

Police Training Roles Learning and Development Programme

Frequently Asked Questions

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1. Introduction

What does PTRLDP stand for?

The full title of our programme is the *Police Training Roles Learning and Development Programme*. The emphasis in the title upon training roles is because the content of our programme is aligned to the learning and development needs of the *Skills for Justice* role profiles known as the *Learning and Development Skills Framework*.

What is the *Learning and Development Skills Framework (LDSF)* project?

The *Learning and Development Skills Framework (LDSF)* project provides a comprehensive framework for all training, learning and development roles in policing. The framework encompasses all Trainers; Trainer Development Officers (TDOs); Tutor Constables; Race and Diversity Trainers; Assessors. It is based on National Occupational Standards (NOS) and linked to role profiles and the Integrated Competency Framework (ICF).

What learning and development role profiles have been developed?

Role profiles have been developed under the ownership of *Skills for Justice*, our Sector Skills Council, for the following training roles in policing:

Trainer	Programme Leader
Tutor	Advanced Trainer
Instructor	Training Manager
Presenter	Training Designer

What do the role profiles mean for existing trainers?

The role profiles are the benchmark against which the occupational competency of those involved in training roles in policing is measured.

Existing trainers should be able to evidence and demonstrate competencies and behaviours which match the requirements of the training profile appropriate to their role.

Within the portfolio of modules for police training roles developed by NPIA, learning opportunities are available for existing trainers who wish to develop additional skills to fulfil the requirements of their role profile.

2. Police Training Roles Learning and Development Programme

Delivery

How and where is the programme delivered?

NPIA is committed in the first instance to central delivery of the PTRLDP programme at NPIA sites. Programmes delivered at NPIA sites for Home Office forces are currently free of charge.

The Trainer Development department is also committed to offering a range of local delivery options for PTRLDP. In 2006 Forces were offered the opportunity to participate in the pilot phase of this initiative; NPIA delivery, partnership delivery, licensed delivery or a combination. We are currently working with two forces to pilot the NPIA delivery and licensed delivery options in April 2007. Ongoing discussions are taking place with a number of other forces to enable local delivery of PTRLDP in the future.

Content and structure

In what ways does the programme differ from the old TDP programme?

The old Trainer Development Programme (TDP) has been replaced by a modular programme which is different in both content and structure. A programme has been devised, offering flexible pathways through a portfolio of modules. The modular content of this programme is aligned to the *Skills for Justice* profiles for the following four training roles: Trainer, Tutor, Instructor and Presenter.

What is a modular programme? What do the modules contain?

A modular programme comprises a combination of smaller, independent and identifiable units of learning.

Module **titles** for PTRLDP and a brief outline of **content** are as follows:

Core Skills and Values:

Duration: 11 days, including 5 days work-based learning

- How Adults Learn
- Supporting Learning
- Diversity in Training
- Reflection and Professional Development

Enabling Learning in Practice:

Duration: 4 days

- Effective Communication with Learners
- Enabling Learning: Group and Individual
- Community Involvement in Enabling Learning

Design and Delivery in Practice:*Duration: 5 days*

- Programme and Session Design/Planning
- Developing Learning Materials
- Delivering Learning Sessions

Coaching, Mentoring, Demonstration and Instruction:*Duration: 1 day*

- Coaching and Mentoring Theory and Practice
- Demonstration and Instruction Theory and Practice

Evaluating Learning:*Duration: 1 day*

- Evaluation Models
- Planning and Conducting Evaluations

Advanced Delivery Skills:*Duration: 2.5 days*

- Advanced Activities for Classroom Groups
- Planning and Conducting Role Plays
- Case Exercises, Case Studies and Paper Feeds.

Assessing Learning:*Duration: 2 days*

- Developing Plans with Candidates for Assessing Competence
- Judging Evidence to make Assessment Decisions
- Providing Feedback and Support
- Internal Quality Assurance Processes

How is diversity training embedded in the new programme?

One of the five core values in the values-driven approach of the PTRLDP is:

'a commitment to work with diversity and promote equality of opportunity in every aspect of the learning process'.

The content of the programme reflects this value in that it is mapped to the Diversity Standard AA1: Promote Equality and Value Diversity. In addition, diversity issues are mainstreamed throughout the programme, through each individual module and in relation to each element of learning and development covered.

Attendance and completion

Do participants need to complete all of the modules in the new programme?

Learners may select individual modules or clusters of modules from the programme portfolio, or alternatively complete a full programme of modules, as appropriate to their learning needs and the modular pathway associated with their particular role profile. All learners who are **new** to their training role should complete the *Core Skills and Values* and *Enabling Learning in Practice* modules before undertaking any further modules.

If someone is attending a full modular programme, what is the duration of the programme?

The full modular programme associated with the trainer role profile comprises **four weeks** classroom-based learning, together with **one week** work-based learning, during which period the student returns to their own force.

The full modular programme for all other role profiles also includes one week of work-based learning. The classroom-based phase for the Tutor and Presenter comprises three weeks, that for the Instructor three weeks plus one day.

What are the implications of a modular programme for completion of the classroom phase of the programme?

A major benefit of creating a modular structure for the new programme is to facilitate accessibility by encouraging flexibility of attendance and completion of the classroom-based phase of the programme. There is no longer any requirement that students complete their classroom-based learning in one block. Our portfolio of modules will run at regular intervals during the year. Students are welcome to enrol for individual modules, or combinations of modules, or an entire programme of modules.

Work-based learning

What is work-based learning and what will students be expected to achieve?

Students taking the *Core Skills and Values* module will spend one week back in force engaging in a range of activities, including shadowing an experienced trainer, engaging in role-based reflection and professional development, and contextualising their own training role within their own police environment.

What learning observation opportunities and student support mechanisms need to be present in the workplace?

As part of the work-based learning phase of *Core Skills and Values* students will need to be given opportunities for observing learning events

led by experienced trainers. They will also require access to a workplace mentor during this period.

What support does NPIA provide during the work-based learning phase?

In addition to providing guidance as to the learning to be completed during the work-place learning phase, NPIA allocates dedicated staff from the Trainer Development Department to provide telephone/e-mail support as required. The work-based learning is rounded off with a one-day classroom-based session in which the students engaged in *Core Skills and Values* have an opportunity to review and share their work-based experiences, reflections and personal development.

3. Miscellaneous

Will more modules be created in the future to cater for further role profiles?

The *Learning and Development Skills Framework* project will continue to develop modules to meet force training needs and additional role profiles, as appropriate.

How will the new programme be accredited?

Please click on the following link for the latest information on the development of a Vocationally Related Qualification for the accreditation of PTRLDP in partnership with City and Guilds: [Accreditation of PTRLDP](#).

Where can further information be obtained?

Information on enrolment for the new programme or for individual modules or clusters of modules can be obtained by contacting the Programme Management Unit at NPIA, Harrogate:

e-mail: programmemanagement@npia.pnn.police.uk

Information on the delivery, content and accreditation of the programme may be obtained by contacting the Trainer Development Team at NPIA, Harrogate:

e-mail: trainerdevelopment@npia.pnn.police.uk