



**College of
Policing**

Police Sector Standard for the Training of Presenters

'Presenter Standard'

Version 1.0

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The College is committed to the promotion of equal opportunities. Every effort has been made throughout this text to avoid exclusionary language or stereotypical terms. Occasionally, to ensure clarity, it has been necessary to refer to an individual by gender.

Control Page

Distribution list

Version	Recipient	Title	Location
0.4	L&D practitioners	Presenter Standard	http://www.college.police.uk/en/5231.htm
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Controlling documents

Description	Document reference	Revision
National Policing Curriculum	Presenter Standard Specification	Version 1.0

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1. Introduction

Purpose

The purpose of this document is to set out the minimum learning standards that should be achieved by those engaged in presenting training sessions to meet the 'Presenter' role profile. It also provides details of the target audience, pre-requisites and methodologies for assessment of learning, where applicable.

It should be noted that the term 'Presenter' is used specifically to relate to a *role profile* and not a *job title*. There are those whose *job title* is 'Trainer' but who actually may be following a 'Presenter' *role profile* and there may be people whose *job title* is 'Presenter' but whose role is aligned to the 'Instructor' or other *role profile*.

Overview

The learning addresses principal adult learning theories and practice including the teaching/training cycle. It covers the basic planning and delivery of training sessions. The key skills of communication, use of visual aids and use of dynamic assessment skills to adjust the pitch of delivery to meet the needs of learners are addressed. The standard emphasizes the importance of promoting equality and valuing diversity and embeds relevant Policing requirements, for example, the National Decision Model. It covers a range of learning approaches including the use of learning technologies¹, encouraging the adoption of a blended approach to learning.

This Standard does not address the specific occupational competence/knowledge that forms the basis of the presenter's field or subject specialism.

¹ All police presenters need to be registered with the Managed Learning Environment (located within NCALT) and be able to identify and navigate e-learning resources

Target Groups

Required

This is the minimum standard for personnel within the Police Service who are working to the Skills for Justice 'Presenter' role profile² who are likely to be those:

- delivering presentations and basic training inputs as a subject matter expert
- delivering individual sessions within learning programmes but not responsible for the overall design, delivery, assessment or evaluation of learning programmes
- using strong communication skills to engage their learners and dynamic assessment skills to adjust the pitch of their delivery to meet the needs of the group.
- whose substantive workplace role is other than delivering training inputs

This standard is pitched at a level 3 on the Qualifications and Credit Framework (QCF).

Pre-requisites

Knowledge and/or competence within the subject matter specialism that forms the basis of their training presentations and a sound understanding of the issues of equality, diversity and human rights within a police training context.

Co-requisites

Completion of underpinning NCALT e-learning packages would be advantageous:

- Introduction to Diversity
- Mental Ill-Health and Learning Disabilities Awareness

² Available at <http://www.skillsforjustice.com>

- The National Decision Model for Policing

Indicative Learning Time

To achieve this Standard, an average learner is likely to require approximately 35 hours of formal study time (classroom learning and private study). Additional time for the further development of knowledge and skills in the workplace is evidently required. Completion of a relevant teaching/training qualification, where required, would also need additional development time.

2. Professional Context

Links to Key Legislation

- Human Rights Act 1998
- Equalities Act 2010

Links to Authorised Professional Practice

- None

Links to Professional Framework Role Profiles:

- Police Trainer Role Profile
- Police Presenter Role Profile
- Police Tutor Role Profile
- Police Presenter Role Profile

Links to National Occupational Standards

- SFJ ZE6 Facilitate learning in groups through presentations and activities
- SFJ HD7 Provide learning opportunities for colleagues
- Standard 1 Identify collective learning and development needs
- Standard 4 Plan and prepare specific learning and development opportunities
- Standard 5 Develop and prepare resources for learning and development
- Standard 6 Manage learning and development in groups
- Standard 10 Reflect on, develop and maintain own skills and practice in learning and development
- LSILADD04 Plan and prepare specific learning and development opportunities
- LSILADD05 Develop and prepare resources for learning and development
- LSILADD06 Manage learning and development in groups

- LSILADD10 Reflect on, develop and maintain own skills and practice in learning and development
- LSIAG27 Facilitate learning in groups

Assessment Information and Links to Accreditation/National Qualifications

Trained Presenters should be assessed as competent to the Presenter Standard (underpinned by the Skills for Justice 'Presenter' Role Profile). Assessors making this assessment decision should be trained to meet the Police Sector Standard for the Training of Assessors (Assessor Standard), similarly internal verifiers trained to the Police Sector Standard for the Training of Internal Verifiers (Internal Verifier Standard).

The learning is pitched at a level 3 on the Qualifications and Credit Framework.

For Presenters who are required to hold an external award (role requirement as defined by their employer or a programme requirement as defined in the relevant Programme Handbook) the standard maps to the following awards

This standard provides sufficient learning to enable achievement of:

- the Preparing to Teach in the Lifelong Learning Sector Award (PTLLS Level 3)³
- Level 3 Award in Understanding the Principles and Practices of Learning and Development (6318-01)

Progression Opportunities within the National Policing Curriculum

Police Sector Standards for the Training of Instructors and Trainers

³ Please note that PTLLS alone does not constitute a teaching qualification

3. Learning Outcomes

Achievement of this learning will enable the individual to:

1. Explain and critically review the principles and processes of adult learning and explain how an understanding of these helps Presenters to support individual learners through the whole learning and development cycle
2. Demonstrate an understanding of their own training role; its responsibilities and boundaries in relation to training
3. Analyse and utilise methods that create an effective learning environment
4. Identify the impact of values and preferences upon learners and learning
5. Demonstrate an understanding of relevant legislation and policy associated with promoting equality and valuing of diversity; apply practices that do not discriminate, are inclusive and are based on meeting learners' needs
6. Analyse the effectiveness of teaching approaches and resources for embedding learning
7. Consider and apply legislative frameworks associated with maintenance and disclosure of information, including learner records
8. Explain the key concepts and principles of assessment
9. Competently apply skills of reflection and evaluation to enhance professional standards of training
10. Follow procedures and policies in maintaining professional standards of training
11. Identify and apply advances in knowledge and practice in order to enhance professional standards of training
12. Use effective communication techniques in the learning environment including giving and receiving effective feedback

13. Identify the impact of challenging attitudes and behaviour upon learners; employ appropriate strategies (including using the National Decision Model) for managing challenging situations within training
14. Explain the principles involved in designing a learning session to meet aims and objectives and the identified needs of learners; compose a session plan
15. Demonstrate presentation skills using a variety of visual aids

4. Learning Content

1. Explain and critically review the principles and processes of adult learning and explain how an understanding of these helps Presenters to support individual learners through the whole learning and development cycle
 - Overview of the Training Cycle
 - Main principles of adult learning
 - Experiential Learning (Kolb's Cycle)
 - Domains of learning and taxonomies of educational objectives
 - Implications of different learning preferences
 - Basic understanding of learners' needs
 - Blended approaches to learning; integrated use of digital technology.
2. Demonstrate an understanding of their own training role; its responsibilities and boundaries in relation to training
 - Duties and responsibilities, including being a role model
 - Boundaries of presenter's role; points of referral
 - Skills for Justice 'Presenter' Role Profile.
3. Analyse and utilise methods that create an effective learning environment
 - Identifying and managing barriers to learning and achievement
 - Creating positive conditions for effective learning.
4. Identify the impact of values and preferences upon learners and learning
 - The concept of values: cultural; personal; professional
 - Reflecting educational and professional values
 - Cultural diversity; impact upon learners and learning.

5. Demonstrate an understanding of relevant legislation and policy associated with promoting equality and valuing of diversity; apply practices that do not discriminate, are inclusive and are based on meeting learners' needs
 - Rights and responsibilities (including the Equalities Act 2010)
 - Using teaching strategies and materials that promote equality and value diversity
 - Recognising and challenging non-inclusive attitudes and behaviours.
6. Analyse the effectiveness of teaching approaches and resources for embedding learning
 - Understand the concept of embedding
 - Demonstrate how to embed secondary learning objectives in learning.
7. Consider and apply legislative frameworks associated with maintenance and disclosure of information, including learner records
 - Legislation relating to data protection and freedom of information
 - Maintenance of records
 - Confidentiality and disclosure of information.
8. Explain the key concepts and principles of assessment
 - Use of basic and appropriate types of assessment, both formal and informal; initial and formative
 - Responding to the outcomes of initial and formative assessment; adapting approaches and materials.
9. Competently apply skills of reflection and evaluation to enhance professional standards of training
 - Reflecting upon own practice: reflective logs/learning journals
 - Personal needs analysis for professional development planning
 - Evaluating own practice against goals and targets.

10. Follow procedures and policies in maintaining professional standards of training
 - Understanding and applying Health and Safety legislation, policy and risk assessment appropriately within the learning environment
 - Developing and contributing to effective team work
 - Management, administrative and organisational procedures.
11. Identify and apply advances in knowledge and practice in order to enhance professional standards of training
 - Monitoring external trends and developments including the use of digital and information technology.
12. Investigate and utilise effective communication techniques in the learning environment including giving and receiving effective feedback
 - The Communication Cycle and barriers to communication
 - Questioning, listening and non-verbal communication skills
 - Purpose and principles of giving, eliciting and receiving effective feedback.
13. Identify the impact of challenging attitudes and behaviour upon learners; employ appropriate strategies (including using the National Decision Model) for managing challenging situations within training
 - Identifying and understanding challenging attitudes and behaviour
 - Recognising the impact of challenging attitudes and behaviour on learning
 - Practical tactics for dealing with challenging attitudes and behaviour
 - Understanding and applying the National Decision Model for dealing with complex situations.

14. Explain the principles involved in designing a learning session to meet aims and objectives and the identified needs of learners; compose a session plan
 - Construct basic and appropriate aims and objectives
 - Identify likely prior learning and experience of learners
 - Select appropriate delivery methods, including the use of technology
 - Design and format a session plan.

15. Demonstrate presentation skills using a variety of visual aids
 - Engage the attention of learners and establish rapport
 - Balance presentation with basic facilitation of learners
 - Preparing and using a variety of appropriate visual aids
 - Dynamic time management of sessions
 - Strategies for dealing with difficult/unforeseen circumstances relating to the practicalities of delivery.

5. Learning Resources Available

E learning	Co-requisite materials as outlined previously
Immersive Learning	No
Trainer resources	Yes: Full materials available to support PTRLDP
Learner resources	Yes: Pre-learning workbooks, module handouts
Assessment resources	Yes

6. Delivery Methods

The learning outlined can be delivered using an appropriate range and mix of the following methodologies:

Individualised Learning

- Distance learning
- Work-based learning, supervised by work-place mentor
- E-learning

Classroom Learning

- Didactic input
- Facilitated discussion
- Audio/visual presentations
- Group, pair and individual activities and exercises
- Question and Answer
- Board Blast
- Student presentation with feedback

The Police Training Roles Learning and Development Programme (PTRLDP) has been designed to enable those who have relevant occupational competence in any policing specialism or context to develop the requisite knowledge and skills for a variety of police training roles. PTRLDP maps fully to this Presenter standard and offers the flexibility of a modular design. For further information on PTRLDP go to <http://www.college.police.uk/en/5231.htm>

The Presenter Standard is supported by one module of the Police Training Roles Learning and Development Programme (PTRLDP): Core Skills and Values.

Please note that the PTRLDP is not the only route to achieving this Standard.

7. Reference Materials

Recommended Reading

Gravells, A. (2012) *PTLLS: The New Award*. London, Sage Publication.

Gravells, A. and Simpson, S. (2010) *Planning and Enabling Learning in the Lifelong Learning Sector 2nd Edition*. London, Learning Matters.

Schmalz, K., Moliterno, A. (2001) *Developing Presentation Skills: A Guide to Effective Instruction*. Boston, Allyn and Bacon

Wallace, S. (2007) *Managing Behaviour in the Lifelong Learning Sector*. Exeter, Learning Matters.

Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector 3rd Edition*. Exeter, Learning Matters.

Websites

www.skillsforjustice.com

ww.questionmark.com

Publications

Training Journal www.trainingjournal.com

8. Summary of Role Descriptors

Trainer role

- those delivering complex and extensive programmes requiring the fullest range of teaching skills
- teaching programmes such as Initial Learning, Professionalising Investigation Programme, and the Core Leadership Programme (not exhaustive list)
- training is likely to be their exclusive role
- regularly developing schemes of work and sessions to meet the demands of both the curriculum and specific groups of learners
- likely to train across a range of different curricula.
- pitched at a level 4 on the Qualifications and Credit Framework (QCF)

Instructor role

- those who deliver a more prescribed curriculum where some training activities may be complex however the range will be limited
- teaching programmes such as Personal Safety and First Aid (not exhaustive list)
- training is likely to be a significant aspect of their role
- pitched at a level 3 on the QCF.

Tutor role

- those who provide learning, development and assessment on a 1:1 or very small group basis
- includes Tutor Constables, IL4SC Workplace Tutors or Police Air Support tutors
- is likely to be in addition to other workplace roles
- includes a requirement to meet the Assessor Standard
- planning for and enabling learning opportunities in a structured way.
- pitched at a level 3 on the QCF

Presenter role

- those who deliver presentations and low level training inputs as a subject matter expert
- in addition to other workplace roles
- deliver individual sessions within learning programmes but not responsible for the overall design, delivery, assessment or evaluation of learning programmes
- use strong communication skills to engage their learners and dynamic assessment skills to adjust the pitch of their delivery to meet the needs of the group.
- pitched at a level 3 on the QCF

9. Mapping of Learning Outcomes

Learning Outcomes	Trainer	Instructor	Tutor	Presenter
Explain and critically review the principles, and processes of adult learning and explain how an understanding of these helps trainers to support individual learners through the whole learning and development cycle	✓	✓	✓	✓
Demonstrate an understanding of their own training role; its responsibilities and boundaries in relation to training	✓	✓	✓	✓
Analyse and utilise methods that create an effective learning environment	✓	✓	✓	✓
Identify the impact of values and preferences upon learners and learning	✓	✓	✓	✓
Demonstrate an understanding of relevant legislation and policy associated with promoting equality and valuing of diversity; apply practices that do not discriminate, are inclusive and are based on meeting learners' needs	✓	✓	✓	✓
Identify the impact of challenging attitudes and behaviour upon learners; employ appropriate strategies (including using the National Decision Model) for managing challenging situations within training	✓	✓	✓	✓
Follow procedures and policies in maintaining professional standards of training	✓	✓	✓	✓
Analyse the effectiveness of teaching approaches and resources for embedding learning	✓	✓	✓	✓
Consider and apply legislative frameworks associated with maintenance and disclosure of information, including learner records	✓	✓	✓	✓
Competently apply skills of reflection and evaluation to enhance professional standards of training	✓	✓	✓	✓
Identify and apply advances in knowledge and practice in order to enhance professional standards of training	✓	✓	✓	✓
Explain the key concepts and principles of assessment	✓	✓	✓	✓
Identify, select and apply appropriate methods for monitoring and assessing learners' progress against learning objectives	✓	✓	✓	
Use effective communication techniques in the learning environment including giving and receiving effective feedback	✓	✓	✓	✓
Explain the nature and function of demonstration and instruction and employ effective instruction or demonstration techniques to support learning	✓	✓	✓	
Explain the role of coaching within learning and show how coaching techniques may enable individuals to meet learning goals	✓	✓	✓	
Demonstrate presentation skills using a variety of visual aids	✓	✓		✓
Demonstrate an understanding of the group learning environment and employ approaches to group delivery to enable effective learning	✓	✓		
Explain the principles involved in designing a learning session to meet aims and objectives and the identified needs of learners; compose a session plan	✓	✓		✓
Be able to design effective learning programmes or schemes of work to meet the needs of learners and the organisation	✓			
Explain the role of mentoring within learning and show how mentoring techniques may enable individuals to meet personal and organisational goals	✓		✓	
Identify, design, develop and adapt learning materials, resources and teaching techniques to meet session objectives and the needs of learners including the use of digital technology	✓			
Apply the principles of evaluation; identify appropriate methods for evaluating learning and show how the results can enable improved learning and development programmes	✓			
Explain the principles and benefits of community involvement within police training and how to integrate community involvement in learning activities	✓			
Identify, develop and employ an appropriate range of inclusive specialist techniques and activities for groups within training	✓			
Meet the learning outcomes of the 'Police Sector Standard for the Training of Assessors'			✓	