


Department of Public Safety
Police Division
Policies and Procedures

<u>Title</u> Training and Professional Development	<u>SOP Number</u> 6.1.100
Approval Signature 	
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- I. **Purpose:** The ability of UCPD to meet current and long-range goals and objectives is largely dependent upon the level of skill, knowledge, and abilities (SKA)s members bring to their assignments. The UCPD is committed to offering innovative and robust learning and development opportunities essential for a world-class urban-university police training program. The purpose of this policy is to outline and define the UCPD training and career development programs designed to enhance the SKAs needed by all personnel to satisfy departmental objectives, improve effectiveness, and enhance overall job satisfaction and performance.
- II. **Policy:** From the time employees are initially hired until the end of their careers, training, and development impact every aspect of their job. It is the policy of the UCPD to emphasize training and career development as an integral strategy for meeting short and long-range goals and objectives of both the individual employee and the department. The UCPD has developed this policy to ensure its employees are equipped with the SKAs and confidence required to respond to a broad spectrum of situations decisively and correctly.

III. Definitions and Descriptions:

Career Development Program – A program offering guidance to individuals seeking to expand their skills, knowledge, and abilities with the intent to advance their career opportunities within the department.

Career Specialty Training – Training that concentrates on areas of individual interest and specialization consistent with the employee’s career goals, to enhance upward mobility and/or job satisfaction.

Daily Briefings – A supplement to in-service training during which information is shared or clarified during roll calls. Topics and activities for Daily Briefings are determined by the shift supervisor, can vary in frequency and duration, and will be scheduled on an "as-needed" basis. This learning activity may include a wide variety of techniques including, but not limited to, lecture videotapes, written documents to be distributed to employees, audiotapes, and discussion.

Academic Study/In-Residence Training – Training conducted off-site and extended over several weeks.

In-Service Training – Job-related instruction offered by UCPD instructors, designed to enhance, or refresh basic skills and provide additional SKAs to maintain competence in a job assignment.

Learning Management System (LMS) – A software application for the administration, documentation, tracking, reporting, and delivery of [educational](#) courses or learning

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programs.

Lessons Learned Program (LLP) – The UPCD’s process for capturing, collecting, and analyzing information and data from internal and external sources, events, and critical incidences to identify and adapt to best practices in modern policing that are in alignment with UPCD’s mission, vision, and values.

Field Training Officer (FTO) Program – A problem-based learning model based on community policing and collaborative problem-solving principles. This model challenges newly hired officers to think creatively and to use community resources to respond to crime and disorder. Trainees are supervised by field training officers (FTOs) in a six-phase training program that lasts not less than 12 weeks and not more than 14 weeks. The program phases are field orientation (1 week), basic patrol procedures (4 weeks), intermediate patrol procedures (3 weeks), advanced patrol procedures (3 weeks), solo performance and final evaluation (1 week), and the remediation period (up to 2 weeks).

Roll Call Training – An instructional activity that can be presented within 60 minutes during roll calls. Training topics can be determined by Command Staff or Shift Supervisors. Topics conducive to Roll Call Training include but are not limited to, a review of critical policy updates, new equipment, or other similar topics.

Specialized Training – Training that provides advanced skill levels to enhance an officer’s overall potential for upward mobility, career development, employee retention, and/or job satisfaction.

Training Committee – A Committee that assists in reviewing training programs to ensure continued alignment with the department's mission, vision, and values. Committee members are appointed by the Chief of Police and are comprised of the UCPD Training Unit Supervisor (TSS), the Training Consultant, and the Police Division Chief of Staff. On an annual basis, the Training Unit Supervisor or designee will give a presentation to the Community Compliance Council (CCC) and the Student Government Leadership.

The presentation to these groups will provide an overview of the most recent annual training plan being completed and the upcoming annual training plan. The purpose of this presentation is to seek feedback and input from the community regarding public safety training initiatives to ensure continued alignment with the department's mission, vision, and values.

The Training Section Supervisor or designee will submit a summary report of the

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meeting including any recommendations of the Committee to the Chief of Police after each meeting. Committee members report to the TSS for committee-related matters.

Training Forms – Internally developed documents utilized by the Training Section for tracking, reviewing, approving, and evaluating internal and external courses and instructors.

Form#	Title	Form #	Title
100A	Course Consideration Analysis Template	100T	Sergeants Orientation Training Checklist
100B	Vendor Course Review	100U	Roll Call Training Outline Template
100C	Internal Course Review	100Y	Training Phase Focus Activities
100D	New Course Approval	100Z	PBLE Exercise
100E	Public Safety Training Request	100AA	PO On-Boarding Checklist
100H	Student Course and Trainer Evaluation	100AB	SO On-Boarding Checklist
100I	Trainer Observation and Evaluation	100AC	Supervisor Promotion Daily Journal
100J	Facilitator Guide Template	100AD	Remedial Training Proposal and Approval
100K	Training Sign-In Sheet	100AE	Training Recommendation and Approval
100L	Conference Evaluation	100AG	Training Activity/Scenario Description
100M	Trainer Vetting		
100N	Training Candidate Presentation Evaluation		
100P	Training Expense Estimate		
100R	Roll Call Training Sign-in Sheet		
100S	Post-Learning Event Debrief		

Training Needs Analysis – An analysis of the UCPD’s existing training content and current law enforcement needs is done to ensure the training curriculum continues to align with UCPD’s mission, vision, and values, and includes relevant and realistic learning opportunities. The result of this review determines whether courses are to be continued, updated, or retired.

Training Section Supervisor (TSS) – The member of the Training Section responsible for managing all policies and procedures within the training unit.

UCPD Trainers – UCPD staff members with expertise in a specific topic who train other members to help increase knowledge and skill in a specific subject.

ULEO Apprentice – A newly hired, non-commissioned University Law Enforcement

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Officer (ULEO) who has not completed an OPOTA-certified training academy.

IV. Procedure:

Procedures that aid in continually developing competencies and SKAs of apprentices and new and tenured officers are outlined below. These procedures incorporate state-mandated minimum requirements, IACLEA accreditation requirements, career coaching, and professional development opportunities designed to enhance skill and confidence in all competencies required to effectively police in an urban campus community.

A. Competencies and Skills Requirements

UCPD identified core competencies patrol and supervising officers must possess to be successful in their positions. These competencies provide a basis for staff selections, annual performance evaluations, and coaching conversations, and are the foundation for selecting, developing, and maintaining the UCPD course curriculum.

1. Patrol Officer Competencies

Competency	Skill, Knowledge, and Abilities
Accountability	Delivers on commitments, owns mistakes, and uses them as opportunities for learning and development. Openly discusses his/her actions and their consequences both good and bad. Accepts and follows directions from others, respects authority, complies with requests, and does what they are asked to do.
Adaptability/Flexibility	Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, and adjusts plans to meet changing needs and situations.
Communication	Communicates well both verbally and in writing, creates accurate and punctual reports, and shares information and ideas with appropriate people using the most effective method of communication based on content. Discerns what information should be shared and with whom. Listens attentively to others, asks clarifying questions, and manages distractions and interruptions.
Confidence and Composure	Remains calm under pressure, expresses confidence in their ability to succeed, and keeps an optimistic attitude even when things are not going well.
Conflict Management	Listens well. Finds causes of conflict and addresses it so it does not escalate into bigger problems. Builds consensus with individuals who have different viewpoints by helping people find common goals and interests and finds mutually agreeable solutions.
Critical Thinking and Decision Making	Actively and skillfully conceptualizes, applies, analyzes, synthesizes, and/or evaluates information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, to discover the truth and make decisions based on laws, policies, best practices, and desired outcomes associated with a given situation
Dependability	Meets attendance/punctuality requirements, works independently, handles change, sets personal standards, and stays focused under pressure. Manages time well, maintains a functional workspace keeping information organized and accessible, works systematically and efficiently to satisfy commitments, and completes all required tasks.

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Ethical	Creates a safe and trusting environment by conveying a commitment to consistency, and fairness, instilling confidence, and honoring and abiding by policies, procedures, rules, and regulations.
Initiative	Acts on his/her own without being prompted, handles problems independently, can resolve issues without relying on extensive help from others, and does more than is expected or asked.
Interpersonal Skills	Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.
Objectivity	Able to see issues from multiple perspectives, acknowledges and controls existing assumptions and beliefs that might influence personal views.
Stress Management	Uses healthy and effective methods to manage stress (e.g., maintaining appropriate diet, exercise, and sleep schedules); reacts effectively when faced with high-pressure situations, and seeks support when necessary.
Tactical and Technical Proficiency	Keeps technical and tactical skills current, effectively applies specialized knowledge and skills to perform in emergency and non-emergency situations, understands and masters technical and tactical skills, knowledge, and tasks associated with police work, and shares technical and tactical expertise with others.
Teamwork	Actively participates in team meetings and activities. Meets all team deadlines and responsibilities, listens to, and values the opinion of others, and leverages the skills and interests of other team members. Helps team leader meet goals, supports team decisions, welcomes newcomers, and interacts with all team members equally.
Technology	Incorporates technology to conduct business and police work more efficiently. Explores how to integrate new technology to increase efficiency and proficiency for self and the department.

2. Supervising Officer Competencies

Competency	Skills, Knowledge, and Abilities
Growth Oriented	Promotes organizational advancement through continual learning and personal growth. Uncovers truths to problem solve and achieve personal and professional goals. Views mistakes as an opportunity to learn and grow and encourages direct reports to do the same. Promotes a growth mindset in others.
Inclusive	Intentionally engages all people and encourages the contribution of diverse perspectives and ideas.
Motivating	Emphasizes the importance of people's contributions; lets people know why their work is important and how it will benefit themselves and others, and ties work activities to departmental goals and vision and personal career goals and life interests. Predicts how different people are likely to act in different situations, has good insight into people's personalities and work styles, understands people's strengths and talents, and knows what sort of tasks people are likely to do well and areas where they may struggle.

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Organizational Savvy	Operates within the University and the surrounding community's formal and informal structures, builds allies and relationships across departments, uses allies to build consensus and create results, maintains diplomacy, understands others' roles and perspectives, and sells projects and ideas across the University and surrounding communities.
Performance Management	Manages performance by communicating clear and consistent performance standards. Holds people accountable for accomplishing objectives. Provides timely, direct, respectful, and objective feedback on performance. Offers guidance and assistance for improvement when performance does not meet standards and acknowledges those who deliver or exceed standards.
Results Driven	Sets and aggressively pursues challenging and productive goals. Puts time and effort to accomplish objectives and overcome obstacles and takes a focused and goal-driven approach toward work.
Vision	Identifies and articulates the strategic long and short-term goals and direction of the department, section, or group, and establishes connections between short-term goals and long-term objectives and directions. Incorporates vision when planning.
Strategic	Takes actions that move the department toward the long-term vision. Ensures the right people are in the right place to achieve the right long-term and short-term results. Prioritizes projects and tasks to drive long-term results and demonstrates an ability to foresee long-term implications from current actions.
Talent Development	Invests time and resources into building the capabilities of team members, helps people define career goals and establish development plans to achieve them, and provides constructive, developmental feedback and advice.

B. UCPD Training Program

The purpose of the UCPD training program is to provide new hires with a positive onboarding experience, keep existing employees up to date with laws, technological improvements, and revisions to policy, procedures, rules, and regulations, and provide all personnel an opportunity to continue developing law enforcement skill and expertise. The training curriculum shall be structured to meet applicable [accreditation standard requirements](#). The program includes the following elements:

- New Hire Orientation
- Annual Training
- Specialized Training
- Remedial Training
- Roll Call Training
- Daily Briefings
- Academic Study/In-Residence Training

1. New Hire Orientation

An orientation program is provided for all persons newly hired to the department and all newly promoted supervisors. The program is customized for each position.

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- a. Newly Hired ULEO Apprentice
 - 1) Before exercising any law enforcement authority, all University Law Enforcement Officer (ULEO) Apprentices shall complete the OPOTA-certified training academy within one year of hire.
 - 2) Upon completion of the OPOTA-mandated training, all newly hired apprentices shall complete a minimum of 80 hours of orientation training.
 - 3) Upon completion of the 80 hours of orientation, ULEO Apprentices shall complete a 12-14 week Field Training Officer (FTO) Program
- b. Newly Hired ULEO
 - 1) Officers appointed as ULEOs shall complete 80 hours of orientation training.
 - 2) Upon completion of orientation training, newly hired ULEOs shall complete a 12-14-week FTO program
- c. Newly Hired Security Officers
 - 1) Newly hired Security Officers shall complete a training program specific to their duties before exercising authority.
- d. Newly Hired Emergency Communications Dispatchers
 - 1) Newly hired Emergency Communications Dispatchers shall complete a training program specific to their duties before exercising authority.
- e. Supervisor Orientation
 - 1) Before a supervisory assignment, all newly appointed supervisors shall successfully complete orientation training (see [Sergeants Orientation Training Checklist](#)) and
 - 2) Successfully complete an identified best practice external supervisory training course within one year of appointment

2. Annual Training

- a. All assigned personnel shall complete annual training.
- b. Annual training shall include initial, refresher, and/or advanced training.
- c. The Training Section shall offer In-Service Training on topics, subject areas, and/or services required by OPOTA state law enforcement certification, police accreditation standards, and courses identified by the TSS and/or Command Staff as necessary based on current events and/or the results of a Training Needs Analysis
- d. An annual In-Service Training plan shall be submitted to the Police Chief for approval on an Internal Correspondence memo (Form-5)
- e. Changes to the training plan must be submitted to the Police Chief for approval on an Internal Correspondence memo (Form-5) before implementing a change.
- f. All In-Service training courses shall be reviewed and approved by the TSS before implementation.
- g. The Training Section shall continually seek advanced-level supervisory courses to ensure UCPD's supervisory personnel has the skills necessary to effectively lead, motivate, and support the Division and community.
- h. UCPD supervisors shall complete bi-annual refresher training in critical topics identified by the TSS or command staff.
- i. Supervisors and officers are encouraged to seek advanced training courses to further enhance their skills and knowledge for their current and/or future positions.

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- j. A list of resources offering additional development opportunities for officers and supervisors shall be listed in the Training Section's [Annual Training Plan](#)
- 3. Specialized Training**
 - a. In addition to offering required annual training, the Training Section shall maintain a list of Division specialized assignments that require specialized training.
 - b. The list shall include specific courses associated with each assignment.
 - c. See [UCPD Specialized Assignment Training List](#)
- 4. Daily Briefings**
 - a. Annual In-Service training can be supplemented with Daily Briefings
 - b. Supervisors choose and present daily briefing topics based on their shift needs
 - c. Supervisors document Daily Briefing attendance on the Daily Line-Up Sheet
 - d. Attendance is **not** recorded in the LMS
- 5. Roll Call Training**
 - a. Roll Call training content and materials are developed by a shift supervisor or designee with enhanced and/or specialized training in the selected topic.
 - b. Content is developed utilizing an approved training format and standards.
 - c. The designee submits a draft of the training content, a completed Roll Call Training Outline, and Content Approval Form 100U to the TSS.
 - d. The TSS, or designee, will review the content to ensure the approved training format and standards are met.
 - e. If minimum requirements are met, the TSS, or designee, will approve the training and maintain a copy for the Training Section records.
 - f. If minimum requirements are not met, the TSS, or designee, will document the required changes and provide feedback to the designated trainer who shall incorporate the changes and resubmit the training for approval.
 - g. Attendance is required of all shift employees as designated by Command Staff or the TSS
 - h. Roll Call Training shall be delivered within thirty days of final approval.
 - i. When appropriate, supervisors of special assignment units (Investigations, Community Affairs, etc.) will provide the training to their assigned personnel.
 - j. Supervisors shall record attendance on the Roll Call Training Sign-in Sheet (Form 100R) and submit the completed form to the Training Section.
 - k. Roll Call Training shall be recorded in the LMS
- 6. Remedial Training**
 - a. Required remedial training may be recognized by management during a performance evaluation, an internal affairs investigation, or an inspection.
 - b. The supervisor shall notify the employee and the TSS when remedial training has been assigned.
 - c. The deadline to attend/complete the training will be determined by the nature of the deficiency, and the length of time needed to develop the training or locate a suitable third-party course.
 - d. Failure to attend, or successfully complete, an assigned remedial training may be cause for discipline.
- 7. Elective Training**
 - a. UCPD staff members may attend external training sessions offered through third-party vendors to supplement their annual training requirements. Before

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- attending an external, third-party training session, staff members shall submit a Public Safety Training Request (Form 100E) to their supervisor.
- b. Supervisors shall sign off on the request and forward it to the TSS for review.
 - 1) UCPD staff members attending a local UCPD-sponsored training are not required to complete the Public Safety Training Request (Form 100E)
 - c. The TSS shall forward the request to the Chain of Command for review and approval.
 - d. In addition to standard course approval requirements, the TSS will review each training request and consider the following criteria:
 - Availability of staffing
 - Availability of funds
 - Degree of need for the type of training requested:
 - Will the staff member acquire a special skill that can be used as a resource for others?
 - Is the course directly related to a current assignment and will it provide improved productivity?
 - Will the course enhance the employee's overall capabilities?
 - Will the course prepare the employee for future assignments?
 - Is the course needed to correct deficiencies?
 - The number of other staff members who already have this training.
 - The number of trainings the officer has attended during the most recent 12 months.
 - Location of training
 - Disciplinary status
 - e. The staff member shall be notified of the approval status via email.
 - f. If the request is denied, the notification will include a reason for the denial.
 - g. The agency will assume all usual, customary, and reasonable costs of travel when the training request is approved by the Chief of Police in advance.
 - h. Personal vehicle mileage will be reimbursed if training is outside Hamilton County or an adjacent county.
 - 1) Mileage will be reimbursed from the university campus to the training site.
 - i. The department will remain within the department training budget (including associated training costs such as travel, lodging, etc.) when approving specialized advanced and in-service training.
 - j. Cost-saving measures for travel do not include requiring staff members to share hotel rooms.
 - k. The Training Section will adhere to the Training Travel Requirements listed above when UCPD is in control of training travel plans and expenses.
 - l. On occasions when staff members are attending training functions controlled by a third-party sponsoring entity, such as the FBI National Academy or OPOTA, UCPD will make every effort to ensure the above Training Travel Requirements are adhered to
 - m. When UCPD is not in control of the travel plans, staff members may be required to follow travel requirements established by the third-party sponsoring entity, which may not align with the Training Travel Requirements in this policy.
 - n. When traveling on behalf of UC, and a sponsoring entity in control of lodging requires multiple occupancies, the following options may apply:

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- Attendee accepts multiple occupancy lodging OR
- Attendee pays for alternative lodging OR
- UCPD pays for alternative lodging OR
- Attendee chooses not to attend the training event.

8. Educational Leave/Study

UCPD will grant leave to employees who choose to undertake academic or vocational instruction consistent with the career development objective of employees and the needs of the agency.

- a. A paid leave of absence may be approved if it involves attendance at a state or federal academy, workshop, or job-related seminar, or includes training for which any tuition or expense would be paid from the UCPD's training budget.
- b. The UCPD may consider granting a leave of absence without pay following established personnel policy for employees who wish to further their education at their own expense.
- c. Commanding officers may exercise discretionary latitude in realigning the work schedules of employees who are pursuing academic or other departmentally authorized career development training so that they may attend classes.
 - 1) These adjustments may not conflict with procedures for assigning officers to patrol schedules and shall be administered equitably.

9. Training Schedule

- a. All training, regardless of type, shall be scheduled in a manner that minimizes overtime and maximizes shift coverage.
- b. When scheduling five consecutive days of training, lunch is NOT included in training time (i.e., training scheduled from 8 am – 5 pm is 8 hours of training, not 9)
- c. When scheduling training for both internal and external courses, the Training Section will attempt to avoid training on days when the following special events are scheduled:
 - Range Qualification
 - UC Football
 - Commencement
 - Move In Day
 - First Week of School
- d. When possible, internal training will be scheduled during all shifts.
- e. The Training Section shall provide training dates and times to shift supervisors at least 3 weeks before the start of the first training session.
- f. Shift Supervisors shall have 7 days to schedule their staff for training.
- g. Shift supervisors shall schedule staff for training in a manner that minimizes overtime.
- h. The patrol shift supervisors will collaborate to arrange for coverage to allow UCPD personnel assigned to regional campuses to attend training.
- i. Main Campus officers may travel to the regional campuses to provide coverage for training.

When approving an external training request, the TSS shall note other scheduled events on the Public Safety Training Request Form (10E)

The Training Section will minimize the number of trainers required for each

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training session

10. Training Attendance Records

Whether a course is required or an elective, attended in person, virtually, or online, attendance must be recorded in the Learning Management System (LMS).

- a. To receive credit for attending external and internal online courses, participants must submit a certificate of completion to the TSS or designee.
- b. The TSS or designee shall document the attendance in the LMS.

Documentation shall include:

- Course Title
 - Course Description
 - Participant name
 - Date Attended
 - Course Start/End time
 - Location
 - Performance of individual attendees as measured by tests or assessments, if administered
 - The facilitator or outside organization presenting the course.
- c. To receive credit for attending an internal course presented by a member of the UCPD, participants shall document their attendance by signing the course Roster, also known as the Sign-In Sheet.
 - d. The UCDP trainer shall submit the Roster to the Training Section within 72 hours of course completion.
 - e. The TSS or designee shall document attendance for all participants in the LMS
 - f. Staff attendance records will be maintained in the LMS for five years post-separation of employment.
 - g. When an employee separates from the University, their profile will be made inactive in the LMS.

11. Learning Management System (LMS)

SuccessFactors Learning is the University of Cincinnati's Learning Management System that allows UCPD employees to explore, view, and self-register for learning opportunities geared toward the improvement of professional growth. Human Resources owns SuccessFactors and performs master administrative tasks and is the point of contact between SuccessFactors (SAP) and all assigned departmental administrators throughout the University.

- a. The Training Section is responsible for the overall system and data administration for the UCPD's learning activities.
- b. The TSS or designee shall perform a variety of administrative functions within the system, however, at the discretion of the TSS, other members of the UCPD may perform limited administrative functions such as:
 - Generating reports
 - Registering participants for scheduled items
 - Confirming training schedules
- c. Supervisors will approve or deny registration and withdrawals when direct reports self-register for or withdraw from a training session.
- d. To ensure proper shift coverage, and minimize overtime, patrol supervisors will register their direct reports in the LMS for mandatory training sessions.
- e. Employees who are unable to attend a previously registered mandatory training

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session will immediately notify their supervisor so they can be rescheduled for an alternate session.

- f. UCPD Trainers shall log into the LMS to view and print Rosters for training sessions they facilitate.
- g. Trainers are responsible for ensuring participants sign the Roster.
- h. Immediately upon the conclusion of training, the UCPD Training Officer shall submit the Roster to the Training Section

12. Student Course Evaluation

Directly after attending an internal training session, course participants may complete a Student Course Evaluation in the LMS. This evaluation provides learners an opportunity to anonymously rate the course's effectiveness.

- a. Evaluations will be used by the Training Section and trainers as an aid to ensure the effectiveness of the training session.
- b. Those attending external training may be required to participate in a Post-Learning Event Debrief.
 - 2) The goal of this debrief is to identify what the attendee will do differently as a result of attending the event and what the department can do differently based on what was learned during the event.
- c. Debriefs will include the event attendee, the TSS, the Training Consultant, the attendee's supervisor, and a representative of the Command Staff
- d. Information shared during a debrief may be captured on a Post Learning Event Debrief (Form 100S)

13. Training Needs Analysis

To maintain a curriculum that continually aligns with the UCPD's mission, vision, and values, and includes relevant and realistic employee tasks, the Training Section will conduct a Training Needs Analysis (TNA) every three years.

- a. The Training Committee shall review the result of this analysis and submit additional recommendations to the Chief of Police for approval.
- b. The Training Needs Analysis shall include a review of the following:
 - Legal updates
 - Changes in UCPD core competencies
 - Updates to UCPD's policies, mission, or vision
 - Updates to best practices
 - Citizen and Internal Affairs complaints
 - Trends in campus community crime and disorder
 - Course interest/attendance
 - Recommendations from the Lessons Learned Committee
 - Use of Force Review
 - Mental Health Response Review
 - Performance Evaluations
- c. The Training Section shall also review the current internal and external courses to assess whether the course objectives continue to align with the needs of the UCPD.

14. Adding Courses to the Curriculum

When it is determined that a new course is needed to meet current needs, the following requirements shall be included in the content before a course is added to the UCPD curriculum:

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- a. Lesson plans consistent with the departmental mission, guidelines, policies, and state requirements
- b. Student Performance Objectives (SPO) focusing on UCPD competencies.
- c. A statement of what will be learned and how it will benefit the participant.
- d. Inclusion of problem-based scenarios
- e. Adult Learning Theory incorporated into course design.
- f. Multiple delivery techniques including lectures, group discussions, panels, debates, teach-backs, videos, simulations, and/or gamification.
- g. A trainer experienced in the subject matter and adult learning and facilitation.
- h. An assessment of participant knowledge retention to include a written test or practical demonstration if deemed necessary.
- i. A basis for evaluating the effectiveness of the course.

15. Vendor Course Approval

When a new course is needed to meet the current training needs of UCPD personnel, the Training Section will utilize the Course Consideration Analysis template (Form 100A) to research outside training agencies to determine whether an existing course is available to satisfy the identified training needs. The TSS shall use the following criteria to assess whether a course will be considered for the UCPD curriculum:

- Is the course offered by an approved agency?
 - Does the course meet UCPD standard course requirements?
 - Are objectives clearly defined?
 - Do course objectives align with those identified in the TNA?
 - Does the content align with the stated objectives?
 - How long is the course?
 - Where is the course offered?
 - What is the cost of attending?
 - Can the agency deliver the training at UCPD?
 - Does the trainer meet the minimum level of knowledge of the subject matter?
 - Does the trainer meet minimum facilitation experience?
 - Can a UCPD trainer be certified to facilitate the course?
 - Is there a cost benefit to certifying a UCPD trainer?
 - Are there other special events scheduled?
- a. When a course is determined to be a consideration for inclusion in the curriculum, the TSS, or designee, shall attend the course to evaluate its effectiveness using the Vendor Course Review (Form 100B)
 - b. All vendor courses must be approved on the New Course Approval (Form 100D) before being included in the UCPD curriculum.
 - c. Courses provided by national, or state-recognized organizations that are considered Best Practices do not require the formal evaluation and approval process as outlined in this policy.
 - d. Examples of these organizations include, but are not limited to:
 - The Federal Bureau of Investigations (FBI)
 - Southern Police Institute (SPI)
 - Ohio Peace Officer Training Academy (OPOTA)
 - Police Executive Research Forum (PERF)

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- Federal Law Enforcement Training Center (FLETC)
- c. An Internal Correspondence Memo, Form-5 shall be completed by the Training Section and approved by the Police Chief to document the exemption.
- d. When individuals request to attend a best practice course, this exemption will be documented on the individual training request Form 100E.
- e. When an urgent and/or immediate need for training is required, the Police Chief or a member of the Command Staff may direct the TSS to bypass the formal training evaluation and approval processes.
- f. The Commander will document the directive to conduct the training and the urgent need to bypass the normal process on an Internal Correspondence Memo, Form-5
- g. The TSS will maintain a copy of the Form-5 as part of the training record.
- h. A member of the Training Section will conduct a formal training evaluation during one of the scheduled training sessions

16. Internal Course Development

If a vendor course is not available, the UCPD Training Section may develop a training course internally to satisfy the identified training need. All internally developed courses will adhere to the minimum approval requirements.

- a. Courses must follow the approved Facilitator Guide Template (100J)
- b. Exceptions to the template may include Roll Call training.
- c. All exceptions will be documented on a Form 5
- d. Before a course is incorporated into the UCPD curriculum, it must be reviewed by the Training Section using the Internal Course Review (Form 100C)
- e. All internally developed courses must be approved on the New Course Approval (Form 100D)
- f. Exceptions to these processes will be documented and approved by the Police Chief on a Form 5 documenting the need for the exception.

C. UCPD Trainers

The UCPD utilizes training officers to conduct the majority of its training courses. The selection and onboarding of quality trainers are critical to the operation of any successful training program. Trainers selected to facilitate internal employee development courses must have a basic understanding of various teaching theories, methods, and best practices as well an extensive knowledge of the law enforcement specialty in which they are instructing.

1. Trainer Selection

- a. When the UCPD needs additional trainers, the TSS shall issue a notification to all division personnel providing the following information:
 - A description of the assignment
 - The number of trainers needed
 - The minimum qualifications required for consideration.
- b. Minimum qualifications to be considered for a UCPD training assignment include, but are not limited to:
 - One year with UCPD AND
 - At least 3 years of working experience in the subject matter OR
 - Related degree or certification in the subject matter AND

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- Satisfactory performance evaluation rating AND
- Clear of any sustained complaints in the most recent 12 months
- b. Candidates shall submit a Form 5 expressing interest in the assignment and outlining their qualifications.
- c. The TSS or designee shall document the results of each candidate's selection process on a Trainer Vetting Form (100M)
- d. The TSS or designee shall contact the supervisor of those candidates who meet minimum qualifications to obtain a recommendation for the assignment.
- e. The TSS, or designee, shall document the supervisor's recommendation on the Trainer Vetting form.
- f. Qualified candidates who received a positive recommendation from their supervisor shall be invited to demonstrate their facilitation skills by conducting a 15-minute presentation to a panel of observers including two members of the Training Committee
- g. The TSS will send a copy of the training candidate presentation guidelines to each candidate before their presentations.
- h. During the presentations, the panel of observers shall evaluate the candidate and document their feedback on the Training Candidate Presentation Evaluation Form (100N)
- i. Upon conclusion of the presentation, the TSS or designee will collect the Training Candidate Presentation Evaluation from each observer and summarize the feedback on the Trainer Vetting form.
- j. The TSS, Training Consultant, and Police Division Chief of Staff will review the collective feedback and select the candidate(s) who displayed the best presentation skills.
- k. The TSS shall submit a selection recommendation to the candidate's Captain, Area Manager/Assistant Police Chief, and the Director/Chief of Police for their approval.
- l. After the selection recommendation(s) has been approved, the TSS shall notify those who were not selected and provide feedback on what they can do to be considered for a future training assignment.
- m. After notifying the candidates who were not selected, the TSS shall notify those who were selected and advise them of their next steps.
- n. A deviation from this selection process must be documented on a Form 5, detailing the reason(s) the selection process is being circumvented, and approved by the Assistant Chief and Chief of Police before bypassing the standard process.

2. New Trainer Onboarding

To ensure new trainers are provided the best opportunity to achieve the minimum evaluation rating, the Training Section shall provide a robust onboarding process.

- a. When feasible, each new trainer will complete the following to help prepare them for a successful training experience:
 - Attend a Trainer Certification course (if required)
 - Observe a training session they will be training (if possible)
 - Co-facilitate a training session with an experienced trainer.
 - Facilitate a training session on their own.
- b. This is an ideal onboarding scenario and should be implemented when possible.

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However, some circumstances do not allow for each step to be implemented. This can occur when a Training Officer is sent to a trainer certification class and is required to facilitate the course on their own because the department has no other trainers certified to train the same course.

3. Annual Trainer Observation and Evaluation

- a. The TSS, or designee, shall use the Trainer Observation and Evaluation (Form 100I) to formally evaluate all UCPD trainers annually against six training competencies.
- b. Vendor trainers may be evaluated on the Form 100I by the TSS, or designee when training internally.
- c. Form 100I shall also be used to determine whether vendor trainers will continue to instruct courses for UCPD.
- d. Determination will be made to continue using the specific vendor after review of the completed 100I and the Student Course & Trainer Evaluation data within the LMS.
- e. If any vendor trainer is not evaluated, a Form 5 will document the reasoning.

4. Trainer Competencies

A knowledgeable and well-trained educator can set a tone in a classroom and create an engaging and fulfilling learning experience for class participants. To ensure learners have the best experience possible, the UCPD has established competencies and minimum expectations each UCPD Trainer must display.

- a. The TSS, or designee shall evaluate trainers on the Student Course and Trainer Evaluation (Form 100H) every year they teach a course.
- b. Trainers shall demonstrate an increase in skill level each time they are evaluated until they reach the level of “Skilled.”
- c. Trainers shall maintain a minimum mastery level of “Skilled” to maintain their training responsibilities.
- d. New trainers may be evaluated multiple times in one year to show progress in training skills.
- e. Trainers are allowed to earn a mastery level of “Limited” once during their initial development period and a mastery level of “Developing” or “Novice” twice during their initial development period.

D. Career Development Program

The Career Development program is designed to help streamline career advancement activities. The program incorporates staff members, supervisors, and the training section to improve skills, knowledge, and abilities for employees to successfully meet current and future career goals, improve effectiveness, and enhance overall job satisfaction. The program also helps the department increase retention, establish a succession plan, and ultimately attract top talent.

Career Development Coaching sessions serve to identify skills, knowledge, and abilities (SKAs) required to be successful in current and future job assignments.

1. Overview

- a. The Career Development Program is voluntary.
- b. For those participating in the program, Career Development Coaching sessions shall be completed concurrently with quarterly evaluation sessions and annual and semi-annual evaluations.

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- c. The Quarterly Career Development Coaching process includes:
 - 1) Exploring Interests
 - 2) Identifying Strengths and Opportunities
 - 3) Identifying Development Opportunities
 - 4) Status Updates
- d. Each step of the Coaching sessions and follow-up tasks shall be documented in Guardian Tracking.
- e. Career Development activities can include but are not limited to:
 - Self-evaluation
 - Supervisor Evaluation
 - Research and Recommendations
 - Formal Training
 - College Courses
 - Temporary Assignments
 - Mentoring

2. Roles and Responsibilities

The career development program is a critical component of professional development. The success of the program hinges on everyone owning their role in the program.

- a. Employees who choose to participate in the program shall:
 - Share career goals with their supervisor.
 - Self-assess strengths and developmental opportunities.
 - Research formal and informal training opportunities
 - Report learning progress to their supervisor.
 - Mentor and share SKAs with less experienced employees.
- b. Supervisors shall:
 - Conduct coaching conversations.
 - Provide support and resources to help direct reports develop SKAs.
 - Hold direct reports accountable for completed assigned tasks.
 - Document Career Development activities
 - Adjust schedules to allow direct reports to participate in temporary, short-term assignments when possible.
- c. Sr. Leaders shall:
 - Hold supervisors accountable for conducting coaching conversations.
 - Approve training requests to attend training related to career goals.
- d. The Training Section Supervisor shall:
 - Aid staff with researching available training to develop the desired SKAs.
- e. The Police Division Chief of Staff shall:
 - Ensure command staff and supervising personnel receive a Career Development Program orientation.
 - Ensure an annual evaluation of the program is conducted to verify its continued alignment with the needs of the department.
 - Provide a detailed report on program activities and suggest program changes through the chain of command.
 - Ensure Assignment Profiles are current, updated, and relevant to all agency assignments.

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References

Lessons Learned Program Policy 6.4.100