

# Police Training Roles Learning and Development Programme

## Frequently Asked Questions

### 1. Introduction

#### What does PTRLDP stand for?

The full title of our programme is the *Police Training Roles Learning and Development Programme*. The emphasis in the title upon training roles is because the content of our programme is aligned to the learning and development needs of the *Police Sector Standards for the Training of Trainers, Instructors, Tutors and Presenters*. In turn these are mapped to the *Skills for Justice* role profiles and also the nationally recognised *Level 3 Award in Education and Training* (which replaced PTLLS Award) and the *Certificate in Education and Training* (which replaced the CTLLS qualification).

#### What training roles have been identified?

The following four main police training roles have been identified:

Trainer
Instructor
Tutor
Presenter

#### What do these training roles mean for existing trainers?

The police sector standards for the training of trainers, instructors, tutors and presenters are the benchmark against which the occupational competency of those involved in training roles in policing is measured. Existing trainers should be able to evidence and demonstrate competencies and behaviours which match the requirements of their appropriate training role.

Within the portfolio of modules for police training roles developed by the College of Policing, learning opportunities are available for existing trainers who may wish to develop additional skills to fulfil the requirements of their role profile.

## **2. Police Training Roles Learning and Development Programme**

### ***Delivery***

#### **How and where is the programme delivered?**

Since 2007, the College of Policing has been committed to the local delivery of the PTRLDP programme by individual forces and through regional collaboration.

Programmes may be delivered at College of Policing sites subject to demand for Home Office and Non-Home Office forces and charges will apply (please contact Programme Management for further details of these costs).

### ***Content and structure***

#### **In what ways does the programme differ from pre-cursor programmes?**

Compared to pre-cursor training of trainer programmes, PTRLDP offers greater flexibility of delivery, attendance and assessment. The programme is comprised of 6 modules. Appropriate modules can be accessed by students according to the demands of their specific role. The modules can also be accessed at different times, in different places and in different orders (providing that the initial two foundation modules are accessed first, or exemption is sought).

#### **What is a modular programme? What do the modules contain?**

A modular programme comprises a combination of smaller, independent and identifiable units of learning.

Module **titles** for PTRLDP and a brief outline of **content** are as follows:

***Core Skills and Values:***

*Duration: 11 days, including 5 days work-based learning (Mapped to the Level 3 Award in Education (which replaced PTLLS Award)*

- How Adults Learn
- Supporting Learning
- Reflection and Professional Development
- Presentation skills

***Enabling Learning in Practice:***

*Duration: 3 days*

- Effective Communication with Learners
- Enabling Learning: Group and Individual
- Facilitation of learning

***Coaching and Mentoring:***

*Duration: 1 day*

- Coaching and Mentoring Theory and Practice

***Design and Delivery in Practice:***

*Duration: 5 days*

- Programme and Session Design/Planning
- Developing Learning Materials
- Delivering Learning Sessions

***Evaluating Learning:***

*Duration: 1 day*

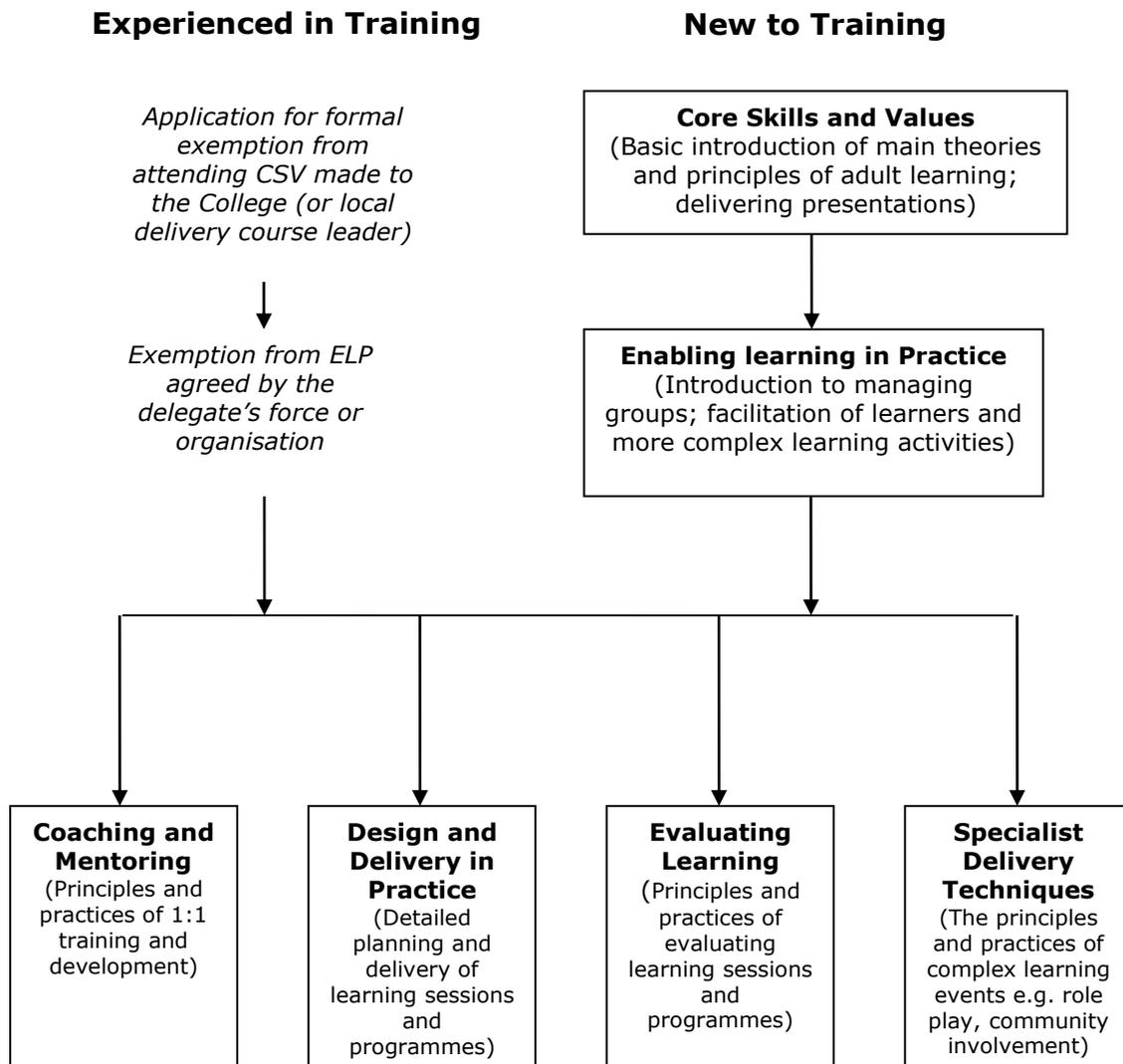
- Evaluation Models
- Planning and Conducting Evaluations of own training sessions

***Specialist Delivery Techniques:***

*Duration: 4 days*

- Complex Activities for Classroom Groups
- Planning and Conducting Role Plays
- Case Exercises, Case Studies and Paper Feeds.
- Community Involvement within training

## Diagram explaining modular structure of PTRLDP



## How are equality, diversity and human rights embedded in the new programme?

Two of the five core values of PTRLDP are:

- an ability to respond effectively to learners as individuals with different needs
- a commitment to promote equality and inclusivity and value diversity.

The content of the programme reflects these values which are mainstreamed throughout the programme. All learning content and

materials have undergone legal, equality, diversity and human rights checking by specialist colleagues at the College of Policing.

### ***Attendance and completion***

#### **Do participants need to complete all of the modules in the new programme?**

Learners may select individual modules or clusters of modules from the programme portfolio, or alternatively complete a full programme of modules, as appropriate to their learning needs and the modular pathway associated with their particular training role. All learners who are **new** to their training role should complete the *Core Skills and Values* and *Enabling Learning in Practice* modules before undertaking any further modules.

#### **If someone is attending a full modular programme, what is the duration of the programme?**

The full modular programme associated with the **trainer** role profile comprises **four weeks** classroom-based learning, together with **one week** work-based learning (25 days in total). During the work-based study period, the student returns to their normal place of work to complete written assignments. It should be noted that a full 37 hours is required for this element of the course and therefore the delegate will not be available for abstraction or other duties, in exactly the same way as if they were in class.

The full modular programme for all other role profiles also includes one week of work-based learning. The full programme for an Instructor lasts 16 days; a tutor's programme lasts 12 days (plus they need to meet the sector standard for assessors) and a presenter's programme lasts 11 days.

## **What are the implications of a modular programme for completion of the classroom phase of the programme?**

A major benefit of creating a modular structure for the programme is that it facilitates accessibility by encouraging flexibility of attendance and completion of the classroom-based phase of the programme. There is no longer any requirement that students complete their classroom-based learning in one block. Police training departments delivering the programme locally, can spread the modules over a greater period of time and/or select the modules most appropriate to the needs of the identified learners.

### ***Work-based learning***

## **What is work-based learning and what will students be expected to achieve?**

Students taking the *Core Skills and Values* module will spend one week back in their normal place of work engaging in a range of activities but mainly completing assignments towards the Level 3 Award in Education (which replaced PTTLS Award). Work-based study, when properly supported, also provides an excellent opportunity for students to contextualise their own training role within their own police environment.

## **What learning observation opportunities and student support mechanisms need to be present in the workplace?**

As part of the work-based learning phase of *Core Skills and Values* students will need to be given opportunities for observing a learning event led by experienced trainers. They will also require access to a workplace mentor during this period and access to IT facilities in order to research and complete their assignments. Most importantly, they need to have their study time protected.

## **What support trainer support is required during the work-based learning phase?**

Students engaged in work-based study will be completing written assignments including the planning and preparing of an individual 30

minute training delivery session during Day 11. As well as general support from a work-based mentor (preferably an experienced trainer who shares or understands their training context) the trainer(s) delivering *Core Skills and Values* will need to provide feedback on the students' session plans while there is still opportunity for realistic revision (at least a day or two before the end of the work-based learning phase).

### **3. Assessment and Accreditation**

#### **How can PTRLDP be assessed?**

During the *Core Skills and Values* module, there is the opportunity for students to be assessed presenting an individual training session. If students complete all the required assignments (this will involve some work in the student's own time) they would usually also be able to access the Level 3 Award (see below).

After the *Core Skills and Values* module, all classroom assessment is intended to be informal and formative only. On their return to the workplace after completing the modules appropriate to their training role, students should be robustly assessed by work-based assessors against the relevant police sector standard for their training role. Training managers may also provide opportunities for students who have completed PTRLDP to access an external and nationally recognised qualification.

#### **How is PTRLDP mapped to national qualifications?**

PTRLDP provides learners with the opportunity to achieve a nationally recognised teaching award/qualification, as well as being aligned to the Skills for Justice Role Profiles, the Police Sector Standards for Training Roles. The Level 3 Award in Education and Training can be achieved through the Core Skills and Values module. The Level 4 Certificate in Education and Training (which replaced CTLLS) requires a more significant level of post-course study and ongoing assessment. The Level 3 Award and Level 4 Certificate are both represented within the national Qualifications and Credit Framework (QCF).

## **What options are there for accreditation following PTRLDP?**

The assessment and accreditation options available to those engaging with PTRLDP include:

- Access to City and Guilds Level 3 Award and Level 4 Certificate via the College Approved Centre, if appropriate. This requires local assessors to attend a College Assessor Up skill Workshop and National Moderation events, to support their assessment of candidates
- Access to qualifications via a local Approved Centre to achieve locally agreed qualification(s). Customers may have already achieved Approved Centre status or work in partnership with a local provider to deliver their preferred qualification e.g. L&D Units, Level 3 Award, Level 4 Certificate, Cert Ed, etc.
- Local assessment to meet local requirements. Assessment which does not lead to a qualification/certification may be used to ensure learners meet the relevant role profile or training role standard.

## **4. Miscellaneous**

### **Where can further information be obtained?**

Information on enrolment for the new programme or for individual modules or clusters of modules can be obtained by contacting the Programme Management Unit at College of Policing, Harrogate:

email: [programmemanagement@college.pnn.police.uk](mailto:programmemanagement@college.pnn.police.uk)

Information on the delivery, content and accreditation of the programme may be obtained by contacting the Trainer Development Team at College of Policing, Harrogate:

email: [programmemanagement@college.pnn.police.uk](mailto:programmemanagement@college.pnn.police.uk)