



ERASMUS+ PROJECT FIRST-TAC
Development of Joint Curriculum for First Responders
on the Use of Force and First Aid Tactical Procedures

TRAIN-THE-TRAINERS WORKSHOP
for the training on the use of force
and basics of tactical medicine
for first responding
uniformed police officers



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Title of the learning programme	Train-the-trainers workshop for the Use of Force and Basics of Tactical Medicine Training
European Qualifications Framework Level	Level 5
Duration of learning	3 days, 24 learning hours
Learning programme group	Training Delivery Skills

Aim of the workshop

The workshop is focused on teaching skills improvement of the trainers for the use of force and basics of tactical medicine training. The aim of the workshop is to equip the trainers who will deliver the Training on the Use of Force and Basics of Tactical Medicine for First Responding Uniformed Police Officers with the necessary competences related to training delivery methodology.

Furthermore, during the workshop trainers will be introduced to the goals and learning outcomes of Training on the Use of Force and Basics of Tactical Medicine, and they will be presented with the implementation plan of the curriculum.

Implementation model

The workshop will be implemented in face-to-face or online model. Online model will be delivered in real time, and with the same number and type of tasks for learners, therefore there are no differences in the learning outcomes of the two implementation models. All exercises are developed in a way that makes them suitable for both implementation models.

In face-to-face implementation model, the institution organizing the workshop will provide all resources and cover all costs.

The workshop will be implemented in national languages of partner countries, simultaneously in every partner institution.

Requirements

Time: 24 learning hours during three days

Learners: 24 (1 class) maximum

Instructors: 3 instructors minimum (4 learners per instructor)

Resources:

- 1 PC or laptop
- Internet access
- E-learning platform with virtual classroom (in online implementation model)

Location: physical or virtual classroom



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Target group and entry requirements:

- Use of force and/or tactical medicine instructors
- Experience in the use of force and/or tactical medicine training delivery.

Workshop learning outcomes

On completion of this workshop, learners will **be able to**:

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

LO3: assess learner performance, ensuring achievement of learning outcomes and provision of constructive feedback

LO4: independently create role-play and demonstration exercises, defining time, resources and structure of the exercise

Learning Strategy

The workshop is focused mainly on skills improvement regarding the implementation of learning and assessment methods of the Use of Force and Basics of Tactical Medicine Training, which will enable learners to fully deliver the training. Learners are police instructors and therefore expected to have basic knowledge in targeted area.

The workshop includes a combination of:

- 1 Short lectures and presentation on key topics and teaching/learning methodology
- 2 Active sessions in which learners practise and discuss learning and assessment methods.

Active sessions and tasks provide opportunities for learners to develop and practice skills, as well as to judge their own progress and receive feedback from peers and instructors. All exercises are related to the content of the Use of Force and Basics of Tactical Medicine Training, and the examples are extracted from it.

Learners are expected to actively take part in the discussion and practical exercises. The trainers support the learners to explore and integrate the concepts related to the workshop and also steering the process and encourage debate.

Assessment strategy

The workshop assessment strategy is designed to support learners in reaching learning outcomes. It is based mostly on formative assessment, i.e. individual feedback. Even though there are no pass/fail assessments, trainers have an obligation to point out the critical mistakes clearly, and provide suggestions for the correct course of action.



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For the exercises, rubrics are created, in order to assess whether the learners have achieved learning outcomes in key areas. Feedback is provided throughout the course to ensure continuous progress and general critical standards are established.

Exercises structure of the training

Exercise	Method	Weight
Practical exercise 1 - Role play	Group work – planning the role-play exercise	Correct actions / critical mistakes
Practical exercise 3 - Demonstration	Practical exercise – performing a short demonstration in smaller groups	Correct actions / critical mistakes
Practical exercise 4 - Assessment skills	Practical exercise – assessing peer performance	Correct actions / critical mistakes

Workshop Structure

WORKSHOP PLAN			NO. OF LEARNING HOURS
I	General part of the workshop		1
	1.	Introduction to workshop	1
II	Theoretical part of the workshop		3
	1.	Presentation of the Use of Force and Basics of Tactical Medicine Training	1
	2.	Interactive teaching methods and constructive feedback	2
III	Practical part of the workshop		20
	1.	Exercise 1 – role play	6
	3.	Exercise 3 – demonstration	6
	4.	Exercise 4 – assessment of the peers	6
Re-cap and evaluation of the workshop			2
In total:			24

GENERAL PART OF THE WORKSHOP			NO. OF LEARNING HOURS
1.	INTRODUCTION TO WORKSHOP		1
	1.1.	Administration	1
	1.2.	Presentation of the workshop program, goals, competencies, schedule and persons leading the workshop	
	1.3.	Code of conduct during the workshop	
In total:			1



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THEORETICAL PART OF THE WORKSHOP				NO. OF LEARNING HOURS
2.	USE OF FORCE AND BASICS OF TACTICAL MEDICINE TRAINING			2
	2.1.	Presentation of the Use of Force and Basics of Tactical Medicine Training		2
		Content 2.1.	Training goals, learning outcomes, learning/teaching and assessment strategies, implementation tips	
3.	INTERACTIVE TEACHING METHODS AND CONSTRUCTIVE FEEDBACK			2
	3.1.	Interactive teaching methods		1
		Content 3.1.1.	Learner-centred teaching Organization of practical exercise – exercise structure and the importance of solid introduction and thorough evaluation; role of trainers	
		Content 3.1.2.	Role play, simulation and demonstration – methods of choice for the Use of force and basics of tactical medicine training	
	3.2.	Constructive feedback		1
		Content 3.2.1.	Importance of feedback	
		Content 3.2.2.	Methods for constructive feedback	
In total:				4

PRACTICAL PART OF THE WORKSHOP				NO. OF LEARNING HOURS
4.	EXERCISE 1 – ROLE PLAY			6
	4.1.	Planning of role play on topic from the Use of Force and Basics of Tactical Medicine Training – in small groups		6
		Content 4.1.1.	Using the knowledge about role play, learners create role play scenario following given learning outcomes and define time, resources and structure of the exercise. It is a group activity	5
		Content 4.1.2.	Every group presents their scenario to other groups, and every scenario gets feedback by the instructors immediately after it is presented	1
6.	EXERCISE 2 – DEMONSTRATION			6
	6.1.	Demonstration of specific content of the Use of Force and Basics of Tactical Medicine Training – in small groups <i>Note: In online implementation, learners will record their demonstration, and the video will be played to the members</i>		6



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		<i>of the group and instructors during the real-time online session. In face-to-face implementation, demonstrations will be recorded and later played to the members of other group</i>	
	Content 6.1.1.	Using the knowledge about demonstration, each learner demonstrate one specific content of the Use of Force and Basics of Tactical Medicine Training. Each demonstration gets feedback by the instructor immediately after the demonstration	6
7.	EXERCISE 3 – ASSESSMENT OF THE PEERS		6
	7.1.	Giving feedback to workshop peers in objective and constructive way	6
	Content 7.1.1.	Demonstrations of one group will be given to the other and vice versa, and each learner will have to assess one, and help his group members assess others	6
Re-cap and evaluation of the workshop			2
In total:			20

