

**Draft National FRS Learning And Development Strategy For England  
A Consultation Document**

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## **1. Introduction**

- 1.1 Following consultation last year on the proposals in *Towards a National Workforce Development Strategy*, the Office of the Deputy Prime Minister (ODPM) asked the Fire Service College (FSC) to work in partnership with stakeholders to develop a national training strategy for the Fire and Rescue Service (FRS) in England.
- 1.2 This draft Learning and Development Strategy is the response to that request. It aims to support modernisation and in particular the shift of emphasis in the FRS from being a largely reactive emergency response service to being a highly effective fire and rescue service with equal emphasis on safety, prevention and risk reduction. This Strategy is an overarching document which sets out the broad framework and principles for learning and development over the next ten years. It focuses on how learning should be delivered, what the outcomes and benefits should be, and the appropriate milestones and targets. At national level, it sees a transformation in the role of the Fire Service College, and the development of a centre of excellence for the fire and rescue service. At regional level it recognises the role of regional management boards in co-ordinating training activity across their regions. At local level, it is not intended that the strategy should be prescriptive, but that it should guide individual Fire and Rescue Authorities (FRAs) in making their own decisions on how best to deliver learning and development in the light of their local circumstances. In line with the *Fire and Rescue Service National Framework 2005/06*, the strategy encourages regional and sub-regional partnership working.
- 1.3 To help develop the strategy, the Fire Service College has formed a Project Board, which includes supplier and user representatives from ODPM, FSC, Chief Fire Officers Association (CFOA), and the Local Government Association (LGA); together with a larger, more informal, advisory group with representatives from key stakeholders including CFOA, LGA, some individual FRAs and trade unions. There has also been informal consultation with stakeholders through the Practitioners Forum, LGA Fire Modernisation Task Group, Business and Community Safety Forum, FRS HR Practitioners Conference, and Fire Management Board. All of these groups have been helpful and supportive of the proposals being developed.
- 1.4 The aim of this document is to set out the key elements of the proposed Strategy, with appropriate milestones and targets, and give key stakeholders the opportunity to comment and offer further suggestions. The closing date for responses is Wednesday 14 September 2005.

## **2. Background and context**

- 2.1 Over the past three years, there have been a number of Government reports relating to modernisation of the Fire and Rescue Service (FRS), and two national framework documents setting out the future FRS agenda in England. These have all recognised that learning and development is crucial to the modernisation of the FRS. The Government White Paper *Our Fire and Rescue Service* (June 2003) placed the Integrated Personal Development System (IPDS) at the heart of FRS training and development and proposed the development of a 'Centre for Excellence' as the heart of the FRS,
- 2.2 The consultation on *Towards a National Workforce Development Strategy for England* (NWDS), published by ODPM in July 2004, highlighted issues to do with overprovision and duplication of training at local level, the need for maintenance and quality assurance of national standards, and the need to clarify the future arrangements for safeguarding the relevance and integrity of IPDS. The Bain review of the FRS (December 2002) and the NWDS both highlighted the need for development of leadership capacity and better senior management development, linked to continuous improvement.
- 2.3 The *Fire and Rescue National Framework 2005/06* highlights the efficiency savings that the FRS in England is expected to achieve over the coming years. This will require learning and development to be delivered in ways that represent better value for money. It also states that one of the six key functions of Regional Management Boards is to develop a regional approach to training, including reviewing the use of existing facilities and resources to ensure that they are used to deliver training as efficiently and effectively as possible. There are important links to the wider work that CFOA is currently taking forward in developing human resources (HR) strategies for the FRS, and to the *Diversity Happens* project and making training and development more accessible.
- 2.4 All of this needs to happen within the context of the Government's new Public Service Agreement (PSA) target for England: *By 2010, reduce the number of accidental fire-related deaths in the home by 20% and the number of deliberate fires by 10%*. This clearly reflects the move towards more FRS activity in support of fire prevention and community safety, which requires new skills for FRS staff.
- 2.5 This Learning and Development Strategy addresses those issues which have been identified in recent years, and ways in which the FRS approach to learning can support modernisation and help the service to respond to the challenges it will face over the next ten years.

### **3. Goals for FRS learning and development**

3.1 The Learning and Development Strategy sets out a ten-year vision for FRS training that seeks to support achievement of the following goals:

- equips the FRS to meet current and future challenges
- equips the FRS to make the shift from being primarily an emergency response service, to being both an emergency response and a community safety service
- delivers a better skilled and trained workforce
- improves performance
- supports cultural change and the development of an improvement culture within the FRS
- allows for best value from the investment in training and supports CPA improvement, including efficient and effective targeting of expertise and resources
- encourages collaboration and partnership working
- supports equality and diversity across the FRS

## **4. Key elements of the strategy**

- 4.1 The Learning and Development Strategy is central to the efficient and effective delivery of training to fire and rescue service personnel. This section sets out the vision for a number of key elements and identifies the milestones and targets that we need to meet to ensure satisfactory progress.

### **Quality assurance**

- 4.2 Quality assurance (QA) is seen as central to maintaining and improving training standards across the FRS. Quality Assurance is needed to:
- maintain consistency and quality of the learning experience
  - ensure the consistency and quality of the outcomes of learning at national, regional and local levels
  - ensure conformity of vocational, academic and professional qualifications
  - with appropriate national standards
- 4.3 The aim is to develop a quality assurance system at national level that supports all FRS learning and development products at all levels of delivery. Implementation of a light touch, but effective, QA system will require effective communication of the new arrangements and support for the FRS as it adopts the new system. While the IPDS provides an overarching framework against which all FRS learning and development activity may be measured, the QA system will allow the FRS to ensure that training provision is of an appropriate standard and make best use of resources.
- 4.4 The proposed milestones and targets are:
- In partnership with stakeholders, develop the methodology for a QA system by December 2005
  - to design and commence roll-out of the QA system by March 2006
  - From March 2006, all new programmes and products to incorporate QA arrangements as part of the development process
  - By March 2008, to have implemented QA arrangements for all existing programmes and products
  - *Key Question:* What current good practice is there relating to QA that could be used as a basis for the components of the new system and the system itself?

## **Integrated Personal Development System (IPDS)**

- 4.5 IPDS is at the heart of FRS workforce development and it has a key underpinning role for learning and development in the context of this Strategy. IPDS is a framework underpinning local training strategies by providing a cost effective framework that helps to avoid duplication, improves transparency and facilitates cross-FRA working. At every level, the need is to ensure that learning and development provision is in line with IPDS. This means that IPDS should be recognised as covering the development needs of all FRS employees, including those without an operational role. IPDS is also relevant to progression and a range of other human resource management processes and some FRS's see IPDS as a useful tool for making links with HR strategy outcomes such as performance assessment, performance indicators and organisational development.
- 4.6 Although the current ODPM led project ends in December, the mainstreaming of IPDS into every aspect of FRS learning, and ensuring it is relevant to all staff, will need to continue. To assist this process, an options appraisal of the future stewardship of IPDS has been carried out which suggests that the Centre of Excellence is the most appropriate body to provide stewardship of IPDS beyond 2005.
- 4.7 The proposed milestones and targets are:
- Arrangements for future stewardship of IPDS to be agreed and the transfer implemented by December 2005
  - To achieve full implementation of IPDS by December 2006
  - *Key Question:* How should the continuing development, monitoring and improvement of the IPDS components and system be handled in the future?

## **Vocational qualifications**

- 4.8 Vocational competence is key to the delivery of a modern fire and rescue service. Vocational development opportunities can result in recognised qualifications such as NVQs, technical certificates and foundation degrees, giving recognition to the individual, providing evidence of national standards and providing access to funding. Preliminary discussions have already taken place between the FSC and the Learning and Skills Council (LSC) regarding the establishment of a National Contract Framework that could provide access to significant funding for NVQs. This would, in addition, provide a simplified and consistent system that would reduce bureaucracy and facilitate take-up of vocational qualifications.
- 4.9 The proposed milestones and targets are:
- to secure broad FRS agreement in principle by March 2006 to having a
  - National Contract Framework
  - to have negotiated the national contract with the LSC by September 2006
  - to achieve a 50% improvement over existing qualification numbers for
  - FRS's in England by March 2007.
- 4.10 Once there is agreement to having a national contract for the FRS, the need is to ensure that the necessary infrastructure is in place to train and support learners, assessors, internal verifiers and external verifiers. In order to ensure that best value is being gained from investment by FRAs in vocational training and qualifications, it is proposed that from March 2006 the FSC, with the support of the employers, should undertake the annual collation and analysis of statistical information on vocational qualifications in the FRS.
- Key Question:* Would a national contract for NVQs and other learning and development components be one that would be supported by the majority of the FRS?

## **National, regional and local learning**

- 4.11 It is important to strike the right balance of provision at national, regional and local levels. Feedback from the FRS indicates a demand for more regional and local training and for the FSC to be used for specialist operational training.
- 4.12 At national level, the Fire Service College recognises that it needs to work in partnership with the FRS and other stakeholders in responding to change. The FSC will carry out a review of its training courses and training products with the aim of developing a new programme with the flexibility to respond to the changing needs of the FRS. It will lead on a range of learning and development based opportunities, including those of distance and e-learning. It will continue to offer secondments and associated training qualifications opportunities for FRS staff.

## APPENDIX B (CFO/150/05)

4.13 The proposed milestones and targets at national level are:

- To review the existing FSC programmes and products by October 2005
- To prioritise and schedule the redesign of courses and delivery arrangements by December 2005
- To identify and develop the capacity and necessary organisational changes needed to implement the revised programme by October 2006
- To have completed full implementation of revised programme delivery by October 2007

4.14 The FRS National Framework 2005/06 places a responsibility on Regional Management Boards (RMBs) to draw up their regional HR strategies to support regional workforce development plans. This involves the identification and implementation of the most efficient and effective means of delivering learning and development within regions. To support this, the FSC will work with the RMBs to help them to achieve their objectives.

4.15 At local level, it is important that efficient and effective use is made of the local facilities provided by FRAs, and the FRS National Framework 2005/06 asks RMBs to review the use currently made of existing facilities and resources. There is little doubt of the benefits to be derived from greater collaboration in making the best use of local learning facilities, in terms of best value and the investment in improved and up-to-date facilities. The strategy aims to encourage regional, subregional and multi-agency collaboration wherever this is practical.

4.16 The proposed milestones and targets at regional and local level are:

- FSC will establish partnerships with the RMBs by December 2005
- RMBs to complete reviews of current learning provision and produce proposals for the regional or sub-regional provision of cost-effective and accessible training facilities, by March 2006.
- Regional training strategies to be in place by March 2006, and then reviewed annually thereafter by September each year.
- All regional training strategies to include plans to ensure all trainers have been trained to an appropriate national standard by March 2007.
- *Key Questions:*
- What training should continue to be delivered at the Fire Service College?
- What should the RMBs' role be in supporting learning and development at regional level?

## **Distance and e-learning**

4.17 In support of local learning, the FSC and other providers will be making more materials available for distance learning, for example via web-based and CD-rom packages. The vision for the College's e-Learning Project is to provide an online learning environment where people can learn, teach, access resources, ask and answer questions, and communicate with their peers whatever their location. It will support all aspects of the learning process and means that FRS staff will be able to access learning opportunities at times and places that best fit their lifestyles and the requirements of their organisations, (thereby supporting equality and diversity within the FRS. This will mean 24-hour access to knowledge and learning resources, 365 days per year, from places that are most convenient for individuals and groups, with the technical support structures to ensure this happens. e-Learning will provide obvious benefits to all staff, irrespective of hours of work or duty system.

4.18 The proposed milestones and targets are for the FSC to:

- secure Central Government funding for the development of e-Learning
- across the FRS by October 2005
- implement an e-Learning pilot project to start by May 2006
- to work with stakeholders to prioritise the products to design and deliver via
- a distance learning mechanism by March 2006
- to provide access to an increasing number of learners: In Year 1- Up to
- 20,000 users, Year 2 – Up to 40,000 users, Year 3 – all FRS employees
- *Key Question:* What needs to happen within the FRS to achieve the necessary
- access to distance and multi-media learning?

## **Leadership**

4.19 Effective leadership of the FRS is critical to securing performance improvements – the National Framework 2005/06 called for a *new approach to leadership within the FRS, both from authorities and from senior managers within the Service*. The new approach to leadership is being advanced nationally through work on strategic leadership development, high potential management development, multi-tier entry and Assessment Development Centres, i.e. leadership development linked to career progression. To co-ordinate leadership development activity and ensure appropriate quality assurance, it is now proposed to establish a Centre for Leadership for the FRS. The Centre for Leadership will not involve itself with the core business of delivering training to fire service managers and leaders, but will focus on facilitating opportunities to improve leadership skills and capacity for FRS staff and elected members. It will act in collaboration with key partners such as the LGA, CFOA, IDeA, Local Government Leadership Centre, employers and HMFSI through a FRS leadership stakeholder group. It will be almost 'virtual', engaging regionally and locally through effective communication and people networks, with a small team of specialists at its core, supported by significant web-based and e-enabled elements.

## **APPENDIX B (CFO/150/05)**

4.20 The proposed milestones and targets for the Centre for Leadership are:

- To identify and establish a stakeholder panel of key partners by October 2005
- To identify and establish a network of regional champions by December 2005
- With stakeholders and strategic partners to co-ordinate a leadership strategy for the FRS to include procurement of a call-off contract for leadership development by March 2006
- To secure opportunities for secondments/shared development by October 2006
- Create shared learning opportunities for professional managers and elected members by October 2006
- With stakeholders and strategic partners identify and establish a talent management strategy that ensures that every individual is provided access to appropriate learning and development modules in preparation for their management and leadership roles by March 2008.

*Key Question:* Is there support within the FRS for the establishment of a Centre for Leadership?

### **Equality and diversity**

4.21 *Our Fire and Rescue Service* highlighted the need to promote a more diverse culture in the FRS. Recognising the need to respond to issues of equality and diversity means that learning and development must be delivered in ways that enable the widest range of FRS personnel to take advantage of it, whatever their personal or domestic circumstances.

4.22 FRS learning and development must recognise and support the diverse needs of the workforce, enabling diversity to be embedded in all aspects of the FRS. This requires training providers to adopt a more innovative and flexible approach in the delivery of learning and development, in terms of offering more:

- learning to meet individual needs.
- distance/e-learning
- local and regional delivery
- out of current hours/weekend training
- shorter modules

4.23 Diversity needs to be embedded as a theme in all programme design and delivery, and learning materials will need to be prepared to support diversity awareness. Regional Management Boards should take the lead in ensuring that equality and diversity is reflected in regional HR strategies and in monitoring progress.

## APPENDIX B (CFO/150/05)

4.24 The proposed milestones and targets relating to equality and diversity are:

- The Centre of Excellence will work with stakeholders to develop a vision
- and template for equality and diversity training across the FRS by March 2006
- The Centre of Excellence will work with the FSC, CFOA, HR and diversity professionals to develop specialist training programmes for HR and diversity professionals to meet individual and organisational needs by March 2007
- RMBs to review regional HR/training strategies to ensure that regional and local training properly reflects diversity and equality issues by October 2006
- RMBs to monitor progress to ensure that equality and diversity issues are being properly reflected in FRS training and development .
- *Key Question:* How can we design and deliver learning and development programmes to improve and support diversity throughout the FRS?

### 5. Centre of Excellence

5.1 *Our Fire and Rescue Service* set out a vision for the development of the Fire Service College to provide the nucleus of a centre for excellence for the FRS. The vision for the Centre of Excellence (CoE) is that it should be flexible and accessible, bringing together fire and community fire safety related institutions, brokering partnership working, and becoming a focus for expertise and advice.

- Key roles could include:
- Development of quality assurance practices and systems
- Support and maintenance of IPDS
- Developing and maintaining the Centre for Leadership
- Supporting capacity building and CPA improvement
- Championing diversity across the FRS
- Facilitating research and development of FRS policy, systems and practices
- Build upon current national knowledge and information management work to provide a centre for its continuous improvement and the exchange of information
- Supporting a variety of learning delivery methods (including e-learning)
- Reviewing the effectiveness of tools used within the FRS to measure operational performance
- Providing a focus for the development of new fire engineering solutions, new equipment, and new methods of incident and community safety management and responses.

5.2 The diagram below shows a pictorial representation of the CoE that reflects stakeholder views so far. It is envisaged that governance of the CoE would be through a stakeholder panel (such as the Practitioners' Forum); the FSC would be just one component of the CoE.

## **CENTRE OF EXCELLENCE**

### **The Hub of the Fire and Rescue Service**

#### **TRAINING AND DEVELOPMENT COLLEGE**

Delivery of training  
Outreach  
Product development  
○ e-learning  
○ materials

#### **LEARNING AND DEVELOPMENT STEWARDSHIP**

Quality assurance  
IPDS  
Leadership  
Capacity building  
NVQs etc

#### **FRS SUPPORT**

Research  
Information  
Publications  
Fire manuals  
Etc

- 5.3 The suggested key milestones and targets relating to the overall CoE are:
- Establishing a project board and developing a detailed vision of the CoE
  - and implementation strategy by December 2005
  - Complete full implementation of the strategy by December 2008
  - *Key Questions:*
  - Is the vision for the Centre of Excellence one that the FRS will support?
  - Is the model outlined in the diagram a reasonable approach to the CoE?
- 5.4 Developing the FSC as a nucleus of a centre for excellence will encompass a number of work streams. Those relating to QA, IPDS, leadership and equality and diversity are covered elsewhere in this paper. Other key areas of activity are:

### **Centre for knowledge and information management**

5.5 The FSC's Learning and Information Resource Centre (LIRC) is acknowledged to be the most comprehensive collection of fire related literature in the world. The vision is for it to modernise methods of access (and media, including digitisation of its collections) to allow the information it offers to support distance learning whilst also providing its wider reference and research material to the largest possible audience. It will support continuous improvement in terms of research, innovation and development in the fire and rescue field. It will collaborate with key partners to ensure it is well positioned to capture and share the latest research and developments in the fire industry.

5.6 The proposed milestone and target for the LIRC is:

- To produce a strategy and business case for modernisation of the LIRC, in order to develop as a centre for knowledge and information management, and facilitate the dissemination of best practice across the FRS by March 2006.

### **Research and development**

5.7 ODPM is currently working with the fire and rescue research community to progress a national fire and rescue research strategy and to establish a Fire Research Academy. ODPM has consulted with a wide range of stakeholders on the national fire & rescue strategy and the role of the Fire Research Academy both in further developing the strategy and in promoting collaboration in the research community. The FSC already hosts the ODPM's Fire Experimental Unit at the site, and, together with the LIRC and the site's unique simulation facilities, has much potential to contribute to both the national fire and rescue research strategy and the Fire Research Academy.

### **Fire and Rescue' Business Park**

5.8 Part of the vision for the CoE is to have a facility that attracts more fire and rescue-related institutions to the FSC site at Moreton-in-Marsh. This will provide a hub for the fire and rescue community and facilitate and enhance opportunities for commercial and joint work. This could be on the basis of a permanent location or, for example, use of its conferencing and seminar facilities.

5.9 The proposed milestone and target for the business park is:

- By December 2008 to have established a business park, including fire related institutions and research organizations

## **Multi-agency training**

5.10 In the changing environment in which the FRS is operating, there is an increasing need for multi-agency training. The FSC will support the FRS in the development of a cross-Government training strategy related to civil resilience training. The ODPM has recently developed an urban search and rescue training rig at the FSC. In addition, the FSC will develop its simulation capacity in order to better prepare FRS staff for incident command and control at all levels, especially at major and catastrophic incidents. Simulations would also be used to assist in the development and co-ordination of multi-agency training.

5.11 The proposed milestones and targets for multi-agency training are:

- To work in partnership with the FRS, Cabinet Office and other public sector partners to develop a co-ordinated strategy, maximising the opportunities provided by the incident ground, by March 2006
- To draw up a business case for investment in new simulation resources, to complement existing simulation materials in the FRS, by March 2006
- Mount an annual, multi agency, major simulation exercise

## **FRS training policy**

5.12 Whilst the CoE will not involve itself in the day to day provision of training delivery, it should be at the fore of developments in policy and overseeing the achievement of wider objectives relating to learning and development. The Policy Unit is responsible for developing the Learning and Development Strategy and it will work with DfES and other partners to ensure that FRS staff training is in line with Government targets for skills development, and to maximise learning and funding opportunities. The Policy Unit will issue regular guidance to the FRS to keep it informed of training issues, and service-wide developments that require a training intervention. The policy unit will also work with RMBs and the employers to monitor the implementation of the strategy.

5.13 The proposed milestones and targets for the Policy Unit are:

- To develop a learning and development strategy in support of the FRS by October 2005
- To monitor implementation of the Learning and Development Strategy, and report on progress by October each year

## **Fire Service College**

5.14 The traditional role of the Fire Service College (FSC) is already changing in response to changes in the FRS and developing its role as a centre of training excellence will place the College at the heart of UK FRS development. The FSC will design and deliver more specialist FRS learning, maximising use of its unique fire-ground and USAR facilities. It will support national, regional and local learning and development. The establishment of the Centre of Excellence will undoubtedly have an impact on the College and its staff and there will be a need for a fully-integrated change management programme to take it forward, involving a number of elements relating to, for example, review of future training provision and developing proposals for utilisation of spare capacity, optimising the use of the FSC estate at Moreton-in-Marsh, IT, development of the business park, and communicating and marketing the Centre of Excellence. To ensure that the FSC is responsive and flexible in meeting the needs of its customers, it will establish a user group of regional learning and development champions.

5.15 The proposed milestones and targets for the FSC are:

- To establish a user group of regional learning and development champions by December 2005

*Key Question:* Is the changing, more specialist training role of the FSC, one that the FRS will sign-up to?

## **6. Funding Implications**

- 6.1 The aim of the strategy is to ensure existing financial and other resources are used to deliver training in a more efficient and effective way and thereby assist FRAs in making their own decisions on how best to deliver training to meet local needs whilst maintaining a consistent national standard.
- 6.2 There will be some initial start-up costs associated with elements such as the Centre for Leadership, the development of a QA system and taking forward the Centre of Excellence, but the ongoing running costs should be materially self funding.

## **The Fire Service College**

- 6.3 The College has operated as a trading fund since 1992. Trading funds enjoy certain financial freedoms that enable them to operate in a commercial manner. ODPM is reviewing whether continuing with trading fund status or an alternative financial regime would best meet the business needs of the College, ODPM's strategic financial interests and the wider needs of the Service. A final decision on the College's future financial regime is expected to be taken by ODPM Ministers in September.
- 6.4 Whether or not the College remains as a trading fund or, for example, becomes an on-vote agency will not impact on its role as the central training institution for the FRS as determined by this Strategy. The College will also continue to charge FRAs for its products as it does now, based on the principle of full cost recovery.

*Key Question:* What are the costs and benefits to the FRS of implementing the Learning and Development Strategy?

## **7. Consultation exercise and next steps**

### **THE CONSULTATION CRITERIA**

- 7.1 The Government has adopted a code of practice on consultations. The criteria below apply to all UK national public consultations consisting of a document in electronic or printed form:
- a. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
  - b. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
  - c. Ensure that your consultation is clear, concise and widely accessible.
  - d. Give feedback regarding the responses received and how the consultation process influenced the policy.
  - e. Monitor your department's effectiveness at consultation, including through the use of a designated consultation co-ordinator.
  - f. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.
- 7.2 The code does not have legal force but is regarded as binding on UK departments and their agencies unless Ministers conclude that exceptional circumstances requires a departure from it. The full consultation code may be viewed at:  
[www.cabinetoffice.gov.uk/regulation/consultation/introduction.htm](http://www.cabinetoffice.gov.uk/regulation/consultation/introduction.htm)

## **APPENDIX B (CFO/150/05)**

- 7.3 If you are not satisfied that this consultation has followed the above criteria, or you have any other observations about ways of improving the consultation process, then please contact:

Gill Newton  
Chief Executive  
The Fire Service College  
Moreton-in-Marsh  
Gloucestershire  
GL56 0RH  
Email: [ceo@fireservicecollege.ac.uk](mailto:ceo@fireservicecollege.ac.uk)

### **Consultation on the Learning and Development Strategy**

- 7.4 Ministers have agreed that the consultation period of 12 weeks will close at mid-day on Wednesday 14 September 2005. Please note that late returns will not be accepted.

- 7.5 Formal responses to the consultation and any queries about this draft strategy should be sent to:

Michelle Hurst  
The Fire Service College  
Moreton-in-Marsh  
Gloucestershire  
GL56 0RH  
Tel: 01608 812279  
e-mail: [ldstrategy@fireservicecollege.ac.uk](mailto:ldstrategy@fireservicecollege.ac.uk)

- 7.6 Please note that responses, including names and addresses of respondents, will be made available to anyone who asks for them unless confidentiality is specifically requested or disclosure would prejudice third parties.

### **Next steps**

- 7.7 The intention is that final National FRS Learning and Development Strategy will be published in October 2005. In addition, within three months of the consultation closing date, the FSC will produce a feedback document that provides a summary of the consultation responses, and explains the impact on the strategy as a result of the consultation.

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