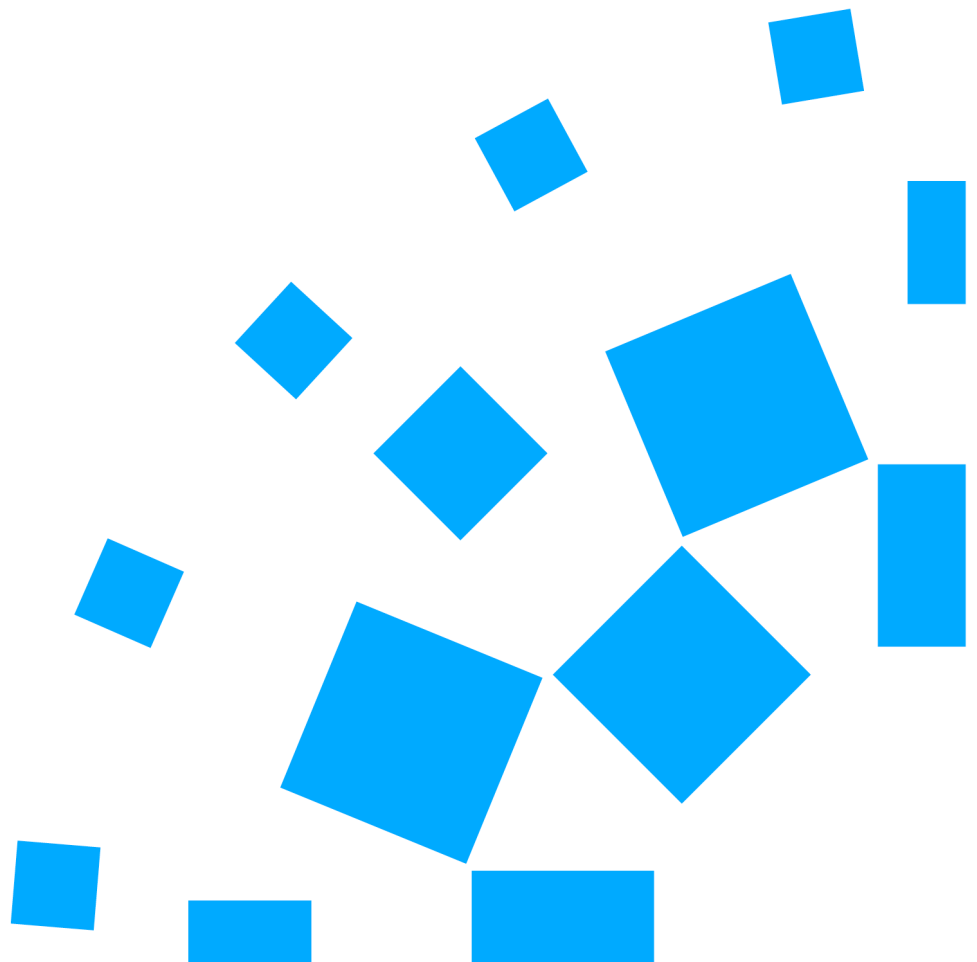


# Online facilitator standard

Police sector standard for training of online facilitators

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# Introduction

## Purpose

The purpose of this document is to set out the minimum learning standards that should be achieved by those delivering or facilitating any online learning, such as virtual classes, webinars and online exercises.

This document also provides details of the target audience, prerequisites and methodologies for assessment of learning, where applicable.

It should be noted that the term 'Online facilitator' is used specifically to relate to a delivery method and not a job title. There are those whose job title is 'trainer' who may also be required to be an online facilitator.

## Overview

The learning addresses the principles and good practice required to carry out effective delivery of online learning sessions. The online facilitator standard includes planning and preparation of online learning sessions, maximising engagement with online learners, communication, use of engagement tools to meet learning outcomes, opening and closing sessions, working with a co-facilitator and assessment of learners.

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

## Groups

This is the minimum standard for those in policing or other law enforcement agencies who are delivering or facilitating training or learning online. This is most likely to be those whose professional role aligns with one or some of the following role profiles.

- Trainer
- Instructor
- Tutor
- Presenter

## Prerequisites

Those wishing to undertake the police sector standard for training of online facilitators should already meet the police sector standard for training of presenters as a minimum requirement. This can be evidenced through recognition of prior learning, experience or prior qualification.

They should also have knowledge and/or competence in the subject matter specialism that forms the basis of the online delivery with a sound understanding of diversity, inclusion and equality in a police training context.

## Prior learning

- Police online facilitators should be occupationally competent/knowledgeable in the field or subject specialism they will deliver
- The national decision model for policing (NDM)
- Code of Ethics
- An understanding of equality, diversity and inclusion legislation

## Corequisites

- To deliver or facilitate online training, the police sector standard for training of trainers alongside this standard.
- To deliver or facilitate online instruction, learners must meet the police sector standard for training of instructors alongside this standard

## Indicative learning time

To achieve this standard, learners are likely to require approximately 40 hours of blended learning. Additional time for further development of knowledge and skills in the workplace may be required to ensure continuing professional development (CPD). Completion of a relevant teaching/training qualification, where required, would also need additional development time.

For those who are required to meet the police sector standard for training of trainers, instructors or presenters, extra learning will be required and therefore additional learning hours.

There is also an option to meet this standard by way of recognised prior learning. This can be achieved through submission of a short personal profile detailing how you already meet the prerequisites and learning outcomes for the police sector standard for online facilitators to the appropriate learning and development team in your organisation or to the trainer development and standards manager at the College of Policing.

## Professional context

### Links to key legislation

- [Human Rights Act 1998](#)
- [Equality Act 2010](#)
- [Data Protection Act 2018](#)
- [Copyright, Designs and Patents Act 1988](#)
- [Intellectual Property Act 2014](#)

### Links to Professional Framework role profiles

- [Trainer Policing Professional Profile](#)
- [Instructor Policing Professional Profile](#)
- [Tutor Policing Professional Profile](#)

### Links to other standards

- [Police sector standard for training of trainers](#)
- [Police sector standard for training of instructors](#)
- [Police sector standard for training of presenters](#)

## Assessment information and links to accreditation/national qualifications

Trained online facilitators should be assessed as competent to the police sector standard for training of online facilitators. Assessors making this assessment decision should be occupationally competent in trainer development and trained to meet the requirements of the Assessor and Verifier National Policing Curriculum (NPC) document (this can be found on College Learn, search code ASSVER\_NPC\_001\_PDF) Although not assessed against a qualification, the assessment process should be managed

by an internal verifier trained to meet the requirements as above (Assessor and Verifier NPC doc).

## Progression opportunities in the National Policing Curriculum

None



## Learning outcomes

Successful achievement of this learning standard will enable learners to:

- 1. Describe the role and responsibilities of an online learning facilitator**
- 2. Explain the differences between traditional classroom, online and blended learning**
- 3. Identify the factors that affect online learners and learning**
- 4. Explain policy and procedure relevant to the online learning environment**
- 5. Apply inclusive and accessible delivery approaches to meet individual learners' needs**
- 6. Use a variety of methods to maximise engagement with online learners**
- 7. Employ strategies to manage challenging attitudes and behaviour**
- 8. Use effective written, visual and verbal communication techniques**
- 9. Provide and receive effective feedback**
- 10. Design effective online learning sessions to meet the needs of learners and programme outcomes**
- 11. Deliver effective and engaging online learning sessions**
- 12. Monitor learners' progress against learning outcomes**
- 13. Use a range of methods to assess learners' progress against learning outcomes**
- 14. Apply appropriate methods for evaluating learning**
- 15. Evaluate and develop own professional practice**

## Learning content

- 1. Describe the role and responsibilities of an online learning facilitator**
  - 1.1. Qualities and skills of an effective online facilitator
  - 1.2. Duties and responsibilities: management, administrative and organisational requirements

1.3. The benefits of co-delivery and working with others

## **2. Explain the differences between traditional classroom, online and blended learning**

2.1. Planning and preparation

2.2. Methods available to meet learning outcomes

2.3. Blended learning approaches and their benefits

2.4. Use of online design models

2.5. Work-based learning

## **3. Identify the factors that affect online learners and learning**

3.1. Individual needs, such as cultural; personal; educational; professional

3.2. Technology and IT systems

3.3. Accessibility, inclusion and the potential impact on learners and learning

3.4. Distractions and multitasking

3.5. The learning environment

## **4. Explain policy and procedure relevant to the online learning environment**

4.1. Policy and procedures, such as training and assessment records that need to be maintained, confidentiality and disclosure of information

4.2. Legislation and codes of practice, such as Code of Ethics, competency and values framework, health and safety, General Data Protection Regulation, vetting levels

4.3. Accessibility regulations

4.4. Copyright and IPR

## **5. Apply inclusive and accessible delivery approaches to meet individual learners' needs**

5.1. Understand and meet individual learners needs to achieve learning outcomes

5.2. Online strategies that promote equality, value diversity and ensure accessibility

## **6. Use a variety of methods to maximise engagement with online learners**

6.1. Techniques for creating positive and effective virtual learning spaces

6.2. Use of engagement tools

6.3. Blended learning approaches and offline assignments/tasks

6.4. Ways to manage contributors to maximise learning, such as subject matter experts (SMEs), guest speakers, community representatives

## **7. Employ strategies to manage challenging attitudes and behaviour online**

7.1. Types of challenging behaviour online

7.2. How challenging attitudes and behaviour affect individual online learning

7.3. Setting ground rules and their benefits

7.4. Practical tactics for dealing with challenging attitudes and behaviour online

## **8. Use effective written, visual and verbal communication techniques**

8.1. Tone of voice – personal and organisational

8.2. Use of images, diagrams and infographics

8.3. Questioning and listening techniques

## **9. Provide and receive effective feedback**

9.1. The purpose of feedback in learning and development

9.2. Good practice principles and models for giving effective feedback, such as FACE (fair, achievable, constructive, evidenced)

### 9.3. Approaches to elicit feedback from learners

## **10. Design effective online learning sessions to meet the needs of learners and programme outcomes**

10.1. Drivers for online or virtual learning

10.2. Terminology used in online design

10.3. Online session/programme design, such as storyboards

10.4. Prioritisation approaches, such as 'must', 'should', 'could'

10.5. Planning and time considerations

10.6. How to embed secondary learning objectives, such as Code of Ethics, wellbeing, mental health

## **11. Deliver effective and engaging online learning sessions**

11.1. How to identify and use the prior learning and experience of learners

11.2. How to establish aims and outcomes

11.3. Contingency planning – strategies for dealing with difficult/unforeseen circumstances relating to the practicalities of delivery

11.4. Select appropriate engagement tools and methodologies

11.5. Manage the learning environment online

## **12. Monitor learners' progress against learning objectives**

12.1. Techniques for monitoring learners' progress during a session, such as question and answer (Q&A); knowledge checks; practical activities

12.2. The strengths and limitations of different online or offline monitoring techniques

## **13. Use a range of methods to assess learners' progress against learning outcomes**

13.1. Types of assessment and the purpose of each: initial; formative; summative

13.2. Reasonable adjustments that can be made for assessment purposes

13.3. Methods of assessment, including their strengths and limitations

13.4. Key requirements for records related to learner assessment

#### **14. Apply appropriate methods for evaluating learning**

14.1. The purpose of evaluation in learning and development

14.2. Evaluation models, such as four-level evaluation (Kirkpatrick)

14.3. How to improve the effectiveness of training through evaluation

#### **15. Evaluate and develop own professional practice**

15.1. The requirements of CPD and related record keeping

15.2. Approaches for evaluating own practice against personal and organisational goals

15.3. Reflection techniques, such as reflective logs, learning journals, feedback

15.4. Monitor external trends and developments in digital and information technology to support learning

15.5. Personal development planning to maintain/advance own knowledge and practice

## **Learning resources available**

Trainer resources: Training essentials programme (TEP)

Learner resources: TEP

Digital learning: Yes

Immersive learning: No

Assessment resources: Yes

## Delivery methods

The learning outlined can be delivered using a blended learning approach as part of the TEP. The TEP 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.

Delivery methods in the TEP include (but are not limited to):

- pre-course self-directed learning – read, reflect and think
- role modelling good practice
- group work
- board blasts
- Q&A
- self-research
- presentations
- group, pair and individual activities
- role plays/scenarios
- facilitated sessions
- quizzes
- trainer hat reflections
- reflective practice
- training practice
- delegate-led delivery and feedback

The TEP consists of three core modules and one optional module:

- Training knowledge essentials
- Training skills essentials
- Training practice essentials
- Online facilitation essentials (optional module)

The online facilitation essentials module is fully aligned to the police sector standard for training of online facilitators and is delivered using an entirely online blended delivery approach.

The three core modules of the TEP are fully aligned to the police sector standard for training of trainers.

Please note that the TEP is not the only route to achieving this standard (see Indicative learning time).

## Summary of role descriptors

### Trainer role

- those who design and deliver complex, extensive learning and development (L&D) programmes
- requires the full range of teaching skills
- training is likely to be their exclusive professional 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 academic Level 4

### Instructor role

- those who deliver a prescribed curriculum, often in an operational context where intended learning outcomes are already clear and may be defined by a national standard or by legislation
- those who require a range of but not all teaching skills, in addition to relevant occupational and/or technical skills and knowledge
- learning delivery is likely to be a significant aspect of their role
- pitched at academic Level 3

### Tutor role

- those who provide mentoring, instruction and guidance and facilitate work-based learning, development and assessment on a one-to-one or small group basis
- includes tutor constables, initial learning for special constables (IL4SC) workplace tutors or police air support tutors
- may be on a full-time basis or in addition to other workplace roles
- includes a requirement to meet the learning required within the Assessor and Verifier NPC document.



- planning for and enabling learning opportunities in a structured way, most typically by using coaching, feedback and assessment skills
- pitched at academic Level 4

## Presenter role

- those who deliver presentations and low-level training inputs as an SME
- in addition to other workplace roles
- deliver individual sessions in 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

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## About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

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