



College of  
**Policing**

Working together  
to prevent crime

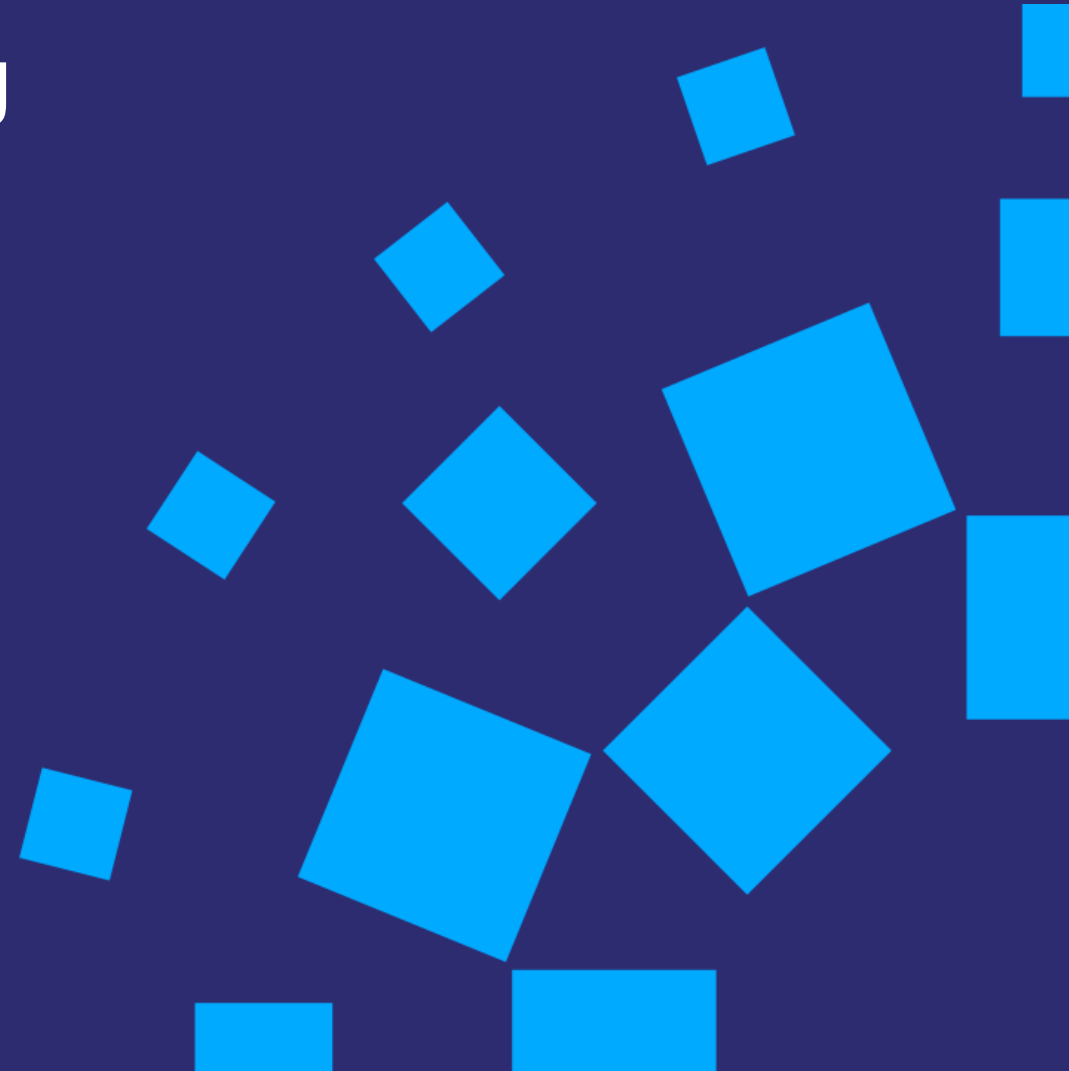
# **NCPL Digital Solution Scoping**

## **World-Class Digital Leadership Learning**

### **LMS User Needs**

**Version: Issue v1.0**

**Date: 12 May 2023**



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# Purpose of this Document



## Purpose of this Document

The National Centre for Police Leadership report published in October 2022, established the ambition for an online learning capability (a digital campus) to enable the vision for world-class leadership, by delivering leadership learning and development using industry-leading learning technology.

The College commissioned a Digital Scoping Study, to review the learning technology solutions available in the market and develop suitable options that meet the College's aspiration for a world-class leadership learning experience.

This **LMS User Needs report** provides a high-level categorisation of users of the proposed future system (known as 'Personas'). Personas intentionally use non-technical language that users can instantly recognise and relate to, bringing the information to life for the reader. Grouping by user rather than by roles or processes further adds to the humanisation of the information captured, resulting in a more impactful and relevant analysis.

The Personas should be used as an enablement tool to understand key roles within a process, examine interactions during completion of a process and provide key high-level information to better engage with these Personas in future, namely through descriptions which seek to highlight our understanding of their needs, goals, pain points and workarounds. The Personas also provide a basis to trace requirements and to contextualise the user stories and will therefore feed into the Requirements Traceability Matrix and User Stories documentation.

This report informed the development of the final options and recommendations and should be read in conjunction with the other three deliverables:

- **Current State Assessment** - Provides a review of the present learning landscape at the College, developed through stakeholder interviews and qualitative analysis of other available data.
- **Final Report** - This draws together the vision for the NCPL Digital Campus, the results of the market scan, indicatively costed options, final recommendations and a high level roadmap.
- **Requirements Traceability Matrix** – Develops the requirements and user stories to inform the development of the online learning capability.

Together, the three deliverables provide the basis from which the College can confidently develop their requirements and go to market to source a solution(s) that will enable them to deliver a world-class learning experience for all officers, staff and volunteers.

# Approach to Project

## Approach Used

A survey for learners was conducted and interviews with a range of stakeholders were held to assess user needs. Due to project time constraints, the sample sizes available for this research were limited\*. However, the feedback received was consistent and therefore enabled the creation of meaningful Personas. Based on the insights gained from these surveys and interviews, similar potential users of the system were grouped based on their goals and needs, into Personas.

Originally, the Persona hypotheses were: a) many of the Persona titles would be replicated across the College of Policing and Forces, b) that an instructor persona would be identified, and c) the learner Persona would be split into three sub personas. However, data from the interviews and survey did not support this; a) there were no major differences between Personas that were identified across both the College of Policing and Forces, and as such a hybrid Persona category was created for those Personas that are shared between the two; b) instructors were unavailable for interview, and while the role has been identified as an important stakeholder, many of the needs of an instructor were identified through other Personas. Other important stakeholders were identified who will be using the system to consider going forward, that were not originally considered. However these have not been captured as personas due to lack of information; and c) the learner sentiment we received did not differ substantially regardless of length of time in post, and motivations for learning, and therefore there is only one learner Persona at this time. However, it is important to note that, as a future system progresses, this may change.

Given all of the above, it is recommended that Personas should be revisited and iterated at future stages of the project, potentially between the MVP and mass roll-out stage, once there has been an opportunity for Personas to have some exposure to the system which may generate further insight.

## CoP-Specific Personas

- Marketing and Comms
- DDAT
  - Curriculum Owners
  - Content Creators
  - System administrators
  - Security

## Force-Specific Personas

- Manager / Career Development

## Hybrid (CoP + Force) Personas

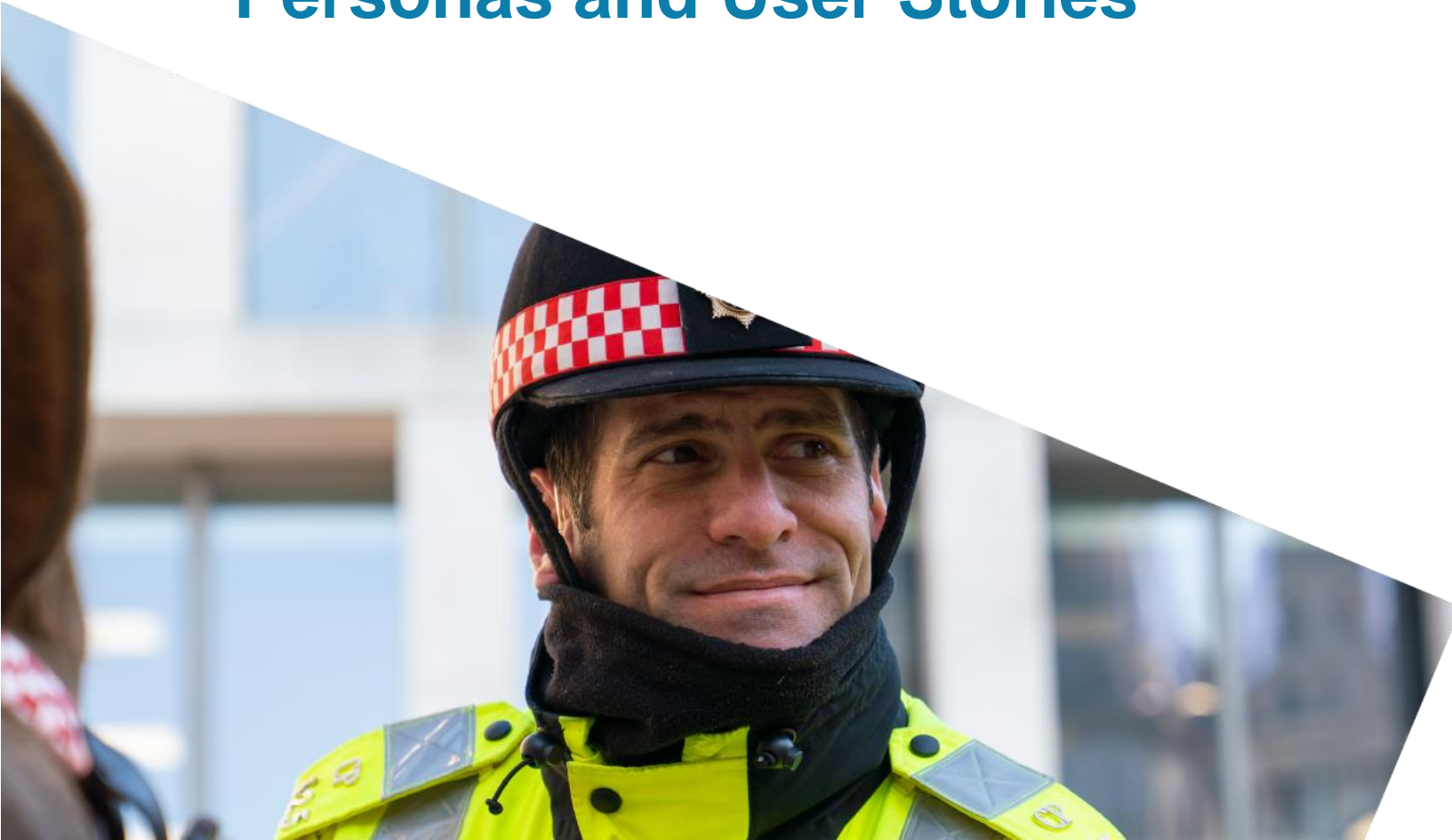
- Learner
- System Administrators
- Senior Executives

## Stakeholders Going Forward

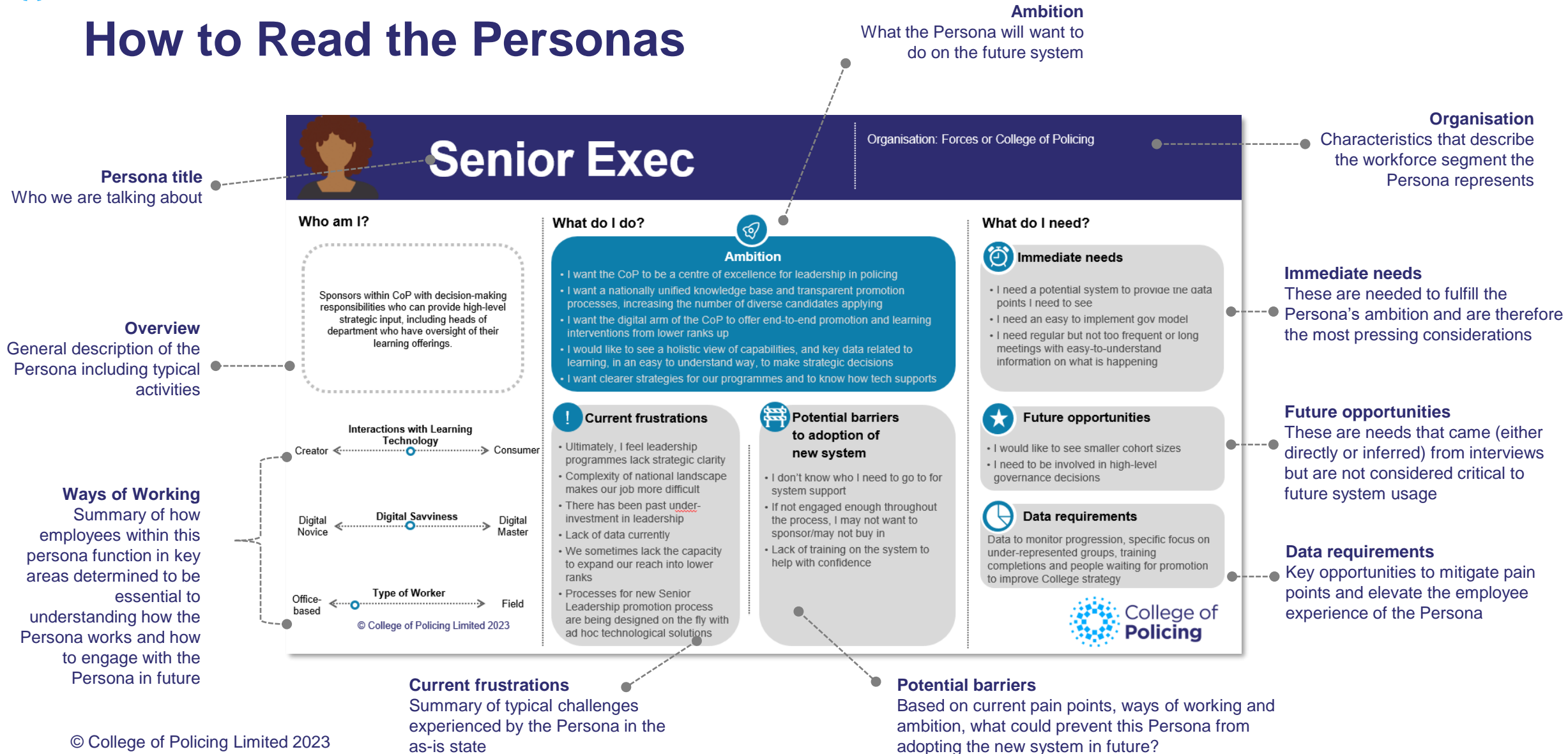
- Instructors
- Assessors
- Partner Institutions e.g. universities

# NCPL Digital Solution Scoping

## Personas and User Stories



# How to Read the Personas



# Marketing/Comms

Organisation: College of Policing

## Who am I?

Key team member/s responsible for developing the brand of the CoP both internally with the forces and externally, including through communications and the website.

## What do I do?



### Ambition

- I want to understand how to best position the solution
- I want the solution to be on-brand and consistent with the CoP look and feel
- I want the solution to be part of the total online offering, which I would like to see improve to align to best-practice, such as what is seen in some private sector organisations.
- I want to communicate better with constabulary marketing



### Current frustrations

- In the past, I have not always been kept in the loop with regards to the development of digital products, which has made things difficult when they were not on brand
- Currently there is a lack of seamless access to learning content, which makes it difficult and time-consuming to cross link content



### Potential barriers to adoption of new system

- If not enough lead time is given to marketing/comms in advance of requests, that could put timelines at risk
- If the system is not on-brand, it cannot be launched
- If there isn't proper signposting and links between digital content, we risk learners being confused and not using the system, in addition to diluting our brand

## What do I need?



### Immediate needs

- I need to be involved in regular meetings with the rest of the DDAT project team
- It would be easier if the project team can feed into the wider communications plan
- The College website should be a gateway to NCPL to catch potential users with other content and increase interactions



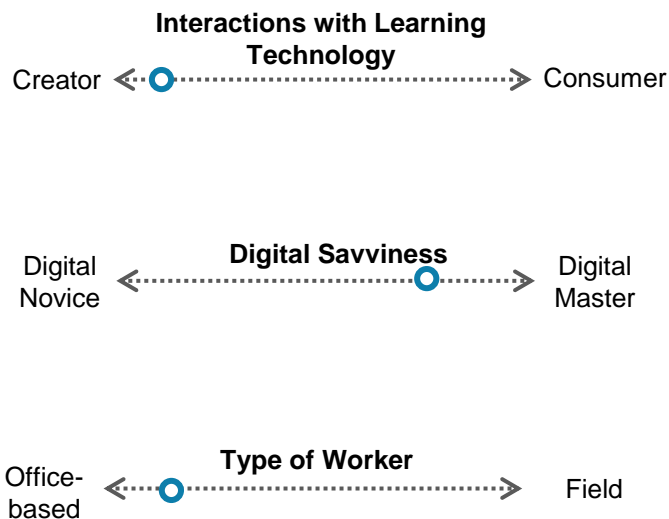
### Future opportunities

I can help with the initial launch and with adoption initiatives



### Data requirements

I would like to know who is using the system, when, why, their journey through the system and their sentiments on usage, as a starting point





# Curriculum Owner

Organisation: College of Policing

## Who am I?

Curriculum owners design the curriculum i.e., determining mandatory content, high-level learning standards, module aims etc.

### Interactions with Learning Technology

Creator ← ● → Consumer

### Digital Savviness

Digital Novice ← ● → Digital Master

### Type of Worker

Office-based ← ● → Field

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## What do I do?



### Ambition

- I want to see where there is duplication across different curriculums
- I want to easily find documentation and sections within documents
- I want to quickly update the curriculum, so that changes to an outcome are entered once and then reflected anywhere that outcome is part of the curriculum
- I want to easily see what has changed
- I want to automate reports for partners in their preferred format



### Current frustrations

- It is difficult to find docs on CL due in part to the amount of content
- Content itself is long e.g. 90 page curriculum documents, and finding the information within a particular document takes time
- Updating curriculum information is time consuming as changes need to be replicated manually
- The process for agreeing changes internally and with HE partners is time consuming, utilising spreadsheets and email exchanges to update curriculum information



### Potential barriers to adoption of new system

I have very specific needs that the system needs to fulfil – if it isn't helpful to me I won't use it

## What do I need?



### Immediate needs

Through previous work, I know I need a relational database. For now, I need to know that the potential solution can eventually provide what I need either directly or through integrations with other software in future.



### Future opportunities

- A relational database of outcomes
- Report templates
- Utilising work done internally already



### Data requirements

It would be good to know in more detail what is being accessed, how many times, when, and for what purpose.



# Content Creator

Organisation: College of Policing

## Who am I?

Members of the CoP who will be responsible for determining, designing, developing and maintaining the learning that will be hosted on the system of the learning that will be hosted on the system

### Interactions with Learning Technology

Creator ← ● → Consumer

### Digital Savviness

Digital Novice ← ● → Digital Master

### Type of Worker

Office-based ← ● → Field

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## What do I do?



### Ambition

- I want to create engaging and innovative learning content for our learner users / audiences
- I want to see key data on my learning content
- I want to use that data to improve my learning design and delivery
- I want to link content across different platforms, especially policy and marketing communications with learning content



### Current frustrations

- Lack of seamless access to online content makes it difficult to link specific learning content across platforms.
- We have no strategy around the webinars we are delivering, so we are not sure about the tech requirements we need
- The DDAT learning design team is great but demand from the business outstrips capacity
- Some systems do not have security to host sensitive content
- Lots of the surrounding admin processes are manual



### Potential barriers to adoption of new system

- If it isn't easy to login and find the information I need, I won't use it
- As there is a lack of capacity or skills to develop learning experiences across the different programmes without relying on the central design team, there is a risk that we cannot create different types of engaging content as desired

## What do I need?



### Immediate needs

- Both I and learners need easy login
- I need the system to provide admin features e.g. booking, uploading portfolio docs
- I need a system that can support the specific learning experiences I want to design (which includes interactive and social elements, for hybrid/live/in person events).



### Future opportunities

There is the potential to explore prompts within the system to help irregular visitors find what they are looking for e.g. walkmes



### Data requirements

As a start, it would be good to provide management information on usage, areas of access, time of usage and toolkits. Further work needed to determine future data needs.



# Security

Organisation: College of Policing

## Who am I?

Members of DDAT who work within IT security.

## What do I do?



### Ambition

- I want to keep our networks and systems safe and secure from cyber threats
- I help to enable the implementation and technical set up of systems
- I test systems to ensure they meet certain standards
- I manage risks and assurance for systems
- I collaborate with the rest of the DDAT learning team to do the above



### Current frustrations

- We could do more to connect with the central policing operating centre in police digital services via protective monitoring logs
- The College Learn system architecture is outdated and producing admin burden (e.g. no SSO)
- There are accessibility and security concerns with the LLP e.g. lack of data access



### Potential barriers to adoption of new system

- I will not be adopting the system personally, however, failure to include me throughout the project, but particularly in the vendor selection phase, might mean that key technical considerations are missed.
- If part of the service is managed, more assurance will be needed.
- Vetting for administrators will be needed but it takes a while to come through.

## What do I need?



### Immediate needs

- The system should have independent accreditations and meet certain tech standards.
- To ensure the system meets standards within deadlines, I need the specific documentation I ask for to be provided by the dates I specify, and I will need to test the system at points
- Integration with IT systems e.g. sentinel, Office 365



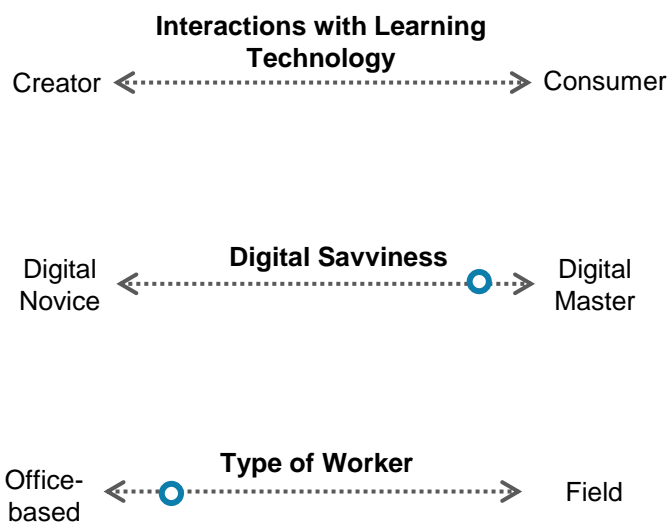
### Future opportunities

- I need to be involved in governance to provide and receive updates to the system/s
- There is a central policing cloud being built on AWS; consider the option to migrate in future



### Data requirements

I will have lots of data requirements throughout the project, inc. credentials and standards of potential systems





# Manager/Talent

Organisation: Forces

## Who am I?

Those who support candidates through their promotion application, based in part on learner engagement with leadership learning products.

## What do I do?



### Ambition

- I want to see data related to specific learners/teams and their engagement with learning products (data TBD)
- I want to track learners' entire leadership promotion case through the system
- I want to integrate the self-assessment tool into a unified learning and promotion experience at every level of development

### ! Current frustrations

- Data is currently very patchy and provides almost no useable insights into pipeline, engagement or promotion outcomes, which limits efforts to engage with under-represented groups
- I receive almost no management information on current learning to monitor and support candidates
- Connection between promotion ambitions and training content is not always clear, so I cannot easily recommend relevant training to learners I am supporting



### Potential barriers to adoption of new system

- I don't know who I need to go to for system support
- If not engaged enough throughout the process, may not want to sponsor/may not buy in
- Lack of training on the system to help with confidence

## What do I need?



### Immediate needs

- I need a potential system to provide data (TBD)
- I need to be able to track and manage contact of officers with College to understand and improve promotion and progression
- There could be more support, guidance and advice on self-assessment, completion of promotion applications



### Future opportunities

A 360 overview of the promotion process.



### Data requirements

As a start, we could replicate the Aspire programme data (as this programme is producing usable insights) across the rest of the learning portfolio.

### Interactions with Learning Technology

Creator ← → Consumer

### Digital Savviness

Digital Novice ← → Digital Master

### Type of Worker

Office-based ← → Field



# System Admin

Organisation: Forces or College of Policing

## Who am I?

Key team member/s responsible for configuring and maintaining the system

## What do I do?



### Ambition

- Being a system 'super-user' - understanding the ins and outs of how the system works and being the go-to person for 'how to' questions both internally and externally
- Creating comprehensive data reports with minimal system restrictions
- Uploading learning content onto the system with greater ease, not running into cumbersome blockers



### Current frustrations

- College Learn: automatic updating / uploading new users and Forces is not possible, causing admin
- CL: cumbersome workarounds are needed for providing event information e.g. PDF docs
- CL: no SSO, difficult site navigation and lack of self-serve support (e.g. chatbot.) contributes to help emails, triaged manually
- LLP: cannot hold Official Sensitive information resulting in content hosted on alt systems and an increased admin burden
- LLP: data produced by system is limited due to management of service



### Potential barriers to adoption of new system

Given my role, I am likely to be the first adopter/s of any new system, and have lots of ideas on requirements based on my knowledge of the current systems. If my requirements are either not seriously considered, or reasons are not given as to why my suggested requirements are not picked up, I may feel disengaged.

## What do I need?



### Immediate needs

- I need to feel that my voice has been heard.
- I need my admin burden to be eased by:
  - a system that can integrate with a data-base to update users dynamically
  - all content on one platform
  - Virtual live, in person and blended learning options, including booking
  - SSO, chatbots and improved UX



### Future opportunities

I would like to continue to build a community of practice between CoP and Force system admins to create further engagement and understand pain points and successes.



### Data requirements

- I need to see how the system is performing
- I need to know what other Personas need in terms of data to provide that information

### Interactions with Learning Technology

Creator ← → Consumer

### Digital Savviness

Digital Novice ← → Digital Master

### Type of Worker

Office-based ← → Field



# Senior Exec

Organisation: Forces or College of Policing

## Who am I?

Sponsors within CoP with decision-making responsibilities who can provide high-level strategic input, including heads of department who have oversight of their learning offerings.

## What do I do?



### Ambition

- I want the CoP to be a centre of excellence for leadership in policing
- I want a nationally-unified knowledge base and transparent promotion processes, increasing the number of diverse candidates applying
- I want the digital arm of the CoP to offer end-to-end promotion and learning interventions from lower ranks up
- I would like to see a holistic view of capabilities, and key data related to learning, in an easy to understand way, to make strategic decisions
- I want clearer strategies for our programmes and to know how tech supports



### Current frustrations

- Ultimately, I feel leadership programmes lack strategic clarity
- Complexity of national landscape makes our job more difficult
- There has been past under-investment in leadership
- Lack of data currently
- We sometimes lack the capacity to expand our reach into lower ranks
- Processes for new Senior Leadership promotion process are being designed on the fly with ad hoc technological solutions



### Potential barriers to adoption of new system

- I don't know who I need to go to for system support
- If not engaged enough throughout the process, I may not want to sponsor/may not buy in
- Lack of training on the system to help with confidence

## What do I need?



### Immediate needs

- I need a potential system to provide the data points I need to see
- I need an easy to implement governance model
- I need regular but not too frequent or long meetings with easy-to-understand information on what is happening



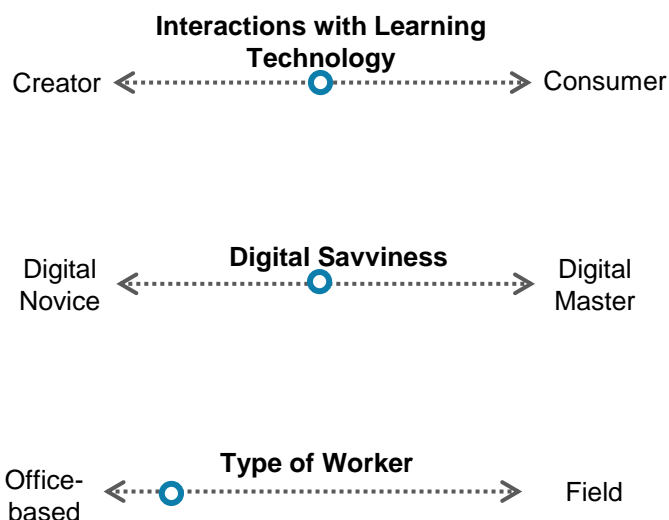
### Future opportunities

- I would like to see smaller cohort sizes
- I need to be involved in high-level governance decisions



### Data requirements

Data to monitor progression, specific focus on under-represented groups, training completions and people waiting for promotion to improve College strategy



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# Learner

Organisation: Forces or College of Policing

## Who am I?

Those who have been put forward for promotion and those studying for CPD.

## What do I do?



### Ambition

- I want to easily find content relevant for me
- I am busy / on the field and work different hours, and therefore want to be able to access learning at my convenience
- I want to interact with my peers online
- I want to feel engaged by learning and feel that it is helping me with my career



### Current frustrations

- I am linked to the platform and not to specific training from online policy / marketing docs; I have to figure out what I need
- I cannot find the information I am looking for as the site is not user-friendly and has lots of content
- I cannot always access the system when and how I want
- Completed training does not always hold value outside policing
- I do not know how to get support
- Not all training is engaging
- I do not have enough time to learn



### Potential barriers to adoption of new system

- I have experience with learning in the past that I didn't enjoy, so if marketing isn't targeted to me specifically, I may not engage
- If I don't have support to use the system beforehand or at point of need, I may not use it again
- If I can't access the system easily I am less likely to use it
- If I can't contact someone when I need help, I might stop using it

## What do I need?



### Immediate needs

- I may need to be convinced to use the system through targeted marketing
- I would like learning to have social elements
- I need seamless access and signposting
- I need an easy journey through the system
- I need a greater range of engaging training



### Future opportunities

- Explore accreditation options for content



### Data requirements

- Learners should be able to see their own learning history and log all evidence for promotion and progression

### Interactions with Learning Technology

Creator ← ..... ● → Consumer

### Digital Savviness

Digital Novice ← ..... ● → Digital Master

### Type of Worker

Office-based ← ..... ● → Field

**7** BUSINESS  
AREAS

**17** STAKEHOLDERS  
INTERVIEWED

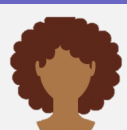
**8** PERSONAS  
IDENTIFIED

**20+** USER STORIES

**180+** TECHNICAL  
REQUIREMENTS

### Comprehensive Engagement

Engaged with a range of different personas across the College of Policing and the Regional Forces to better understand user needs and wants



Senior  
Executive



Marketing/  
Comms



Curriculum  
Owner



Content  
Creator



Security



System  
Admin



Learner



Manager/  
Talent

### Understanding your ambitions

1:1 interviews with 17 leaders within the College of Policing and Regional Forces to understand the current Learning Technology ecosystem and ambitions for the future

**Jo Noakes**

**Neil Stewart**

**Ray Clare**

**Mark Osborne**

**Stuart Durrant**

**Emma Sell**

**Sue Brookes**

**Paul Carpenter**

**Fiona Merkin**

**Michael Troy**

**Fiona Meechan**

**Matthew Peck**

**Kathy Harrison-  
Carroll**

**Stephanie  
Williamson**

**Ian Hebb**

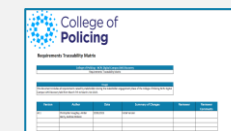
**Peter Heath**

**Rebecca Riley**



### Outputs

Based on the insights gleaned as part of the stakeholder engagement phase through interviews, surveys, and desktop research, over 180 technical requirements and over 20 user stories have been identified, which will be used to drive decision-making when considering final recommendations.



**Requirements Traceability  
Matrix (including User  
Stories)**



**User Personas**



**LMS Market Scan**