

Presenter standard

Police sector standard for training of presenters

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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 engaged in presenting sessions as part of a wider training delivery, workshops or other engagement. (Please note that where online delivery is required, the online facilitator standard should also be met).

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 'presenter' is used specifically to relate to a delivery method, not a job title. There are those whose job title is 'trainer' or 'subject matter expert (SME)' who may also be required to be a 'presenter'. The presenter standard identifies those skills required to perform the role and can be used across a broad range of role profiles where delivery or engagement is part of their role.

Overview

The learning addresses principal adult learning theories and practice including the training cycle, the basics of delivery, 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. The standard emphasises the importance of promoting diversity, inclusion and equality, embedding relevant policing requirements, for example the Code of Ethics. It covers a range of learning approaches and demonstrates from the outset the importance of using a variety of training methods to meet individual needs, 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.

This standard is pitched at an academic Level 3 award.

Groups

This is the minimum standard for those in policing or other law enforcement agencies who work in a role where delivery forms part but not all of their role.

This is likely to include those who:

- deliver presentations and basic training inputs as an SME
- deliver individual sessions in learning programmes but are not responsible for the overall design, delivery, assessment or evaluation of learning programmes
- use strong communication skills to engage their audience
- use assessment skills to adjust the pitch of delivery to meet the needs of the group
- are in a substantive workplace role that does not mainly consist of delivering training inputs
- deliver workshops, webinars or other types of engagement that would not necessarily be classed as training or learning delivery
- present subject matter inputs to outside agencies or organisations such as community-based groups, schools, youth groups

Note: where online delivery is required, the police sector standard for training of online facilitators should also be met.

Prerequisites

Knowledge and/or competence in the subject matter specialism that forms the basis of their presentation area with a sound understanding of diversity, inclusion, equality and human rights in a police training context.

Prior learning

- Police presenters 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

For those who will deliver their sessions, workshops or engagement online, there is an additional requirement to meet the police sector standard for training of online facilitators (see separate standard document for requirements and learning outcomes).

No other corequisites exist.

Indicative learning time

To achieve this standard, learners are likely to require approximately 35 hours of blended learning. Additional time for the further development of knowledge and skills in the workplace may be required to ensure continuing professional development (CPD).

For those who will be presenting online, the additional police sector standard for training of online facilitators will require extra learning 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 training of presenters 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 online facilitators](#)

Assessment information and links to accreditation/ national qualifications

Trained presenters should be assessed as competent to the police sector standard for training of presenters. 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).

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 award.

This standard provides sufficient learning to enable achievement of:

- Level 3 Award in Education and Training (AET)¹

Progression opportunities in the National Policing Curriculum

- Police sector standard for training of trainers
- Police sector standard for training of instructors
- Police sector standard for training of online facilitators

¹ Please note that AET alone does not constitute a teaching qualification. The award is not automatically achieved through the learning of the standard. An awarding body is required to award any qualifications.

Learning outcomes

Successful achievement of this learning standard will enable learners to:

1. **Describe the police presenter role, responsibilities and boundaries**
2. **Explain and apply the principles of adult learning through the training cycle**
3. **Identify the factors that affect learners and learning**
4. **Explain policy and procedure relevant to the learning environment**
5. **Apply non-discriminatory, inclusive best practices to deliver presentations**
6. **Use delivery methods that create an effective learning environment**
7. **Use effective communication techniques**
8. **Design effective presentations to meet the needs of learners and agreed programme outcomes**
9. **Monitor learners' progress against learning objectives**
10. **Develop and adapt presentation materials and resources to meet session objectives in line with best practice**
11. **Demonstrate good practice when working with others to present in the learning environment**
12. **Plan, prepare and deliver presentations to enable learning**
13. **Evaluate and develop own professional practice**

Learning content

1. **Describe the police presenter role, responsibilities and boundaries**
 - 1.1. Key stakeholders in learning and development
 - 1.2. Qualities and skills of an effective presenter
 - 1.3. Duties and responsibilities: management, administrative and organisational requirements

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

2. Explain and apply the principles of adult learning through the training cycle

2.1. The training cycle

2.2. Principles of adult learning and key theories, such as andragogy (Knowles), experiential learning cycle (Kolb), cognitive load theory (Sweller)

2.3. Domains of learning and taxonomies of educational objectives, such as Bloom's taxonomy (cognitive, affective, psychomotor) (Bloom), knowledge, understanding, skills, attitudes, behaviours (KUSAB)

2.4. Types of motivation for learning: intrinsic and extrinsic

2.5. Theories of motivation, such as two-factor theory (Herzberg), hierarchy of needs (Maslow)

2.6. New developments in psychology, neuroscience and educational research

3. Identify the factors that affect learners and learning

3.1. Individual values: cultural; personal; educational; professional

3.2. The importance of reflecting professional values of neutrality and objectivity

3.3. Diversity and the potential impact on learners and learning

4. Explain policy and procedure relevant to the 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

5. Apply non-discriminatory, inclusive best practices to deliver presentations

5.1. Relevant legislation and policy associated with promoting equality and valuing diversity

5.2. Training strategies that promote equality and value diversity

5.3. How to recognise and challenge non-inclusive attitudes and behaviours

6. Use methods that create an effective learning environment

6.1. How to minimise barriers to learning and achievement

6.2. Techniques for creating positive conditions for effective learning

6.3. How to meet learners' needs to support their progress

7. Use effective communication techniques

7.1. The communication cycle, such as Shannon and Weaver's model

7.2. Barriers to communication and how to overcome them

7.3. Questioning, listening and non-verbal communication skills

8. Design effective presentation to meet the needs of learners and programme outcomes

8.1. How to design and structure a presentation

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

8.3. How to establish aims and objectives

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

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

8.6. Planning and time considerations

8.7. Room layouts, specialist facilities and resources

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

9. Monitor learners' progress against learning objectives

9.1. Techniques for monitoring learners' progress during a session: question and answer (Q&A); knowledge checks; practical activities

9.2. The strengths and limitations of different monitoring techniques

10. Develop and adapt presentation materials and resources to meet session objectives in line with best practice

- 10.1. Good practice in designing presentations to support learning, such as slides, handouts, information sheets
- 10.2. House style, copyright, referencing, naming conventions and document version control
- 10.3. Resource and cost implications of different approaches
- 10.4. How to promote equality and valuing diversity in presentations
- 10.5. The importance of adapting materials to ensure that content is current

11. Demonstrate best practice when working with others to present in the learning environment

- 11.1. How to build effective working relationships, such as trainers, admin, technical, colleagues, across teams, remote teams
- 11.2. How to plan and partner with co-deliverers to maximise the learner experience

12. Plan, prepare and deliver presentations to enable learning

- 12.1. Purpose and benefits of presentations
- 12.2. Effective presentation techniques
- 12.3. How to structure an effective presentation
- 12.4. Q&A approaches

13. Evaluate and develop own professional practice

- 13.1. The requirements of CPD and related record keeping
- 13.2. Approaches for evaluating own practice against personal and organisational goals
- 13.3. Reflection techniques: reflective logs, learning journals, feedback
- 13.4. Monitoring external trends and developments
- 13.5. Emerging digital and information technology to support learning
- 13.6. Personal development planning to maintain/advance own knowledge and practice

Learning resources available

Trainer resources: Training essentials programme (TEP)

Learner resources: TEP

Digital learning: No

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 modules and one optional module:

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

The training knowledge essentials module (1) of the TEP is aligned to the police sector standard for training of presenters.

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

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

Reference materials

Recommended reading

Schmalz K and 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' (third edition). Exeter, Learning Matters.

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 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 in 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

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.

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