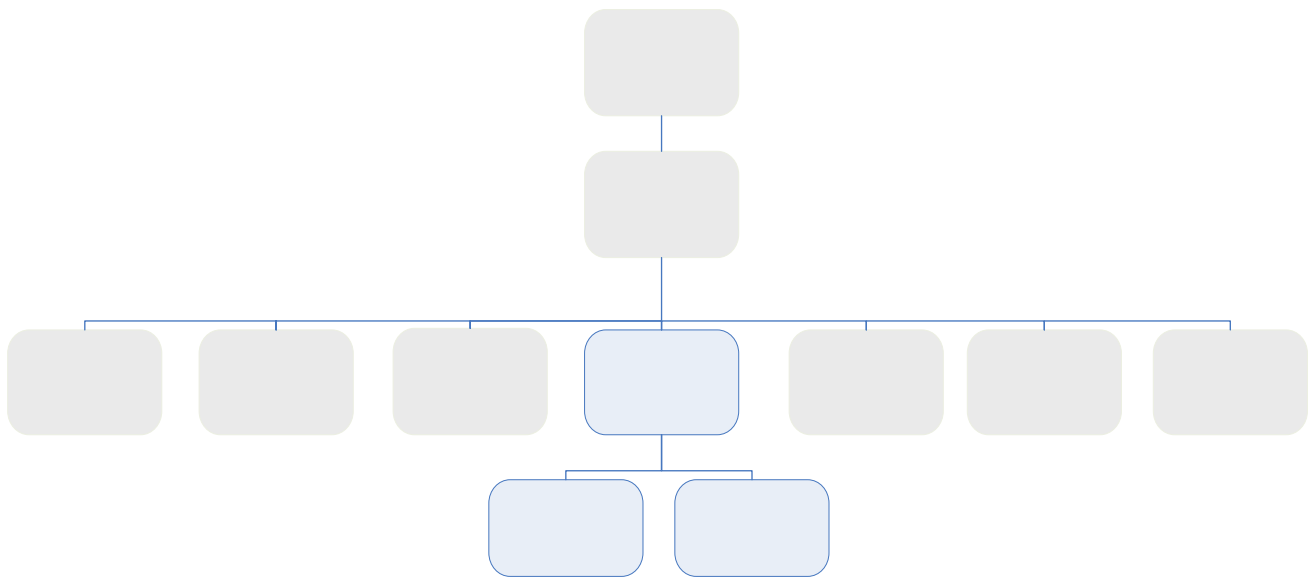


Figure 34: Proposed structure of the Leadership and Management Faculty

**LLA 12: Deliver the executive development programme to the executive levels within the organisation and make it available through a suite of elective courses.**

The rationale for this recommendation arose from workshops and interviews undertaken by the review team as part of this review. The Smurfit Business School (University College Dublin) proposals for the garda executive leadership programme recommended an annual series of master classes aligned with the strategic goals of An Garda Síochána, for senior management. Such classes should be offered as part of lifelong learning as opposed to a finite programme, (Matthews, 7:2008). Based on research findings the Review Group recommends an executive development programme for executive levels from chief superintendent to deputy commissioner ranks. Continuous training and development for superintendent rank will be catered for within the operational development programme for command level. Unlike other development programmes, the executive development programme will be available exclusively as an elective suite of courses, delivered via a blended learning approach. The programme is designed to cause minimal disruption to the operational capacity at executive level. This will facilitate executive management electing for courses of specific relevance to them, whether operationally or strategically focused. The elective suite of courses will be designed by



the NTDU in conjunction with the Leadership and Management Faculty at the Garda College.

Core		Command			Executive			
Reserve Garda	Garda	Sergeant	Inspector	Superintendent	Chief Superintendent	Assistant Commissioner	Deputy Commissioner	Commissioner
Rank Based Training								
					Executive Development Programme Suite of Elective Courses			

**Figure 35: Suite of elective courses**

**LLA 13: Refer to promotion development courses collectively as ‘promotion courses’, with courses for each rank referred to as sergeant promotion course, inspector promotion course, superintendent promotion course and chief superintendent promotion course.**

The rationale for this recommendation is that there are inconsistencies in relation to the titles used for promotion (or development) courses. The implementation of this recommendation will provide consistency and clarification that promotion courses are provided to personnel upon promotion and are aimed at developing newly promoted personnel in the skills, knowledge and behaviour required within their new rank.



Core		Command			Executive			
Reserve Garda	Garda	Sergeant	Inspector	Superintendent	Chief Superintendent	Assistant Commissioner	Deputy Commissioner	Commissioner
Rank Based Training								
					Executive Development Programme Suite of Elective Courses			
		Sergeant Promotion Course	Inspector Promotion Course	Supt Promotion Course	Chief Supt Promotion Course			

**Figure 36: Suite of promotion courses**

The SMI Report (2000) recommended that the first module of promotion courses should take place as soon as possible after the promotion list is published and focus on the roles and responsibilities of the rank. This recommendation has been implemented to some extent but not in all instances. Research workshops with garda staff associations conducted during this review identified the need for some training prior to promotion. This is the practice which other police forces aspire to. A site visit to the Scottish Police College (SPC) provided best practice evidence of this. The Scottish Police College aims to accommodate newly promoted personnel on a promotion list on one module prior to taking up their new role. Evidence to support this approach was provided during interviews and surveys conducted by the review team. The view expressed was that essential elements required to perform the new role upon promotion could be ‘front loaded’ and other elements given later within appropriate training modules.

This Review Group recommends that this foundation module could be undertaken by personnel either on a VLE or distance learning package and completed prior to taking up their new role. This will facilitate personnel on promotion lists undertaking the first module immediately on notification of an imminent promotion.



It is recommended that HR Bulletins<sup>61</sup> allow a two-week period from the time of distribution/notification regarding promotion, to the time of appointment to a new rank. This two-week period will facilitate personnel undertaking the foundation module.

It is also recommended that the foundation module incorporate (i) the primary role and responsibilities of the new rank, (ii) necessary operational elements (policy, legislation etc) and (iii) an element of self-awareness discovery (to identify the style, skills and talents which personnel bring to their new role).

The foundation module will also make newly promoted personnel aware of the skills, knowledge and behaviour gaps they need to address. A financial benefit will accrue by delivering the foundation module of the promotion course via a VLE or distant learning pack.

**LLA 14: Promotion course modules outlining the key operational training required within the rank should follow the foundation module, with the latter modules focusing on human resource related topics and management skills.**

Interviews conducted with promotion training departments stated that participants on promotion courses have a better appreciation of the course content after some on the job experience and an understanding of the skills required in being effective in their new role. Interviews with senior garda management suggested that the ‘operational’ elements of training (law, policy etc) should be provided within the initial module and the softer skills (management skills and human resource related topics) should be contained within later modules, when these skills are more relevant to participants.

It is recommended that the foundation promotion module be followed by modules incorporating ‘operational’ elements of training (law, policy etc) and the later modules will focus on management skills and human resource related topics (softer skills).

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<sup>61</sup> HR Bulletins – internal garda documents used to disseminate information regarding personnel, including promotion, transfers, allocations, vacancies, allowances, retirements, deaths and discharges.





Delivery of these modules should incorporate a wide variety of teaching methods (such as role-plays, practical demonstrations, debate, open discussion etc).

**LLA 15: The Leadership and Management Faculty should be responsible for higher education options, which will include the BA (Hons) in Police Management, garda executive leadership programme and funded education programmes.**

Research conducted by the training review team identified the benefit of having a coordinated approach to management development. Workshops and interviews conducted provided evidence of this. Based on research findings, the Training Review Group recommends that the Leadership and Management Faculty will be responsible for management development within the command and executive levels. The Leadership and Management Faculty will be able to address training gaps within promotion courses and supplement this with higher education options for personnel who strive for additional academic qualifications.

The Leadership and Management Faculty will oversee a continuous progression of incremental academic courses which will focus on the skills required within each level. This continuous progression of incremental academic courses will incorporate step-by-step academic courses through which personnel can proceed throughout their careers. The progression will build upon the foundations of the BA in Police Studies (provided in student/probationer training) and progress to a BA in Police Management and finally to the garda executive leadership programme (GELP). Funded education programmes will supplement the continuous progression of academic courses and will allow personnel at all ranks to focus on particular areas of study. This will provide advanced specialist training, development and knowledge important to, and needed by, the organisation.



Core		Command			Executive			
Reserve Garda	Garda	Sergeant	Inspector	Superintendent	Chief Superintendent	Assistant Commissioner	Deputy Commissioner	Commissioner
Rank Based Training								
					Executive Development Programme Suite of Elective Courses			
		Sergeant Promotion Course	Inspector Promotion Course	Supt Promotion Course	Chief Supt Promotion Course			
		BA Policing Management Programme (Honours Degree)		GELP I (Higher Diploma)	GELP II (Masters Degree)			

**Figure 37: Higher education options within the Leadership and Management Faculty**

**LLA 16: Make the current BA in Police Management programme available to all command ranks including sergeant rank.**

At present An Garda Síochána provides a BA (Hons) in Police Management to inspectors and higher rank garda officers. The programme is designed to focus on management practices within the garda organisation, with particular emphasis on strategic management practice.

A commitment in the Garda Síochána Policing Plan 2006 recommended a review of the BA (Hons) in Police Management. The review was subsequently carried out by the Garda Research Unit. It examined participant satisfaction with the BA programme and the extent to which it develops garda members for their role as managers in the organisation. The review found that participants regarded the programme as meeting their needs and there was a high degree of satisfaction with almost all of its elements.



Specifically, participants placed a high degree of importance on the programme for management development purposes and rated its usefulness to a manager in An Garda Síochána as either ‘outstanding’, ‘very good’ or ‘good’ (ninety-five per cent). The vast majority of respondents rated the practicality of the course as either ‘outstanding’, ‘very good’ or ‘good’ (ninety-seven per cent) and they were satisfied with the subject content and teaching methods. Not only would participants recommend the programme to other garda members (‘very highly’ or ‘highly’), they considered it a necessity.

Research undertaken as part of this review provides evidence that the current BA programme should be made available to other ranks. This, coupled with the high levels of satisfaction found with the existing BA, provides a rationale for opening up the BA programme to sergeant rank. This evidence was gleaned from a number of sources including workshops, interviews and literature review.

The *‘Final Report to the Garda Commissioner from the Advisory Group on Garda Management and Leadership Development’* (2007) recommended that “*officers and staff at all levels should be encouraged to upgrade their qualifications by relevant degree-level or other courses, and should be facilitated and funded in doing so. Success should be recognised financially and where appropriate by promotion*”.

Interviews also suggested that enabling sergeants and inspectors to undertake the BA programme could facilitate the re-design and shortening of the promotion course, preventing duplication of content.

Workshops with garda staff associations indicated that there is a gap regarding educational qualifications available to members at sergeant rank. This fact was also evidenced during surveys undertaken with the participants at sergeant promotion/development courses. Interviews also suggested that it should be the aim of the organisation to up-skill staff as soon as possible to generate the greatest benefits for the longest period. The Strathclyde Police offer a ‘Diploma in Police Service Leadership and Rights’ to employees following initial training. The site visit to the National Police College, Copenhagen, Denmark, found that police officers at chief inspector rank (which is roughly equivalent to sergeant rank in An Garda Síochána) complete a university based



academic programme equivalent to the BA in Police Management. During this programme police officers complete an annual week-long seminar, which focuses on police specific topics. The programme has the dual benefits of providing a forum for networking with other non-police professionals at the university and the opportunity for exchange of best practice policing methods with colleagues at seminars. The benefits gleaned from studying and networking with non- police personnel were also identified within the SHRAC report<sup>62</sup>.

This research provides the rationale that the BA in Police Management should be made available to all ranks within the command level (including sergeant rank). The BA in Police Management will build upon the BA in Police Studies and will be contained within the continuous progression of incremental academic courses available throughout a career in An Garda Síochána. The Review Group has consulted with a number of academic institutions and colleges who have expressed an interest in providing academic programmes to An Garda Síochána. The delivery of this and other academic programmes will use blended learning solutions, with participants using distance learning, VLE and/or seminars (both internal and external).

**LLA 17: The current garda executive leadership programme (GELP) should be re-configured to GELP I (higher diploma) and made available to superintendent rank.**

In 2008, a working group reported to the Garda Commissioner on research findings into strategic imperative 5.2.1. The group indicated that it would implement the garda executive leadership programme in collaboration with leading international business schools. A high-level overview of the main recommendations summarised them in the following terms:

- continue GELP in partnership with UCD Michael Smurfit School of Business

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<sup>62</sup> Submission by the Strategic Human Rights Advisory Committee for the development and implementation of the following instruments for An Garda Síochána: monitoring framework, policy on policy and training policy.



- conduct a level four evaluation of the programme by an external consultancy firm to determine the future developments of the programme
- extend the programme to include members of garda superintendent rank with two or more years service in the rank
- consider promoting and providing the programme on a fee-paying basis across the public service initially and subsequently the private sector.

In July 2008, UCD made a proposal outlining a possible framework for a revised garda executive leadership programme. This document proposed that the programme be made available to members of superintendent rank to widen the pool of potential participants. The programme, it was argued, should place more emphasis on development and application of operational skills. It also recommended the use of psychometric tools, personal development plans, coaching and table-top exercises. The report also stated the need to identify the training needs of senior management in An Garda Síochána, which are dependant on their future career paths.

This Review Group recommends that the current GELP programme should be re-designed into GELP I. This will place additional emphasis on the application of operational skills training made available to superintendent rank (command level).

**LLA 18: Build on GELP I by introducing a GELP II, which will be at Master degree level. GELP II will be available at executive level and will be aimed at strategic development.**

This Review Group recommends that a GELP II programme be developed to supplement GELP I. It is envisaged that GELP II will be accredited at Master degree level and will form part of the continuum of training within lifelong learning. GELP II will only be available at executive level (chief superintendent to deputy commissioner) and will be more strategically focused than GELP I. At present participants who have completed GELP (Advanced Management Diploma requiring sixty credits) may undertake an MSc with UCD (requiring an additional thirty credits). This necessitates participants to complete a dissertation and submit it to UCD to fulfil the requirements of the programme.



This recommendation is supported by the UCD recommendations regarding the garda executive leadership programme, which stated that at chief superintendent rank there is a need to have diverse programmes. The expansion of the GELP I programme into GELP II will provide a top academic qualification for garda management at executive level. It will provide executive management with the option to progress to a Master degree programme. This will bring management within An Garda Síochána to the forefront of executive leadership among the public sector nationally and police organisations internationally. The possibilities of widening the recommended GELP programmes across the criminal justice family should be explored.

**LLA 19: Continue to operate funded education programmes focusing on specific skills required within An Garda Síochána and the development of personnel in key areas.**

Research conducted by the training review team found considerable merit in the funded education programmes undertaken within An Garda Síochána. However some criticism of funded education programmes was also identified. Workshops with the garda associations suggested that the full potential of skills and knowledge obtained through funded educational programmes may be under-utilised. They suggested that a centralised database of skill sets within An Garda Síochána should be maintained. They also suggested that where possible the skills and knowledge gained through educational programmes should be used to replace consultancy services. This suggests that a categorised list of all consultancy services employed by An Garda Síochána over the past five years would be a good starting point for the National Training Development Unit to identify courses suitable for funded education. Garda staff associations also suggested that an evaluation of the return for investment be considered in relation to funded programmes. Interviews with senior management also stated that there will always be a personal benefit from educational programmes as well as organisational benefits.

It is recommended that funded education programmes are focused on organisational requirements rather than personal educational requirements. A learning management



system would facilitate this recommendation by providing the centralised database of skill sets within An Garda Síochána and ensure that personnel who undertake funded educational programmes are fully used within the organisation.

The Leadership and Management Faculty will have responsibility for the coordination of funded education programmes. Funded education programmes should be sanctioned in consultation with the National Training Development Unit, with consideration given to the training needs identified within the organisation. It is recommended that consideration is given to an applicant's voluntary IDP in assessing the applicant's suitability for undertaking a funded educational programme.

This Review Group also recommends that specific consideration should be given to the funding of doctorate programmes at executive level for senior garda management who have completed the GELP II (Master degree). This recommendation was supported by UCD which stated that at chief superintendent level there is a need to distinguish between those that are on a strategic career path and those on an operational career path and specific programmes need to be developed for each group.

## **7.5 Conclusion**

This chapter outlined how garda training will adopt the philosophy of lifelong learning and the continuous progression of development that will exist from garda to assistant commissioner rank. It described the current position of garda training and provided a summary of courses delivered to members of An Garda Síochána and the various providers that deliver these courses. This summary of courses was divided into two categories:

- rank-based training
- role-based training.

The chapter also outlined a list of recommended courses, with new training providers. Figure 38 provides a summary of these courses and again categorises them under rank-



based and role-based functions and also notes the recommended training provider of these courses.

Core		Command			Executive			
Reserve Garda	Garda	Sergeant	Inspector	Superintendent	Chief Superintendent	Assistant Commissioner	Deputy Commissioner	Commissioner
<b>Rank Based Training</b>								
Core Operational Development Programme		Command Operational Development Programme						
Reserve Garda Suite of Elective Courses	Garda Suite of Elective Courses	Sergeant Suite of Elective Courses	Inspector Suite of Elective Courses	Supt Suite of Elective Courses	Executive Development Programme Suite of Elective Courses			
		Sergeant Promotion Course	Inspector Promotion Course	Supt Promotion Course	Chief Supt Promotion Course			
		BA Policing Management Programme (Honours Degree)		GELP I (Higher Diploma)	GELP II (Masters Degree)			
<b>Role Based Training</b>								
	Crime & Functional Role Based Training							
	Role Based Training - Various Providers							
	Role Based Training - Funded Educational Programmes							

**Figure 38: Recommended rank and role-based training**

The recommended rank-based and role-based training is founded upon the analysis of data-gathering activities undertaken as part of this review.

The chapter provided a rationale for the proposed Leadership and Management Faculty and the Operational Development Faculty within the revised training organisational structure. The Review Group recommends that the current CPD programme be replaced by operational development programmes, which will be delivered to core (reserve garda and garda) and command (sergeant, inspector and superintendent) levels. Additionally core and command levels will avail of a suite of elective courses which will consist of training relevant to their roles. The Operational Development Faculty will have responsibility for the delivery of this training and development at core and command levels.





It is proposed that the Leadership and Management Faculty will have responsibility for the delivery of training to executive level, promotion courses and higher education options. It is recommended that the training and development programme at executive level will be delivered exclusively as an elective suite of courses. Higher education options will incorporate a continuous progression of academic courses commencing with the BA in Police Studies (completed within the Garda College). This will include a BA in Police Management, GELP I (higher diploma) and GELP II (Master degree). Funded educational programmes will be adjacent to this course structure, which will focus on specific skills required within An Garda Síochána and the development of personnel in strategic areas.

All garda training and development will incorporate a lifelong learning approach that aims to develop personnel from graduation along a continuum of learning through to retirement. This will ensure that garda staff (both garda and civilian) are fully prepared and developed for policing requirements throughout their careers in An Garda Síochána.





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## Chapter 8: Crime and Functional Faculty

### 8.1 Introduction

Crime and functional training is provided to garda staff who perform roles in specialist operational tasks and/or the investigation/management of crime. This training must be contemporary and well structured with an ambitious programme of continuous learning because it is critical to the achievement of successful operational outcomes.

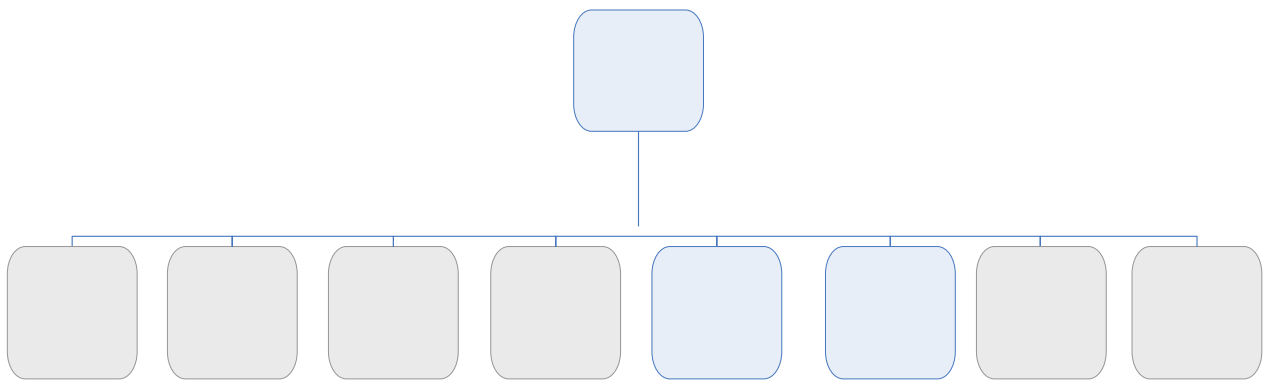
This chapter provides an insight into crime and specialist training within the organisation and the training facilities and infrastructure currently provided. A summary of analysis from the data gathered throughout the review is presented with evidence-based recommendations aimed at improving crime and operational police training and guiding future tactical training developments at a strategic level. Most recommendations proposed within the chapter are based on approaches in other international police colleges visited by the Training Review Group, in particular the methodologies adopted by the Association of Chief Police Officers (ACPO)<sup>63</sup> in the UK. The site visit to Strathclyde in Scotland and to Tampere in Finland provided evidence of other effective models, methodologies and facilities.

### 8.2 Current situation

Currently the training structure in the Garda College includes a separate Specialist School and Crime Training Faculty, as depicted in Figure 39. Both provide a suite of training courses specific to the individual school.

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<sup>63</sup> The Association of Chief Police Officers provides best practice recommendations in relation to all UK police-related activities.



**Figure 39: Current structure of Specialist School and Crime Training Faculty**

### 8.2.1 Specialist Training School

The Specialist Training School has four departments:

1. the Driving School which is responsible for all driver training within the organisation
2. the Tactical Training Unit which provides all forms of tactical training as well as search techniques
3. the Firearms Training Unit which delivers all garda firearms training
4. the Garda Mountain Bike Unit which delivers all mountain bike training.

The suite of courses provided by the Specialist School can be seen in appendix B. The school is under the direction of a superintendent assisted by an inspector. Each of the four departments is headed by a sergeant.

### 8.2.2 Crime Training Faculty

The Crime Training Faculty was established in 2007 to modernise and adopt a professional approach to the management of criminal investigations and associated activities.



The Crime Training Faculty delivers the following courses<sup>64</sup> with experienced staff:

- detective superintendent course
- senior investigating officers course (SIO) approved to diploma level 8 in senior investigation officers studies
- detective sergeant course
- detective garda course
- specialist interviewer course
- incident room coordinators course
- scene of crime examiners course.

A modular framework has been adopted for the implementation of these courses and all programmes are broken down into three distinct stages.

- Stage 1 is a frontloading phase of knowledge and information based on the requirements of the particular role. The approach is based on self-directed and classroom learning and has a high level of interaction to include group work, exercises and case studies.
- Stage 2 of all courses, with the exception of the SIO course and specialist interviewer course, involves a placement with an experienced member who acts as a coach or mentor during this period. The objective is to allow the trainee to experience the reality of the theory from Stage 1.
- Stage 3 involves a return to the Garda College for a final learning phase which involves classroom learning and role plays.

The Crime Training Faculty currently has no dedicated superintendent allocated. This faculty is managed by a superintendent who also has responsibility for administration within the Garda College. This superintendent is assisted by an inspector, who works full time for the Crime Training Faculty.

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<sup>64</sup> The full suite of courses provided by the Crime Training Faculty can be seen in appendix B.



## 8.3 Summary of analysis

The analysis presented in this chapter is derived from all of the data gathered by the training review team in relation to the Specialist School and Crime Training Faculty. Three key issues emerged from the analysis:

- the current structure of the Specialist School and Crime Training Faculty is inadequate
- investment in training infrastructure is urgently required
- alignment of course development and delivery must change to reflect international best practice.

Findings in relation to these three key issues will be presented in this chapter.

### 8.3.1 Current structure of the Specialist School and Crime Training Faculty

It is recognised by the Training Review Group that both schools have evolved within recent years. The Specialist School has implemented significant recommendations advanced in the *'Report of the Garda Síochána Inspectorate'* (2007) and the *'The Garda Síochána Corporate Strategy 2007-2009'*. Recommendations were made in relation to the need for improvements in command structures, responses to critical incidents and improving the consistency of training delivered.

The Crime Training Faculty has modernised crime investigation training by the adoption of cutting-edge investigative methods supported by advanced technical and forensic backup.

International best practice suggests that combining crime and specialist policing skills training is more effective because these skills are used together operationally; for example, specialist resources are required to progress major operations such as the arrest of individuals believed to be armed or with access to weapons. Training should reflect this requirement and provide personnel with the ability to exercise sound decision-making processes and the opportunity to practice these skills. A combined crime and specialist faculty would best meet this operational requirement, as shown at the London



Metropolitan Police training facility in Gravesend. This training facility is designed to accommodate integrated training options such as firearms, public order and command training.

### **8.3.2 Investment in training infrastructure**

During visits to sites of best practice the Training Review Group had the opportunity to examine training infrastructure used for specialist and crime training. The police college in Finland provides world-class training facilities and simulated practice areas for specialist and crime training.

In comparing these facilities with the training infrastructure used by An Garda Síochána, the Training Review Group found that there is an urgent requirement for investment in advanced training infrastructure to meet the organisation's operational requirements. An Garda Síochána is currently relying on other agencies such as the army to provide much of its training infrastructure. The present training sites do not support the needs of a modern police service. The need to modernise infrastructure has previously been identified and compelling evidence in support of this was provided in a business case documented in the *'Development of Phase 1 Centre of Excellence Operational Training Facilities – Skill'* (2007) which outlined the requirement for the provision of the centre of excellence at Dromard House, Co Tipperary, on lands acquired by An Garda Síochána. This business case identified and described the training infrastructural requirements of An Garda Síochána in order to modernise driver, firearms, tactical and operational training.

### **8.3.3 Alignment of course development and delivery with international best practice**

Many of the police organisations visited by the Training Review Group had cutting-edge training programmes. In the main, these programmes are accredited by universities and training colleges. An Garda Síochána should, where possible, compare their programmes with those already developed in other countries. This will enable a standardisation of police training with other international police forces and also provide ideas and thoughts that may enhance the programmes for An Garda Síochána.



Recent tribunals of inquiry and the Garda Síochána Inspectorate examined aspects of garda practices and procedures. They turned to international policing services as a benchmark for best practice. It is therefore essential that An Garda Síochána assisted by this review identifies leading international best practice at the earliest possible opportunity to add value to training programmes delivered by the garda organisation.

The Training Review Group found that considerable emphasis is placed by other international police forces to accrediting training programmes. This accreditation process adds value to programmes by opening them to external scrutiny and expertise to ensure the courses delivered are to the highest standards. This approach should be adopted in An Garda Síochána.

## **8.4 Recommendations**

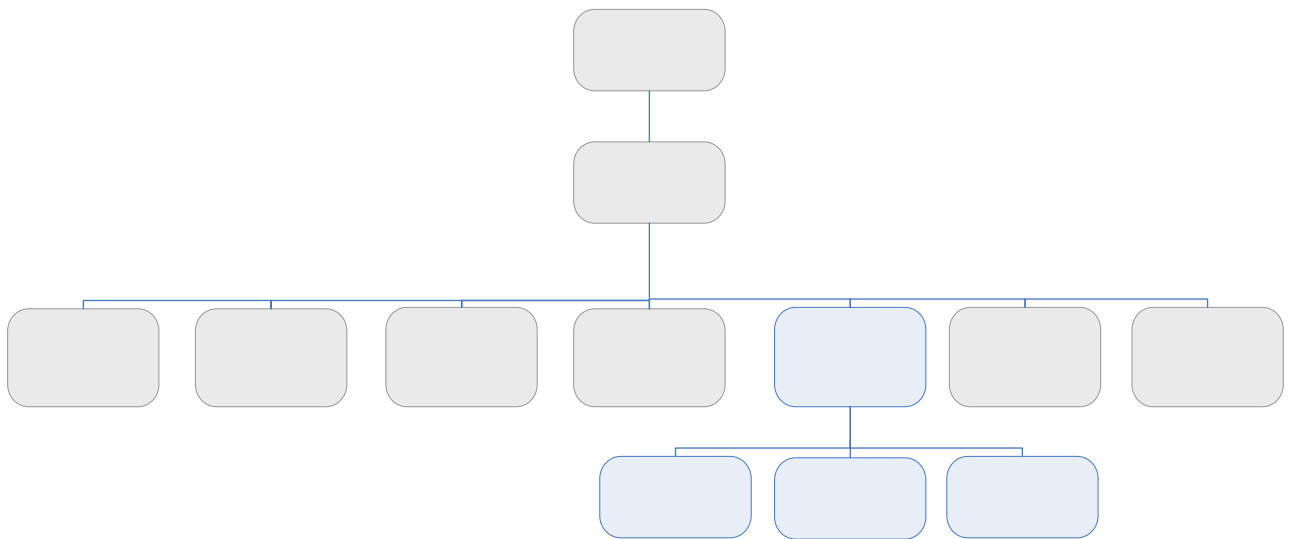
The following recommendations by the Review Group are designed to address the deficiencies identified in the analysis of current crime and specialist training and through observations made during visits to sites of best practice.

The recommendation to amalgamate the Specialist Training School and Crime Training Faculty to form a new Crime and Functional Faculty is made at ST 9, chapter 5.

Evidence underpinning the amalgamation of the Crime Training Faculty and the Specialist School was provided in workshops undertaken as part of the training review. Support for this amalgamation was also provided by visits to sites of best practice in other police forces where crime and functional policing skills training is co-ordinated under one section or faculty. Adopting this combined model will add coherence and value to the area of crime and specialist training within An Garda Síochána.

This Crime and Functional Faculty will have sole responsibility for the development of functional and crime investigative skills for the organisation. Figure 40 depicts where the faculty should sit within the new training structure and the proposed format of the schools within the new faculty.





**Figure 40: Proposed structure of Crime and Functional Faculty**

The development of three individual schools should lead to greater training integration through the development of training specific to operational roles. These three key schools will be responsible for the delivery of specific training within each particular area.

National Training Development Unit	Student/ Probationer Faculty	Operational Development Faculty
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- The Crime Investigation School will provide crime investigative training interventions, for example cyber crime and high-tech crime.
- The Crime Management School will focus on the skills required by managers and supervisors whose role is to manage the investigation of crime or critical incidents. The link between crime and functional policing skills training will be clearly apparent within this school.
- The Functional School will focus on individual skill development to enable personnel to perform particular tasks, for example courses provided by this school will include driver training, firearms training, tactical training and mountain bike training.

The new Crime and Functional Faculty will be governed by the governance structure recommended in chapter 5. This will ensure that stakeholders with appropriate levels of



expertise and responsibility are involved in training-related decision-making processes for this new faculty. It is recommended that all current training courses at the Crime Training Faculty and Specialist School be assessed prior to the inception of the Crime and Functional Faculty.

The National Training Development Unit will design course content and material to align to the corporate strategy and the organisation's training requirements. As recommended in chapter 5, expert panels will validate course content when approving the new training courses for the Crime and Functional Faculty. This will ensure that course content is aligned to emerging best practice in the subject area and improve the quality of crime and police training.

The training request process recommended in chapter 5 should ensure that only the most suitable candidates (those who currently need the training and will be in the particular role for at least one year) are selected for training courses offered by this faculty.

This will eliminate the current practice of ad hoc crime and specialist training being delivered and will ensure that training interventions are delivered by qualified training staff supported where necessary by experienced and expert operational personnel.

In the implementation stage, there will be a requirement to define the roles and responsibilities within the Crime and Functional Faculty and to determine and agree staffing levels for this faculty. This faculty will only need one superintendent as its head. This will enable the redeployment of the other superintendent to other duties following the amalgamation of the Specialist School and the Crime Training Faculty.

**CFF 1: Develop the centre of excellence at Dromard House as a matter of priority to cater for the needs of crime and functional police training.**

Training within An Garda Síochána must be supported by a realistic and effective training infrastructure designed for specific police purposes. At present the facilities do not meet some of the basic needs to deliver operational training.



Currently the facilities in the Garda College are almost fully dedicated to the delivery of student/probationer training, leaving very limited facilities available for other training, including crime and functional training. This is clearly a by-product of the accelerated recruitment programme. The garda organisation depends on other agencies such as the army to provide training locations. These locations are not tailored to garda operational or training needs as army and police training needs differ markedly. For the crime and functional training to fully equip staff to meet the challenges of a changing society and meet the strategic priorities of the organisation, the Review Group recommends as a matter of priority that suitable facilities are made available to support this key training.

The Review Group is acutely aware of the changed financial climate in the country but the requirement for high-class crime and functional policing training facilities is acute. The recommendation is to create an integrated training facility on the proposed site at Dromard House, Co Tipperary. This will cater for crime and functional policing skills training as well as for the continuous professional development of members of the force. A world-class policing organisation needs to be underpinned by a dedicated, world-class training facility, staffed by trainers qualified and accredited to world-class standards.

The business case presented by An Garda Síochána (2007) provides key evidence in support of this view. It recommends that investment in the designated area at Dromard should include the provision of facilities such as firearms ranges, a driver training area, a mock urban structure and command and management facilities to support the creation and simulation of 'real-life' training scenarios.

The building of these integrated training facilities on the proposed site in Dromard will benefit the organisation in many ways. Firstly, through the establishment of world-class facilities, the risk of serious injury to operational garda staff will be reduced and advanced training will ensure that the safety of the public is maximised. Secondly, the implementation of the proposed facilities with a variety of real-life situations will enable a safe and realistic training environment to be simulated.



It is also anticipated that this type of training will serve to reduce litigation against the organisation, because garda staff will be trained to the highest international standards using realistic job-related scenario-based training. Where litigation occurs it will serve to reduce awards because the organisation will, demonstrably, have made every effort possible to train its staff to world-class standards.

This recommendation has significant cost implications. The current financial environment and continuing budgetary constraints will obviously impact on the implementation of this recommendation. A planned incremental development of this facility is therefore proposed.

It is envisaged that savings will be made from reductions in court awards and settlements paid to litigants by the organisation. Between 2004 and 2007 almost €23m was paid out by An Garda Síochána to litigants. This does not include the cost of the various tribunals of inquiry or the compensation ordered by the tribunals to be paid (or yet to be paid) to individuals as a consequence of the activities or actions of staff within the garda organisation.

**CFF 2: Ensure the suite of courses delivered by the Crime and Functional Faculty meet best practice international standards.**

Courses currently being delivered by the Crime Training Faculty have been designed using international best practice standards and recommendations of various tribunals were incorporated into the design of these courses. The courses are also in line with ACPO<sup>65</sup> guidelines.

The Training Review Group recommends that the entire suite of courses to be delivered by the new Crime and Functional Faculty should be developed in accordance with international best practice standards. Clear policy guidelines for the organisation in the form of manuals of guidance must be developed prior to the design and delivery of

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<sup>65</sup> ACPO is the Association of Chief Police Officers of England, Wales and Northern Ireland.



training programmes. Such a process of development was witnessed in the centres of excellence visited, notably in Sweden, Finland, Canada and the United Kingdom.

**CFF 3: Accredit appropriate crime and functional training programmes.**

The senior investigating officer course currently being delivered by the Crime Training Faculty is fully accredited and has been approved to diploma level 8<sup>66</sup>. It is recommended that the suite of training courses provided by the Crime and Functional Faculty should be accredited appropriately and where possible instructors should undergo training that is accredited.

Accredited programmes add value to the training interventions and garda staff are more likely to engage in programmes where formal accreditation is provided. This accreditation can range from certification approved by the Garda College, by other colleges and by other agencies. While each participant will receive a certificate of completion of the course, formal accreditation is more desirable. International best practice advocates accreditation of programmes whenever possible. Consideration should also be given to accrediting appropriate instructor programmes, including examining retrospective accreditation where possible.

The Review Group recommends a new governance structure as outlined in chapter 5. This structure will support the accreditation of the suite of courses to be provided by the Crime and Functional Faculty.

**CFF 4: Continue to ensure all staff within the Crime and Functional Faculty have the expertise and capacity to deliver the suite of courses provided by the faculty.**

It is essential to ensure that all staff are provided with the appropriate level of knowledge and skills to enable them to effectively deliver training courses within the proposed Crime and Functional Faculty. Currently within the Crime Training Faculty and Specialist School, instructor evaluations are conducted for the instructors who deliver

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<sup>66</sup> Accredited by HETAC



accredited training programmes; however, such evaluations are less frequently conducted for the range of training programmes that are not accredited.

It is recommended that all staff within the Crime and Functional Faculty are provided with the appropriate level of training to successfully deliver the suite of training courses. It is also desirable that training is provided for instructors to keep abreast of modern developments and where possible instructors should be in a position to align their training with recent operational experience.

**CFF 5: Develop and implement a competency-based model of driver training to meet the operational requirements of the organisation.**

Currently the competencies required by personnel to undertake specific driving tasks are not considered in the design and delivery of the garda driver training programme. The Review Group recommends the implementation of a new competency-based driver training model to meet the needs of garda staff. The purpose of this model would be to train police drivers to a recognised higher standard in different locations, in different vehicle types and for different role descriptions.

The new competency-based driver model should have competency levels developed for each course, and the competency of specific police drivers should be matched to the appropriate course. It is recommended that a new range of courses with five main levels should replace the existing structure. These proposed competency-based courses are outlined in Table 35.

Additional courses should be offered to train selected staff to become competent in driving specific vehicles, for example heavy goods vehicles (HGVs), 4 x 4s and towing trailers.



Competency levels	Course detail
Competency based 1 (CB1)	Currently non-assessed staff are driving garda vehicles. It is recommended that staff must meet the standards set at CB1 level before being authorised to drive garda vehicles.
Competency based 2 (CB2)	This will replace the current standard driving course. CB2 will include response driving, out-of-vehicle safety, and driving patrol vans.
Competency based 3 (CB3)	This will provide driver training for specialist units. This will include traffic corps drivers, Emergency Response Units (ERU) and a range of other units. Training will be provided that matches the specific operational needs and activities of these units.
Competency based 4 (CB4)	This will replace the current advanced driving course. CB4 is aimed primarily at potential driving instructors.
Competency based 5 (CB5)	CB5 will provide a training course for garda driving instructors.

**Table 35: Proposed competency based driving courses**

Four key implications arise from the implementation of this recommendation.

- 1 Drivers will no longer have to obtain authorisation to drive from a chief superintendent. This will be replaced by a competency-based level 1 driving certificate. This certificate will ensure that all garda drivers have received training and are assessed within a competency framework prior to being permitted to drive official vehicles. 'Fit for role' driving courses designed to meet the specific operational needs of diverse garda units will be developed.
- 2 The current practice will no longer exist where staff who undertake standard driving courses but do not meet the required standards are not permitted to drive official vehicles until they undergo further training. This practice results in unnecessary abstraction from core policing tasks. It also causes considerable duplication of effort by the current Specialist Training School.
- 3 The practices which have been found by the '*Risk Management Review of Road Traffic Accidents*' (State Claims Agency, 2005) and the Garda Inspectorate to contain the potential for significant corporate risk will be eliminated.



## **8.5 Conclusion**

The recommendations outlined in this chapter are underpinned by the principle that a strategic approach must be taken for the future development and delivery of crime and functional policing skills training within An Garda Síochána.

The Strategic Human Rights Advisory Committee Report (2008) dismisses the concept that operational demands of police organisations are more pressing than training. That report states that the time spent in court and management time devoted to internal investigations often indicate that officers have not been sufficiently trained or supported to do their jobs from the outset.

The recommendations outlined in this chapter will ensure that garda staff operating in frontline policing have access to a suite of training that will prepare them to meet the challenges of a rapidly changing world. Critical to the delivery of this vision are highly-skilled and motivated trainers combined with the most modern training infrastructure possible. This is the case in all of the best practice police locations visited by the Review Group and it is the desired approach for the future of garda crime and functional training.





## Chapter 9: Garda Civilian Faculty

### 9.1 Introduction

On 16 October 2006, the Minister for Justice, Equality and Law Reform signed into effect Section 19 of the Garda Síochána Act 2005. This provided for the transfer of all civilian staff in An Garda Síochána from the remit of the minister to the Garda Commissioner. This transfer designated the Garda Commissioner as the appropriate authority in respect of civilian staff working in An Garda Síochána.

Following this, and in consultation with the civil service unions, a Civilian Human Resource Directorate was established. This unit was set up to assist the Garda Commissioner in his new role. A key task for the directorate since its establishment is managing the accelerated civilian recruitment programme. The number of civilian staff working in An Garda Síochána has increased from 1,281 whole-time equivalent staff in December 2006, to 2,099 whole-time equivalent staff at the end of December 2008, an increase of sixty-four per cent.

A dedicated Learning and Development Unit within the Civilian Human Resource Directorate was established in early 2007 to respond to the increased training and development needs of civilian staff brought about by the accelerated civilianisation programme in An Garda Síochána.

Up until October 2006, the Department of Justice, Equality and Law reform was responsible for the training and development of all civilian staff. No tailor-made training and development strategy had been developed and implemented for civilian members. The Learning and Development Unit of the Civilian HR Directorate has moved to redress this deficiency over the past two years. A comprehensive induction programme was developed in 2007 for all new civilian staff and has been delivered to over 500 personnel since then. This programme, which is delivered under the joint auspices of the Garda College and Civilian Human Resources, provides new civilian recruits with, inter alia, a solid grounding in the history, structures, functions, and culture of An Garda Síochána. This is considered essential and beneficial for civilian staff.



This chapter summarises the findings of an analysis conducted on civilian training within the organisation. The analysis includes a review of background research, the completion of a skills and training needs analysis and the examination of a ‘garda civilian staff attitude survey’. It is imperative that all members of staff within An Garda Síochána receive consistent, high-quality training and continuous learning development opportunities throughout their career in accordance with international best practice training standards. The recommendations to further improve civilian training are presented in the following sections.

## **9.2 Current situation**

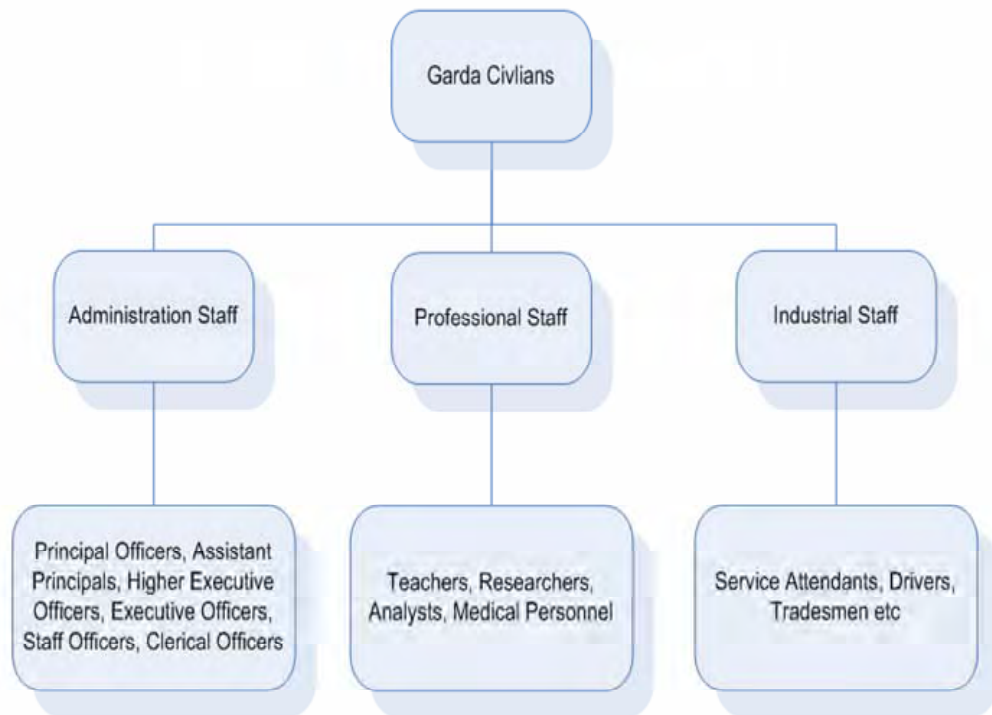
### **9.2.1 Civilian staff categorisation within An Garda Síochána**

Civilian staff of the Garda Síochána are categorised into three groups, administrative, industrial and professional, as shown in Figure 41. Administrative staff make up the majority of civilian staff in An Garda Síochána. This group accounts for sixty-nine per cent of all civilians within the organisation with approximately 1,857 staff members<sup>67</sup>. Members of this group include clerical officers (1,466), staff officers (192), executive officers (96), higher executive officers (77), assistant principals (17), principal officers or above (9).

The second group of civilians, industrial support staff, account for twenty-nine per cent of civilian staff within the organisation with approximately 789 staff. This group includes cleaners and service attendants (693), traffic wardens (45), drivers (24), general operatives (12), tradesmen (4) and store attendants (11).

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<sup>67</sup> These figures reflect all permanent staff members in the organisation as at 31 December 2008.



**Figure 41: Categories of civilian staff**

Thirdly, professional staff account for two per cent of civilian staff within An Garda Síochána with a total of forty-seven staff. This group is the most diverse as it includes teachers (20), accountants (12), researchers (3), cartographers/photographers (6), medical staff (4) and a fleet manager (1).

Prior to the 1990s, civilian staff within An Garda Síochána were primarily civil servants who mainly performed clerical and administrative roles or were industrial support staff that held maintenance or trade roles.

Professional civilian staff, on the other hand, tended to be recruited for specific specialist positions within the garda organisation. These professional civilians, although also civil servants, accounted for a much smaller percentage of the civilian population and even though they were employed by the Department of Justice, their learning and development needs tended to be catered for by the Garda Síochána.



### 9.2.2 Transfer of civilian responsibilities

The Garda Civilian HR Directorate has responsibility for civilian recruitment, training and development, industrial relations and general human resource functions for all clerical, administrative, professional and industrial civilian staff working in An Garda Síochána. Under the direction of the Garda Civilian HR Directorate, the Learning and Development Unit (LDU) was set up in February 2007. The responsibilities of the LDU include the following:

- source, provide and develop organisational policy on individual and grade development training
- provide all IT and administrative skills training and induction
- operate a refund of fees scheme for the pursuit of academic courses
- implement the performance management development system (PMDS).

The structure of civilian training is depicted in Figure 42.

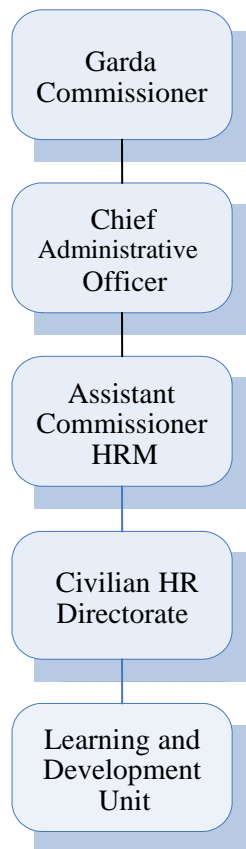


Figure 42: Current structure of civilian training



### 9.2.3 Civilian training courses

Following its establishment in early 2007, the Learning and Development Unit immediately began working with the Garda College to develop and enhance civilian learning and development supports in the context of the accelerated civilianisation programme taking place. Since its inception the LDU has been responsible for a number of significant initiatives.

At the same time as developing a comprehensive induction course for new recruits into An Garda Síochána, the LDU also commissioned the Institute of Public Administration to develop the Diploma in Policing Administration course specifically for existing civilian staff. One of the key aims of the course was to address a substantial and understandable knowledge deficit that was apparent among civilian staff regarding the organisation of which they had recently become members of staff. It was felt necessary to start addressing this gap, and an academic study programme was conceived as the ideal way to incentivise staff to learn more about their organisation (and in turn disseminate this learning to their colleagues around the organisation). The course was also targeted primarily at staff that had no previous third-level experience; however this was not a prerequisite. The key aims of this unique, tailor-made course were

- to provide participants with extensive knowledge of the history, functions, structures and culture of their organisation; the legal framework within which it operates; its ongoing change and modernisation programme; and comparative studies of other police forces
- to provide staff with a tailor-made introduction to higher education
- to enhance the research, analytical and literary skills and personal development of participants.

The diploma course was run for the first time in 2007 with sixty-five participants. It was run again in 2008 with seventy participants. It has proved to be very successful and evaluations have shown that it is considered by both the organisation and those that participated to have been of great benefit to both parties.



The LDU also became aware that an IT skills deficit existed across the organisation's civilian members. In order to address this, the unit has given IT training top priority in 2007 and 2008. A total of 376 civilian staff have received IT training over this period and areas covered included Microsoft word, excel and powerpoint as well as keyboard skills at various levels from beginners to advanced.

The Learning and Development Unit also provides and sources soft skills training for civilian administrative and professional staff. These include supervisory management training for newly promoted staff and executive officers, and interview courses. A full list of training courses currently being offered to civilian staff is included in appendix C. The majority of the training courses on offer relate mainly to administrative skills, for example communication skills, presentation skills, time management skills, telephone skills, and keyboard skills. These training courses are largely provided by external training providers.

The LDU is also attempting to provide for training needs as identified specifically within the organisation. For example, a touch typing training course is currently underway and is providing touch typing training to clerical and executive staff as identified by regional commanders and Garda Headquarters. On completion of this training, one hundred members of staff will have touch typing skills and this will hopefully address a training deficit that had previously been identified by the organisation.

Other learning and development initiatives administered by the LDU include a third-level course refund scheme. This is the procedure whereby civilian staff of An Garda Síochána can undertake a third-level academic course and reclaim some or all of the fees for their study. This scheme is administered in accordance with Department of Finance Circular 23/07. The amount of fees currently refunded to civilian staff members is fifty



per cent. The scheme is similar but not identical to the scheme applicable to garda members under An Garda Síochána Finance Code F.13<sup>68</sup> regulations.

In addition some civilian professionals have been nominated to attend training provided by the current Specialist School; this occurs when their role requires this type of specialist training<sup>69</sup>.

In terms of budget, training for civilian professional staff is role specific and provided at a local level, funded by the garda training budget. In some cases training is organised for an entire unit whereby all staff on a unit receive the same training. This occurs when both garda and civilian personnel are carrying out similar roles, for example the delivery of training by both civilian teachers and garda instructors.

Current training for industrial staff was not assessed as part of this training review.

#### **9.2.4 Performance management and development system**

The performance management and development system (PMDS) is the performance management system for all civil servants. Since 2005, it has been linked with human resource policies and procedures whereby performance and suitability for promotion are considered in an integrated process.

PMDS will be applicable to all civilian staff in An Garda Síochána and training in PMDS will be delivered to garda members that perform a supervisory function in relation to civilian staff. Garda members will not be subject to the system but will participate in it as managers.

It is proposed that PMDS training be delivered to all civilian staff and relevant garda members of sergeant rank and above. This will align with the Garda Inspectorate's (2007) assertion that a performance management system should enhance individual

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<sup>68</sup> An Garda Síochána Finance Code regulations outline policy and procedures in relation to financial issues.

<sup>69</sup> The provision of courses to civilians by the Specialist School sometimes arises due to legislation requirements or strategic initiatives.



accountability, acknowledge excellent performance, and confirm the organisation's responsibilities with respect to the training and development of civilian staff.

As part of the PMDS process, a supervisor will define an individual's role, set objectives and identify the competencies required for the role and the training and development needs of the person concerned. This is conducted at the start of the year, reviewed in mid-year to consider progress, and at the end of the year the person is assessed to determine the extent to which they have achieved their objectives.

The identification and provision of the learning and development needs of a member of staff is an integral aspect of the PMDS system.

## **9.3 Analysis**

The key findings from the analysis of civilian training are drawn from the background research, the skills and training needs analysis for administrative and professional staff and the civilian staff attitude survey.

### **9.3.1 Analysis of background research**

A number of previous training reviews and relevant reports were reviewed and analysed to capture any noteworthy points relating to civilian training. The Keating Report (1997) recommended the introduction of suitably qualified civilian teachers to complement the newly devised diploma programme that was to be delivered to student gardaí. The Keating Report acknowledged the difficulty in recruiting and retaining both civilian and sworn teaching staff and recommended a specific pay scale comparable with the Institutes of Technologies. The report recommended an increase in the number of both teachers and clerical officers in line with the new developments within the Student/Probationer School. It also recommended that teachers contribute to research in their area of expertise.

In contrast to the two other training reviews, Walsh (1985) and Keating (1997), one of the objectives of the SMI Report (2000) was to make specific recommendations on civilian training. The SMI Report recommended that An Garda Síochána take





responsibility for the induction of civilian staff. The report recommended that the garda organisation be responsible for the training and development of its civilian staff on an ongoing basis throughout their career. It also recommended that joint training of garda and civilian staff occur when and where appropriate.

The establishment of a '*Review Group for Further Rapid Civilianisation in An Garda Síochána*'<sup>70</sup> in 2008 arose as a result of a recommendation from the Garda Síochána Inspectorate in 2007, stating that An Garda Síochána should "*pursue the commitment in the programme for Government to further rapid civilianisation in An Garda Síochána*".

The Review Group for Further Rapid Civilianisation is presently engaged in a number of tasks in the course of examining the potential for future civilianisation.

- 1 Analysis of garda posts by functional and administrative area in order to identify suitable posts for civilianisation or to be contracted to a third party.
- 2 Review of progress with the integration of civilian staff, to identify any existing barriers to integration and to make recommendations.
- 3 Identification of succession planning issues.
- 4 Review of current international practices regarding civilianisation and make recommendations.
- 5 Development of a vision of the organisation when civilianisation is complete.
- 6 Determination of the exchequer cost of recommendations.

It is highly likely that there will be implications for training arising from the results of the aforementioned review. It is important to be aware of these implications once the

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<sup>70</sup> This review group was chaired by the Chief Administrative Officer, Mr J. Leamy, and was established to update the potential for further civilianisation in An Garda Síochána and to develop an integrated strategy for future civilianisation in the organisation.



civilianisation review group completes its work and, where appropriate, to seek to adjust the training programme for civilian staff accordingly.

### **9.3.2 Skills and training needs analysis for administrative staff**

The Civilian HR Directorate conducted a skills and training needs analysis for this training review. This was a survey of 1,750 administrative staff from clerical officer (CO) grade to assistant principal officer (AP) grade. The purpose of the survey was to identify the various competencies and skills required to carry out individual roles and to assist in identifying skill and competency gaps. It was originally intended as a preparatory exercise relating to the introduction of PMDS to civilians in An Garda Síochána. The following section focuses on the findings from the analysis.

The survey was designed around the 'civilian competency framework' which comprises seventeen competencies and forms part of the civil service PMDS, which is proposed to be introduced to the garda organisation in 2009. The competencies are grouped into four clusters:

- personal effectiveness
- thinking style and problem solving
- group and interpersonal effectiveness
- managing for results.

The findings from the skills and training needs analysis indicated that IT training is a high priority training need. Additional training needs include PULSE training<sup>71</sup>, telephone skills, assertiveness, report writing, vehicle data analysis, time management training, typing, training on a new computerised pay system, and interpersonal skills. Some of these skills gaps could be incorporated into an induction programme, for example telephone skills, time management and typing. Other skill gaps like training on vehicle data analysis or training on a new computerised pay system are specific to a role and training should be delivered to specific individuals who require the skill to carry out their role.

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<sup>71</sup> PULSE is the Garda Síochána computer system. Some clerical officers requested PULSE training. The Garda Information Services is an example of a unit where civilian staff use PULSE terminals.



The following skill, knowledge and behaviour gaps were evident in the skills and training needs analysis survey: organisational skills, knowledge of An Garda Síochána, commitment to deadlines, confidentiality and discretion, flexibility, file management, ability to analyse data, knowledge of oracle<sup>72</sup> and knowledge of HR circulars and code regulations. Of these, the first six could be incorporated into any induction programme devised.

Table 36 and Table 37 list the competencies that respondents from each grade (clerical officer to assistant principal) rated as important to their role.

<b>Clerical Officer</b>	<b>%</b>	<b>Staff Officer</b>	<b>%</b>	<b>District Finance Officer</b>	<b>%</b>
Communication	34	Communication	37	Communication	57
Team working	22	Team working	19	Concern for clarity and work quality	31
Concern for clarity and work quality	19	Managing and developing people	15	Initiative	29
Initiative	17	Customer service	15	Managing budgets and resources	29
Customer service	17	Decision making and judging	15	Managing and developing people, and specialised expertise	26

**Table 36: Importance attributed to civil service competencies by grade**

<sup>72</sup> Oracle is a financial management software system used by An Garda Síochána for processing claims for expenses incurred by members of the organisation.



All three of the grades, clerical officer, staff officer and district finance officer rated communication as of extreme importance to their role. The results indicate that there are similarities across the grades in terms of what competencies are rated as important. Communication and team working, and initiative and customer service were rated as important by clerical officers, staff officers and district finance officers. For both the staff officers and finance officers, managing and developing people were ranked as important.

<b>Executive Officer</b>	<b>%</b>	<b>Higher Executive Officer</b>	<b>%</b>	<b>Assistant Principal</b>	<b>%</b>
Communication	83	Communication	89	Decision making and judging	75
Managing and developing people	56	Initiative	56	Networking and influencing	75
Initiative	50	Team working	50	Achievement, drive and commitment	50
Team working	50	Decision making and judging	50	Information seeking and management	50
				Conceptual thinking	50

**Table 37: Importance attributed to civil service competencies by grade**

As with the clerical officer, staff officer district finance officer grades, communication and team working were rated highly by both the executive officer and higher executive officer grades. Respondents at assistant principal grade rated both decision making and judging, and networking/influencing as extremely important to their roles.

The most identified method of training delivery was formal training up to and including executive officer grade whereas respondents at both higher executive officer and assistant principal grade identified on-the-job training. Coaching was the least rated training method by respondents. It is important to note these preferences when designing training programmes. Considering the diversity of training to be delivered, a blended learning solution should satisfy civilian preferences for learning.



### **9.3.3 Skills and training needs analysis of civilian professional staff**

A skills and training needs analysis for civilian professional staff was conducted. The survey sought to ascertain the training needed to fulfil key tasks of roles, training history, qualification record, and any further training-related comments. The response rate was twenty-two per cent, with ten people returning completed questionnaires out of forty-five professional staff. While the response rate was somewhat low, a number of themes were identified. Firstly, not all civilian professionals had received training in the key duties of their job. The majority of respondents expressed the desire to have refresher training in these key duties to keep up to date with new developments to meet the needs of their roles.

When ranked, the most preferred type of training method was brief courses with supervision. This was followed by formal training, brief courses without supervision and on-the-job training. Self-directed training was not favoured.

Training needs reflected specific requirements relevant to the role of the individual respondent. Participants stated that induction training would have been desirable and any necessary training should be scheduled prior to performing duties. In addition, ongoing assessment to identify training needs was also mentioned. Other areas highlighted the lack of promotion opportunities, little incentive other than personal development to gain qualifications, and difficulties when enrolling for a training course because spaces are initially filled by sworn members of staff.

Lastly, it was emphasised that there is a need to circulate information about course duration, type, location and scheduling.

### **9.3.4 Garda civilian staff attitude survey**

A staff attitude survey<sup>73</sup> conducted by the Garda Research Unit in 2007 examined civilian staff views on training. When invited to rate satisfaction with the level of training, forty-five per cent were satisfied, forty per cent were dissatisfied with fifteen per

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<sup>73</sup> Civilian Staff Attitudes 2007 – Garda Research Unit Report 11/07



cent expressing ambivalence. Twenty-eight per cent felt they did not have enough training to do their jobs effectively.

Fifty-six per cent of the civilian respondents disagreed that there were good opportunities for career progression and development in the organisation. Sixty-two per cent of the respondents surveyed stated there was not a strong focus on continuous training and development in their section. Fifty-one per cent stated that their managers encouraged them to seek further training. Sixty-six per cent of civilian respondents stated that there was a huge gulf between sworn and civilian personnel within the organisation that was not being addressed.

The proposed introduction of the PMDS to civilian staff and the implementation of the recommendations presented by this Training Review Group should assist in raising the levels of satisfaction with civilian training.

## **9.4 Recommendations**

Recommendations presented in this chapter are specific to civilian staff. Further recommendations for civilian staff are presented in chapter 5.

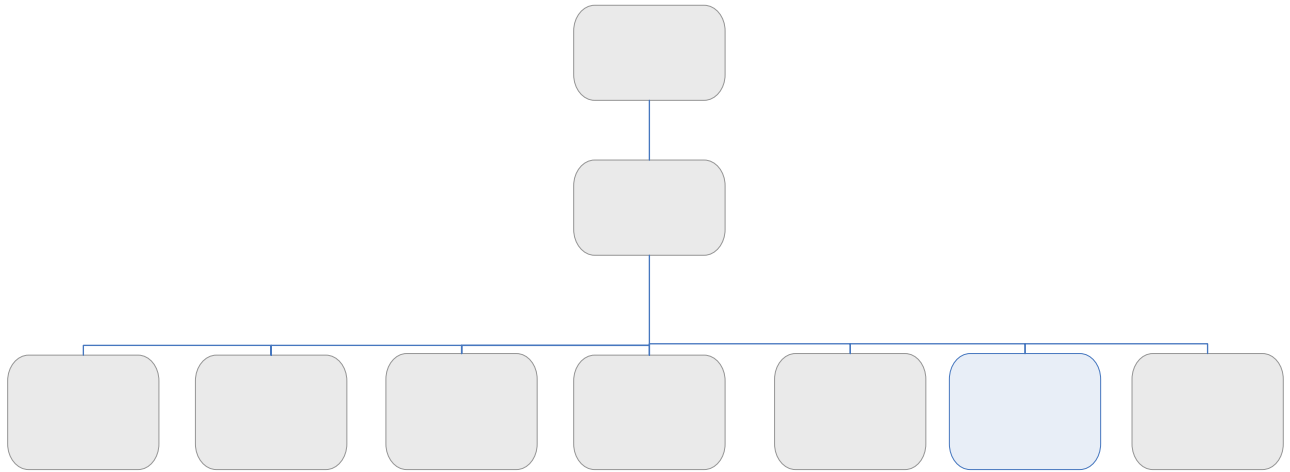
This Review Group recommends that the Learning and Development Unit be revised and integrated into the Garda Civilian Faculty in the Garda College. This recommendation is made at ST 10, chapter 5.

Currently the Learning and Development Unit (LDU) is responsible for civilian training. Analysis of data gathered by the training review team suggests that civilian training should be integrated more fully with garda training. The recommendation to move the LDU under the Director of Training in the Garda College will facilitate the integration of training and allow for a more unified training structure within the organisation.

The proposed training structure which characterises the new Garda Civilian Faculty is presented in Figure 43. It would be preferable that this faculty be located in the Garda College because this would strengthen the integration of civilian and sworn training;



however, this organisational restructuring could also be achieved without a geographical relocation of the faculty to the Garda College.



**Figure 43: Proposed structure of garda training including civilian training**

The main role of the Garda Civilian Faculty should be coordination of training to the 2,099 administrative staff in addition to the forty-seven civilian professionals within the Garda Síochána. While the coordinated training efforts required for the administrative staff and the civilian professional staff have been highlighted, training for industrial staff should also be addressed. The Garda Civilian Faculty as part of its core function would still provide soft skills to administrative staff. These generic training courses (computer packages, presentation skills, writing skills) could also be provided to all members of the organisation.

The obvious implication of this structural recommendation is the removal of the responsibility for training from the Garda Civilian HR Directorate. In the implementation stage of the Review Group's recommendations, there will be a requirement to define the roles and responsibilities within the Garda Civilian Faculty and to determine and agree staffing figures for this faculty.

National Training Development Unit  
 Student/Probationer Faculty  
 Operational Development Faculty



### **GCF 1: Integrate training of garda and civilian staff within An Garda Síochána.**

While evidence from data-gathering activities suggests that garda and civilian training can be integrated it may only be possible at some levels. It is suggested that integration of civilian and garda training can occur in terms of consistencies across management structures, processes and governance. It is not possible to fully integrate training holistically because there are distinct differences between the roles of garda and civilian staff within the organisation.

The recommendation to move the Garda Civilian Faculty under the responsibility of the Garda College would help to apply consistencies in management, processes and governance.

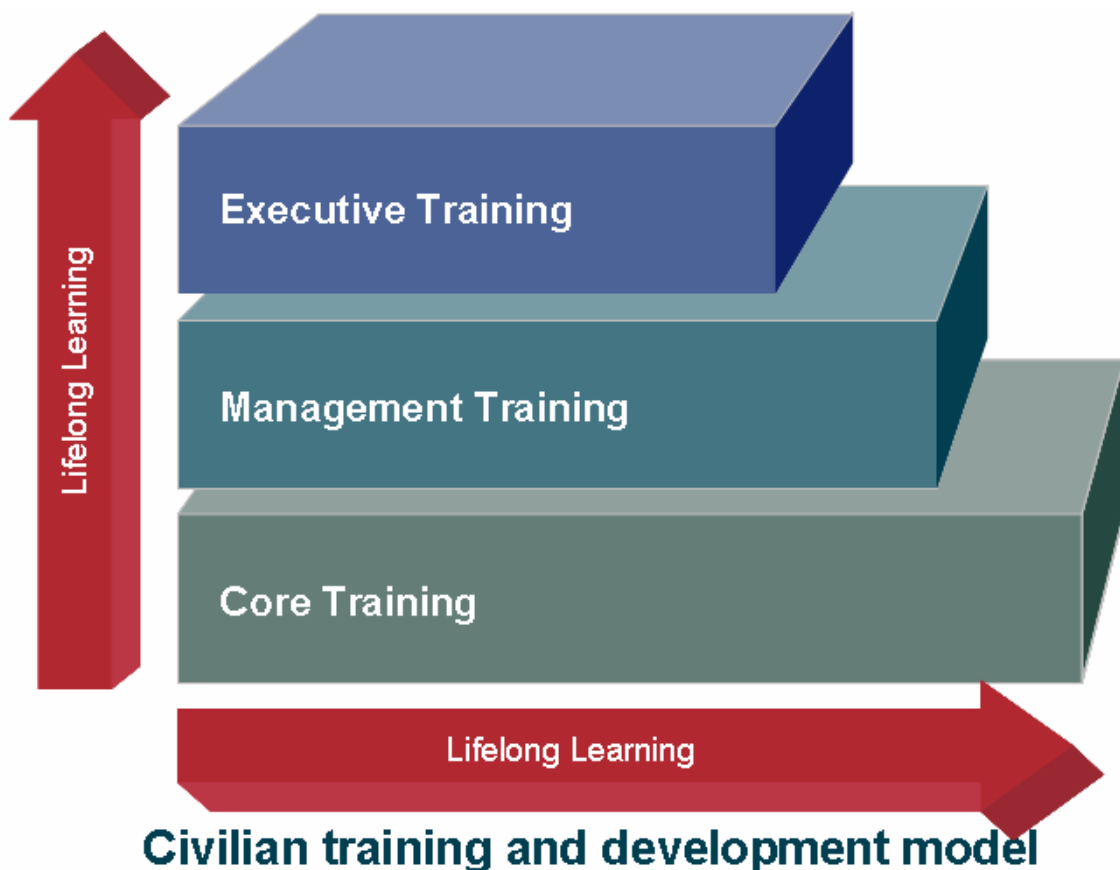
Further work by the National Training and Development Unit (NTDU), working with the Garda Civilian HR Directorate, will be required to identify what training courses would be improved by integration of training for both garda and civilian staff. It is recognised that joint training for example in operational policing would not be of benefit to the organisation.

### **GCF 2: Adopt the civilian training and development model.**

In chapter 5, the Review Group proposed the garda training and development model to structure training in order to achieve the best organisational value from training. This model promotes lifelong learning for all members of the organisation, and maps training from entry into the organisation at induction level right through to executive level for both garda and civilian members of the organisation.

The proposed 'civilian training and development model' is shown in Figure 44. The model captures the training intervention that the organisation offers and provides a clear map of lifelong learning for civilian staff.





**Figure 44: Civilian training and development model**

This model promotes the continuous development of civilian staff within the organisation irrespective of level or promotion. It also acknowledges the progressive, hierarchical nature of career development into three hierarchical levels of training. Firstly, core training to enable civilian staff members to do their job effectively in a competent and professional manner. Core training will include basic training plus induction training for new civilian staff into the organisation.

Secondly, management training will be provided for civilian staff that fulfil a managerial role up to the grade of assistant principal or equivalent. The management training will focus on development of managerial skill and competence.

Thirdly, executive training refers to training needed for strategic or leadership development. This would correspond to civilian grades of director, principal officer and assistant secretary or equivalent.



### **9.4.1 Civilian core training**

In terms of core training for civilian staff, training opportunities such as the part-time Diploma in Police Studies in conjunction with the Institute of Public Administration is now provided and, if it proves effective, its use can be expanded. The Garda Civilian Faculty will determine the eligibility for registering on courses and examine the possibility of offering these types of courses to more civilian staff.

On entry into the organisation, it is recommended that all civilians receive an induction programme. Analysis of submissions to the Training Review Group highlighted the importance and value placed on civilian induction training. The submissions received suggested that induction training should provide an overview of the organisation and include training on the mission statement, goals, values and philosophy of An Garda Síochána. Civilian induction packs previously devised by the Continuous Professional Development School at the Garda College could be updated and reused. Online induction programmes can be offered via a learning management system, when such a system becomes available, to form part of a new employee's training.

### **9.4.2 Civilian management training**

It is evident from analysis of the data-gathering activities conducted during the training review that there is a need to provide supervisory management courses for civilians working in a management and supervisory capacity. This form of management training should be available to garda or civilians via a suite of elective courses.

Civil service unions highlighted the need for dispute resolution training to be delivered. This would link into any training programme on managing people.

### **9.4.3 Civilian executive training**

At present, the garda executive leadership programme (GELP) is offered to higher-level serving garda members and some civilian members. The BA in Police Management is also open to some civilian members who have a minimum of two year's service within the garda organisation and a grade status above higher executive officer.



The Garda Civilian Faculty should examine the possibility of offering these types of courses to more civilian staff, including the professional staff. At present, these leadership opportunities are only available to administrative staff.

**GCF 3: Deliver a training curriculum focused on the ongoing needs of civilian staff.**

It is recommended that a training curriculum be developed for civilian staff aligned to the civilian training and development model. This curriculum should focus on the ongoing needs of staff to enable each individual to be able to perform effectively within their role. The Garda Civilian Faculty should be responsible for the suite of courses available within the civilian curriculum and ensure that civilian staff have training opportunities to continuously progress and develop within An Garda Síochána.

A cohesive approach to civilian training needs to be adopted to ensure that training and development courses are within the civilian training curriculum. The training review team identified some gaps in the skills and training needs analysis of administrative and professional staff. These findings suggested skill gaps in IT, Pulse, telephone, assertiveness, report writing, vehicle data analysis, time management, typing, computerised pay system and interpersonal skills.

External training courses are already available to train in these skills. For example, assertiveness, time management and report writing are available and a full list of current civilian courses is provided in appendix C. However because these skills have been identified as gaps by the HR Directorate survey, investigation would be required by the Garda Civilian Faculty to establish the reason for the gap.

Recommendations have been made by the Training Review Group in chapter 5 to monitor the quality of external training providers and to implement a standardised training request process for all staff to ensure that approval is granted to staff that require training to perform their role.



Figure 45 outlines a list of recommended courses for civilians in An Garda Síochána. It examines the courses under each of the levels of core, management and executive and within the categories of administrative, professional and industrial staff.

Administrative staff will receive induction training and have a suite of elective courses available at core, management and executive levels. Administrative staff at core level will also be able to avail of a 'diploma in policing administration' provided by the Institute of Public Administration (IPA). Administrative staff at command level can also avail of this course and will have a BA Police Management programme (at honours degree level) open to them. Additionally assistant principal officers (at management level) can avail of the 'garda executive leadership programme' (GELP I, as recommended at LLA 17, chapter 7). Administrative staff at executive level can advance to GELP II (as described at LLA 18, chapter 7), which will complete a continuum of academic qualification for administrative staff as they progress through each of the core, management and executive levels.

Core training relates to clerical officers and staff officers and will be provided for administration staff and industrial staff. The training will involve induction and role-based training.

Management training relating to executive officers, higher executive officers/administrative officers and assistant principals will be provided for administrative and professional staff. This training will include induction courses, role-based training and academic courses such as the BA in Police Management, the IPA Diploma in Policing Administration and GELP I.

Finally executive training relating to principal officers and directors will be provided to administrative and professional staff. This training will include induction courses role-based training and academic courses such as GELP II.

Other than the compulsory induction training at each level, the suite of elective courses and the academic programmes will be subject to availability and recommendations of relevant supervisors.



		Core		Management			Executive		
		Clerical Officer	Staff Officer	Executive Officer	Higher Executive Officer/ Administrative Officer	Assistant Principal	Principal Officer	Director	
<b>Rank-Based Training</b>									
<b>Administrative Staff</b>	Induction Course	Induction Course			Induction Course				
	Suite of Elective Courses	Suite of Elective Courses				Executive Development Programme Suite of Elective Courses			
		BA Policing Management Programme (Honours Degree)							
					GELP I (Higher Diploma)	GELP II (Masters Degree)			
	IPA Diploma in Policing Administration	IPA Diploma in Policing Administration							
<b>Professional Staff</b>		Induction Course			Induction Course				
		Suite of Elective Courses				Suite of Elective Courses			
		BA Policing Management Programme (Honours Degree)							
					GELP I (Higher Diploma)	GELP II (Masters Degree)			
		IPA Diploma in Policing Administration				IPA Diploma in Policing Administration			
<b>Industrial Staff</b>	Induction Course								
	Suite of Elective Courses								
<b>Role-Based Training</b>									
Funded Educational Programmes									
Role-Based Training – Various Providers									
Crime & Policy Analyst Training									

Figure 45: Map of proposed civilian training

## 9.5 Conclusion

Evidence has demonstrated the need for ongoing training and development for all civilian staff within An Garda Síochána. To facilitate this, a number of key recommendations have been made within this chapter. A key recommendation is the restructuring of the Learning and Development Unit into the Garda Civilian Faculty under the direction of the Director of Training within the Garda College. This restructure will facilitate the recommended integration of garda and civilian training and will enable consistencies within the training structure.



The Review Group recommends the integration of training for sworn and civilian staff within the organisation where possible. It is recognised that it is not possible to fully integrate training holistically because there are distinct differences between the roles of sworn and civilian staff within the organisation. However, where possible, this integration should be delivered.

It is proposed that the ‘civilian training and development model’ should be adopted in the organisation. This model promotes lifelong learning for all civilian staff. The Review Group also makes the recommendation that the civilian training curriculum should be mapped into the three categories within the model: core, management and executive training.

Findings from the skills and training needs analysis survey exposed the current training gaps for civilian staff. It is recommended that the civilian training curriculum be developed to meet the ongoing needs of all civilians within the organisation.

The model of civilian training proposed is comprehensive and unique and offers significant potential for the harnessing of opportunities offered by the increased civilianisation currently underway in An Garda Síochána.



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## Chapter 10: Recommendations

### 10.1 Introduction

This chapter presents a summary of all of the recommendations made by the Training Review Group. The evidence upon which these recommendations are based is contained in:

- chapter 5: Strategy for training and development in An Garda Síochána
- chapter 6: Student/Probationer Faculty
- chapter 7: Lifelong learning approach
- chapter 8: Crime and Functional Faculty
- chapter 9: Garda Civilian Faculty

### 10.2 Chapter 5: Strategy for training and development

**ST 1:** Develop a strategy for training and development which is updated every three years to align with An Garda Síochána's corporate strategy.

**ST 2:** Adopt the 'garda training and development model'.

**ST 3:** Establish five faculties at the Garda College.

**ST 4:** Appoint an Assistant Commissioner Training.

**ST 5:** Establish a National Training Development Unit (NTDU).

**ST 6:** Revise the structure of the Student/Probationer Faculty.

**ST 7:** Restructure the Continuous Professional Development (CPD) School into the Operational Development Faculty.



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- ST 8:** Amalgamate the Management Supervisory Training School and the Senior Management Development School to form the Leadership and Management Faculty
- ST 9:** Amalgamate the Specialist Training School and Crime Training Faculty to form a new Crime and Functional Faculty.
- ST 10:** Restructure and integrate the Learning and Development Unit into the Garda Civilian Faculty in the Garda College.
- ST 11:** Explore best practice in administration and facilities management.
- ST 12:** Establish divisional training managers for each division.
- ST 13:** Provide ownership of training to district and divisional officers.
- ST 14:** Develop existing training governance in the organisation to facilitate efficient management of training in An Garda Síochána.
- ST 15:** Establish an executive training board.
- ST 16:** Establish expert panels.
- ST 17:** Establish divisional training boards for each division.
- ST 18:** Establish an academic council at the Garda College.
- ST 19:** Establish programme boards for accredited programmes delivered in An Garda Síochána.
- ST 20:** Establish programme review boards.
- ST 21:** Implement a strategic approach to training planning in An Garda Síochána.





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- ST 22:** The Garda College should prepare an annual business plan to support the delivery of the garda training and development strategy.
- ST 23:** HRM should explore and identify an appropriate competency framework for both garda and civilian staff and ensure that all Garda Síochána training is aligned to this competency framework.
- ST 24:** Ensure that all training is compliant to the European Convention on Human Rights (ECHR).
- ST 25:** Introduce a single defined process that facilitates requests to design, develop or redevelop courses to meet new training needs.
- ST 26:** The National Training Development Unit should design all new training courses to guarantee consistency to agreed standards.
- ST 27:** Maintenance of course content must be completed by the National Training Development Unit to ensure that training remains up to date and relevant to the needs of staff and the organisation.
- ST 28:** Development and maintenance of a central repository of training materials should be managed by the National Training Development Unit.
- ST 29:** Modularise all training and development. In determining the boundaries of module aims and outcomes, consideration should be given to garda and civilian roles.
- ST 30:** Evaluate all training against the Kirkpatrick model.
- ST 31:** Evaluate all internal trainers, instructors, teachers and presenters.



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- ST 32:** Ensure that all internal appointments to the role of instructor are the result of open competition using a standard interview process.
- ST 33:** Ensure that all newly appointed garda instructors complete an instructor's basic-training course.
- ST 34:** Prepare and distribute an annual training prospectus for An Garda Síochána.
- ST 35:** Introduce voluntary individual development plans (IDPs) to the organisation and ensure that individuals take responsibility for their own training via these IDPs.
- ST 36:** Implement a standardised training request process for all staff in the organisation.
- ST 37:** Implement agreed standards to prioritise training for all staff members across the organisation.
- ST 38:** Acknowledge and record attendance at training programmes through the granting of learning points to staff.
- ST 39:** Notify the divisional training board of allocation of places on training no less than one month prior to the commencement of the training course.
- ST 40:** Determine suitability for some training courses by psychological assessment. The National Training Development Unit should have sufficient expertise to advise on the development of psychological assessments.
- ST 41:** Implement and operate a process to manage external training providers.
- ST 42:** Conduct organisational training needs analyses every three years.
- ST 43:** Implement a learning management system across the organisation.



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### 10.3 Chapter 6: Student/Probationer Faculty

- SP 1:** Develop a new student/probationer programme delivered over three phases.
- SP 2:** Revise the structure of the new three-phased student/probationer programme.
- SP 3:** Implement a practical scenario-based student/probationer training programme, utilising hybrid problem-based learning delivery methodologies.
- SP 4:** Implement a fully assessed modular approach to competency development across the student/probationer programme.
- SP 5:** Implement a phase II liaison team in the Student/Probationer Faculty.
- SP 6:** Revise the structure of field training and implement field-training tutors.
- SP 7:** Ensure that field-training tutors have appropriate experience and receive training for their role.
- SP 8:** Ensure that the supervisory sergeant takes an active role in the development of probationer gardaí and receives appropriate training.
- SP 9:** Support probationer garda development on phase II with regular training interventions.
- SP 10:** Demonstrate evidence of achieving learning outcomes in all individual assessments. The practice of compensation is to cease.
- SP 11:** Ensure that students achieve a minimum standard of Irish and a cadre of students will be supported to achieve an advanced standard.
- SP 12:** European languages (French and German) will no longer form part of the student/probationer programme.



- SP 13:** Replace the dissertation with a requirement to complete a portfolio of investigation files during phase II.
- SP 14:** Implement pre-selection requirements for entry to An Garda Síochána and review the existing selection process.
- SP 15:** Implement first-aid training for reserve garda members or set first-aid certification as an entry requirement.

## **10.4 Chapter 7: Lifelong learning approach**

- LLA 1:** Adopt a lifelong learning approach to garda training and development.
- LLA 2:** Continuous professional development programmes should be replaced by operational development programmes.
- LLA 3:** Divide the Operational Development Faculty into two schools; the Core Operational Development School and the Command Operational Development School.
- LLA 4:** The Operational Development Faculty will be responsible for the delivery of the core operational development programme to ranks within the core level (reserve garda and garda) and the command operational development programme for delivery to ranks within the command level (sergeant, inspector and superintendent).
- LLA 5:** A suite of elective courses will be designed by the National Training Development Unit in conjunction with the Operational Development Faculty and made available to each rank at core and command levels.



- LLA 6:** Introduce a broad range of suites of elective courses to address the need for courses relevant and specific to individual roles performed.
- LLA 7:** Facilitate the delivery of the command operational development programme for superintendents through a virtual learning environment (VLE) and instructor-led training delivered on a regional basis.
- LLA 8:** Use a blended learning approach to deliver the suite of elective courses.
- LLA 9:** Deliver operational development programmes on a shift basis and during non-peak times, to facilitate and coincide with operational policing requirements.
- LLA 10:** Use briefing times for delivery of short training interventions.
- LLA 11:** The Leadership and Management Faculty will have three primary responsibilities: the executive development programme, promotion courses and higher education options.
- LLA 12:** Deliver the executive development programme to the executive levels within the organisation and make it available through a suite of elective courses.
- LLA 13:** Refer to promotion development courses collectively as ‘promotion courses’, with courses for each rank referred to as sergeants promotion course, inspectors promotion course, superintendents promotion course and chief superintendents promotion course.
- LLA 14:** Promotion course modules outlining the key operational training required within the rank should follow the foundation module, with the latter modules focusing on human resource related topics and management skills.
- LLA 15:** The Leadership and Management Faculty should be responsible for higher education options, which will include the BA (Hons) in Police Management, garda executive leadership programme and funded education programmes.



**LLA 16:** Make the current BA in Police Management programme available to all command ranks including sergeant rank.

**LLA 17:** The current 'garda executive leadership programme' (GELP) should be re-configured to GELP I (higher diploma) and made available to superintendent rank.

**LLA 18:** Build on GELP I by introducing a GELP II, which will be at master degree level. GELP II will be available at executive level and will be aimed at strategic development.

**LLA 19:** Continue to operate funded education programmes focusing on specific skills required within An Garda Síochána and the development of personnel in key areas.

## **10.5 Chapter 8: Crime and Functional Faculty**

**CFF 1:** Develop the centre of excellence at Dromard House as a matter of priority to cater for the needs of crime and functional police training.

**CFF 2:** Ensure the suite of courses delivered by the Crime and Functional Faculty meet best practice international standards.

**CFF 3:** Accredite appropriate crime and functional training programmes.

**CFF 4:** Continue to ensure all staff within the Crime and Functional Faculty have the expertise and capacity to deliver the suite of courses provided by the faculty.

**CFF 5:** Develop and implement a competency-based model of driver training to meet the operational requirements of the organisation.



## **10.6 Chapter 9: Garda Civilian Faculty**

**GCF 1:** Integrate training of garda and civilian staff within An Garda Síochána.

**GCF 2:** Adopt the civilian training and development model.

**GCF 3:** Deliver a training curriculum focused on the ongoing needs of civilian staff.







## Chapter 11: Conclusion

The terms of reference for An Garda Síochána Training and Development Review Group set out by Garda Commissioner Mr Fachtna Murphy, were “*to examine all training and development in An Garda Síochána for garda and civilian personnel and to make recommendations for the future*”.

The task presented was a significant challenge, not least because such a broad review of all training in the Garda Síochána had not been completed before. The training and development review has been completed in accordance with the prescribed terms of reference under the guidance and expertise of the chairman Mr Pat McLoughlin, the support, knowledge and advice of external experts and the assiduous endeavours of a multidisciplinary research team of garda and civilian members of An Garda Síochána.

The results are evidence-based recommendations made after analysis of the significant research and consultation process undertaken by the training review team. This research included

- examination and consideration of previous reports and literature relevant to training and development in An Garda Síochána
- careful scrutiny and an overview of current training in An Garda Síochána
- examination of submissions made to the Training Review Group
- skills and training needs analyses for garda and civilian staff
- an extensive consultative process with all ranks in An Garda Síochána, representative associations, and public and private industries
- site visits examining best practice in international police forces and in other organisations.

The recommendations presented will ensure that both civilian and garda members of An Garda Síochána will receive high-quality training on entry to the organisation and that this will be followed by continuous development programmes throughout their careers. Additionally there will be a continuum of academic qualifications available to both garda and civilian members of the organisation. This will ensure that there will be a full



spectrum of continuous learning opportunities in line with best international standards available to all members of An Garda Síochána.

The training review proceeded through four distinct phases: mobilisation, data gathering, analysis and review of recommendations and finally formulating the recommendations. The scope of the review was initially determined prior to any gathering of data and documented in a project initiation document (PID). This process necessitated the setting of objectives, the articulation of current training and methods of training delivery in An Garda Síochána, determination of the strategic intent of garda training, exploration of the underpinning philosophy of garda training, scrutiny of training management and governance, analysis of the costs and analysis of resources allocated to training across the organisation.

This training review builds on the recommendations for change from previous reports on training in An Garda Síochána and recognises significant strength in the current training programmes and training structures throughout the organisation. This is clearly evident from the review Group report. Where weaknesses have been identified, recommendations are made for improvement to ensure that quality training continues to be delivered to all personnel.

The Review Group makes eighty-five recommendations for change to improve and reinvigorate learning, development and training in An Garda Síochána, to align to international best practice and to meet the challenges of a changing society.

The Training Review Group identified the need for an overall strategy for training and development in An Garda Síochána. This strategy is set out in chapter 5 and outlines how An Garda Síochána should manage training and future development. The restructuring of the Garda College into five coherent faculties and the creation of an enhanced training governance structure have been recommended to ensure training is effectively managed throughout the organisation. Lifelong learning is proposed as an organisational training philosophy and is clearly mapped in the ‘garda training and development model’. This model provides a coherent structure for rank-based and role-



based training for garda and civilian staff and reflects the need for operationally relevant competency-based training.

The requirement for robust, operationally relevant and sustainable training and development programmes for An Garda Síochána was evident throughout the review's consultative process. The requirement will be addressed by the proposed National Training Development Unit at the Garda College, which will oversee the development of training programmes. The implementation of the proposed integrated governance structure, which features training boards from executive to divisional level, will facilitate the provision of timely and relevant training to members of the organisation. The promotion and adoption of a lifelong learning philosophy in An Garda Síochána will also be enhanced by the implementation of the proposed learning management system. The LMS will ensure efficient and timely training delivery to meet the needs and challenges that lie ahead.

The Training Review Group identified concerns across all ranks in the organisation that the current student/probationer training programme is not developing probationer gardaí fully capable of performing core policing duties. The Review Group recommends a revised student/probationer programme, consisting of three phases focussed on practical scenario-based training and development of problem-solving skills. This revised programme aims to develop gardaí who are competent in areas of core policing and possess the practical skills to professionally perform their duty as first responders and deliver a professional police service. The revised programme aims to achieve this through a practical-based approach to training, focusing on the operational policing needs of gardaí.

The new student/probationer programme will deliver more attested probationer gardaí to the operational field earlier in the training programme. The revised student/probationer programme will continue to develop and support probationer gardaí throughout the developmental stages of their 'on the job' training phase. The introduction of field-training tutors at divisional level, an enhanced role for supervisory sergeants and a phase II liaison team in the Student/Probationer Faculty at the Garda College will ensure that phase II of the proposed student/probationer programme is a productive learning and



development phase. It is envisaged that the current BA accreditation of the student/probationer training programme shall be retained.

The Review Group also identified training gaps associated with skill, knowledge and behavioural competencies across all ranks and grades in the organisation. The need for relevant, timely and practical training for all operational members regardless of rank was apparent. The Review Group recommends a commitment to a lifelong learning philosophy in the organisation to ensure that ongoing training, learning and development opportunities are afforded to all members regardless of rank, role or career path. The introduction of mandatory and elective operational development programmes for all ranks is proposed to address the training gaps identified.

The formation of a Leadership and Management Faculty at the Garda College will combine and strengthen expertise in this faculty and maximise the use of resources, whilst reducing the likelihood of gaps or repetitions in management training. Ongoing training need analysis and the integrated training governance structure will ensure that training appropriate to each rank and role performed by members is delivered in a timely manner. A map of recommended rank-based and role-based training has been developed to illustrate the continuum of learning through which members will progress throughout their careers in An Garda Síochána. This training will equip members of An Garda Síochána with the skills, knowledge and behaviour necessary to provide an excellent policing service.

The Review Group recommends that functional police training and crime training will become the responsibility of the Crime and Functional Faculty in the Garda College. This faculty will be an amalgamation of the Specialist Training School and the Crime Training Faculty. This new faculty will ensure that garda staff operating in frontline policing have access to a suite of training courses and programmes that will prepare them to meet the challenges of a rapidly changing world. Highly skilled and motivated trainers combined with the most modern training infrastructure possible are central to the vision of the Crime and Functional Faculty.



This review process provided the first opportunity to reflect on civilian training in the organisation. The Review Group witnessed consensus throughout the organisation that civilian training should be integrated as much as possible with garda training. The Review Group recommends the integration of training for garda and civilian staff, and as part of this integration it recommends the formation of a Garda Civilian Faculty, under the governance of the Director of Training at the Garda College. The adoption of the civilian training and development model will promote lifelong learning consistent with the proposed training philosophy for the organisation.

The successful implementation of the recommendations presented by the Review group is based on the assumption that consultation and approval is achieved with all of the key stakeholders in the organisation. Once approval is achieved the implementation of the recommendations can commence. Implementation of each of these recommendations will require focused effort, commitment and time. The next steps to progress the training review will be to define and formulate a plan to effectively manage the implementation process. Recommendations will be prioritised to ensure that the organisation benefits from these changes as quickly as possible.

This Training and Development Review Group Report provides a significant strategy and roadmap for the delivery of quality training to members of An Garda Síochána from the earliest stages of development through to the latter stages of careers. It will sustain the training and development requirements of An Garda Síochána to meet the inevitable policing challenges posed by an ever changing environment.





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## **Appendix A: List of interviewees who completed the training capability assessment model**







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## List of interviewees who completed the training and capability assessment

### Training schools at Garda Síochána College

	<i>Training School</i>	<i>Interviewee</i>
1	Student/Probationer School	Superintendent Sarah Meyler
2	Crime Training Faculty	Superintendent Patrick McCabe
3	Management and Supervisory Training	Inspector Tony Healy
4	Senior Management Development	Superintendent Yvonne O'Connor
5	Continuous Professional Development	Superintendent Charles Barry
6	Specialist School	Superintendent Pashcal Connolly
7	Training Development Unit	Ms Laura Purcell
8	Civilian training - Learning and Development Unit	Mr Paul O'Farrell

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## Specialist sections

<i>Specialist Section</i>	<i>Interviewee</i>
1 State Laboratory	Dr Sheila Willis
2 Criminal Assets Bureau	Detective Chief Superintendent John O'Mahony
3 Special Detective Unit	Detective Chief Superintendent Philip Kelly
4 Technical Bureau	Chief Superintendent John Kelly
5 Garda National Traffic Bureau	Chief Superintendent Declan Coburn
6 DMR Traffic	Chief Superintendent Aidan Reid
7 Human Resource Management	Chief Superintendent John Grogan
8 Garda Central Vetting Unit	Superintendent Patrick Burke
9 Garda Bureau of Fraud Investigation	Detective Inspector Paul Gillen
10 Internal Affairs	Chief Superintendent Brendan Cloonan
11 National Bureau of Criminal Investigation	Chief Superintendent Noel White
12 Liaison and Protection	Chief Superintendent Patrick Hogan
13 Information Technology Operations	Chief Superintendent Thomas Murphy and Mr Tommy Quinn
14 Community Relations	Chief Superintendent Gabriel McIntyre
15 Security and Intelligence	Chief Superintendent Timothy Maher
16 Operational Support	Chief Superintendent Philip Moynihan
17 Crime Policy and Administration	Chief Superintendent Gerard Blake
18 Telecommunications	Superintendent David Tuthill
19 Analysis Service	Mr Gurchand Singh
20 Training Development Unit	Niamh O'Donoghue (former head of Training Development Unit)
21 Social Studies Department, Garda College	Dr Julie Norris
22 Office of the Director of Training	Assistant Commissioner Kevin Ludlow, (former Director of Training).

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## **Appendix B: An Garda Síochána training course prospectus 2008**

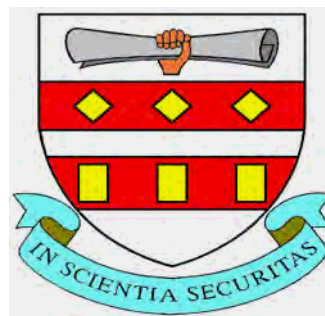




# AN GARDA SÍOCHÁNA

## GARDA COLLEGE COURSE PROSPECTUS

### 2008





## Student/Probationer School

This course allows students to:

- gain a comprehensive understanding of the contemporary police role
- develop the ability to be an effective and efficient police person in a democratic society
- exploit their own talents and potential.

Training seeks to develop the behavioural patterns and competencies which are necessary for a member of An Garda Síochána.

### Phase 1

Aims:

1. to provide a broad introduction to the role of student gardaí
2. study the core principles, concepts and procedures which inform professional policing standards
3. provide theoretical and practical orientation and enhance the experiential learning opportunities which they will encounter during phase II.

Module content	Module content breakdown	Duration
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Physical education health and fitness studies	<p>Unit 1: Police self-defence</p> <ul style="list-style-type: none"> <li>• break falls</li> <li>• posture</li> <li>• ground defence</li> <li>• scarf hold</li> <li>• thumb block</li> <li>• arm entangle</li> <li>• knee/elbow strike</li> <li>• push down</li> <li>• leg sweep</li> <li>• side arm lock</li> <li>• wrist turn</li> <li>• side/rear head lock</li> <li>• control continuum.</li> </ul> <p>Unit 2: Physical education</p> <ul style="list-style-type: none"> <li>• principles of training</li> <li>• height-weight guidelines/monitoring fitness</li> <li>• PE assessments (1½ mile run, multi stage shuttle test, muscular endurance test)</li> <li>• team sports</li> <li>• circuit training</li> <li>• spinning</li> <li>• box-exercise</li> <li>• aerobic training (3 and 4 mile runs)</li> <li>• anaerobic training, interval training</li> <li>• weight training.</li> </ul> <p>Unit 3: Swimming and life saving</p> <ul style="list-style-type: none"> <li>• safety 1 (land-based life saving)</li> </ul>	105 hours
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- swimming instruction – swim 1, 2, 3, 4
- swimming stamina – endurance 1 & 2
- advanced life saving – safety 2, 3, 4.

Unit 4: First aid

- circulatory system
- respiration, asphyxia and CPR
- heart conditions and choking
- unconsciousness
- fractures, sprains, strains and dislocations
- burns, scalds, chemical/poison, electric shock
- medical emergencies, crush, spinal injuries.

Unit 5: Drill

- demonstrate drill movements in a uniformed manner
- demonstrate self management through the presentation of standards required for uniform
- apply assertive voice commands in order to provide direction and control of individuals and groups.

Unit 6: Manual handling

- introduction and legislation
- basic anatomy of the back and spine
- ergonomics and the biomechanics of the body
- risk assessment for manual handling
- manual handling and the basic lifting techniques
- practical application of lifts.

Gaeilge

Unit 1: The Official Languages Act 2003

41 hours

- introduction and course overview
- personal introductions and streaming classes
- presentation and discussion of Languages Act, 2003.

Unit 2: Giving personal details

- how are you today?
- where I live
- 32 counties and common Irish names
- my phone number
- my age
- my date of birth
- my hobbies
- my previous work experience.

Unit 3: Obtaining personal details

- asking questions
- what is your name, address?
- what are your contact details?



	<ul style="list-style-type: none"> <li>• what age are you?</li> <li>• what is your date of birth?</li> <li>• can you spell that please?</li> </ul> <p>Unit 4: Taking message in written form</p> <ul style="list-style-type: none"> <li>• answering the phone correctly</li> <li>• explaining when a colleague is due back on duty</li> <li>• offering assistance and/or taking a message</li> <li>• obtaining the callers details and necessary information</li> <li>• relaying the message in written format.</li> </ul> <p>Unit 5: Giving and receiving directions</p> <ul style="list-style-type: none"> <li>• places and facilities</li> <li>• explaining that you are lost</li> <li>• traffic obstacles, road signs and junctions</li> <li>• giving instructions</li> <li>• ensuring directions are understood.</li> </ul> <p>Unit 6: Describing people</p> <ul style="list-style-type: none"> <li>• general descriptive terminology</li> <li>• describing hair/eyes/height and weight</li> <li>• describing clothes and missing possessions</li> <li>• describing relationships between people</li> <li>• offering a description of a missing person</li> <li>• obtaining a description of a missing person.</li> </ul>	
<p>Management and organisational studies (MAOS)</p>	<p>Unit 1: Delivering a quality service</p> <ul style="list-style-type: none"> <li>• what constitutes a quality service?</li> <li>• first impressions</li> <li>• providing a high quality customer service</li> <li>• the impact of organisational culture on service delivery.</li> </ul> <p>Unit 2: Foundational concepts in communication</p> <ul style="list-style-type: none"> <li>• understanding the process of human communication</li> <li>• exploring what communication is and its importance</li> <li>• communicating your message clearly and confidently.</li> </ul> <p>Unit 3: Interpersonal communication</p> <ul style="list-style-type: none"> <li>• non verbal and verbal communication</li> <li>• examining power as a construct in interpersonal relationships</li> <li>• listening skills</li> <li>• questioning techniques</li> <li>• assertive, passive and aggressive communication</li> </ul>	<p>60 hours</p>





	<ul style="list-style-type: none"> <li>• FLOW technique</li> <li>• telephone techniques.</li> </ul> <p>Unit 4: Conflict and communication</p> <ul style="list-style-type: none"> <li>• emotional responses in conflict situations</li> <li>• building productive working relationships</li> <li>• assertive communication</li> <li>• use of negotiation skills.</li> </ul> <p>Unit 5: Barriers to communication</p> <ul style="list-style-type: none"> <li>• language – use of terms or jargon</li> <li>• communicating with deaf or hard of hearing</li> <li>• communicating with people where English is not their first language.</li> </ul> <p>Unit 6: Teamwork and leadership</p> <ul style="list-style-type: none"> <li>• why is teamwork so important</li> <li>• roles within a team (Belbin)</li> <li>• teamwork dynamics</li> <li>• teamwork skills</li> <li>• leadership models.</li> </ul>	
Social and psychological studies	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• introduction to social studies</li> <li>• criminology</li> <li>• the psychology of harassment</li> <li>• memory presentation – eyewitness</li> <li>• personality disorders</li> <li>• attitudes, prejudice and stereotype</li> <li>• victimology</li> <li>• alcohol issues</li> <li>• substance abuse.</li> </ul>	7 hours
European languages: French	<p>Unit 1: General</p> <ul style="list-style-type: none"> <li>• questions</li> <li>• numbers</li> <li>• present tense, verbs</li> <li>• training, pastimes.</li> </ul> <p>Unit 2: Descriptions</p> <ul style="list-style-type: none"> <li>• missing persons</li> <li>• comprehension serial killers</li> <li>• drugs</li> <li>• comprehension drugs.</li> </ul> <p>Unit 3: Directions</p> <ul style="list-style-type: none"> <li>• directions</li> <li>• prepositions</li> <li>• place names</li> <li>• comprehension.</li> </ul>	22 hours



	<p>Unit 4: Road traffic</p> <ul style="list-style-type: none"><li>• driving in France</li><li>• checkpoints</li><li>• accidents.</li></ul>	
Languages: German	<p>Unit 1: General</p> <ul style="list-style-type: none"><li>• questions</li><li>• alphabet</li><li>• dates numbers, time</li><li>• days, months, verbs.</li></ul> <p>Unit 2: Descriptions</p> <ul style="list-style-type: none"><li>• personal descriptions</li><li>• clothes</li><li>• colours</li><li>• occupations, comprehension 1&amp;2.</li></ul> <p>Unit 3: Directions</p> <ul style="list-style-type: none"><li>• directions</li><li>• prepositions</li><li>• place names</li><li>• comprehension 3 &amp; 4.</li></ul> <p>Unit 4: Road traffic</p> <ul style="list-style-type: none"><li>• checkpoints.</li></ul>	22 hours
Legal and policing: garda practices and procedures studies (GPPS)	<p>Introduction:</p> <ul style="list-style-type: none"><li>• policing –guiding principles and mission framework</li><li>• professional values and ethical standards</li><li>• organisation of An Garda Síochána</li><li>• managing and policing sub-districts</li><li>• dress uniform and equipment</li><li>• safety, health and welfare at work</li><li>• grievance, equality and sexual harassment</li><li>• report writing.</li></ul> <p>Management of criminal investigation:</p> <ul style="list-style-type: none"><li>• the investigative function</li><li>• crime detection and reporting</li><li>• criminal intelligence</li><li>• notebooks</li><li>• witnesses</li><li>• management of a crime scene</li><li>• suspects</li><li>• searching</li><li>• warrants</li><li>• identification</li><li>• dying declarations</li><li>• Criminal Justice (Electronic Recording of Interviews) Regulations 1997</li></ul>	149 hours



- treatment of child suspects
- the juvenile diversion programme
- property.

Management of prisoners:

- human rights standards and detained person
- use of force
- custody of prisoners – arrests flowcharts
- custody of prisoners – arrests
- procedure on arrest and bail
- detention
- Treatment of Persons in Custody in Garda Síochána Stations, Regulations, 1987
- Criminal Justice (Forensic Evidence) Act, 1990
- treatment of child suspects
- the juvenile diversion programme
- property.

Miscellaneous:

- media
- non-nationals and passports
- outbreaks of fire
- firearms licensing
- transfers, allocation of members and appointment of detectives
- absence and illness
- illness, treatment and compensation
- discipline, complaints and legal actions
- personnel policy procedures
- evidence and court procedure
- file preparation
- phonetic alphabet
- adult cautioning scheme
- adult & child behaviour warnings.

Legal and policing:  
legal studies

Lectures:

Contextual policing  
studies

- chapter 1 – states of mind
- chapter 2 – courts
- chapter 3 – offences against the person
- chapter 4 – sexual crimes
- chapter 5 – homicide
- chapter 6 – offences against property
- chapter 7 – drugs offences
- chapter 8 – firearms and explosive offences
- chapter 9 – offences against the state act and related legislation
- chapter 10 – liquor licensing law
- chapter 11 – gaming, betting and collection offences



<ul style="list-style-type: none"> <li>• chapter 12 – offences committed within the family</li> <li>• chapter 13 – traffic management</li> <li>• chapter 14 – offences against public order</li> <li>• chapter 15 – Garda Síochána Ombudsman Commission</li> <li>• chapter 16 – coroners and inquests</li> <li>• chapter 17 – casual trading</li> <li>• chapter 18 – Mental Health Act 2001</li> <li>• chapter 19 – legal definitions and policing terms.</li> </ul>	
<p><b>Phase II</b>          This phase is a broad experiential learning phase and is conducted at specially selected designated training stations under supervision of the local divisional training staff, station management and supervisory team.</p> <p><b>Aims:</b></p> <ol style="list-style-type: none"> <li>1. facilitate students learning and development</li> <li>2. provide opportunities to reflect and integrate new knowledge and skills</li> <li>3. prepare students in competency development</li> <li>4. monitor and assess student’s development.</li> </ol>	
<b>Module content breakdown</b>	<b>Duration</b>
<p>Unit 1: Garda attachment (13 weeks)</p> <ul style="list-style-type: none"> <li>• station duties</li> <li>• interaction with the public</li> <li>• management of prisoners</li> <li>• public order policing</li> <li>• enforcement of licensing legislation</li> <li>• drugs offences</li> <li>• investigation of offences</li> <li>• road traffic enforcement</li> <li>• arrests</li> <li>• sudden death investigation</li> <li>• accurate notebook entries</li> <li>• file preparation</li> <li>• court procedures.</li> </ul> <p>Unit 2: Specialist attachments &amp; social agency placement (9 weeks)</p> <ul style="list-style-type: none"> <li>• drugs units</li> <li>• detective units</li> <li>• traffic units</li> <li>• scenes of crime units</li> <li>• community policing</li> <li>• juvenile liaison office</li> <li>• immigration unit</li> <li>• criminal intelligence office</li> <li>• sergeants office</li> <li>• district office</li> </ul>	<p>22 weeks</p>



- dog unit
- warrants office.

Unit 3: Classroom instruction

- introduction to phase II
- management of road traffic
- public order/underage drinking/assaults/domestic violence
- illicit drugs enforcement
- sexual crimes
- offences against property
- sudden death investigations
- management of prisoners
- children and victims and culprits
- court procedure.

Unit 4: Social placement

The student will be placed with one of the following agencies within the community

- justice youth projects
- training centres
- women’s refuge centres
- special needs schools
- early school leaver centres
- ambulance service
- fire service
- RAPID Projects
- traveller projects.

Phase III

Aims:

1. facilitate competency development through the integration of theoretical and practical skills
2. facilitate assessments of students professional development, readiness and suitability for attestation as a member of An Garda Síochána
3. prepare students for change of role, status and professional responsibilities
4. attestation of successful students.

Module content	Module content breakdown	Duration
Social and psychological studies	Cognitive interviewing: <ul style="list-style-type: none"> <li>• cognitive interview checklist</li> <li>• cognitive interviewing notes</li> <li>• cognitive interview.</li> </ul> Mental illness: <ul style="list-style-type: none"> <li>• mental illness trainers handbook</li> <li>• mental illness awareness</li> <li>• mental illness awareness.</li> </ul> Suicide awareness suicide materials: <ul style="list-style-type: none"> <li>• James’ story</li> </ul>	12 hours



	<ul style="list-style-type: none"> <li>• Linda's story</li> <li>• suicide</li> <li>• suicide by cop</li> <li>• suicide in prisons</li> <li>• prisoners &amp; suicide</li> <li>• suicide by cop</li> <li>• engaging with those who maybe suicidal</li> <li>• suicide awareness training</li> <li>• I just don't want to talk</li> <li>• suicide Martians</li> <li>• handout slides on suicide presentation</li> <li>• suicide presentation</li> <li>• suicide dialogue training 2007.</li> </ul>	
Management and organisational studies (MAOS)	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• national crime council</li> <li>• focus group findings on probationer skill set</li> <li>• MAOS phase 3 set-up</li> <li>• public attitude survey &amp; quality service</li> <li>• role-play set-up</li> <li>• behavioral competencies</li> <li>• role-play structure</li> <li>• individual assignment</li> <li>• role-play assessment sheet</li> <li>• methodology document.</li> </ul>	24 hours
European languages: French	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• reasons for learning French</li> <li>• countries where French is spoken</li> <li>• revision numbers, general questions</li> <li>• traffic accident</li> <li>• report of a robbery</li> <li>• stolen vehicle</li> <li>• entry to country</li> <li>• directions, checkpoint.</li> </ul>	14 hours
European languages: German	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• what countries speak German</li> <li>• survival phrases</li> <li>• phonetic pronunciation</li> <li>• numbers</li> <li>• traffic accident</li> <li>• report of robbery</li> <li>• stolen vehicle</li> <li>• entry to country</li> <li>• directions</li> <li>• checkpoints.</li> </ul>	14 hours



Legal and policing	Offence management:	117.5 hours
Garda practices and procedures studies (GPPS)	<ul style="list-style-type: none"><li>• response to incidents</li><li>• preliminary crime management</li><li>• witness statements 1</li><li>• witness statements 2</li><li>• identification of suspects 1</li><li>• identification of suspects 2</li><li>• file preparation 1</li><li>• file preparation 2.</li></ul>	
Contextual policing studies	Station administration:	
	<ul style="list-style-type: none"><li>• warrants 1</li><li>• warrants 2</li><li>• arrests 1</li><li>• arrests 2</li><li>• arrests 3</li><li>• detentions 1</li><li>• detentions 2</li><li>• custody regulations 1</li><li>• custody regulations 2</li><li>• audio visual regulations</li><li>• interviewing suspects 1</li><li>• interviewing suspects 2</li><li>• treatment of child suspects in garda stations</li><li>• forensic evidence</li><li>• fingerprinting.</li></ul>	
	Traffic management:	
	<ul style="list-style-type: none"><li>• driving licence and insurance offences</li><li>• drunk driving legislation</li><li>• dangerous driving/ dangerously defective vehicles</li><li>• registering and licensing of vehicles/U.T and related offences</li><li>• NCT regulations/obstruction/dangerous parking/detention of vehicles</li><li>• S106 RTA/ general penalties/miscellaneous provisions RTA</li><li>• F.C.P.S.</li></ul>	
	Contextual:	
	<ul style="list-style-type: none"><li>• victims of crime</li><li>• European Convention of Human Rights Act 2003</li><li>• youth crime prevention</li><li>• restorative justice</li><li>• crime – public disorder and alcohol</li><li>• policing hate</li><li>• admissibility of confessions</li><li>• human rights.</li></ul>	



	<p>Court:</p> <ul style="list-style-type: none"><li>• district court assessment (minimum 6 hours per class)</li><li>• Kings Inn</li><li>• evidence and court procedure</li><li>• bail.</li></ul> <p>Crime scene &amp; evidence:</p> <ul style="list-style-type: none"><li>• crime scene powerpoint presentation</li><li>• scene preservation 1</li><li>• scene preservation 2</li><li>• scene preservation 3.</li></ul> <p>Garda policies &amp; procedures:</p> <ul style="list-style-type: none"><li>• use of force 1</li><li>• use of force 2</li><li>• discretion</li><li>• community relation</li><li>• missing persons</li><li>• immigration legislation</li><li>• grievance equality and sexual harassment</li><li>• HQ directives</li><li>• C.H.I.S.</li><li>• ombudsman commission.</li></ul> <p>Pulse:</p> <ul style="list-style-type: none"><li>• phase 1 recap</li><li>• prisoner log</li><li>• charge creation</li><li>• station bail creation</li><li>• summons creation</li><li>• recording court outcomes</li><li>• tutorial</li><li>• sample exam</li><li>• exam.</li></ul>
<p>Legal and policing: legal studies</p> <p>Phase 3 learning outcomes to be achieved from the 19 separate chapters</p>	<ul style="list-style-type: none"><li>• chapter 1 – states of mind</li><li>• chapter 2 – courts</li><li>• chapter 3 – offences against the person</li><li>• chapter 4 – sexual crimes</li><li>• chapter 5 – homicide</li><li>• chapter 6 – offences against property</li><li>• chapter 7 – drugs offences</li><li>• chapter 8 – firearms and explosive offences</li><li>• chapter 9 – offences against the state act and related legislation</li><li>• chapter 10 – liquor licensing law</li><li>• chapter 11 – gaming, betting and collection offences</li><li>• chapter 12 – offences committed within the family</li></ul>





	<ul style="list-style-type: none"> <li>• chapter 13 – traffic management</li> <li>• chapter 14 – offences against public order</li> <li>• chapter 15 – Garda Síochána Ombudsman Commission</li> <li>• chapter 16 – coroners and inquests</li> <li>• chapter 17 – casual trading</li> <li>• chapter 18 – Mental health act 2001</li> <li>• chapter 19 – legal definitions and policing terms.</li> </ul>	
Gaeilge	<p>Unit 1: Review of phase I material</p> <ul style="list-style-type: none"> <li>• introduction and course overview</li> <li>• reinforcing a positive attitude towards Irish</li> <li>• revision of phase I course content.</li> </ul> <p>Unit 2: Working in the public office</p> <ul style="list-style-type: none"> <li>• greeting members of the public on the phone and in person</li> <li>• common complaints and queries</li> <li>• dealing with complaints and queries</li> <li>• offering solutions to complaints and queries.</li> </ul> <p>Unit 3: Performing a checkpoint</p> <ul style="list-style-type: none"> <li>• explaining to a member of the public you are conducting a checkpoint. Obtain driver details</li> <li>• inspecting a vehicle</li> <li>• demanding drivers documents</li> <li>• recording details of the check point in notebook.</li> </ul> <p>Unit 4: Making an arrest</p> <ul style="list-style-type: none"> <li>• arresting for a false name</li> <li>• arresting for drink driving section 12 RTA</li> <li>• arresting for offences under public order act.</li> </ul> <p>Unit 5: Dealing with offences under the public order act</p> <ul style="list-style-type: none"> <li>• recognising public order offences</li> <li>• defusing potentially explosive situations</li> <li>• ensuring personal safety.</li> </ul>	22 hours
Physical education health and fitness studies	<p>Unit 1: First aid</p> <ul style="list-style-type: none"> <li>• circulatory system</li> <li>• respiration, asphyxia and CPR</li> <li>• heart conditions and choking</li> <li>• unconsciousness</li> <li>• fractures, sprains, strains and dislocations</li> <li>• burns, scalds, chemical/poison, electric shock</li> <li>• medical emergencies, crush, spinal injuries.</li> </ul> <p>Unit 2: Police self defence</p> <ul style="list-style-type: none"> <li>• break falls</li> </ul>	35 hours



<ul style="list-style-type: none"> <li>• posture</li> <li>• ground defence</li> <li>• scarf hold</li> <li>• thumb lock</li> <li>• arm entangle</li> <li>• knee/elbow strike</li> <li>• push down</li> <li>• leg sweep</li> <li>• side arm lock</li> <li>• wrist turn</li> <li>• side/rear head lock</li> <li>• control continuum.</li> </ul> <p>Unit 3: Drill</p> <ul style="list-style-type: none"> <li>• demonstrate drill movements in a uniformed manner</li> <li>• demonstrate self management through the presentation of standards required for uniform</li> <li>• apply assertive voice commands in order to provide direction and control of individuals and groups.</li> </ul>
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**Phase IV**  
 aims:

1. to promote and facilitate probationers professional development
2. provide probationers with experiential learning opportunities in terms of personal and professional responsibilities
3. complete a ten thousand word dissertation on a police related topic
4. assessment and evaluation of the probationers suitability

This phase is an experiential learning phase and is a takes place after attestation. Phase IV is 38 weeks in duration. This is where the qualified gardaí work and record their learning outcomes. A dissertation is completed and submitted to the dissertation office as part of their degree in policing studies.

Module content breakdown	Duration
Unit 1: Operational policing (38 weeks)	38 weeks
Unit 2: Classroom instruction (1day per month) <ul style="list-style-type: none"> <li>• file preparation</li> <li>• court preparation</li> <li>• road traffic management</li> <li>• enforcement of drugs legislation</li> <li>• station administration</li> <li>• management of prisoners</li> <li>• crime investigation – conducting interviews</li> <li>• policing of major events, public order acts, underage drinking</li> <li>• investigation of sexual offences</li> <li>• criminal intelligence</li> <li>• miscellaneous legislation</li> <li>• fingerprinting.</li> </ul>	



Unit 3: Phase III module II (4 weeks)

- introduction
- situational policing
- audio visual regulations
- court preparation.

Phase V

This is the graduation phase it is 4 weeks in duration and takes place in the Garda College. The students have, at this stage, completed all examinations required for completion of their B.A. in policing studies and this phase is considered a 'polishing off' period, where probationer gardaí are given an opportunity to develop the skills and competencies acquired on phase IV training. This phase concludes with a formal graduation ceremony at the Garda College.

4 weeks



## Continuous Professional Development

CPD is an on going process of personal and professional development, and reflects the concept that each member of the organisation has differing requirements for training and development. The role of CPD is to assist members in achieving their full potential, and aims to promote learning within An Garda Síochána.

Module content	Module content breakdown	Duration
CPD core programme 2008	<ul style="list-style-type: none"> <li>• HQ directives</li> <li>• new legislation</li> <li>• policing plan</li> <li>• strategic imperatives 2008</li> <li>• Garda family liaison officers (FLO) awareness</li> <li>• casualty bureau awareness</li> <li>• safety of members on checkpoints.</li> </ul>	2 days
Specialist courses	<ul style="list-style-type: none"> <li>• forensic collision investigator (FCI)</li> <li>• family liaison officer (FLO)</li> <li>• pre retirement planning (PRP)</li> <li>• covert human intelligence sources (CHIS)</li> <li>• traffic corp induction</li> <li>• speed detection equipment instructors.</li> </ul>	2 years 1 week
Other courses	<ul style="list-style-type: none"> <li>• A.E.D. (defib) adult heart saver first responder</li> <li>• alcometer/drager</li> <li>• bullying/harassment</li> <li>• chiefs authorisation to drive</li> <li>• civil emergency planning</li> <li>• command &amp; control system</li> <li>• cultural diversity</li> <li>• discipline regulations and G.S.O.C</li> <li>• evidential breath testing (E.B.T.)</li> <li>• explosives, supervision and expenditure</li> <li>• fingerprints</li> <li>• first responder</li> <li>• garda induction training up to 10 years</li> <li>• garda induction training up to 5 years</li> <li>• health and safety risk assessment</li> <li>• information management</li> <li>• luas bye laws</li> <li>• MOS training</li> <li>• PEMS</li> <li>• prisoner computer course</li> <li>• probationer garda</li> <li>• PULSE courses</li> <li>• stinger</li> </ul>	1 day 1 day ½ day 1 day 3 days 2 days 1 day 1 day 5 days 1 day 1 day ½ day 10 days 5 days 1 day 3 days 1 day 5 days 2 days 1 day 18 days 4 days 1 day



	<ul style="list-style-type: none"> <li>• stress management</li> <li>• student phases</li> <li>• tutor garda</li> <li>• ultralyte speed gun</li> <li>• civilian induction course</li> <li>• Dublin port tunnel</li> <li>• Microsoft office specialist</li> <li>• trafficking in human beings.</li> </ul>	<p>1 day</p> <p>24 days</p> <p>1 day</p> <p>1 day</p> <p>5 days</p>
Reserve garda training	<p>Phase I : A two-day induction course</p> <ul style="list-style-type: none"> <li>• introduction to An Garda Síochána</li> <li>• an outline of what An Garda Síochána does and expectations of reserve members</li> <li>• an overview of the law on human rights</li> <li>• an overview of the law, practice and procedure relating to An Garda Síochána</li> <li>• the service requirements of An Garda Síochána (including discipline, ethics, and organisational culture)</li> <li>• motivation.</li> </ul> <p>Phase 2: 56 hours of training</p> <ul style="list-style-type: none"> <li>• assault</li> <li>• road traffic offences</li> <li>• powers of arrest, and</li> <li>• arrestable offences and training in the procedures relating to crime reports and garda information technology systems.</li> </ul> <p>Phase 3: Two days of training</p> <ul style="list-style-type: none"> <li>• role-play exercises, including radio procedures</li> <li>• instruction in self-defense, handcuff techniques and use of equipment.</li> </ul> <p>Phase 4: A minimum of 40 hours of training at a garda station</p> <ul style="list-style-type: none"> <li>• accompanied beat patrol with a member other than a reserve member and</li> <li>• supervised station duty.</li> </ul> <p>Phase 5: A one day graduation/attestation ceremony.</p>	<p>2 days</p> <p>56 hours</p> <p>2 days</p> <p>40 hours (minimum)</p>



## Management and Supervisory Training

### Sergeant development course

#### Aims to:

1. provide training for newly promoted sergeants which is based on their role as first line supervisors
2. link the training and development of newly promoted sergeants with the achievement of corporate goals and objectives
3. enable a multi-perspective approach to the training and development of new promoted sergeants in their role as supervisors
4. promote on the job learning as a key enabler in the professional development of newly promoted sergeants.

### Module content breakdown

The supervisory management programme for sergeants has a modular format conducted over a one year period from the date of promotion. The programme consists of a two day orientation seminar preceded by four thematic modules each of five days duration. The modules are thematically based and the content and format are in accordance with the recommendations of the Garda SMI In-service/Management Development Report 2000 and reflect the competencies outlined in the report of the garda promotion methods review group.

Module name: Orientation.

#### Description of module

This module conceptualises the role of sergeant as supervisor for newly promoted personnel, in the context of organisational and managerial principles. Ideally the core programme should be undertaken as soon as possible after promotion. It introduces the sergeant to the programme and adult learning.

On successful completion of this module, a student will be able to:

- situate their new role as sergeant in the context of the key organisational, managerial and ethical principles of An Garda Síochána
- assess the key supervisory competencies and skills required of the newly promoted sergeant
- understand the approach, structure and requirements of the supervisory management programme for sergeant rank
- develop a framework to guide and facilitate their personal and professional development
- understand policy, practices and processes relating to prisoner management
- understand their responsibilities in an administrative role.

Learning and teaching methods and strategies:

- classroom based presentations
- learning set facilitation
- interactive discussions
- brainstorming
- self assessment
- inter-modular learning activities.



Each participant will receive a self assessment form to fill out and develop this into a personal development plan.

Indicative content:

- adult learning
- understanding competencies
- role of the sergeant
- prisoner management
- sgt administrative duties.

Module 4: Human rights:

- feed-back on inter-modular activities
- team building/ team work
- planning
- time management / decision making
- policing in a multicultural society on the principles of equality, diversity and pluralism
- community relations
- human rights.

Module 5: Policing in a multicultural society on the principles of equality, diversity and pluralism,

- Morris Tribunal what impact has this on my role as a supervisor in An Garda Síochána
- group presentations on capstone inter-modular activity
- welfare
- health and safety.

Inspector development programme

Aims to:

1. provide newly promoted inspectors with a development programme that meets both their personal and professional needs
2. build the inspectors self awareness through self assessment tools and development relationships
3. link the role and development of the inspector with the achievement of corporate goals
4. facilitate inspectors in exploring the breath and range of their role in a supportive environment
5. encourage the application, testing and refining of new behaviours with the support of mentors and line managers
6. align programme input with the role profile and competencies outlined at inspector rank
7. enable movement outside comfort zones by emphasising an interactive and participative approach to the programme and through the use of practical exercises and assignments
8. promote a self directed learning approach to development and encourage continuing personal and professional development.

### Module content breakdown

When designing a development programme for inspectors, cognisance was given to the role the inspector plays within the broader context of the organisation. As well as often performing a specialist role within the organisation or being assigned to projects, the inspector often deputises for the district officer. Therefore a development programme aimed at inspector rank needs to be flexible to reflect the broad range of the role.



The inspector's role is moving away from a purely supervisory function towards a middle management role which will see him or her having more input from a strategic perspective.

In line with other development programmes, the development of the inspector will be a partnership approach which will include the inspector himself, their manager, their nominated mentor and the training function. All have an important role to play in the development.

The inspector's role is to be open and motivated to learn and to seek opportunities to apply new learning. The manager's role is to support the learner particularly back in the workplace and to encourage the testing of new behaviours. The mentor will support the learner through the developmental journey and act as a sounding board for the learner and will aid the consolidation of learning and encourage the application. Finally the role of the training function is to facilitate the whole process, support all stakeholders and in their turn learn from the process so that new insights can be fed back into the development programme.

The programme therefore will commence with an orientation module at Garda College which will set out the programme design, establish the learning contract and will administer a selection of self-assessment tools to the inspectors to help them identify strengths and areas for development. Inspector's will also be briefed on personal development planning and will commence drawing up a personal development plan which will be further discussed with their manager at a later stage.

This orientation module will be closely followed by a structured meeting between the newly promoted inspector and his/her line manager to discuss what the inspector wants to gain from a development programme. The aim of this initial dialogue is to finalise the personal development plan taking into account insights that the inspector has already gleaned from the orientation module. Personal development planning will be based on the competency skills set required at inspector rank and will also be informed by the specific role the inspector will perform in that district. The superintendent will add the district policing plan dimension to this plan by ensuring that key competencies relating to the fulfilment of district objectives are also highlighted.

The personal development plan will also be one of the components used at evaluation stage of the programme to measure progress.

Implementation of learning interventions now takes place with management & supervisory training and development facilitating a set of core modules in Garda College based on the managerial and project based nature of the inspector role.

Learning interventions with a more operational focus will be provided by CPD and will be offered as a menu of optional modules and be available to all inspectors both new and longer serving. Individual learning interventions will also be pursued by the inspector where relevant and appropriate and as outlined in his/her personal development plan. These individualised learning interventions will require the backing and support of the inspector's manager.

Progress on learning will be tracked by means of a learning log which along with the personal development plan will drive the mentoring relationship. Individual assignments will also be part of the programme requirement and will base on a core module input and a current organisation issue to ensure relevancy and value add.

Course content:

- orientation
- introduction to adult learning
- learning supports, self development, self assessment,
- mentoring & coaching





- corporate strategy & policing plans
- garda organisational values
- role of inspector as acting district officer/role of inspector in division
- personal development plans and self assessment.

#### Inter-modular activity

The class will be given three articles on leadership. They will be asked to submit a paper titled *leadership styles in An Garda Síochána a critique*. This paper to be submitted on the capstone module

#### Module 1 & 2: Management of cases in the district court & human rights:

- practical case management and preparatory work in the prosecution of cases in the district court
- district court rules
- review of relevant legislation applicable to the prosecution of cases in the district court
- overview of the management and presentation of liquor licensing cases in the district court
- best practice approach to the management and prosecution of cases in the district court
- role of the Director of Public Prosecutions in district court cases
- human rights management of cases in the district court is now compulsory because of feedback received from course participants. Human rights, currently lasts for 2 days. Feedback indicates that 1.5 days is sufficient. Discussion will take place with NUI Galway regarding this.
- participants will be given a copy of *Who moved my Cheese* as pre-read for next module.

#### Module 3: Community relations, Myers Briggs type indicators, & change management

- Myers Brigg personality type indicators
- one to one on your PDP
- leadership and management
- emotional intelligence
- transformational leadership
- change management
- continuous improvement
- crime prevention strategy
- inter-modular activity
- participants will be given a task to complete related to managing change and leading to be presented on capstone module. Participants will be given relevant discipline regulations, HQ directives etc.

#### Module 4: Human resource management

- human resource management strategy
- discipline regulations
- complaints regulations
- protocols on discipline/complaints
- Garda Síochána Ombudsman Commission
- garda compensation
- administrative law
- human resource management
- role of inspector with student/probationers
- participants will be given relevant regulations, HQ directives etc relating to finance & procurement .

**Modules 5 & 6: Finance & project management**

- procurement
- financial management systems in An Garda Síochána
- imprest accounts
- claims
- project management
- capstone
- human rights
- leadership
- coaching
- mentoring
- change presentations/ presentation of certifications of completion.

**Superintendent development programme****Aims to:**

- providing newly promoted superintendents with the knowledge, skills and attitudinal requirements
- developing the leadership and management skills of superintendents in the delivery of a substantial policing service
- developing their own unique strengths and talents and recognizing and building up their weaknesses to enable them to drive out corporate strategy
- raising appreciation for how management strategies influence the operational direction of the organisation
- utilising the necessary skills in building and maintaining a winning district management team
- implementing the main human resource management issues.

**Module content breakdown**

The role of superintendent is one of middle manager with particular responsibility for the interpretation and implementation of policy and strategy where it impinges upon operational police work. The superintendent's role also involves building up the operational expertise of the district management team and dealing with external stakeholders within guidelines generated by the wider strategic direction of the divisional officer.

**Learning outcomes:**

1. Participant will be able to identify operational requirements, recognise patterns and trends and set objectives to address these and link them back to their policing plans.
2. Be able to manage relations in teams to achieve the desired results.
3. Be able to handle public relations and the media.
4. Be able to delegate and monitor progress against objectives.
5. Participants will be able to build partnerships with diverse groups and use negotiating skills.
6. Be able to apply their knowledge and skills and use of resources in making sound balanced decisions and judgements.
7. Be able to describe state and apply human rights cornerstones as outlined in the ECHR and UDHR and use these principles when planning operational activities.
8. Be self aware and set clear objectives for continuous professional development.
9. To have expert police knowledge regarding staff entitlements, disciplinary regulations
10. Be able to manage the performance of their district resources.



Superintendents development programme:

- orientation
- initial meetings with manager and mentor
- 360° feedback process
- personal development plan
- 

Learning Interventions:

- mandatory modules e.g. human rights, grid leadership, workings of tribunals, financial management, human resource management, legal issues, strategy, on scene command, EFQM, role and function of superintendent.
- optional modules e.g. programme management, event management, communications and media, court practical
- individual interventions – coaching, secondments, external courses, seminars/conferences, work shadowing
- PDP review and feedback from participants, managers and mentors

Competencies for superintendent:

- planning skills
- operational management skills
- leadership
- communication skills
- relationship building
- judgement and decision making
- commitment and drive for results
- breadth of policing perspective.



## Senior Management Development

### Chief superintendent development programme

This training programme is learner centred; it equally attends to the organisational and professional requirements attached to the rank. The chief superintendent's development programme is being re-launched in Autumn 2008 under the remit of senior management development. The programme has been remodelled to facilitate delivery in the format outlined in the table below.

Module Content	Module Content Breakdown
Chief superintendent development programme	<p>Orientation programme: Delivered to newly promoted chief superintendents. The 2 x 2 days modules are designed to provide the necessary skills to facilitate immediate transition into post. The core subject areas are;</p> <ul style="list-style-type: none"> <li>• student/probationer training</li> <li>• audits</li> <li>• discipline</li> <li>• health and safety</li> <li>• financial management</li> <li>• legislative powers</li> <li>• media management</li> <li>• CHIS</li> <li>• change management</li> <li>• strategy/policing plans</li> <li>• introduction to self learning.</li> </ul> <p>Self learning:</p> <ul style="list-style-type: none"> <li>• self assessment</li> <li>• linking behaviours and attitudes to performance management and measurement.</li> <li>• personnel management</li> <li>• personal learning and development working with peers, subordinates and superiors</li> <li>• coaching and mentoring.</li> </ul> <p>Continuous professional development at executive level: (2 x 2 day Master Classes 3 x 1 day seminars)</p> <ul style="list-style-type: none"> <li>• role of the executive</li> <li>• strategy in action</li> <li>• leadership – impact and influencing</li> <li>• managing change</li> <li>• performance and resource management.</li> </ul>



<p>Strategic command post exercise:</p> <ul style="list-style-type: none"> <li>• real-time scenario-based table-top exercise delivered over a weekend</li> <li>• focus on leadership in crisis management, decision making, operational processes and procedures, resource allocation, media.</li> </ul> <p>Alumni network</p>	
<p>Garda executive leadership programme</p> <p>The primary focus of the senior management and co-ordination of executive level learning &amp; development programmes, for senior officers in An Garda Síochána</p> <p>Graduates receive an advanced management diploma in police leadership and can proceed to complete an M.Sc. by research if desired. The programme is delivered on a part time basis at the executive leadership centre at the Garda College. Participants must complete nine three day modules which are conducted on a monthly basis.</p>	
Module Content      Module Content Breakdown	
<p>Garda executive leadership programme</p>	<p>The programme modules are:</p> <ul style="list-style-type: none"> <li>• team development and organisation</li> <li>• performance management and strategic human resource management</li> <li>• strategic management</li> <li>• leadership and the management of change</li> <li>• organisational learning and knowledge management</li> <li>• leadership</li> <li>• ethics – managing organisational integrity</li> <li>• negotiation strategy and organisational behaviour</li> <li>• strategic financial management.</li> </ul> <p>In addition, participants attend a one week international module on leadership and innovation at Harvard University, USA. An integral part of the programme is the self development of the individual. Each participant is assigned a coach and progresses the development of their PDP which is formulated based on the results of each individuals performance at the programmes pre-selection self assessment centre. Team participation is further guided and facilitated by an external team coach.</p>
<p>Human rights section</p>	<p>The content of this course includes:</p> <ul style="list-style-type: none"> <li>• design, development and delivery of training on human rights and diversity as identified by the Annual Policing Plan and/or external drivers</li> <li>• constitutional and ECHR programme for senior managers</li> <li>• constitutional and ECHR programme for superintendents and inspectors</li> <li>• input on 5 key human rights principles and ECHR to sergeants development courses</li> <li>• train the trainers programmes (specialist, CPD, generic, SP, RSU, ERU)</li> </ul>



	<ul style="list-style-type: none"><li>• immigration training</li><li>• diversity training for senior and middle managers</li><li>• staff CPD at the Garda College (12 x 1 hour lectures).</li></ul>
Garda National Quality Service Bureau	Input to sergeants and inspectors promotion courses ISO auditors training Seminar for divisional quality service inspectors and regional superintendents.



## Crime Training Faculty

### Detective garda training

The overall aims of the detective garda training & development programme are to:

- ensure that newly selected personnel to the role of detective garda are fully equipped to meet the requirements of the job as outlined in the ‘role profile’
- develop the competencies identified for the role to the standard set by the organisation
- develop a clear understanding and focus of the key relationships bespoke to the role
- promote a consistent approach to the role, functions and practices of the detective garda
- encourage the application, testing and refining of new behaviours with the support of their coach
- encourage a learning approach that is ongoing and embedded in a philosophy of continuous professional development in the participants
- raise the bar in the quality and profile of the detective role.

Module content	Module content breakdown	Duration
Stage 1: Front loading module	<ul style="list-style-type: none"> <li>• resources required</li> <li>• setting the context</li> <li>• the role and function of the detective</li> <li>• crime &amp; security branch</li> <li>• health and safety</li> <li>• covert human intelligence sources</li> <li>• counterfeiting - cds, dvd's &amp; software</li> <li>• stolen vehicles/stolen car unit</li> <li>• criminal assets bureau</li> <li>• immigration issues</li> <li>• diversity awareness</li> <li>• human rights</li> <li>• fraud investigation</li> <li>• the role of ‘forensic science’ in the investigation of crime</li> <li>• technical bureau</li> <li>• the conduct of a murder or major investigation</li> <li>• the role of the state pathologist</li> <li>• interviewing witnesses</li> <li>• interviewing suspects</li> <li>• report writing, file preparation</li> <li>• liaison with the office of ‘director of public prosecutions’.</li> </ul>	2 weeks
Stage 2: On the job ‘experiential learning’ phase	<ul style="list-style-type: none"> <li>• on the job training and coaching</li> <li>• the role of the coach</li> <li>• trainees’ role</li> <li>• budget requirements.</li> </ul>	1 year
Stage 3: Case study presentation training	<ul style="list-style-type: none"> <li>• presentation of case study.</li> </ul>	1 week



**Senior investigating officer course**

The overall aims of the senior investigators officers development programme are to:

- to develop and enhance the investigative skills of appointed inspectors and superintendents, to enable them to manage major crime investigations in an effective, professional, and ethical manner
- ensure that newly selected personnel to the role are fully equipped to meet the requirements of the role as outlined in the role profile.
- develop the competencies identified for the role to the standard set by the organisation
- establish the role of the senior investigating officer in the context of the divisional serious crime investigation team roles
- promote a consistent approach to the role and responsibilities of the senior investigating officer that is in line with the recommendations of the report on ‘divisional serious crime investigation teams’
- encourage the application, testing and refining of new behaviours with the support of their coach
- encourage an approach to learning that is ongoing and embed a philosophy of continuous professional development in programme trainees.

Module Content	Module Content Breakdown	Duration
Stage 1: Scenario base training	<ul style="list-style-type: none"> <li>• case selection</li> <li>• resources required</li> <li>• methodology</li> <li>• knowledge and skills areas</li> <li>• setting the context</li> <li>• the role and function of the senior investigating officer.</li> <li>• human rights act and the ECHR</li> <li>• briefings and debriefings</li> <li>• forensic investigation strategy</li> <li>• forensic evidence retrieval and evaluation</li> <li>• family liaison</li> <li>• garda search teams</li> <li>• media and communications</li> <li>• house to house enquiries</li> <li>• surveillance &amp; undercover operations</li> <li>• witness protection</li> <li>• covert human intelligence sources</li> <li>• forensic telephone/computer/data analysis</li> <li>• arrest strategies</li> <li>• interview strategies</li> <li>• disclosure</li> <li>• coroner’s court</li> <li>• public enquiries</li> <li>• garda complaints board/new ombudsman’s office</li> <li>• role of the D.P.P.</li> </ul>	3 weeks
Stage 2: On the job application	<ul style="list-style-type: none"> <li>• personal development portfolios</li> <li>• coach’s role</li> <li>• trainee’s role.</li> </ul>	1 year





Stage 3: Assessment & review of learning

- presentation of case studies,
- 3 day hydra exercise.

1 week

**Incident room coordinator course**

The overall aims of the incident room coordinator’s programme are to:

- ensure that newly selected personnel to the role are fully equipped to meet the requirements of the role as outlined in the role profile
- develop the competencies identified for the role to the standard set by the organisation
- establish the role of the incident room co-ordinator in the context that is represents a pivotal role in the successful operation of the divisional serious crime investigation teams
- promote a consistent approach to the role of incident room coordinator that is in line with the recommendations of the report on ‘divisional serious crime investigation teams’
- encourage the application, testing and refining of skills and behaviours with the support of the assigned coach
- encourage an approach learning that is ongoing and embed a philosophy of continuous professional development in the participants
- ensure that programme design and implementation is of a standard that will facilitate accreditation by a third party at a future date should the organisation wish to do so.

Module content	Module content breakdown	Duration
Stage 1	<ul style="list-style-type: none"> <li>• setting the context</li> <li>• the role and function of the incident room co-ordinator</li> <li>• setting up the incident room</li> <li>• sources of information</li> <li>• information collection evaluation and display</li> <li>• telecommunications analysis</li> <li>• director of public prosecution requirements</li> <li>• written aspects</li> <li>• recent case law in serious crime</li> <li>• emerging issues in forensic science</li> <li>• disclosure</li> <li>• issues.</li> </ul>	5 days
Stage 2	<ul style="list-style-type: none"> <li>• on the job application of acquired skills.</li> <li>• placement with an experienced incident room coordinator in a different district for up to 3 months at critical phases of an investigation.</li> <li>• completion of personal development plans and submission to crime training.</li> </ul>	
Stage 3: Assessment & review of learning	<ul style="list-style-type: none"> <li>• presentation of case study</li> </ul>	



**Specialist child interviewer course**

The overall aims of the specialist interviewer training & development programme are to:

- ensure that newly selected personnel to the role of specialist interviewer are fully equipped to meet the requirements of the job as outlined in the ‘role profile’
- develop the competencies identified in order to implement the good practice guidelines
- develop a clear understanding and focus of the key relationships relating to the role
- promote a consistent approach to the role, responsibilities and practices of the specialist interviewer
- encourage the application, testing and refining of new behaviours applicable to the role of a specialist interviewer
- encourage a learning approach that is on going and embedded in a philosophy of continuous professional development in the participants
- raise the bar in the quality and profile of the interviewer of victims of sexual offences and assaults.

Module content	Module content Breakdown	Duration
Module 1 (front loading)	<ul style="list-style-type: none"> <li>• introduction and ground rules</li> <li>• the good practice guidelines</li> <li>• criminal law</li> <li>• human rights</li> <li>• cognitive interviewing</li> <li>• child development issues</li> <li>• emotional intelligence</li> <li>• children first</li> <li>• planning and preparation</li> <li>• styles of questioning</li> <li>• good practice guidelines</li> <li>• video interview equipment</li> <li>• child assessment exercise</li> <li>• reaching clarification</li> <li>• demonstration interview</li> <li>• case studies and interview.</li> </ul> <p>At the end of module 1 a written examination has to be passed before a course participant can go on to module 2</p>	2 weeks
Module 2	<ul style="list-style-type: none"> <li>• case studies – simple</li> <li>• case studies – complex</li> <li>• assessment interviews (conducted by independent barristers).</li> </ul>	



**Scene of crime examiners**

<b>Module content</b>	<b>Module Content Breakdown</b>	<b>Duration</b>
Scene of crime examiners	<ul style="list-style-type: none"> <li>• role of the mapping section</li> <li>• safety health in workplace</li> <li>• fingerprinting – introduction pattern recognition and interpretation</li> <li>• taking fingerprints, palm prints</li> <li>• obtaining prints from cadavers</li> <li>• fingerprinting use of powders</li> <li>• latent fingerprints</li> <li>• preservation of scenes</li> <li>• crime scent interpretation</li> <li>• examination of crime scenes</li> <li>• fingerprinting – stolen MPV’s</li> <li>• AFIS computer</li> <li>• chemical development</li> <li>• documentation</li> <li>• the law in relation to taking finger, palm and sole prints</li> <li>• forensic law</li> <li>• ear print identification</li> <li>• function of police photography, equipment, use of cameras</li> <li>• crime scene (indoor)</li> <li>• photographing traffic accidents and vehicles</li> <li>• fingerprint photography</li> <li>• crime scene (outdoor)</li> <li>• post mortem photography</li> <li>• general photography</li> <li>• post photography procedures</li> <li>• forensic science: visit to laboratory, general chemistry, trace evidence, shoe marks &amp; tyre marks</li> <li>• fibres, paint, glass, health and safety</li> <li>• DNA</li> <li>• sexual abuse, assaults</li> <li>• drugs</li> <li>• blood detection and retrieval techniques</li> <li>• ballistics – suspicious death scenes, shoe print, tyre marks identification</li> <li>• firearms and tool marks</li> <li>• technical examination of vehicles in Santry</li> <li>• I.E.D’s and outdoor search techniques</li> <li>• report writing</li> <li>• fire investigation – smouldering fires in compartments</li> <li>• digital photography</li> <li>• theory examination</li> </ul> <p>scenes of crime practical examinations.</p>	5 weeks



## Specialist Training

Specialist training comprises of the following sections:

- driving school
- firearms training
- tactical training
- mountain bike unit.

Module content	Module content breakdown	Duration
Driving training	<ul style="list-style-type: none"> <li>• four wheel drive manual</li> <li>• trailer towing course</li> <li>• van personnel manual</li> <li>• driving manual</li> <li>• manual standard motorcycle</li> <li>• advanced motorcycle training</li> <li>• standard car</li> <li>• advanced course</li> <li>• response driving course</li> <li>• C1 driving course</li> <li>• C (HGV) course</li> <li>• command vehicle training</li> <li>• familiarisation courses.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 2 weeks</li> <li>• 4 weeks</li> <li>• 2 weeks</li> <li>• 2 weeks</li> <li>• 3 weeks</li> <li>• 3 weeks</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 3 days</li> <li>• 2 days</li> </ul>
Firearms training	<ul style="list-style-type: none"> <li>• SIG basic</li> <li>• Smith &amp; Wesson basic</li> <li>• UZI basic</li> <li>• Walther basic</li> <li>• Steyr (marksman) basic</li> <li>• initial Walther P99 timetable</li> <li>• Benelli shotgun M3</li> <li>• Benelli shotgun M4</li> <li>• refresher training in all firearms.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 2 weeks</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 3 times per annum</li> </ul>
Tactical training	<ul style="list-style-type: none"> <li>• CBRN training</li> <li>• method of entry training</li> <li>• divisional search team</li> <li>• RSU tactical training</li> <li>• rope access</li> <li>• manual handling</li> <li>• occupational first aid</li> <li>• retractable baton instructors</li> <li>• ERU pre selection</li> <li>• public order unit training</li> <li>• protester removal course.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 3 weeks</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 1 week</li> <li>• 2 weeks</li> <li>• 1 week</li> <li>• 1 week</li> </ul>
Mountain bike training	<ul style="list-style-type: none"> <li>• basic course.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 week</li> </ul>



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Other courses	<ul style="list-style-type: none"><li>• firearms instructors course</li><li>• car driving instructors course</li><li>• motor cycle instructors course</li><li>• on scene command course</li><li>• critical incident negotiators course</li><li>• less lethal training</li><li>• specialist occupational first aid.</li></ul>	<ul style="list-style-type: none"><li>• 4 weeks</li><li>• 4 weeks</li><li>• 4 weeks</li><li>• 1 week</li><li>• 1 week</li><li>• 1 week</li><li>• 2 weeks</li></ul>
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## **Appendix C: List of garda civilian training courses**







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**List of civilian training courses in 2008**

<i>Course</i>	<i>Provider/Location</i>
Induction	External – Garda College
Presentation Skills	External – Tiger Consulting
Communication Skills	External – Tiger Consulting
Interview Skills	External – Tiger Consulting
Interviewer Skills	External – Tiger Consulting
Stress Management	External – Tiger Consulting
Assertiveness Training	External – Tiger Consulting
Time Management	External – Tiger Consulting
Telephone Skills	External – IPA
Keyboard Skills	External – Irish Times
Word Introductory	External – Sureskills
Excel Introductory	External – Sureskills
Excel Intermediate	External – Sureskills
Word Intermediate	External – Sureskills
Word Advanced	External – Sureskills
Powerpoint Beginners	External – Sureskills
Effective Writing	External – IPA
Report Writing	External – IPA
Minute Taking	External – IPA
Project Management	External – Sureskills
SO/EO Development Programme	External – Tiger
Diploma in Policing Studies	External – IPA
HRMS Training	External – CMOD
Return on Investment	External – CSTDC
Positive Working Environment.	External – CSTDC
Foundation in HR	External – IMI
HR talk to Analysts	Finnian Gallagher

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## **Appendix D: Draft competency framework for An Garda Síochána**





	<b>A/Commissioner</b>	<b>C/Supt</b>	<b>Supt</b>	<b>Inspector</b>	<b>Sergeant</b>	<b>Garda</b>	<b>S/P Garda</b>	<b>Reserve Garda</b>
1	Team leadership	Breadth of appreciation of the Policing role	Forward planning	Assertive communication skills	Organising coordinating and implementation skills	Commitment to high standards	Commitment to high standards	Resilience
2	Ability to lead, communicate and policing change management	Development of strategy	Managing and steering operations	Planning and development skills	Assessing, evaluation and analysing information	Communication and empathetic understanding	Community orientation	Effective communication
3	Analytical ability and problem solving	Tactical planning and coordination	Leadership	Directing and coordinating operations	Sound and timely decision making	Community orientation	Self management	Respect for diversity
4	Anticipation and planning	Leads on change, standards and motivation	Balanced judgement	Motivating and developing staff	Team leading and standard setting	Teamwork and flexibility	Safety health and fitness	Team working
5	Reliability and output, efficiency and effective use of garda resources	Managing performance and resources	Decisiveness in crisis management	Managing relationships	People handling skills	Balanced decision making and problem solving	Analytical ability	Personal responsibility
6	Judgement and decision making	Developing human resources	Building partnerships	Analysis and evaluation skills	Two-way communication skills	Functional policing skills	Communication	Planning and organising
7	Creativity and the ability to think strategically	Managing working relationships	Commitment and drive for results	Drive and commitment to development	Personal drive and commitment	Policing knowledge, criminal law and police procedures	Conflict resolution	Operates with safe, legal, human rights, ethical, professional guidelines
8	Initiative and motivation	Perspective and judgement in decision making	Breadth of policing perspective	Taking action and using initiative	Procedural and functional policing knowledge	Conflict resolution and people handling skills	Balanced decision making	Community orientation
9	Commitment to the training and development of garda staff	Communications and public relations		Developing legal and expert policing knowledge	Problem solving	Crime and incident investigation	Empathetic understanding	
10	Professional policing proficiency	Drive for results personal commitment					Teamwork	
11							Assertive presence	
12							Flexibility	





## **Appendix E: Learning management system research**







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## Further research into learning management systems

### E.1 Introduction

The recommendation for the implementation of a learning management system (LMS) in An Garda Síochána was outlined in chapter 5. The purpose of this appendix is to provide further detail surrounding some features and functionality that an LMS system could deliver to An Garda Síochána to fulfil the training requirements of the organisation.

In essence, an LMS would handle the administration and management of An Garda Síochána's training and learning programmes. The system must be easy to use and meet the needs of all staff in the organisation including individuals as end users, supervisors and training staff within the Garda College and the divisional training centres, if appropriate. It is envisioned that An Garda Síochána's LMS functional requirements will evolve with the organisation's training and development strategy.

### E.2 Features of an LMS

An LMS could provide the following features to An Garda Síochána.

- Administration

Basic features include managing course registrations, scheduling resources and managing course catalogues. This would allow training staff to manage course enrolments and course content for all staff via the LMS.

- Learning management

This involves managing assessments and student scores, managing training plans, tracking training history, provision for search capabilities and prescriptive training. This would enable An Garda Síochána to track training history of staff and view the courses completed and scores obtained.

- Reporting and measurement



Basic features provided by an LMS include tracking and reporting certifications and training metrics. Such features would enable An Garda Síochána to monitor compliance of its members in the completion of mandatory training courses across all ranks and grades, plus enable management to view standard management information reports.

- Security

Different access privileges can be granted based on organisational hierarchy or role. Security features also involve the encryption of data and personal information. Such features could be particularly important in An Garda Síochána, given the sensitive content of training material as well as the hierarchical structure of the organisation. It would ensure that users of a particular role or rank would be given different access privileges.

- Integration with HR and financial systems

Basic features of LMS can synchronise with other systems, such as HR and finance. In terms of integration with a HR system, advanced features of an LMS include integrating learning with performance planning, and managing skills and competencies. This feature would enable the LMS to contain up-to-date records of all employees including name, rank, station, district, and division which would be maintained within an HR system.

In addition, linking a performance management framework to the LMS would allow employees and supervisors to assess their competencies, set competency goals relevant to rank and link these competency goals with relevant training courses. The training faculties could access this information to organise the training curriculum plan and meet the demand for training during that period.

The integration of an LMS into a financial system would enable staff costs to be automatically billed to a divisional cost code when approved for specific training courses. The division would then have sight of training spend against its budget via the cost code.

- Content management



Basic features offered by an LMS include storing online learning content and indexing the content for search purposes. More advanced features include managing the content and workflow among multiple groups.

- **Business process integration**

LMSs have developed towards an increased level of integration with business processes. This involves assigning training courses to individuals based on triggers that are generated from business processes. For example if a sergeant was promoted to inspector rank, based on this change, the LMS would automatically assign to the newly promoted inspector the relevant training courses to be completed at the new rank.

- **Portals**

More and more organisations are using portals as a single website that gives employees access to multiple systems, information and tools. As outlined in chapter 5, An Garda Síochána could add a link on the current portal to direct all employees to the learning management system.

## **E.3 Criteria for consideration when selecting and implementing an LMS in An Garda Síochána**

The purchase of an LMS would be a significant investment for An Garda Síochána. The following section outlines additional options that should be considered when completing the selection process.

### **E.3.1 Potential solution options for An Garda Síochána**

There are various potential LMS solutions available. It is advised that An Garda Síochána use an off-the-shelf (already designed and developed) LMS solution. An off-the-shelf solution is recommended based on the large number of vendor offerings available, the



rapid deployment associated with such offerings as well as the reduced risk involved. A number of off-the-shelf solution options for An Garda Síochána were examined and the recommendation was that An Garda Síochána adopt an elearning platform solution.

A full elearning solution would have three main components, a Learning Management System (LMS), a Learning Content Management System (LCMS) and content development tools. LMS vendors have split the offerings into two different types of solution to deliver a comprehensive elearning platform including the following.

- Integrated elearning platform

Vendors that supply an ‘integrated elearning platform’ have developed or acquired systems to deliver a combined LMS and LCMS system, excluding the content development tools. Content is authored using development tools and then imported into the elearning platform using the packaging guidelines of the SCORM<sup>74</sup> and AICC<sup>75</sup> specifications. This strategy is appropriate to organisations that do not have large content production requirements.

- Best of breed approach

In organisations that have a large volume of content developers and contributors a separate learning content management system (LCMS) may be required. These best of breed LCMS solutions have content development tools to allow developers create course content rapidly. This approach involves the use of a separate LMS and LCMS that are integrated together to meet all of the organisations requirements.

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<sup>74</sup> The ‘Sharable Content Object Reference Model’ (SCORM) is a set of specifications for course content that produces reusable learning objects.

<sup>75</sup> The ‘Aviation Industry CBT Committee’ (AICC) is an international association of technology-based training professionals that develop guidelines for the aviation industry in the development, delivery and evaluation of computer-based training (CBT) and related training technologies.



The decision as to whether An Garda Síochána requires an integrated elearning platform or a best of breed approach will depend on the specific content management requirements agreed prior to procurement.

### E.3.2 Potential vendor options for An Garda Síochána

There are many vendors in the LMS market, each with different offerings and features. The Review Group saw the efficient implementation of an LMS at Bank of Ireland, where the bank has implemented the SAP LMS system. Some other market leaders are SumTotal and Saba. Some niche players include Certiport, ACS Learning Services and Oracle. Figure E1 below captures the vendor shares of total LMS revenue for 2007.

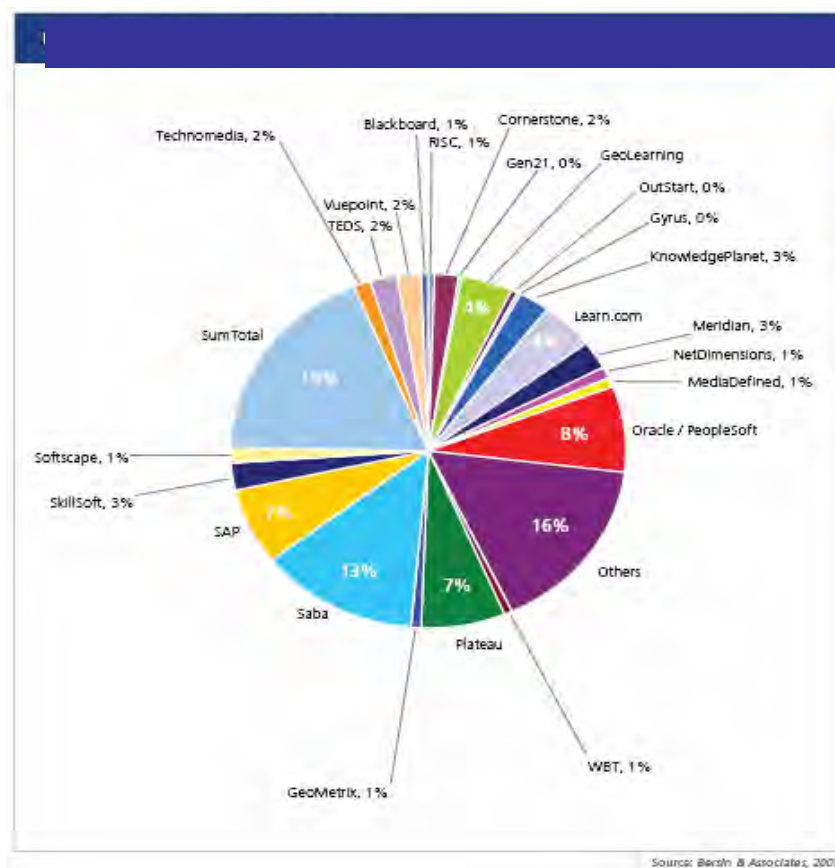


Figure E1: Vendor market shares of total LMS revenue<sup>76</sup>

<sup>76</sup> Bersin & Associates Industry Report: Learning Management Systems 2008.



The suitability of LMS vendors for An Garda Síochána would need to be considered further at procurement stage. Each of these vendors has different feature sets, boasting strengths in some areas and weaknesses in others.

The integration of a HR system with an LMS solution is a standard business process for LMS vendors and all would have vast experience in this area. The Review Group has found that it is not always of benefit to have an LMS as part of a HR system. According to Bersin & Associates<sup>77</sup> some vendors LMS solutions are stand-alone systems that are not tightly integrated into their Enterprise Resource Planning (ERP). Examples of this would include PeopleSoft and Oracle iLearning.

### **E.3.3 Procurement considerations**

There are some key considerations that must be taken into account when procuring an LMS solution in An Garda Síochána. At the point of procurement, the organisation must have a clear understanding of the learning management and content development business requirements that it wants to accommodate and adopt carefully chosen selection criteria to meet these requirements. Initial key considerations at the point of procurement would include the following:

- The level of integration with future and current HR and financial systems to enable the LMS to have the most up-to-date information on all staff across the organisation and also support the billing of staff costs to divisional cost codes as outlined previously.
- What content is required to be developed and whether this course material/content will be developed internally or externally in the future. If the material is developed internally then the content developers will require content authoring tools and training to develop this material. Internally and externally developed courses should comply with the SCORM and AICC specifications to ensure that the content can be

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<sup>77</sup> Bersin & Associates Industry Report: Learning Management Systems 2008.



successfully integrated into an LMS solution for launching, tracking and assessing courses.

- The integration of historical content into an LMS solution. This can be a major challenge. Not completing this integration could result in trainees not being given credit automatically for completing certain training courses. The organisation will need to decide if it wants to store this historical content onto an LMS solution, and, if so, cleanse the content to enable successful integration.

### **E.3.4 Implementation considerations**

In terms of implementation of an LMS, some initial considerations include the following

#### **E.3.4.1 Accessibility**

The LMS needs to be accessible to all garda and garda civilian staff in the organisation. Locations would include the Garda College, divisional training centres and within networked locations nationwide. Further investigation would need to take place in relation to the amount of computers that are currently networked across the country. It is envisaged that some computers are stand-alone and not connected to the garda network. Providing access to an LMS via such computers would require substantial infrastructural work as well as result in the need for additional computers at some locations.

The accessibility factor of an LMS solution from a non-garda location would need to be examined. Given the nature of the organisation's business some of the training courses could contain sensitive information. It may be possible to limit or reduce the risk of inappropriate access by using technology or preventing sensitive training courses being accessed externally.

#### **E.3.4.2 Network performance**

The demands placed on the IT network within An Garda Síochána are increasing as the organisation continues to develop and utilise additional IT systems such as AGS Portal,



email, PULSE and internet access. As these demands increase, the network infrastructure must be improved to ensure that the end-user experiences a high-quality service from not only the LMS, but all of the organisation's IT systems.

### **E.3.4.3 Costs**

The overall costs associated with the procurement and implementation of an LMS cannot be established until the scope of the required solution is agreed. However consideration has been given to some of the primary costs that will be incurred. These include

- software license fees for LMS, LCMS and content authoring tools as required
- hardware costs for servers for LMS, LCMS and content authoring tools as required
- storage costs
- hardware costs for additional computers if deemed necessary
- Office of Public Works costs associated with the increased number of network ports in locations around the country
- network upgrade costs to ensure that the network meets the IT system demands.

Other costs for consideration include the revision of current instructor-led training materials into web-based training content.





## **Appendix F: Phase II field training and field-training support**





Stage	Support	Learning responsibilities
<p>Assisting stage (16 weeks)</p> <p>Probationer garda will attend field-training support class one day per week.</p>	<p><b>Accompanying garda:</b></p> <ul style="list-style-type: none"> <li>during this stage, the probationer garda will be accompanied at all times whilst on duty and should, whenever possible, be accompanied by a trained tutor garda</li> <li>accompanying gardaí will be detailed for duty by the supervisory sergeant.</li> </ul> <p><b>Supervisory sergeant will</b></p> <ul style="list-style-type: none"> <li>accompany the probationer garda on outdoor duty when possible</li> <li>submit a fortnightly progress report to the divisional training manager</li> <li>ensure that probationer garda is exposed to all activities detailed in the field training curriculum</li> <li>meet with the probationer garda and field-training tutor once every month for, reflection on learning, inspection of the experiential learning diary and, discussion regarding progress reports.</li> </ul> <p><b>Field-training tutor will</b></p> <ul style="list-style-type: none"> <li>accompany probationer gardaí on operational duty each week for a minimum of six hours per week</li> <li>meet with probationer garda once every two weeks (one-to-one meeting) for, reflection on learning, inspection of the experiential learning diary and, discussion regarding progress reports</li> <li>ensure that the probationer garda is exposed to all activities detailed in the field training curriculum.</li> </ul> <p><b>Phase II liaison team in the S/P Faculty:</b></p> <ul style="list-style-type: none"> <li>inspections to be conducted by a member of the phase II liaison team.</li> </ul> <p style="text-align: center;"><b>Assessment by district inspector</b></p>	<ul style="list-style-type: none"> <li>Throughout all stages of the phase II field training, the probationer garda is responsible for ensuring that the specific learning outcomes for each stage are achieved.</li> <li>The field-training tutor and supervisory sergeant will ensure that the probationer has exposure to appropriate policing opportunities to achieve the learning outcomes for each stage.</li> <li>The accompanying garda shall facilitate exposure to appropriate policing opportunities to enable the probationer garda achieve the specified learning outcomes.</li> </ul>



Stage	Support	Learning responsibilities
<p>Assisted stage (16 weeks)</p> <p>Probationer garda will attend field-training support class one day per week.</p>	<p><b>Accompanying garda:</b></p> <ul style="list-style-type: none"> <li>during this stage the probationer garda will be accompanied whilst on duty, as required, by an accompanying garda</li> <li>accompanying gardaí will be detailed for duty by the supervisory sergeant.</li> </ul> <p><b>Supervisory sergeant will</b></p> <ul style="list-style-type: none"> <li>accompany the probationer garda on outdoor duty when possible</li> <li>submit a fortnightly progress report to the divisional training manager</li> <li>ensure that the probationer garda is exposed to all activities detailed in the field training curriculum</li> <li>meet with the probationer garda and field-training tutor once every month for, reflection on learning, inspection of the experiential learning diary and, discussion regarding progress reports.</li> </ul> <p><b>Field-training tutor will</b></p> <ul style="list-style-type: none"> <li>accompany probationer gardaí on operational duty each week for a minimum of six hours per week</li> <li>meet with probationer garda once every two weeks, (one-to-one meeting) for, reflection on learning, inspection of the experiential learning diary and, discussion regarding progress reports</li> <li>ensure that the probationer garda is exposed to all activities detailed in the field training curriculum.</li> </ul> <p><b>Phase II liaison team S/P Faculty:</b></p> <ul style="list-style-type: none"> <li>inspections to be conducted by a member of the phase II liaison team.</li> </ul> <p style="text-align: center;"><b>Assessment by district inspector</b></p>	<ul style="list-style-type: none"> <li>Throughout all stages of the phase II field training, the probationer garda is responsible for ensuring that the specific learning outcomes for each stage are achieved.</li> <li>The field-training tutor and supervisory sergeant will ensure that the probationer has exposure to appropriate policing opportunities to achieve the learning outcomes for each stage.</li> <li>The accompanying garda shall facilitate exposure to appropriate policing opportunities to enable the probationer garda achieve the specified learning outcomes.</li> </ul>



Stage	Support	Learning responsibilities
<p>Autonomous stage (31 weeks)</p> <p>Probationer shall attend field-training support class one day per month.</p>	<p><b>Supervisory sergeant will</b></p> <ul style="list-style-type: none"> <li>• accompany the probationer garda on outdoor duty when possible</li> <li>• submit a bi-monthly progress report from sergeant to the divisional training manager</li> <li>• meet with the probationer garda and field-training tutor bi-monthly for, reflection on learning, inspection of experiential learning diary, and discussion regarding progress reports.</li> </ul> <p><b>Field-training tutor will</b></p> <ul style="list-style-type: none"> <li>• accompany probationer gardaí on operational duty each month</li> <li>• meet with the probationer garda once every month, (one-to-one meeting) for, reflection on learning, inspection of the experiential learning diary and, discussion regarding progress reports</li> <li>• ensure that the probationer garda is exposed to all activities detailed in the field training curriculum.</li> </ul> <p><b>Phase II liaison team S/P Faculty:</b></p> <ul style="list-style-type: none"> <li>• inspections to be conducted by a member of the phase II liaison team.</li> </ul> <p style="text-align: center;"><b>Assessment by superintendent</b></p>	<ul style="list-style-type: none"> <li>• Throughout all stages of the phase II field training, the probationer garda is responsible for ensuring that the specific learning outcomes for each stage are achieved.</li> <li>• The field-training tutor and supervisory sergeant will ensure that the probationer has exposure to appropriate policing opportunities to achieve the learning outcomes for each stage.</li> <li>• The accompanying garda shall facilitate exposure to appropriate policing opportunities to enable the probationer garda achieve the specified learning outcomes.</li> </ul>



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The field-training curriculum and its associated learning outcomes will form an essential element of the field-training programme and will be integral to the assessment of probationer gardaí at the end of each stage of phase II.

**Field-training tutor competencies:**

A field-training tutor must have professional knowledge and social competence, i.e. the field-training tutor should be ‘street smart’ and also be ‘people smart’. The selection of field-training tutors will be critical to ensure the success of the new programme. Initial investment in skilled and motivated field-training tutors is likely to be recouped in the longer-term and will be reflected in a rise in overall policing standards. International best practice and research suggests that the same degree of care should be exercised in the selection of field-training officers that is afforded to the selection of supervisors.



## **Appendix G: Suggested module content for future core and command operational development programmes**







## Suggested modular content for future core and command operational development programmes

Level	Rank	Operational development programmes	Suite of elective courses
<b>Core</b>	Reserve garda	<ul style="list-style-type: none"> <li>• Reserve garda competency framework</li> <li>• Report writing</li> <li>• Knowing the law</li> <li>• Policing skills</li> <li>• Interpersonal skills, engaging with the community</li> <li>• Knowing police powers, and discretion</li> <li>• Communication equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Knowing team goals</li> <li>• Achieving team goals</li> <li>• Knowing local priorities</li> <li>• Respecting diversity</li> <li>• Communicating, listening and talking clearly</li> <li>• Prioritising tasks</li> <li>• Self-defence</li> <li>• PULSE</li> <li>• Public order</li> <li>• Station duties</li> <li>• Communication room and CCTV monitoring</li> </ul>
	Garda	<ul style="list-style-type: none"> <li>• Garda competency framework</li> <li>• Ethics</li> <li>• Managing diversity</li> <li>• Legislation</li> <li>• Garda policy</li> <li>• Organisational goals</li> <li>• First-responder duties</li> <li>• Forensic awareness</li> </ul>	<ul style="list-style-type: none"> <li>• File preparation</li> <li>• Statement taking</li> <li>• Report writing</li> <li>• Station management</li> <li>• Prisoner management</li> <li>• Court practice</li> <li>• Courtesy, attitude and professionalism</li> <li>• Communication skills</li> <li>• Irish (intermediate and advanced)</li> <li>• European languages (intermediate and advanced)</li> </ul>
<b>Command</b>	Sergeant	<ul style="list-style-type: none"> <li>• Garda competency framework</li> <li>• Managing diversity</li> <li>• Legislation</li> <li>• Garda policy</li> <li>• Organisational goals</li> </ul>	<ul style="list-style-type: none"> <li>• First-responder duties</li> <li>• Forensic awareness</li> <li>• Leadership skills</li> <li>• Problem solving</li> <li>• People handling skills</li> <li>• Station management (level II)</li> <li>• Crime scene management</li> <li>• Irish (intermediate and advanced)</li> <li>• European languages (intermediate and advanced)</li> </ul>
	Inspector	<ul style="list-style-type: none"> <li>• Garda competency framework</li> <li>• Managing diversity</li> <li>• Legislation</li> <li>• Garda policy</li> <li>• Organisational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Court</li> <li>• First-responder duties</li> <li>• Forensic awareness</li> <li>• Crime scene management</li> <li>• PULSE MIS</li> </ul>



<b>Command</b>			<ul style="list-style-type: none"> <li>• Leadership (level II)</li> <li>• Communication</li> <li>• Personnel law</li> <li>• File management</li> <li>• Project management</li> <li>• IT packages, court</li> <li>• First-responder duties</li> <li>• Forensic awareness</li> <li>• Crime scene management</li> <li>• PULSE MIS</li> <li>• Leadership (level II)</li> <li>• Communication</li> <li>• Personnel law</li> <li>• File management</li> <li>• Project management</li> <li>• IT packages</li> </ul>
	Superintendent	<ul style="list-style-type: none"> <li>• Garda competency framework</li> <li>• Managing Diversity</li> <li>• Legislation</li> <li>• Garda policy</li> <li>• Organisational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Court</li> <li>• First-responder duties</li> <li>• Forensic awareness</li> <li>• Crime scene management</li> <li>• IT packages</li> <li>• Leadership (level III)</li> <li>• Project management (level II)</li> <li>• Business case presentation</li> <li>• Crime statistics analysis</li> <li>• Accounting and procurement</li> </ul>



## **Appendix H: Members of An Garda Síochána Training and Development Review Group**





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## Members of An Garda Síochána Training and Development Review Group

<i>Name</i>	<i>Organisation</i>
Mr Pat McLoughlin (chairman)	CEO: Irish Payment Services Organisation
Ms Mary Toomey	Head of Group Strategic Human Resources, Allied Irish Banks
Mr Seamus Puirseál	Former CEO of the Higher Education and Training Awards Committee (HETAC)
Professor Bairbre Redmond	Associate Professor, College of Human Sciences, University College, Dublin
Mr Michael Flahive	Assistant Secretary, Department of Justice, Equality and Law Reform
Mr James O'Farrell	Higher Principal Officer, Department of Finance
Mr Martin Callinan	Deputy Commissioner Operations, An Garda Síochána
Mr Louis Harkin	Assistant Commissioner Strategy Training and Professional Standards, An Garda Síochána
Mr Jack Nolan (secretary)	Chief Superintendent, An Garda Síochána. Director of Training and Development, Garda College
Mr Alan Mulligan	Director, Civilian HR, An Garda Síochána

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### **Mr Pat McLoughlin**

Mr Pat McLoughlin joined the Irish Payment Services Organisation (IPSO) from the public health service where he worked for twenty-eight years. He spent sixteen years in senior management positions in the South Eastern Health Board, the Eastern Health Board, the Eastern Regional Health Authority and the Health Service Executive. He was chief executive officer of the Eastern Health Board and the South Eastern Health Board. He was appointed director of the National Hospitals Office on the establishment of the Health Service Executive and was also appointed deputy chief executive officer of the Health Service Executive.

Educated in St Mel's College in Longford, he holds a BA and LLB from NUI Galway and an MBA from Strathclyde Business School. He resigned from the Health Service Executive in January 2006 and established a management consultancy, working on projects in the private and public sectors in both Ireland and the United States of America including a number of voluntary projects.

Mr McLoughlin is charged with modernising the Irish payments infrastructure. Specifically, he faces the challenge of reducing the use of inefficient and costly systems such as cash and cheques which drain the economy and negatively impact national competitiveness.

### **Ms Mary Toomey**

Ms Mary Toomey is the head of group strategic human resources at Allied Irish Banks. Ms Toomey holds an honours diploma in counselling/social studies from Trinity College Dublin and is a Fellow of the Institute of Bankers.

### **Mr Séamus Puirseil**

Mr Séamus Puirseil is the former chief executive of the Higher Education and Training Awards Council (HETAC), which was established in June 2001. Prior to his appointment as chief executive he held a similar position with HETAC's predecessor, the National Council for Educational Awards (NCEA). He is a member of the Further Education and Training Awards Council.



Born in Dublin, Mr Séamus Puirseil qualified as a teacher in St Patrick's College of Education, Drumcondra, Dublin, and continued his higher education with bachelor and master degrees in history and politics from University College Dublin.

He is a former president of the Irish National Teachers' Organisation and the Association of Vocational Education Colleges.

He is vice-president of the European Association for Quality Assurance in Higher Education (ENQA) and is a member of a large number of education bodies in Ireland and overseas.

### **Professor Bairbre Redmond**

Professor Bairbre Redmond worked as a social worker prior to joining the staff at UCD in 1989. She is a senior lecturer in the College of Human Sciences, School of Applied Science, University College Dublin. As well as continuing to research in the disability area, she has a particular interest in the development of new reflective teaching and training approaches [see Redmond, B. (2004), *Reflection in Action*, Aldershot, Ashgate Press]. She is currently directing a five-year longitudinal study of Irish social workers from training into professional practice with Dr Suzanne Guerin (School of Psychology): this study has been awarded a major research grant from IRCHSS.

### **Mr Michael Flahive**

Mr Michael Flahive is an assistant secretary at the Department of Justice, Equality and Law Reform. He has worked in the criminal law reform and garda areas and is a qualified lawyer.

### **Mr James O'Farrell**

Mr James O'Farrell is a higher principal officer in the Department of Finance. An engineer by profession he has had a long and distinguished career in the ESB, the



Department of the Public Service and the Department of Finance. He was a member of the Garda SMI Implementation Steering Group, the Bottom-up Review Group and the Garda Síochána IT Executive Committee. He was chair of the Government Contracts Committee and a member of the Forum on the Construction Industry. He is currently a member (and chair of the audit committee) of the Legal Aid Board. He lectured on business and statistics in the Dublin Institute of Technology (DIT) for over thirty years, and has acted as a consultant for the OECD, the EU, the World Bank and the Lithuanian government. He is a nominated evaluator for GRECO (the anti-corruption group of the Council of Europe).

### **Deputy Commissioner Martin Callinan**

Deputy Commissioner Martin Callinan joined An Garda Síochána in 1973 and is the deputy commissioner responsible for garda operations. He was previously responsible for strategy and change management in the organisation. He is chairperson of a programme board which oversees the work of six project boards tasked with identifying initiatives designed to change and modernise An Garda Síochána.

Deputy Commissioner Callinan was previously assistant commissioner in charge of National Support Services where he had responsibility for a number of key areas including the National Bureau of Criminal Investigation, the Garda National Drugs Unit, the Garda National Immigration Bureau, the Criminal Assets Bureau, the Garda Bureau of Fraud Investigation, the Technical Bureau and the Operational Support Unit.

Deputy Commissioner Callinan has served in Waterford, Blanchardstown, Cabra, the former Central Detective Unit (CDU), Pearse Street, Terenure, Swinford and the Crime and Security Section at Garda Headquarters. Deputy Commissioner Callinan holds a BA (Hons) Degree in Police Management. In 1995 he completed a management course at the FBI Academy, Quantico, Virginia, USA.





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### **Assistant Commissioner Louis Harkin**

Assistant Commissioner Louis Harkin has served with An Garda Síochána since 1972 and is currently the assistant commissioner in charge of Strategy, Training and Professional Standards. He has served in various postings in Dublin, the South West and North West, the Garda Community Relations Section and the Garda College in Templemore. His most recent postings prior to becoming an assistant commissioner were at the Garda Strategy Planning and Change Management Units in Garda HQ. Assistant Commissioner Harkin holds a BA in Public Administration, an MBS in Strategic Human Resource Management and a BL.

### **Chief Superintendent Jack Nolan**

Chief Superintendent Jack Nolan has thirty-one years service in An Garda Síochána and has served in a variety of locations and functional positions from operational command, crime investigation to corporate development and change management.

He is currently Director of Training and Development in An Garda Síochána with responsibility for the Garda College. He was previously the chief superintendent in charge of the Change Management Department of An Garda Síochána where his responsibilities included the implementation of the Garda Síochána's change and modernisation programme, the Garda Síochána training and development review, organisational boundary restructuring and the change management elements of several ICT projects.

He was also previously attached to the Office of Deputy Commissioner Strategic Resource Management, Garda HQ, where his responsibilities included development of corporate and strategic planning, performance management and the education profiling and development of the organisation.

He holds a Diploma in Applied Social Science, a BSc. (Hons) degree in Social Science and a MSc. in Criminal Justice Studies from the University of Leicester, UK, where his research interest centred on 'The Civilianisation Process in Police



Organisations'. He also holds a Certificate in Organisational Change from the IPA, Dublin, a Certificate in Strategic Human Resource Management from the IMI, Dublin, and an Executive Diploma in Strategy Development from MIT, Cambridge, Massachusetts, USA. He is a graduate of the Strategic Command Course, Bramshill Police College, U.K.

He is currently in the final year of study for a PhD at Trinity College Dublin, in the area of organisational change where his research interest focuses on 'The Dynamics of Collaboration in Large Scale IT Enabled Organisational Change'.

He lectures part-time at Trinity College, Dublin on 'organisational change' at the Garda College on leadership and change management and at the Institute of Management, Dublin, on strategy.

### **Mr Alan Mulligan**

Mr Alan Mulligan joined An Garda Síochána as Director of the Garda Civilian HR Directorate in September 2006. Mr Mulligan joined the civil service in 1980 and served in the Department of Social and Family Affairs in the grades of clerical officer to higher executive officer. On promotion to assistant principal officer in 1998 he was appointed to the Department of Justice, Equality and Law Reform and he was the press officer for the minister and department from June 2002 to June 2004. As a principal officer, Mr Mulligan was programme manager for the minister and department from June 2004 to September 2006. He holds an MA in Public Management from the Institute of Public Administration. Mr. Mulligan is currently in the final year of a four-year Doctorate programme at Queens University, and his research topic is joint policing committees and the role of the community in policing.