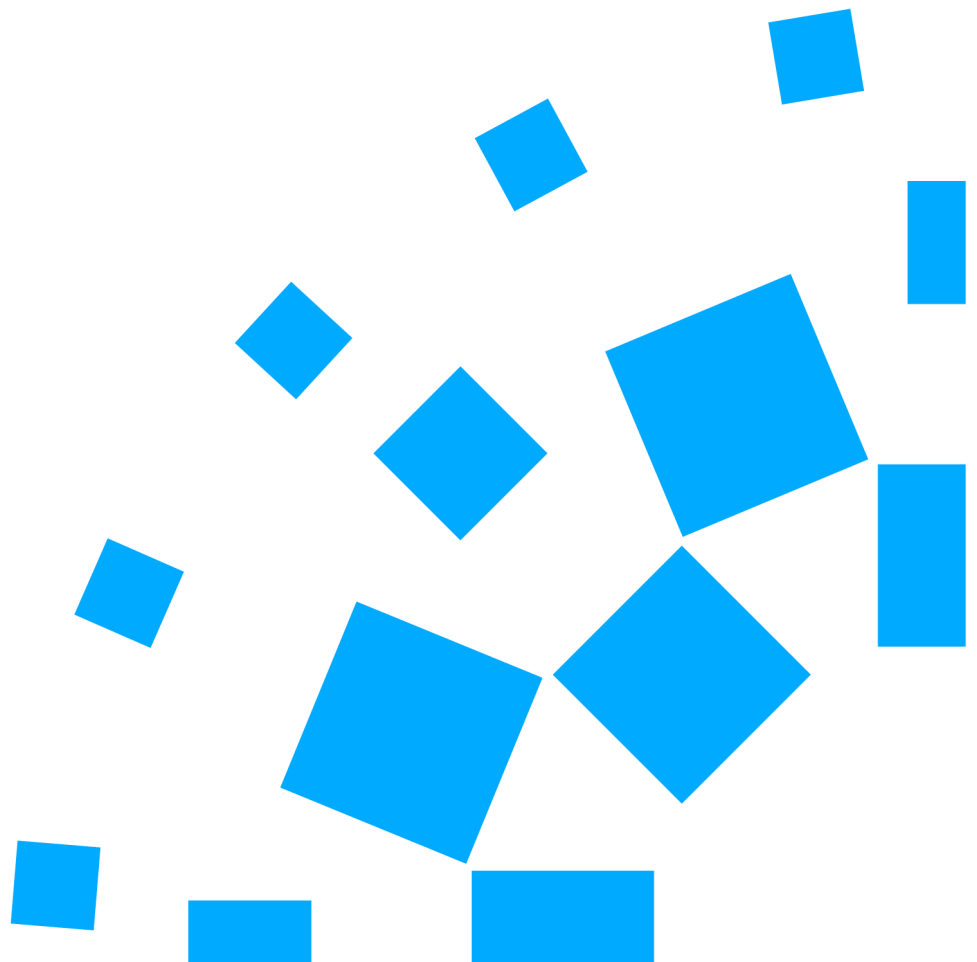


Trainer standard

Police sector standard for training of trainers

June 2022



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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 training delivery to meet the wider Trainer role profile. (Please note that where online delivery is required, the police sector standard for training of online facilitators 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 ‘trainer’ is used specifically to relate to a role profile are not a job title. There are those whose job title is trainer but who may be following an instructor or other role profile and vice versa.

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 emphasises the importance of promoting equality and inclusion, valuing diversity and embeds relevant policing requirements, for example the national decision model (NDM) and community involvement. It covers a range of learning approaches, including the use of learning technologies¹, encouraging the adoption of a blended approach to learning.

The learning outcomes addressed in the instructor and presenter standards are also included in this trainer standard.

¹ All police trainers need to be registered on [College Learn](#) and must be able to identify and navigate e-learning resources.

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

This standard is pitched at an academic Level 4.

Groups

This is the minimum standard for those in policing or other law enforcement agencies who are working in a role that aligns with the trainer role profile who are likely to be those:

- delivering complex and extensive programmes requiring the fullest range of teaching skills
- for whom training is generally their exclusive role
- regularly developing schemes of work and/or sessions to meet the demands of both the curriculum and specific groups of learners
- who are likely to train across a range of different curricula

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 training with a sound understanding of diversity, inclusion and equality in a police training context.

Prior learning

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

Corequisites

For those who will deliver training 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 175 hours of blended learning. Additional time for further development of knowledge and skills in the workplace are required to ensure continuing professional development (CPD). Completion of a relevant teaching/training qualification, where required, would also need additional study and development time.

For those who will be delivering or facilitating learning online, the additional learning to meet the police sector standard for 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 trainers 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 instructors](#)
- [Police sector standard for training of presenters](#)
- [Police sector standard for training of online facilitators](#)

Assessment information and links to accreditation/national qualifications

Trained trainers should be assessed as competent to the police sector standard for training of trainers. 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 trainers who are required to hold an external award (role requirement as defined by their employer or a programme requirement as defined in the relevant product licence or documentation) this standard provides sufficient learning to enable achievement of:

- Level 4 Certificate in Education and Training
- Level 4 Diploma in Learning and Development

Extra study hours, assignments, workplace learning and assessments are required for both of these qualifications.

Progression opportunities in the National Policing Curriculum

- Police sector standard for training of online facilitators

Learning outcomes

Successful achievement of this learning standard will enable learners to:

- 1. Describe the police training roles, responsibilities and boundaries**
- 2. Explain and apply the principles of adult learning to support individual learners 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 that are based on meeting learners' needs**
- 6. Analyse and use methods that create an effective learning environment**
- 7. Employ strategies to manage challenging attitudes and behaviour**
- 8. Use effective communication techniques in the learning environment**
- 9. Provide and receive effective feedback**
- 10. Explain the best practice principles of designing learning programmes**
- 11. Design effective learning sessions to meet the needs of learners and programme outcomes**
- 12. Select and apply appropriate methodologies for a learning session**
- 13. Use a range of methods to monitor learners' progress against learning objectives**
- 14. Apply a range of assessment methods to monitor, assess and confirm learners' progress against learning outcomes**
- 15. Develop and adapt learning materials and resources to meet session objectives in line with evidence-based practice**
- 16. Demonstrate best practice when working with others in the learning environment**
- 17. Plan, prepare and deliver a presentation to enable learning**
- 18. Demonstrate effective use of facilitation as a training method**

19. Plan, prepare and deliver demonstration/instruction to enable learning

20. Demonstrate coaching techniques to enable learning

21. Explain the purpose of mentoring in learning

22. Plan, prepare and deliver a role play to enable learning

23. Apply appropriate methods for evaluating learning

24. Evaluate and develop own professional practice

Learning content

1. Describe different police training roles, responsibilities and boundaries

1.1. Key stakeholders in learning and development

1.2. Qualities and skills of an effective trainer

1.3. Duties and responsibilities: management, administrative and organisational requirements

1.4. Boundaries of training roles and points of referral

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

2. Explain and apply the principles of adult learning to support individual learners 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), 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 that are based on meeting learners' needs

- 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. Analyse and 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
- 6.4. Typical stages of group development, such as stages of group development (Tuckman)

7. Employ strategies to manage challenging attitudes and behaviour

- 7.1. Types of challenging attitudes and behaviour

7.2. How challenging attitudes and behaviour affect individual and group learning

7.3. Setting ground rules and their benefits

7.4. Practical tactics for dealing with challenging attitudes and behaviour

8. Use effective communication techniques in the learning environment

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

8.2. Barriers to communication and how to overcome them

8.3. Questioning, listening and non-verbal communication skills

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), SHARPENS (specific, honest, achievable, realistic and relevant, proximate, evidenced, non-judgemental, supportive), SBI (situation, behaviour, impact)

9.3 Approaches to elicit feedback from learners

9.4 Good practice principles for receiving feedback from others

10. Explain the best practice principles of designing learning programmes

10.1. Drivers for learning and development in organisations, such as the training cycle, stakeholders and sponsors

10.2. Terminology used in education and training, such as curriculum, programmes, modules, units

10.3. The NPC and local contextualisation

10.4. Learning programme design, such as stages of design, schemes of work, storyboards

10.5. Timetable construction including before, during and after learning

10.6. The concepts of embedded and blended learning

11. Design effective learning sessions to meet the needs of learners and programme outcomes

- 11.1. How to design and structure a training session plan
- 11.2. How to identify and use the prior learning and experience of learners
- 11.3. How to establish aims and objectives
- 11.4. How to embed secondary learning objectives, such as Code of Ethics, wellbeing, mental health
- 11.5. Prioritisation approaches, such as 'must', 'should', 'could'
- 11.6. Planning and time considerations
- 11.7. Room layouts, specialist facilities and resources
- 11.8. The reasonable adjustments that can be made to ensure all learners can equally access the learning
- 11.9. Contingency planning – strategies for dealing with difficult/unforeseen circumstances relating to the practicalities of delivery

12. Select and apply appropriate methodologies for a learning session

- 12.1. The range of training methods available (classroom and virtual environment)
- 12.2. How to incorporate a variety of relevant methods in a session to maximise learning engagement

13. Use a range of methods to monitor learners' progress against learning objectives

- 13.1. Techniques for monitoring learners' progress during a session: question and answer (Q&A); knowledge checks; practical activities
- 13.2. The strengths and limitations of different monitoring techniques

14. Use a range of assessment methods to monitor and assess learners' progress against learning objectives

- 14.1. Types of assessment and the purpose of each: initial; formative; summative
- 14.2. Methods of assessment, including their strengths and limitations

14.3. Principles of assessment

14.4. Key requirements for records related to learner assessment

15. Develop and adapt learning materials and resources to meet session objectives in line with best practice

15.1. Good practice in designing materials to support learning, such as slides, handouts, information sheets, group activities, individual exercises, online tests, games

15.2. House style, copyright, referencing, naming conventions and document version control

15.3. Resource and cost implications of different approaches

15.4. How to promote equality and valuing diversity in training materials

15.5. The importance of adapting materials to ensure that content is current

16. Demonstrate best practice when working with others in the learning environment

16.1. How to build effective working relationships, such as administration, technical, colleagues, across teams, remote teams

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

16.3. How to plan and partner with co-deliverers to maximise the learner experience

17. Plan, prepare and deliver a presentation to enable learning

17.1. Purpose and benefits of presentations

17.2. Effective presentation techniques

17.3. How to structure an effective presentation

17.4. Q&A approaches

18. Demonstrate effective use of facilitation as a training method

18.1. Purpose and benefits of facilitated learning

18.2. Styles of facilitation and interventions, such as facilitation styles framework (Heron)

- 18.3. How to structure and debrief facilitated learning, such as group exercises, case exercises, case studies, paper-feeds
- 18.4. How to divide, rotate and mix learners for small group activities
- 18.5. Strategies for managing group discussions and keeping learners on track

19. Plan, prepare and deliver demonstration/instruction to enable learning

- 19.1. Purpose and benefits of demonstration and instruction
- 19.2. Instruction and demonstration techniques
- 19.3. How to structure a demonstration, such as EDIP (explain, demonstrate, imitate, practice) (Allen)
- 19.4. How to observe individuals, analyse corrections and rectify using coaching skills to provide one-to-one performance improvement

20. Demonstrate coaching techniques to enable learning

- 20.1. Purpose and benefits of coaching
- 20.2. The difference between coaching and mentoring
- 20.3. Guidelines, models and techniques for coaching, such as GROW (goals, reality, options, way forward) (Whitmore), OSKAR (outcomes, scaling, knowhow, affirm, review) (McKergow and Jackson), CLEAR (contract, listen, explore, action, review) (Hawkins)
- 20.4. Good practice for planning, running and reviewing a coaching/tutorial session

21. Explain the role of mentoring in learning

- 21.1. Purpose and benefits of mentoring for mentors, mentees and the organisation
- 21.2. Guidelines and models for effective mentoring, such as ACHIEVE (assess current situation, creative brainstorm alternatives to current situation, hone goals, initiate options, evaluate options, valid action plan design and encourage momentum (Dembkowski and Eldridge) and Five Cs (Pegg)

21.3. Good practice for planning, running and reviewing a mentoring/tutorial session

22. Plan, prepare and deliver a role play to enable learning

22.1. The purpose and benefits of different types of role play

22.2. Good practice for designing, running and debriefing a role play

22.3. Strategies for managing resistance to participation

22.4. How to use role play as a means of assessment

23. Apply appropriate methods for evaluating learning

23.1. The purpose of evaluation in learning and development

23.2. Evaluation models, such as four-level evaluation (Kirkpatrick), CIRO (context, input, reaction and output) (Warr, Bird and Rackham), CIPP (context, input, process and product) (Stufflebeam and Zhang)

23.3. Types of data: quantitative and qualitative

23.4. Data collection methods: questionnaire, observation, interview, focus groups

23.5. How to improve the effectiveness of training through evaluation

24. Evaluate and develop own professional practice

24.1. The requirements of CPD and related record keeping

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

24.3. Reflection techniques: reflective logs, learning journals, feedback

24.4. Monitoring external trends and developments

24.5. Emerging digital and information technology to support learning

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

24.7. New developments in psychology and neuroscience research in adult learning

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 via the TEP using a blended learning approach. The TEP has been designed to enable those who have relevant occupational competence in any policing specialism or context to develop the knowledge, understanding and skills required 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, paired and individual activities
- role plays/scenarios
- facilitated discussions
- 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 three core modules of the training knowledge essentials programme – knowledge, skills and practice – are fully aligned to this standard (police sector standard for training of trainers).

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

Cotton D. (2004). 'Essentials of training design. Part 10: designing learning activities, refreshers and energisers'. Training Journal, October 2004, pp 24-28.

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Curzon L. (2004). 'Teaching in Further Education: An Outline of Principles and Practices' (sixth edition). London, Continuum International Publishing Group.

Kirkpatrick D. (2005). 'Evaluating Training Programmes: The Four Levels' (third edition). San Francisco, Berrett-Koehler.

Reece I and Walker S. (2007). 'Teaching, Training and Learning. A Practical Guide' (sixth 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' (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 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 certificate

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

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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