



**College of
Policing**

Police Sector Standard for the Training of Tutors

'Tutor Standard'

Version 1.0

© - College of Policing Limited (the College) March 2013

All rights reserved. No part of this publication may be reproduced, modified, amended, stored in any retrieval system or transmitted, in any form or by any means, without the prior written permission of the College or its representative.

The above restrictions do not apply to Home Office police forces who are licensed by the College to copy and use this material for policing purposes within the police service of England and Wales. Some restrictions apply and forces may not copy or use any part of this material for audiences other than Home Office police personnel, distribute to third party providers (including Higher Education or Further Education) or use for commercial purposes without obtaining written agreement, in the form of a licence extension, from the College.

All enquiries about this product should be addressed to the Programme Management Unit on +44 (0)1423 876741 or programmemanagement@college.pnn.police.uk

The College is committed to providing fair access to learning and development for all its learners and staff. To support this commitment, this document can be provided in alternative formats by contacting the Programme Management Unit on +44 (0)1423 876626 or programmemanagement@college.pnn.police.uk

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

Controlling documents

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

Contents

1. Introduction	5
Purpose.....	5
Overview	5
Target Groups; Required	6
Pre-requisites.....	6
Co-requisites	6
Indicative Learning Time.....	6
2. Professional Context	7
Links to Key Legislation	7
Links to Authorised Professional Practice	7
Links to Professional Framework Role Profiles:	7
Links to National Occupational Standards	7
Assessment Information and Links to Accreditation/National Qualifications	8
Progression Opportunities within the National Policing Curriculum.....	9
3. Learning Outcomes.....	10
4. Learning Content	12
5. Learning Resources Available	16
6. Delivery Methods.....	17
7. Reference Materials.....	19
Recommended Reading	19
8. Summary of Role Descriptors	20
Trainer role.....	20
Instructor role.....	20
Tutor role	20
Presenter role	20
9. Mapping of Learning Outcomes	21

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

Overview

The learning addresses principal adult learning theories and practice including the teaching/training cycle, from initial assessment, planning and enabling learning, giving feedback and conducting formative and summative assessment. Instruction, demonstration and coaching skills are also a significant element. 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 and encourages the adoption of a blended approach to learning.

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

¹ All police instructors 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 'Tutor' role profile²:

- providing learning, development and assessment on a 1:1 or very small group basis
- including Tutor Constables, IL4SC Workplace Tutors or Police Air Support tutors (not exhaustive list)
- likely to be in addition to other workplace roles
- capturing, planning for and enabling learning opportunities within the workplace.

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 tutoring 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
- The National Decision Model for Policing

Indicative Learning Time

To achieve this Standard, an average learner is likely to require approximately 65 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

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

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 2 Identify individuals learning and development needs
- Standard 4 Plan and prepare specific learning and development opportunities
- 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
- SFJ HD7 Provide learning opportunities for colleagues
- LSILADD02 Identify individuals' learning and development needs
- LSILADD04 Plan and prepare specific learning and development opportunities
- 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

Assessment Information and Links to Accreditation/National Qualifications

Trained tutors should be assessed as competent to the Tutor Standard (underpinned by the Skills for Justice 'Tutor' 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 Tutors 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 provides sufficient learning to enable achievement of:

- the Preparing to Teach in the Lifelong Learning Sector Award (PTLLS Level 3)³
- some Optional units of the Teachers Qualification Framework⁴
- Level 3 Award in Understanding the Principles and Practices of Learning and Development (6318-01)

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

³ Please note that PTLLS alone does not constitute a teaching qualification and maps to some but not all of the Tutor Standard content.

⁴ Candidates may additionally complete either Unit 5 - Preparing for the Coaching Role or Unit 6 - Preparing for the Mentoring Role.

Progression Opportunities within the National Policing Curriculum

Police Sector Standard for the Training of Instructors or Trainers

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 Tutors 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. Explain the nature and function of demonstration and instruction and employ effective instruction or demonstration techniques to support learning
14. 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
15. Explain the role of coaching within learning and show how coaching techniques may enable individuals to meet learning goals
16. Explain the role of mentoring within learning and show how mentoring techniques may enable individuals to meet personal and organisational goals
17. Identify, select and apply appropriate methods for monitoring and assessing learners' progress against learning objectives during a session
18. Meet the outcomes of the Police Sector Standard for the Training of Assessors

4. Learning Content

1. Explain and critically review the principles and processes of adult learning and explain how an understanding of these helps Tutors 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
2. Demonstrate an understanding of their own training role; its responsibilities and boundaries in relation to training
 - Planning for and enabling learning opportunities
 - Duties and responsibilities, including being a role model
 - Boundaries of tutor's role; points of referral
 - Skills for Justice 'Tutor' Role Profile.
3. Analyse and utilise methods that create an effective learning environment
 - Maximising the learning opportunities presented by naturally occurring situations within the workplace
 - 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 within naturally occurring primary learning opportunities.
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
- 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. 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).
14. Identify the impact of challenging attitudes and behaviour upon learners; employ appropriate strategies (including using the National Decision Model) for managing challenging situations

- 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.
15. 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.
16. 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.
17. 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.
18. Meet the outcomes of the Police Sector Standard for the Training of Assessors

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

Access to the above resources is available from the NCALT Managed Learning Environment

6. Delivery Methods

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

Individualised Learning

- Distance learning
- E-learning

Classroom Learning

- Didactic input
- Facilitated discussion
- Audio/visual presentations
- Group, pair and individual activities and exercises
- Question and Answer

Work-based Learning

- Supervised work tasks with feedback
- Facilitated discussions
- Paired and individual activities and exercises
- Question and Answer

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 Tutor 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 Tutor Standard is supported by two modules of the Police Training Roles Learning and Development Programme (PTRLDP). These comprise:

- Core Skills and Values
- Coaching and Mentoring

Tutors also require additional learning in assessment and are required to meet the Police Sector Standard in the Training of Assessors.

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

7. Reference Materials

Recommended Reading

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

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

Race, P., Brown, S., Smith, B. (2005) *500 Tips on Assessment, 2nd Edition*. Abingdon, Routledge

Tummons, J. (2007) *Assessing Learning 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.

Read, H. (2011) *The Best Assessor's Guide*. Bideford, Read On Publications

Websites

www.skillsforjustice.com (A Guide to Assessment 2009)

www.questionmark.com (Assessments through the Learning Process)

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'			✓	