

Police Training Roles Learning and Development Programme

Introduction

Version 3.1

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1. Overview of the Programme

The *Police Training Roles Learning and Development Programme* is a training programme which has been developed in response to the national *Learning and Development Skills Framework* (LDSF) project. The fundamental aim of the LDSF project was to provide a comprehensive descriptive framework for all training, learning and development roles in policing. The framework provides a series of **role profiles** (owned by *Skills for Justice*) describing the core and specialist skills and attributes of various training and development roles. The framework encompasses all Trainers; Trainer Development Officers (TDOs); Tutor Constables; Race and Diversity Trainers; Assessors.

The *Police Training Roles Learning and Development Programme* (PTRLDP) has been designed as a modular training programme, the content of which is aligned to meet the needs of the *Skills for Justice* training role profiles. Our programme provides participants with the necessary learning and development to evidence, demonstrate and achieve the competencies and behaviours commensurate with the appropriate/relevant role profile.

2. Relationship to National Occupational Standards

The training role profiles devised as the *Learning and Development Skills Framework* are based on National Occupational Standards (NOS) and linked to the Integrated Competency Framework (ICF). The NOS therefore provide the benchmark for competency within training roles and underpin our training programme by providing the standard against which the training skills of participants on our programme can be measured.

3. Background to the Development of the Programme

The LDSF began as an internal Centrex project. Following the HMIC Inspection of Centrex provision for the training of trainers in 2004, it was

decided that the Framework should be developed on behalf of the service and delivered under the ownership of *Skills for Justice*, our Sector Skills Council.

The Framework (and the training programme deriving from it) has been developed in response to policy drivers such as the HMIC reports *Diversity Matters*, *Training Matters* and, specifically, the recommendations contained in the HMIC report on *Training of Trainers* (2004). Reform of our previous training provision also belongs within a wider process of modernisation of training within the police, including IPLDP, CLDP, PIP and PRDLDP.

During 2004 Centrex hosted a number of consultative forums in order to gather collective views about the structure, content and delivery of the Framework. Attendance included participants from 34 Forces and representatives from HMIC and the Home Office. The role profiles have been developed in the light of the recommendations from these consultation events.

Learning descriptors and training materials for the new training programme based upon the role profiles were developed during the course of 2005 and piloted in a number of existing Trainer Development Programmes, beginning in October 2005 and continuing into 2006. The Police Training Roles Learning and Development Programme was formally launched in April 2006.

4. Key Considerations

Principal considerations in the development of a training programme based upon the LDSF role profiles have included the following:

- **Clarity of National Standards**

Within both further and higher education there is an increasing expectation and requirement that all trainers, tutors and lecturers

should hold appropriate qualifications in relation to learning and development. The Police sector should be no different, and HMIC have recognised this in *Diversity Matters*, where the requirement for consistency in standards and the external recognition of same is acknowledged.

The LDSF project has enabled clear articulation of the minimum professional standards required from those involved in police training roles. The learning contained within PTRLDP is mapped to these professional standards.

- **Embedded Diversity Training**

The LDSF project is a key component of the *Strategy for Improving Performance in Race and Diversity 2004-9* (Home Office, November 2004), particularly in relation to the appropriate skills required by all trainers in the delivery of Race and Diversity training.

Diversity training is embedded throughout PTRLDP. All of the role profiles developed as part of the LDSF contain within them the National Occupational Standards for diversity as a core activity built into the occupational competency of the role. In acknowledgement of this element of the role profiles diversity training constitutes part of the core learning associated with our modular programme.

Diversity training is introduced in our *Core Skills and Values* module (completed by all programme participants) and diversity issues are mainstreamed throughout our programme; each individual module includes consideration of diversity issues in relation to the learning outcomes. Completion of the Police Race and Diversity Learning and Development Programme (PRDLDP) *Diversity and the Police* e-learning or workbook is a pre-requisite of attendance on any module of the programme.

- **Variety in Training Delivery**

In the development of our new programme NPIA has taken on board the need to develop a variety of training and learning styles of delivery that can be tailored to individual training and learning needs.

We have incorporated a blended approach to learning in the new programme and intend that the participants will experience a variety of approaches to learning. This will have the additional benefit of enabling them to utilise fully a range of methods in their own delivery. The blended approach we have developed incorporates a wide range of methods, including the following:

e-learning; one-to-one tuition; self-directed learning; reflective practice; classroom-based learning; opportunities for observation of learning events; opportunities for practice in delivery; community engagement.

5. Understanding the Role Profiles

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

The modular content of the current version of PTRLDP is aligned to the role profiles for the Trainer, Tutor, Instructor and Presenter. The role

profiles contain a number of activities from the Integrated Competency Framework that are common to all training roles in policing. These are:

Manage the welfare needs of individuals
Complete administration procedures
Comply with health and safety legislation
Maintain standards of professional practice
Make best use of technology
Promote equality, diversity and Human Rights in working practices
Work as part of a team
Conduct health and safety risk assessments

Further specialist activities are allocated to individual role profiles as follows:

Deliver training and development sessions (Trainer, Instructor and Presenter)
Design training and development sessions (Trainer)
Prepare and deliver presentations (Trainer, Instructor and Presenter)
Support and advise individual learners (Trainer, Instructor)
Assess candidates using a range of methods (Tutor)
Coach and mentor staff (Tutor, Instructor)
Develop individuals and teams to enhance performance (Tutor)

The role profiles also include behaviours that apply across all the activities, as follows:

BEHAVIOUR AREA	BEHAVIOUR	CATEGORY
Leadership	Maximising potential	B
Working with others	Respect for race and diversity	A
	Community and customer focus	B
	Effective communication	B
Achieving results	Problem solving	C
	Planning and organising	B
	Personal responsibility	A

To reflect this blend of common and specialist activities and behaviours across the role profiles we have devised a modular programme comprising core modules to be completed by all participants, together with a portfolio of further specialist modules to be completed by participants in accordance with their learning needs and the requirements of the role profile to which they are working. Further details of the modular structure of our programme may be found in Section 7 below.

6. The Values-Based Approach of the Programme

The content of PTRLDP is underpinned by five core values which support the personal development and professional practice of those involved in police training. These values are as follows:

- **An understanding of how people learn and develop as learners and professionals**
- **An ability to develop conditions for learning based on:**
 - **respecting each individual learner**
 - **addressing the needs of all learners**
 - **understanding and being able to use different approaches to teaching and learning**
- **A commitment to work with diversity and promote inclusivity and equality of opportunity in every aspect of the learning process.**
- **A commitment to continued reflection, evaluation and consequent improvement of practice**
- **A commitment to supporting the development of learning communities and to working with and learning from colleagues.**

The learning and development fostered by our programme enhances the knowledge, understanding, skills, attitudes and behaviour of participants, with particular emphasis on the promotion of these values.

7. Modular structure of PTRLDP

This table provides an outline of the full suite of modules belonging within PTRLDP, the duration of each module, and the mapping of the modules across to the Skills for Justice role profiles to which our programme is aligned.

PTRLDP Module Grid

Module Title	Duration	Trainer Role	Tutor Role	Instructor	Presenter
Core Skills and Values	11 days				
1. Classroom phase	(incl. 5 days work-based learning)	✓	✓	✓	✓
2. Work-based phase					
3. Review & consolidation					
Enabling Learning in Practice	4 days	✓	✓	✓	✓
Design and Delivery in Practice	5 days	✓		✓	✓
Coaching, and Mentoring	1 day	✓	✓	✓	
Evaluating Learning	1 day	✓	✓		
Specialist Delivery Techniques	2.5 days	✓			
Assessing Learning	2 days		✓		

8. Routes through the programme

The flexibility of our programme structure permits learners to choose pathways through our modular portfolio consistent with their prior experience, learning needs and the requirements of their role profile. Accordingly learners may enrol for individual modules, combinations of modules, or an entire programme, as appropriate.

A major benefit of creating a modular structure for our programme is to facilitate accessibility by encouraging flexibility of attendance and completion of the classroom-based phase of the programme. There is no requirement that students complete their classroom-based learning in a uniform block. Our portfolio of modules runs at regular intervals during

the year, and within this framework of delivery students are welcome to enrol for the module(s) they require.

9. Further Developments

The development of PTRLDP is an ongoing project. The modular portfolio we provide within our programme will be developed and expanded to meet the learning and development requirements of other role profiles developed as part of the LDSF project (Programme Leader, Advanced Trainer, Training Manager, Training Designer). This will enhance still further the flexibility of learning pathways which is the foundation of our programme design.

As part of this further development two new modules were launched in April 2008, entitled 'Advanced Facilitation in Practice' and 'Diversity in Learning and Development'.

The *Advanced Facilitation in Practice* module is aimed at experienced trainers who wish to develop their existing skills in relation to communication and facilitation.

The *Diversity in Learning and Development* module is aimed at experienced trainers who have previously completed the *Police Race and Diversity Learning and Development Programme* and includes learning and development on:

- strategic, organisational and individual responsibilities in relation to diversity training, including how to facilitate community involvement
- the application of delivery skills and student support skills within a diversity training context.

10. Further Information

For further information on PTRLDP and the content of the programme, please contact Trainer Development on 01423 876 724 or by e-mail at trainerdevelopment@npia.pnn.police.uk.

To enquire about availability of places on PTRLDP, or to make a booking, please contact Programme Management Unit on 01423 876565 or by e-mail at programmemanagement@npia.pnn.police.uk