



Standards for Police Training Roles

Your Questions Answered

January 2013

The College of Policing has published a number of standards for police training roles. This paper collates common questions, providing responses designed to aid understanding of these standards, their purpose and the implications for those in, or new to, police training roles.

1. What are 'standards for police training roles'?

Standards set the minimum learning/skills requirement for those in police training roles. These 'Your Questions Answered' focus on the standards for Trainer, Instructor, Tutor, and Presenter however there are also standards available for Assessor and Internal Verifier. They are written as learning descriptors highlighting target audience, learning outcomes and suggested background reading.

2. How do these standards align to national standards for teaching/training?

The standards outline the learning/skills requirement within the policing sector but have been mapped to appropriate national teacher/training standards. These include relevant learning outcomes and assessment criteria originally developed by Lifelong Learning UK (LLUK) as part of the Teacher Qualifications Framework and the Learning and Development standards. When LLUK ceased to exist (in 2011) this work transferred to the [Learning and Skills Improvement Service](#).

3. Where can I find these standards?

All the standards for police training roles, including the Assessor and Internal Verifier Standards, are available on the College of Policing web page (links on the right-hand side of the page) at <http://www.college.police.uk/en/5231.htm>.

4. What is the difference between the various standards for police training roles?

The 'trainer' role is appropriate for those delivering complex and extensive programmes requiring the fullest range of teaching skills, such as Initial Police Learning and Development Programme or Initial Crime Investigators Development Programme.

The 'instructor' role is appropriate for those who deliver a more prescribed curriculum, such as the Personal Safety and First Aid Learning Programmes, where the opportunities for designing and integrating the fullest range of training activities might be less appropriate.

The 'tutor' role is appropriate for those who provide learning, development and assessment on a 1:1 or very small group basis, rather than larger groups. Such personnel may include Tutor Constables, Initial Learning for Special Constables Workplace Tutors or Police Air Support Tutors. The 'tutor' role is likely to be in addition to other workplace roles.

The 'presenter' role is appropriate for those who deliver training inputs or presentations but for whom training is not the most significant aspect of their professional role. Presenters will not be responsible for the design, delivery, assessment or evaluation of substantial learning programmes, but may deliver individual sessions within such programmes, or design and deliver up-skill workshops or sessions relating to their own subject specialism.

On the back page of each of these standards is a single-page map that highlights which learning outcomes are relevant to which training role.

The 'assessor' role is appropriate for those who assess the competence or performance of others to agreed standards, criteria and competencies. This includes assessment for Performance and Development Review processes through to the assessment of national learning programmes.

The 'internal verifier' role is appropriate for those who establish and maintain the quality of assessment decisions and practices for internally assessed competence or performance of others to agreed standards, criteria and competencies.

It should be noted that the names of the standards are used specifically in relation to a role profile and *not* a job title. For example, there may be people whose job title is 'Tutor' or 'Instructor' but whose role is aligned to the 'Presenter' or another role profile.

5. The Trainer Standard says it is pitched at a level 4 on the Qualifications and Credit Framework, what does this mean?

Qualifications are based on their size and on their level of difficulty. The size is determined by the amount of study time and demonstration of skills required. The level of difficulty is determined by how much prior knowledge and skill is required as well as the complexity of learning.

Pitching the police Trainer Standard at Level 4 acknowledges:

- the complexity of the learning and content being delivered
- the diverse range of learning methodologies utilised

- the importance of embedding of key strands of learning such as equality and diversity, and the national decision model
- complex skills in analysis.

The Instructor, Tutor and Presenter Standards are all pitched at a level 3.

For more information on comparing the relative values of different qualifications go to <http://www.ofqual.gov.uk/help-and-advice/comparing-qualifications/>.

6. What is the difference between level 3 and 4?

The main difference is that level 3 requires learners to describe whereas level 4 requires them to analyse and critically review. Those who deliver standard training packages within a restricted curriculum and within a narrower range of circumstances are more likely to be working at level 3 standard. Those who can demonstrate that they create, adapt and select effective training approaches which balance individual and group learning needs, within the constraints of limited time and resources and against a complex and extended curriculum are more likely to be working at level 4 standard.

7. Do the standards mean that I need to be qualified?

No. You need to be competent to the standard but not necessarily qualified. In the delivery of national police learning programmes, the Programme Handbook or national guidance will outline the standard that personnel need to achieve. For example those delivering the Initial Curriculum are required to demonstrate their competence to deliver training to the level 4 Trainer standard, but this does not necessarily mean that they must hold a teaching/training qualification. On the other hand, according to the 2009 ACPO Guidance for Personal Safety training, trainers are required to hold a level 3 qualification mapped to the Instructor role profile.

8. I am already in a training role, what do I need to do?

On identification of the most appropriate standard for your role, review the required learning/skills outcomes and consider whether you are competent to the required level. It is likely that no further action is needed. If gaps are identified a development plan can be put in place.

9. How can I evidence that I am competent to the Standard?

To demonstrate competence standard recording documentation can be used, such as:

- Curriculum Vitae
- Teaching/training logs
- Trainer monitoring and peer review reports based on the learning outcomes of the standards
- Performance and Development Reviews

- Continuing Professional Development (CPD) logs.

These records should be checked and endorsed by a supervisor who is a learning and development practitioner/manager.

10. I am new to a training role, what do these standards mean to me?

The starting point is to identify the most appropriate standard for your role. The learning/skills outcomes should be reviewed against any previous relevant training and/or qualifications and experience. An action plan should be put in place to address your development needs. This is likely to include attendance on a learning programme and workplace assessment and will be managed locally.

11. Do police services have to use the Police Training Roles Learning and Development Programme (PTRLDP) to achieve these standards?

No. Those in police training roles are expected to achieve the minimum standard appropriate to their role. How this is achieved is a matter for your employer to decide. The College of Policing PTRLDP (<http://www.college.police.uk/en/5231.htm>) is one option however forces can also use in-house programmes, external courses, in-house coaching/mentoring, etc. Achievement of the standard, rather than how it is accomplished is what matters.

The PTRLDP is designed to meet the police training standards and is available under license to approved providers. 'Getting the best out of the PTRLDP' is a document that will provide you with further guidance: <http://www.college.police.uk/en/12164.htm>

12. My force/employer/awarding body wants me to be qualified. Which qualifications meet the police training roles standards?

In each of the standards there is section that outlines the qualifications that map to the learning/skills requirements. Please note that there is generally no perfect match as these standards reflect the national policing requirement rather than national generic standards.

Individuals who hold the following qualifications are likely to meet the requirements of the Trainer Standard (listed alphabetically):

- Certificate in Education
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Level 4 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- Level 4 Diploma in Learning and Development
- NVQ 4 in Training and Development
- Postgraduate Certificate in Education.

Personnel in police training roles who hold relevant teaching/training qualifications still need to be able to demonstrate ongoing competence and CPD.

13. I heard that the Teacher Qualifications PTLLS, CTLLS and DTLLS are no longer available?

The Teacher Qualifications Framework qualifications (Preparing to Teach, Certificate and Diploma in Teaching in the Lifelong Learning Sector) will continue to be available until autumn 2013 after which they may be renamed and/or reviewed and revised.

The recently published final [Professionalism in Further Education](#) report by Lord Lingfield revokes the 2007 Statutory Regulations that formerly applied to teachers/trainers in Further Education. These regulations never applied to policing although some forces adopted this framework as good practice (e.g. affiliation to the Institute for Learning and achievement of Qualified Teaching and Learning Status).

LSIS has been tasked with simplifying and re-naming these qualifications and placing "them squarely within the normal system of national awards regulated mainly by Ofqual without the need for post-qualification conferment" (Lingfield 2012, p6).

It is noteworthy that Lingfield has endorsed the continuation of 30 hours' continuing professional development (pro rata for part-time staff) as the "normal, minimum, expectation annually" (Lingfield 2012, p8).

For those personnel who have achieved, or working towards, these teacher qualifications they will still remain valid qualifications even after the qualifications themselves have been revised. For example, a NVQ 3 in Learning and Development is still valid even though it has been replaced with the Certificate in Learning and Development. Currency of the qualification will, as ever, be dependant on the extent to which the individual has maintained their CPD.

14. Where can I access advice and support?

Contact us at programmemanagement@college.pnn.police.uk or call 01423 876 626/741 for advice regarding these standards and the development of police training skills.