



Introduction to the train-the-trainers workshop



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Workshop agenda

Day 1	Introduction to the workshop	
	Presentation of the program	
	Learner-centred teaching	
	Role play	Introduction Task 1 Planning an exercise with a role play
Day 2	Presentation of the results of the groups	
	Demonstration	Introduction Task 2 Planning and recording of demonstration exercise – individually
Day 3	Presentation of results in groups	
	Feedback	Introduction Task 3 Peer assessment – exercise in groups
	Re-cap and evaluation of the workshop	



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Day 1 agenda

8:00 – 9:30	Introduction to the workshop
9:30 – 9:45	Coffee break
9:45 – 10:30	Interactive teaching methods and constructive feedback
10:30 – 14:15	Designing role play or simulation exercise – working in groups 30-minute lunch break and 15-minute coffee break at convenient time for each group
14:15 – 15:00	Feedback from trainers



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Aim of the workshop

To present the training programme on the use of force and the basics of tactical medicine – **goals and outcomes, content, implementation methodology**

To enable the development of knowledge and skills in **learner-centred teaching**



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Workshop learning outcomes

After the workshop you will be able to:

LO1: deliver and adapt learner-centered training content respecting the principles of adult learning

LO2: assess learner performance, ensuring achievement of learning outcomes and provision of constructive feedback

LO3: independently create role-play and demonstration exercises, defining time, resources and structure of the exercise



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Workshop tasks for learners

Three practical exercises

- Task 1** Planning an exercise with a role play – work in groups
- Task 2** Planning and recording of demonstration exercise – individually
- Task 3** Peer assessment of the recorded demonstrations – exercise in groups



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Presentation of the FIRST-TAC programme



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The aim of the FIRST-TAC training

To improve **knowledge and skills** of first responding police officers on the:

1. **use of force tactics and techniques**
 2. **de-escalation techniques**
 3. **basics of tactical medicine**
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Target group of the FIRST-TAC training

The training is addressed to **first responding police** officers, whose task is to encounter different kinds of people (potential offenders, suspects) who could pose a threat to police officers and/or citizens, and to provide first aid to injured persons while waiting for professional medical help to arrive

Learners are expected to have **basic knowledge in both target areas** – use of force and first aid



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Design principles of the FIRST-TAC training

blended learning strategy – online + face-to-face

learner-centred teaching and active teaching methods

progression of learning – learners tackle theory first, than exercise techniques and tactics from simpler to more complex ones, and finally implement everything in scenario-based simulations

formative assessment, i.e. individual and group feedback, without summative pass/fail assessments



Training learning outcomes

After completing the training, the learners will be able to:

LO1

outline basic principles related to the use of force during the performance of everyday police tasks, regarding the fact that it is the last resort, when all other non-physical means have been considered or exhausted

LO2

apply methods and techniques of self-defence and use of force, alone and as a member of patrol, in accordance with safety regulations and principle of necessity, proportionality and precaution



LO3

perform in accordance with established tactical procedures during the performance of everyday police tasks – inspection of people and interiors

LO4

outline basic principles of TCCC and TECC guidelines

LO5

provide first aid to injured persons – oneself, colleague, victim, bystander or suspect – in accordance with TCCC and TECC guidelines

LO6

take responsibility for applying basic methods and techniques in the use of force and providing first aid, alone and as a member of team



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Duration and structure of the training

TRAINING PLAN			NO. OF LEARNING HOURS
I	General part of the training		1
II	Independent learning prior to the training (via e-learning)		8
	1.	Use of Force	4
	2.	Basics of Tactical Medicine	4
III	Contact learning during the training		38
	Day 1-3	Use of Force	23
	Day 4	Basics of Tactical Medicine	8
	Day 5	Use of Force and Basics of Tactical Medicine – assessment simulations	7
IV	Day 5	Training evaluation	1
In total:			48



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Didactical background of the training

Learners are given a lot of opportunities to exercise and apply knowledge – through these teaching tools:

**demonstration
role play and
simulation**



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Didactical background of the training

Learners performance is constantly monitored and their improvement is enabled through:

**marking rubrics
and constructive
feedback**



Implementation tips

Role of **trainers**

Facilitation of learning:

- Giving introduction – aim and content of the exercise, expectations from learners, code of conduct/safety instructions...
- Guiding the learners through the exercises
- Monitoring learners' performance closely
- Time management
- Giving constructive feedback – identifying stronger and weaker points, offer better solutions if needed, point out to critical mistakes – always in a polite manner



Implementation tips

Division of **trainers' tasks**

- Division of tasks should be clear and agreed upon before the exercise
- Trainers should know upfront which group(s) they monitor if more groups perform simultaneously
- Trainers should not interrupt or contradict one another; their tasks should be clear before the exercise, and possible differences in opinion should be clarified out of learners' site



Implementation tips

Organizational **tips&tricks**

- Follow the topic plans as accurately as possible
- When organizing exercises, have in mind both learning outcomes and marking rubrics
- Brief the learners in classroom, before going to the gym or outside exercises – that way learners will be more focused
- The same is with frontal debriefing of the whole class
- Ensure the participation of other staff as actors and avoid giving learners that role – in order to prevent scenario familiarity among learners



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**THANK YOU FOR
YOUR ATTENTION**