



## Criminalistics Section – 2005

### **B114 A Comprehensive Training and Professional Development Program for an Accredited Forensic Laboratory in the Public Sector**

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The goal of this presentation is to provide a laboratory seeking American Society of Crime Laboratory Directors/Laboratory Accreditation Board (ASCLD/LAB) accreditation with guidance and a framework for implementing a successful Training and Professional Development program.

This presentation will impact the forensic community and/or humanity by providing a model that can assist an organization in creating a training and professional development program and policy that meets or exceeds ASCLD/LAB requirements and is considered by all staff as an integral component in their employment.

This presentation will describe the design of a comprehensive training and professional development program suitable for an ASCLD/LAB accredited forensic laboratory in the public sector.

The relevant ASCLD/LAB principle, standards and criteria are:

- 1.3.3 TRAINING AND DEVELOPMENT PRINCIPLE  
Training and development of employees must be emphasized to improve accuracy, increase productivity, and enable them to assume greater responsibility.
- STANDARDS AND CRITERIA  
A training program to develop the technical skills of employees is essential in each applicable functional area.
- 1.3.3.1 Does the laboratory have and use a documented training program in each functional area for employees who are new, untrained or in need of remedial training? (E)
- A formalized personnel development program is important to prepare employees to assume more responsible jobs.
- 1.3.3.2 Does the laboratory have an employee development program? (I)

The Centre of Forensic Sciences (CFS) Training Manager is accountable for ensuring that high-quality, relevant training and education services are made accessible and provided to staff on a regular basis.

This work is facilitated through a Training and Education Committee, which consists of a manager from each section/unit (total 11) and is responsible for providing the Training Manager with:

- Assistance, advice and support in the development of CFS-wide training initiatives.
- Staff and resources for the delivery of CFS-wide training initiatives.
- Assistance, advice and support in the development of an annual training plan of external educational commitments.
- Staff and resources for the delivery of all external educational commitments.
- The development and implementation of internal training program(s) specific to each section/unit.
- The training and development plans for each member of their staff.
- Assistance in the development and maintenance of a process for the allocation of funds for specific and general training initiatives.
- A forum for representatives from each CFS section/unit to discuss general and specific training needs.

The Training Unit is responsible for implementation of committee resolutions and decisions.

The training and professional development program at the CFS, which meets ASCLD/LAB requirements, is detailed in the lab's *Training and Professional Development* policy. Opportunities for training and development are provided to all CFS staff (operational/administrative support staff, technologists, scientists, and managers). The training and development program for all staff commences with the offer of employment, when each new staff member receives an outline of his/her training and development program for the first year.

Additionally, each staff member, in conjunction with her/his manager, develops an annual performance and development plan that includes training and development opportunities identified during each individual's performance review.

The manager responsible for training and development in each section/unit compiles the individual learning plans into a section/unit plan and submits it to the CFS Training Manager for organizational integration and implementation within the funding envelope of the Centre's annual training budget, which is sheltered from erosion. Dispensation of training funds is influenced by many factors including the size of each section/unit, available operational and developmental opportunities, and organizational pressures.

The CFS training and professional development budget's funding is approximately 4 to 6% of the Centre's salary budget. This level of funding is aligned to the benchmark established by both the Government's Human Resource Strategy – which outlines that high performance and high technology organizations provide approximately 6% of their salary budget for training – and the American Society of Training and Development's annual reports of funding levels for leading edge organizations (Training Investment Leaders).

New staff complete an orientation program that provides health and safety training, information on the role of the CFS in support of the justice system and public safety, access to Human Resources information and an



## Criminalistics Section – 2005

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introductory tour of the facility.

Basic training for new staff, in addition to the orientation program, consists of organization-wide and section/unit-specific programs that differ depending on the section/unit and the nature of the individual's job. Organization-wide training includes some or all of the following elements: Policy training; Quality Assurance, Training, and Library information sessions; Miscarriages of justice training; Court system training; Centre Receiving Office training; and autopsy attendance. Section/unit specific training includes practical and theoretical components and a variety of competency tests.

Professional development is based on individual learning plans and often includes consideration of the technical and behavioral competencies identified for the individual's job, as well as section/unit, organizational, Ministry and Ontario Public Service needs and requirements.

Generally, professional development opportunities include: attendance at seminars and courses; attendance at administrative, professional, scientific, or management conferences; membership on interor intra-ministry work projects/committees; membership on scientific/technical working groups; cross-assignments or re-assignments; and secondments. In addition, professional development may include behavioral competency assessment in alignment with the Ontario Public Service competency models developed for scientists, technologists and managers at the Centre. Staff may also be provided with opportunities to deliver client education as part of their development program.

### **Training, Professional Development, Accreditation**