Police Sector Standard for the Training of Trainers

'Trainer Standard'

Version 2.0

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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
1.0	L&D practitioners	Trainer Standard	http://www.college.police.uk/en/5231.htm
2.0	L&D practitioners	Trainer Standard	http://www.college.police.uk/en/5231.htm

Controlling documents

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

Contents

1. Introduction

Purpose

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

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

Overview

The learning addresses principal adult learning theories and practice including the teaching/training cycle from initial assessment, planning and delivery through to conducting formative assessment and giving feedback. The core skills of communication, facilitation and managing individual and group learning are addressed. Coaching and mentoring, evaluation of training practice and a range of specialist delivery techniques are also included. The standard emphasizes the importance of promoting equality and valuing diversity and embeds relevant Policing requirements, for example, the National Decision Model and community involvement. It covers a range of learning approaches including the use of learning technologies[1], encouraging the adoption of a blended approach to learning.

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[1] All police trainers need to be registered with the Managed Learning Environment (located at www.ncalt.com) and be able to identify and navigate e-learning resources

The (fewer) learning outcomes addressed within the Instructor, Tutor[2] and Presenter standards are also included within this Trainer Standard[3].

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

Target Groups

Required

This is the minimum standard for personnel within the Police Service working to the Skills for Justice 'Trainer' role profile[4] who are likely to be those:

- delivering complex and extensive programmes requiring the fullest range of teaching skills

- delivering programmes such as Initial Learning, Professionalising Investigation Programme, and the Core Leadership Programme (this list is not exhaustive)

- for whom training is generally 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.

This standard is pitched at a level 4 on the Qualifications and Credit Framework (QCF).

Pre-requisites

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

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[2] Tutors will require additional learning in assessment and are required to meet the Police Sector Standard in the Training of Assessors
[3] Please see Learning Outcomes Mapping at the end of this document
[4] Available at http://www.skillsforjustice.com

Co-requisites

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

- Introduction to Diversity

- Mental Ill-Health and Learning Disabilities Awareness

- The National Decision Model for Policing

Indicative Learning Time

To achieve this Standard, an average learner is likely to require approximately 175 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 Instructor Role Profile

- Police Tutor Role Profile

- Police Presenter Role Profile

Links to National Occupational Standards

- Standard 1 Identify collective learning and development needs
- Standard 2 Identify individuals learning and development needs
- Standard 3 Plan and prepare learning and development programmes
- 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 7 Facilitate individual learning and development
- Standard 8 Engage and support learners in the learning and development process
- Standard 9 Assess learner achievement
- Standard 10 Reflect on, develop and maintain own skills and practice in learning and development
- Standard 13 Evaluate and improve learning and development provision

- SFJ ZE6 Facilitate learning in groups through presentations and activities
- SFJ HD7 Provide learning opportunities for colleagues
- LSILADD01 Identify collective learning and development needs
- LSILADD02 Identify individuals' learning and development needs
- LSILADD03 Plan and prepare learning and development programmes
- 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
- LSILADD07 Facilitate individual learning and development
- LSILADD08 Engage and support learners in the learning and development process
- LSILADD09 Assess learner achievement
- LSILADD10 Reflect on, develop and maintain own skills and practice in learning and development
- LSILADD13 Evaluate and improve learning and development provision
- LSIAG27 Facilitate learning in groups

Assessment Information and Links to Accreditation/National Qualifications

Trained trainers should be assessed as competent to the Trainer Standard (underpinned by the Skills for Justice 'Trainer' 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).

For trainers who are required to be qualified (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/qualifications.

This standard meets the Associate Teacher role profile, as originally outlined by Lifelong learning UK, now LSIS[5] and provides sufficient learning to enable achievement of:

- Certificate in Teaching in the Lifelong Learning Sector (CTLLS Level 4) within which the Preparing to Teaching in the Lifelong Learning Sector (PTLLS) is embedded[6]

- some Optional units of the Teachers Qualification Framework[7]

- Level 4 Diploma in Learning and Development.

The learning is pitched at a level 4 on the Qualifications and Credit Framework.

Progression Opportunities within the National Policing Curriculum

No

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[5] Lifelong Learning UK developed the Teacher and Associate Teacher role profiles, but at their demise this work transferred to the Learning and Skills Improvement Service (LSIS)

[6] Please note that PTLLS alone does not constitute a teaching qualification and maps to some but not all of the Trainer standard content.

[7] To achieve a CTTLS+, Candidates should additionally complete either Unit 5 - Preparing for the Coaching Role or Unit 6 - Preparing for the Mentoring Role plus Unit 7 - Evaluating Learning and Unit 8 Specialist delivery techniques and activities.

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 trainers 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; review and utilise a range of assessment methods

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. Investigate and utilise effective communication techniques in the learning environment including giving and receiving effective feedback

13. Demonstrate an understanding of the group learning environment and employ approaches to group delivery to enable effective learning

14. Explain the nature and function of demonstration and instruction and employ effective instruction or demonstration techniques to support learning

15. 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

16. Explain the role of coaching within learning and show how coaching techniques may enable individuals to meet learning goals

17. Explain the role of mentoring within learning and show how mentoring techniques may enable individuals to meet personal and organisational goals

18. Be able to design effective learning programmes or schemes of work to meet the needs of learners and the organisation

19. Explain the principles involved in designing a learning session to meet aims and objectives and the identified needs of learners; compose a session plan

20. Design, develop and adapt learning materials and resources to meet session objectives and the needs of learners including the use of digital technology

21. Identify, select and apply appropriate teaching and presentational techniques to a session, including using a variety of visual aids

22. Identify, select and apply appropriate methods for monitoring and assessing learners' progress against learning objectives during a session

23. Apply the principles of evaluation; identify appropriate methods for evaluating learning and show how the results can enable improved learning and development programmes

24. Explain the principles and benefits of community involvement within police training and how to integrate community involvement in learning activities

25. Identify, develop and employ appropriate and inclusive specialist techniques and activities for groups within training.

4. Learning Content

1. 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

    *   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

    *   Identifying and meeting learners' needs to support their progress

    *   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 training role; points of referral

    *   Skills for Justice 'Trainer' 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 Single Equalities Act)

- 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

- Maintenance of records

- Confidentiality and disclosure of information.

8.   Explain the key concepts and principles of assessment; review and utilise a range of assessment methods

- Identifying and using appropriate types of assessment, both formal and informal; initial, formative and summative

- 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. Demonstrate an understanding of the group learning environment and employ approaches to group delivery to enable effective learning

    - Typical stages of group development: Tuckman's model

    - Planning a group session and establishing parameters for group activity

    - Choosing activities for large, small and combining groups

    - Managing group learning: the Adair model; styles of facilitation and intervention

    - Ensuring effective individual learning within groups.

14. Explain the nature and function of demonstration and instruction and employ effective instruction or demonstration techniques to support learning

- The difference between demonstration and instruction

- Types of learning best supported through demonstration or instruction

- Identifying instruction and demonstration techniques

- Structuring a demonstration (EDIP model).

15. 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.

16. Explain the role of coaching within learning and show how coaching techniques may enable individuals to meet learning goals

- The role of a coach and key coaching skills

- Guidelines and good practice for coaching: the GROW sequence

- Planning, running and reviewing a coaching session.

17. Explain the role of mentoring within learning and show how mentoring techniques may enable individuals to meet personal and organisational goals

- The role of a mentor and key mentoring skills including identifying types of learning best achieved and supported through mentoring

- Benefits of mentoring for mentors, mentees and the organisation

- Guidelines and good practice for effective mentoring

- Planning, running and reviewing a mentoring session.

18. Be able to design effective learning programmes or schemes of work to meet the needs of learners and the organisation

- The NAOMIE mnemonic of programme design: Needs; Aims and Objectives; Methods and Implementation; Evaluation.

19. Explain the principles involved in designing a learning session to meet aims and objectives and the identified needs of learners; compose a session plan

- Review of NAOMIE and establishing aims and objectives

- Identifying prior learning and experience of learners

- Selecting appropriate delivery methods, including the use of e-learning

- Designing and formatting a session plan.

20. Design, develop and adapt learning materials and resources to meet session objectives and the needs of learners including the use of digital technology

- Copyright and referencing issues, resource and cost implications

- Good practice in designing materials: style and format of content, including electronic presentations.

21. Identify, select and apply appropriate teaching and presentational techniques to a session, including using a variety of visual aids

- Balancing presentation and facilitation

- Utilising and preparing a variety of appropriate visual aids

- Time management: 'musts', 'shoulds', 'coulds'

- Strategies for dealing with difficult/unforeseen circumstances relating to the practicalities of delivery.

22. Identify, select and apply appropriate methods for monitoring and assessing learners' progress against learning objectives during a session

- Techniques for monitoring learners' progress during a session: question and answer; knowledge checks; practical activities.

23. Apply the principles of evaluation; identify appropriate methods for evaluating learning and show how the results can enable improved learning and development programmes

- Understanding the role and range of evaluation within learning and development

- Evaluation model: Kirkpatrick's 4 levels

- Identifying data collection methods: Quantitative data; Qualitative data

- Using the outcomes of evaluations to improve the efficiency and effectiveness of training.

24. Explain the principles and benefits of community involvement within police training and how to integrate community involvement in learning activities

- Benefits and methods of community involvement in police learning and development

- Principal policies, guidance documents and good practice in respect of implementing community involvement

- Initial planning considerations, including aims and objectives of community involvement

- Practicalities of running events

- Monitoring and evaluating community involvement.

25. Identify, develop and employ appropriate and inclusive specialist techniques and activities for groups within training.

- Understanding the function and methodology of case exercises, case studies, paper-feeds and role play

- Designing, running and debriefing case exercises, case studies and paper-feeds

- Designing, running and debriefing different types of role plays to facilitate learning and as a means of assessment.

5. Learning Resources Available

E learning   Yes: Co-requisite materials

Immersive Learning   No

Trainer resources   Yes: Police Training Roles Learning and

                          Development Programme

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

- Individual research

- E-learning

Classroom Learning

- Didactic input

- Facilitated discussion

- Audio/visual presentations

- Group, pair and individual activities and exercises

- Role play/scenarios

- Question and Answer

- Board Blast

- Student presentation with feedback

- Student-led learning delivery 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 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 Trainer Standard is supported by all six modules of the Police Training Roles Learning and Development Programme (PTRLDP). These comprise:

- Core Skills and Values

- Enabling Learning in Practice

- Coaching and Mentoring

- Design and Delivery in Practice

- Evaluating Learning

- Specialist Delivery Techniques

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

7. Reference Materials

Recommended Reading

Cotton, D. (2004) 'Essentials of training design Part 10: designing learning activities, refreshers and energisers', publ. in *Training Journal* October 2004, p24-28

Cotton, D. (2004) 'Essentials of training design Part 11: designing visuals and supporting materials', publ. in *Training Journal* November 2004, p24-26 and p28-30

Curzon, L. (2004) *Teaching in Further Education: An Outline of Principles and Practices 6th Edition.* London, Continuum International Publishing Group

Gravells, A. (2006) *Delivering Adult Learning.* London, Learning Matters.

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.

Kirkpatrick, D. (2005) *Evaluating Training Programmes: The Four Levels. 3rd Ed.* San Francisco, Berrett-Koehler

Reece, I. and Walker, S. (2007) *Teaching, Training and Learning. A Practical Guide*, *6th Edition.* Sunderland, Business Education Publishers Limited.

Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. Exeter, Learning Matters.

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

http://www.education.gov.uk/

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'			✓	